

First Nations Seven Youth Inquest Year 5 Report Card Review:

Recommendation # and Summary	2020 OCC Response Code	Canada's Responses
<p>16 – Medium Term Establish and fund a Federal Advocate for First Nations Children and Youth to monitor the progress toward closing the outcome gaps between First Nations children and non-Indigenous children in areas such as education, health, economic well-being and social services and to report directly to Parliament on this progress on an annual basis. The office should also be mandated to assist First Nations in identifying and accessing programs, funding and services. In response to a request, a complaint, or on its own initiative, the Federal Advocate would act on behalf of concerns of Indigenous individuals, families, communities, or organizations and could initiate reviews, make recommendations, and provide advice to governments, facilities, systems, agencies, or service providers.</p>	<p>Recommendation 16 calls for the establishment of Federal Advocate for First Nations Children and Youth, which Canada does not report to be creating. In order to receive a passing grade in the future, Canada must establish this body.</p>	<p><u>1B Alternate Recommendation has been implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> Indigenous Services Canada has commissioned an external consultant to explore options for an Ombudsperson/accountability function for Jordan's Principle. This program is available and provides for services not covered through other program funds to address gaps. Importantly, Jordan's Principle is a child-first principle which ensures First Nation families and children can access the same public services as mainstream Canadians. Budget 2021 proposes to provide \$73.6 million over four years, starting in 2021-22, to support the implementation of the Act Respecting First Nations, Inuit and Métis children, youth and families. Indigenous Services Canada is mandated to work collaboratively with partners to improve access to high quality services for First Nations. This includes identifying options for programs and services available to meet both the community and needs of individuals. <p>2016-2020</p> <ul style="list-style-type: none"> Budget 2016 announced \$29.4 million to support repairs and renovations of 210 First Nations and Inuit Child Care Initiative (FNICCI) centres and 70 Aboriginal

		<p>Head Start on Reserve (AHSOR) program facilities. Budget 2016 also invested \$100 million in 2017-18 to build capacity in existing Indigenous early learning and child care programs while the IELCC Framework was being developed. Repairs and renovations were undertaken in 340 FNICCI child care centers, in 97 AHSOR facilities and in 90 Aboriginal Head Start in Urban and Northern Communities facilities.</p> <ul style="list-style-type: none"> • On September 17, 2018, the Assembly of First Nations (AFN), Inuit Tapiriit Kanatami (ITK), the Métis National Council (MNC) and the Government of Canada jointly released a co-developed Indigenous Early Learning and Child Care (ELCC) Framework. This Framework will help strengthen early learning and child care programs for Indigenous children and families, with the goal of providing Indigenous children with the best possible start in life. • In June 2018, the National Council for Reconciliation completed its' final report and was presented to Minister Carolyn Bennet, CIRNAC. • In September 2018, the Government of Canada, the Assembly of First Nations, Inuit Tapiriit Kanatami and the Métis National Council jointly announced the first Indigenous Early Learning and Child Care (IELCC) Framework. In support of the Indigenous ELCC Framework, the government is committing up to \$1.7 billion over 10 years to strengthen early learning and child care programs and services that reflect the unique cultures and needs of First Nations, Inuit, and Métis children and families across Canada starting in 2018. This is part of the commitment of \$7.5 billion
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		<p>over 11 years the government made in Budget 2016 to support and create more high-quality, affordable child care across the country.</p> <ul style="list-style-type: none">• Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming.• IELCC funding was made available to First Nation communities in Ontario in 2019. Discussions with Chiefs of Ontario, Social Services Committee, regarding IELCC funding is an ongoing part of this initiative.• In addition to ELCC on-reserve, ISC also provides funding in Ontario to support full-time kindergarten (K4 and K5) programming in First Nations schools.• Last year, 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
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		<p>Childcare. In further support of early education, the Government will also dedicate a portion of the \$7 billion investment</p>
<p>28 – Medium Term Commencing in 2017, the facility goals set out above should be achieved for a predetermined number of First Nation communities in NAN territory based on priority needs, and an equal number of communities each year thereafter until all of the communities in NAN territory have achieved their facility goals.</p> <p>In relation to these goals from Rec. 27:</p> <ul style="list-style-type: none"> i. ensure that all education facilities have reliable and sufficient sources of heat, potable water; and sanitation; ii. ensure that education facilities have adequate internet bandwidth to support full access to all available on-line learning for all learners; iii. iii. ensure that the education facilities include a kitchen capable of producing three (3) hot meals a day for all of the learners, teachers and staff housed in the facilities and for the parents/caregivers who bring their children to the facilities for educational purposes; and iv. offer all learners access to well-equipped: a. gymnasium(s); b. exercise space; c. computer labs; d. libraries; e. music rooms; f. art rooms; g. drama classes; h. special education classes; i. science labs (as appropriate); j. spaces for traditional, cultural activities; k. spaces for Elders; l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators; m. general purpose 	<p>Canada has not predetermined specific First Nations communities in NAN Territory which should receive the facilities set out in recommendation 27. Canada should choose specific communities which will receive these facilities and provide them with such facilities in order to receive a passing grade in the future.</p>	<p><u>1 – Recommendation has been implemented/</u> <u>1A Recommendation will be implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Facility goals will be established in coordination with each community who determines their own plans and priorities. Engagement is planned to determine where investments in future education facilities will best serve their students needs. This will include an assessment of communities seeking new facilities versus those that wish to continue to support off reserve facilities such as Dennis Franklin Cromarty High School, Pelican Falls High School and associated accommodation options. • First Nations seeking a new educational facility (or major renovation/repair or addition to an existing facility) apply for funding through the First Nations Infrastructure Investment Plan process, following the standard procedure for submitting proposals under the Capital Facilities and Maintenance Program. All funding requests are prioritized using ISC’s School Priority Ranking Framework (SPRF). Projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs. New school projects ensure that education facilities meet health and safety standards including

<p>classrooms; and n. spaces large enough to host graduation celebrations and other education-related celebrations for the community.</p>		<p>sufficient sources of heat, fire protection, potable water, and sanitation.</p> <ul style="list-style-type: none"> • Since 2016, 5 school projects were completed: Pikangikum (K4 – Gr.12) Kashechewan (new modular elementary school), new elementary schools for Fort Severn (K4 – Gr 8) and Poplar Hill (K4 – Gr.9) and major capital upgrades to the Matawa Education and Care Centre. A further five (5) projects are under construction in Kasabonika (New Gr. 7-12 facility; renovations to their current school facility for K4- Gr. 6), North Caribou Lake (K4-Gr.12), Wapekeka (K4-Gr.10), Wunnumin (K4 – Gr.10), and the Matawa Education and Care Centre (Gr. 9-12). One school project is in the Design Phase (Kingfisher K4-Gr.10) and one project is completing a feasibility study for two schools within NNEC (Dennis F Cromarty High School and Pelican Falls First Nations High School). Teacherages accommodations are also being constructed as part of the school projects in four communities: North Caribou Lake, Wapekeka, Wunnumin, and Kasabonika. Teacherages are planned as part of the Kingfisher school project which is currently in Design Phase. Confirmed and approved ISC funding to support these projects is over \$269M, with another \$30M earmarked pending the conclusion of the Kingfisher school design phase. • The Federal government has proposed in the 2021-2022 budget a historic new investment of over \$18 billion over the next 5 years to improve the quality of life and create new opportunities for people living in
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		<p>Indigenous communities. This investment will continue to support action on infrastructure and clean water.</p> <ul style="list-style-type: none"> • ISC continues to provide funding supports to communities and NAN that are working on bringing broadband into their communities. Pikangikum was the first indigenous community in Canada to be linked to SpaceX Starlink broadband internet. Other communities in the NAN Territory are following this trajectory. <p>2016-2019:</p> <ul style="list-style-type: none"> • The Interim Funding Formula was implemented April 1, 2019. In order to encourage teacher retention and recruitment, it introduced provincially comparable amounts for teacher salary, pension, and benefits, plus adaptations for isolation. These adaptations have allowed more First Nations communities to enhance their teacher recruitment and retention packages based on local priority, and ISC Ontario Region is aware of several, including NAN communities, who have used these budget allocation increases to do so. The Government of Canada is not affiliated with the Teach for Canada program. • Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the post-secondary level. The decision of which certified institution and accredited program the student attends is made by the
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		<p>student and their supporting education authority, but could include assistance to those seeking training as teachers.</p> <ul style="list-style-type: none">• Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students.• With respect to Teacher Education programs with an Aboriginal focus, the Government of Canada is aware of a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education program.• In addition to post-secondary applications, through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will gain employment, function well in the work place, and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements.• First Nations can identify needs for teacherages on the First Nation Infrastructure Investment Plan. The
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		<p>Department has approved over \$12 million in funding to support the construction of teacherages in four NAN communities currently constructing new schools.</p> <ul style="list-style-type: none">• Canada has invested significant funding in First Nation education infrastructure through Budget 2016 investments with the objective of providing safe and healthy learning environments for First Nation students.• Ongoing Operations and Maintenance funding is provided for education facilities, based on the provincially comparable amount plus adaptations for remoteness and diesel use. Issues which cannot be resolved through O&M funding are placed on the First Nation Infrastructure Investment Plan with priority placed on addressing immediate health and safety needs.• First Nations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards (2016) include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students. Additional space is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations determine how space is allocated in an education facility.• Capital investments have been made in existing school facilities within NAN to address health and safety priority items and to extend the useful life of the facilities.
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		<ul style="list-style-type: none"> • The Kuhkenah Network (K-Net) provides information and communication technologies, telecommunications services, and network supports across north-western Ontario, including to over 200 First Nations-operated schools in the Region. This includes all Keewayintook Internet High Schools and Wahsa Distance Education Schools on-reserve. Indigenous Services Canada provides annual funding to K-Net to support the provision of these services. • The Canadian Radio-television and Telecommunications Commission has a proposal-based Broadband Fund of \$750 million over 5 years to support projects that build or upgrade access and transport infrastructure to provide fixed and mobile wireless broadband internet access services in eligible underserved areas of Canada. The first call for proposals was issued in fall 2019, and was shared broadly with First Nations communities.
<p>30 – Short Term In order to show its commitment to the implementation of Recommendations 25 through 29, issue a public announcement after the verdict regarding that commitment, and consider incorporating the criteria set out in the recommendations in documents relating to First Nations education programs, including the National Education Program Guidelines.</p>	<p>Although Canada has funded NAN to determine community needs in regards to recommendations 25-29, Canada does not report to have issued a public announcement regarding that commitment. After NAN’s infrastructure needs scan is complete, Canada should issue this public announcement in order to receive a passing grade for recommendation 30.</p>	<p><u>1B – Alternative recommendation has been implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Canada working with partners will announce on an ongoing basis changes to the infrastructure school space accommodation standards and education program guidelines. This is an alternate approach that respects the ongoing work with First Nation partners and a passing grade as an alternative recommendation has been achieved. This approach will be an ongoing and evergreen guiding principle of reconciliation. Canada is addressing funding authorities, operational policies and solutions including opportunities for

		<p>service transfer strategies that are based on First Nation control over First Nation education to fully realize student safety and success.</p> <ul style="list-style-type: none">• Indigenous Services Canada’s School Space Accommodation Standards (SSAS) outline the level of service standards for which funding may be provided for the construction and major renovation of First Nation schools. Funding may be approved and provided on the basis of the gross floor area allowance pursuant to the SSAS application methodology.• The SSAS applies where:<ul style="list-style-type: none">○ There are no existing educational facilities;○ Additional or new educational facilities are required; or where○ Existing educational facilities need to be expanded or entirely replaced.• Indigenous Services Canada is working nationally with the Assembly of First Nations to review and revise the School space Accommodations Standards (SSAS). This exercise will help inform the development of policy recommendations, in order to better meet the needs of First Nations schools. For example, it looks to improve fundable space including the size of additional space allowances, where applicable, for language and culture, Elders, outdoor learning, counselling/first aid/itinerant spaces, and gender-neutral washrooms, as well as minimum classroom sizes. The technical recommendations will be developed in collaboration with the AFN. This will also take into consideration the recently completed Provincial Comparability Study for education infrastructure.
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		<p>2017-2019:</p> <ul style="list-style-type: none"> Following the release of the Jury’s recommendations made in the Seven Youth Inquest, INAC Minister Carolyn Bennett issued an announcement on October 13, 2016, committing the Government of Canada to working in full partnership with First Nations partners to implement recommendations that can be acted upon immediately, and to continue to work in collaboration with the parties to the Inquest on longer term projects and solutions.
<p>55 – Short Term 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>Although Canada has provided and continues to commit to provide educational funding to DFCHS, Canada’s response to recommendation 55 makes no mention if the renovations to DFCHS mentioned in this recommendation have been addressed and completed.</p>	<p><u>1 Recommendation has been implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> In 2020, based on information provided by NNEC, ISC supported asbestos abatement, ceiling tile repairs, and bathroom repairs at Dennis Franklin Cromarty High School. ISC understands that the provincial Ministry of Education provided support for minor capital as well, including for a new boiler and heating system. The NNEC feasibility study was funded in 2017, commenced in 2018 and presented by NNEC to the project team in late February 2021 to assist with investment planning. This study will be used by NNEC in coordination with NAN communities who are served by their facilities to determine the pursuit of improvements and investments based on education delivery recommendations and individual facility investments from participating First Nation communities in serving their student needs.

		<p>2017-2020:</p> <ul style="list-style-type: none"> • Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs. • Funding was provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. While NNEC continues to develop their feasibility study, MFNM has concluded their feasibility study. The results of these studies facilitate informed discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues. • First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students and is also added for remote locations which have no other space large
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		<p>enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and further refined during the design phase.</p> <ul style="list-style-type: none">• Community engagement is/was a key part of the feasibility studies undertaken by both NNEC and MFNM. ISC has provided \$1,981,958 to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018. An additional \$20.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre. Construction work is currently underway and includes the development of student accommodations within the scope of work.• The Government of Canada is committed to supporting the Government of Ontario and First Nations partners to ensure that reverse tuition agreements are in place for students in Northwestern Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan's Principle to cases where a gap in tuition funding may exist pending a long-term resolution.• The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.
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<p>138 – Long Term 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"> i. comparative funding for the education of First Nations children on and off reserves; ii. the educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people; and iii. progress in closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services. <p>Truth and Reconciliation Calls to Action #55 We call 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"> i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, 	<p>In order for Canada to receive a passing grade for this recommendation, the National Council for Reconciliation must be established by Canada and that has not occurred.</p>	<p><u>1A – Recommendation will be implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Canada announced funding of \$127 million for 2020-21 budget year to establish the National Council for Reconciliation. • Ontario Technical Table for the Interim Funding Formula Approach (OTTIFA) continues to work to establish comparable funding for the education of First Nations children on and off reserves. • ISC supported schools to respond to COVID-19. • To date, Canada has supported Childcare Centres with a temporary wage increase for essential workers during the COVID-19 Pandemic so Early Childcare Educators can continue to support frontline workers through the provision of childcare so that services can still be provided for the greater community. • The federal government provided more than \$2 billion nationally to FN communities and provincial organizations through the Safe Return to Class Fund so schools can adapt and make building retrofits to provide safe learning spaces such as improved air ventilation, cleaning supplies and proper equipment (including PPE) to keep children and staff safe. Schools also used these funds to hire additional staffing to keep schools open during challenging times. <ul style="list-style-type: none"> ○ Matawa Education and Care Center is just about done building repairs and retrofits for student dwelling. Student dorms will be ready for students to move in just in time for 2nd
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<p>and the total spending on preventive and care services by child-welfare agencies.</p> <p>ii. Comparative funding for the education of First Nations children on and off reserves.</p> <p>iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.</p> <p>iv. Progress on 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.</p> <p>v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.</p> <p>vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.</p> <p>vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.</p>		<p>semester classes in February 2022. This living space accommodates more than 100 students.</p> <ul style="list-style-type: none"> • Educational Partnerships Program: EPP is aimed to advance First Nation elementary and secondary achievement in First Nations schools. <ul style="list-style-type: none"> ○ Most organizations are at the early stages of discussing what their Regional Educational Agreement may include. Some are considering an aggregate while other communities want to develop and plan their own, separate education system to meet the needs of students within the community. CIRNAC may be more involved in terms of jurisdiction in the development of Regional Education Agreements. • Education Partnership Program promotes collaboration between First Nations, Ministry of Education, Provincial partners and ISC. It has 3 components that include: <ul style="list-style-type: none"> ○ Partnerships – to share expertise and resources: NAN has an MOU to form a tripartite agreement with the Ontario Ministry of Education and ISC. ○ Structural Readiness- to strengthen the organization, cover start-up costs for First Nation School models and support service delivery agreements with partners ○ Regional Education Agreement- Beginning in 2018 to 2019 and continuing onto 2023, Canada has made a commitment of \$14 million per year to support First Nations in: <ul style="list-style-type: none"> • Delivering information sessions, establishing technical tables to discuss funding and
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		<p>developing relational education agreements. Education leaders from the communities and organization that involve NAN, NNEC, Matawa Education, KO and KOBE sit at the OTTIFA Table.</p> <ul style="list-style-type: none">• The Ontario Education & Social Department Program continues to work in collaboration with the Chiefs of Ontario, First Nations Tribal Councils, Indigenous Representative Organizations and Community Education Leaders at OTTIFA tables to plan how to best meet the needs of First Nation students. These discussion tables include:<ul style="list-style-type: none">• Transportation• Special Education• Remoteness• Achievement Gaps• Students over 21/Adult Education• Small Schools• Provincial Student Supports• Funding Protection• Research & Learning Program + Innovation in Education Programing• Provides a way for communities to develop research and create programs that are innovative for student learning.• Identifies gaps and helps leaders meet the needs of community• Innovation: \$866,5621.00• Research: \$120,000.000 went out communities and organizations in 2020-2021. Communities and organizations have
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		<p>used this fund to cover the expense of research which assists with the direction their education system is going while meeting the needs of their students.</p> <ul style="list-style-type: none">• Chiefs of Ontario – Education Coordination Unit is part of the team responsible for reviewing proposal submissions.• Thirty-four communities across Ontario were supported with Research and Innovation funding. <ul style="list-style-type: none">• The Ontario Regional Executive, First Nation Inuit Health Branch, provides reports to the Chiefs-in-Assembly and Indigenous Representative Organizations on all areas with regard to health.• NAN Health System Transformation: Indigenous Services Canada signed <i>The Charter of Relationship Principles Governing Health System Transformation in NAN Territory</i> (the Charter) with NAN and Ontario, mandated by NAN Resolution 17/21. This is a system-wide approach whereby Indigenous Services Canada is committed to working collaboratively to transform health service delivery for First Nation communities in NAN territory.• Budget 2021 provides \$107.1M over the next three years to fund efforts to transform health care services designed and delivered by First Nations communities, building on the government's commitment to improve access to high-quality and culturally relevant health care for Indigenous peoples.
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		<ul style="list-style-type: none"> • Budget 2021 proposes to provide an additional \$1.2 billion in 2021-22 to continue supporting the COVID-19 response in Indigenous communities as follows: <ul style="list-style-type: none"> ○ \$478.1 million on a cash basis to continue to support the ongoing public health response to COVID-19 in Indigenous communities, including support to hire nurses, help at-risk people to isolate, and distribute personal protective equipment. ○ An additional \$760.8 million for the Indigenous Community Support Fund to help First Nations, Inuit, Métis Nation communities, and urban and off-reserve Indigenous organizations serving Indigenous peoples meet the unique needs of their populations during the COVID-19 pandemic. <p>2017-2020:</p> <ul style="list-style-type: none"> • <i>Annual report to the National Council for Reconciliation:</i> In the absence of an established National Council for Reconciliation, requests for administrative data collected by the Government of Ontario will be considered and released where possible and with the appropriate permissions to ensure the privacy of individuals and communities are respected. Report was completed in 2017; please refer to 2017 Response to the OCC for further details. • Health System Transformation <ul style="list-style-type: none"> • See Recommendation #35. • Ontario does not collect administrative data with Indigenous identifiers in several areas, including in the
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		<p>health sector, IAO will continue to monitor the implementation of the Data Standards for the Identification and Monitoring of Systemic Racism and other related identity data initiatives. (https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism?_ga=2.159390717.1936596097.1591582187-1300337295.1542942560)</p> <ul style="list-style-type: none">• In December 2017, the Government of Canada announced the creation of an interim board of Indigenous leaders to provide advice on options for the creation of the National Council for Reconciliation and define the scope and scale of the mandate of the council.• In June 2018, the <u>Interim Board of Directors presented its final report</u>, which provides advice and recommendations on the National Council for Reconciliation and the related endowment fund. <p>In response to Call to Action 55, the interim board suggested that the national council focuses its actions on:</p> <ul style="list-style-type: none">• researching on reconciliation progress• monitoring and overseeing government programs, policies and laws that touch Indigenous peoples and reconciliation• reporting to Parliament and the people of Canada on existing, future and generative (decisive, instrumental and enabling) possibilities to advance reconciliation• advocating for and educating about reconciliation across all governments and sectors of Canadian society
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Recommendation # and Summary	2020 OCC Response Code	Canada's Responses
<p>14 – Medium Term 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>The extent of the progress made to fulfill this recommendation will become more apparent in the next couple of years, and should be documented in a transparent way through a final report made public, as this recommendation suggests.</p>	<p>1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • The Interim Funding Approach is in its 4th year. • ISC continues to engage Indigenous leaders as equal partners in education needs assessments to address formula funding for students at the OTTIFA Tables, this includes but is not limited to: <ul style="list-style-type: none"> •Core Education Formula Funding •Transportation •Special Education •Remoteness •Achievement Gaps •Students over 21+ /Adult Education •Small Schools •Provincial Student Supports •Funding Protection

Canada continues to support Indigenous Communities in the Fight against COVID-19:

- \$478.1 million is allocated to communities to support public health response to hire nurses, help at-risk people to isolate and distribute protective equipment
- An additional \$760.8 million was allocated to Indigenous communities to support First Nations to prevent the spread of COVID-19; support elders and vulnerable community members; provide mental health assistance and emergency response services; address food insecurity and support children.
- Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$577 million in the High-Cost Special Education Program over 5 years; \$275 million in the New Paths for Education Program to support First Nations language and culture programming; \$330 million in the Youth Employment Strategy; and a lifting of the 2 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-21.

2020:

- In addition to investments made in existing First Nations education programming, the Government of Canada worked with the Assembly of First Nations, the Chiefs Committee on Education and the National Indian Education Council to develop a new policy approach for

First Nations education that fundamentally reforms the way First Nations education is funded.

- In order to develop the new policy approach, Indigenous Services Canada provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous Services Canada who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education transformation.
- The Department worked with the Chiefs of Ontario in 2018-19 to engage with Ontario First Nations on implementation of the Interim Funding Formula as part of the ongoing broader education engagement and transformation process.
- In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and

secondary education is funded. COO has established the Ontario Technical table for the Interim Funding Approach (OTTIFA), to collaborate and partner on the implementation of the new policy approach and funding formula in Ontario. These discussion tables include:

- Transportation
- Special Education
- Remoteness
- Achievement Gaps
- Students over 21+ /Adult Education
- Small Schools
- Provincial Student Supports
- Funding Protection

By working collaboratively through OTTIFA, the Interim Funding Formula was implemented April 1, 2019. The formula fundamentally changes First Nations K-12 Education, touching on recommendations 8-14, in the following ways:

- Provides a stable, reliable, and predictable funding framework based upon the Ontario Grants for Students Needs model, which includes specific amounts for safe school protocol and student retention initiatives
- Moves away from over-reliance on proposal-based funding, and updates annually based on changes to student numbers and to the provincial funding model
- Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities.

- Remoteness adaptations were recommended by OTTIFA to provide salary and travel enhancements for educators teaching in isolated communities, enabling remote communities to employ certified instructors to teach students.
- Language and culture enhancement is based on the co-developed Education Transformation Policy Approach, which prescribes at least \$1,500 per student.
- Increased budget flexibility for First Nations educators, in order to make decisions that place the best interest of their students at the forefront, and exercise local control over education.
- Increases special education funding for direct services by \$12.1 million in Ontario Region.
- Provides funding protection for all education service providers, to ensure critical supports previously-provided through proposal based programs continue alongside, and become integrated into the Interim Funding Formula. This will help maintain critical initiatives in place for student retention, in particular.
- The second year of the Interim Funding Formula began on April 1, 2020. Seeing as it is based on provincial comparability, student numbers, and on the annual rates of growth as applied through the Ministry of Education's Grants for Student Needs Technical Paper (in Ontario only) Ontario Region's total elementary/secondary budget allocation has increased by approximately 4% overall from 2019-20. This increase has happened despite a decrease of student numbers in Ontario region by about 5%.

- The Interim Funding Formula has helped introduce more sufficient, reliable, predictable, and stable funding for First Nations schools, who as a result have increased support to implement some of the specific program components referred to in these recommendations in accordance with local priorities.
- ISC has continued to support the work of OTTIFA. OTTIFA has continued to meet regularly to assess and refine the Interim Funding Formula for elementary/secondary education as it is applied to First Nations Schools in Ontario, including exploring First Nations student factors that increase funding needs above provincial levels such as remoteness, a gap in achievement, the cost of transportation, and special education needs. Working through OTTIFA, education funding sufficiency and adequacy in the First Nations context is regularly discussed in partnership with First Nations. OTTIFA reports back on its progress to region-wide gatherings of First Nations educators.
- Additionally, given that the local context of First Nations schools can vary between communities, additional funding for First Nations communities/groups of communities has been made available as a part of the Interim Funding Approach through the Regional Education Agreement program. These funds are intended to support First Nations to identify and outline how the Government of Canada can best support First Nations schools, students, communities, and education organizations in ensuring that First Nations students receive a high quality,

		<p>linguistically and culturally appropriate education that improves outcomes.</p>
<p>15 – Short Term Newly developed policies, as well as existing policies/procedures amended as a result of this inquest, should be reviewed annually to prevent equity and equality gaps in education, health and living conditions.</p>	<p>The extent of the progress made to fulfill this recommendation will become more apparent in the next couple of years and should be documented in a transparent way through a final report made public, as this recommendation suggests. However, Canada’s response to recommendation 8 is exclusively directed at educational and employment outcomes. In addition to this, Canada should address gaps in health and living conditions to appropriately respond to recommendation 15.</p>	<p>1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented</p> <p>2021 Update: Budget 2021 proposes to invest \$1.4 billion over five years, beginning in 2021-22, and \$40.6 million ongoing, to maintain essential health care services for First Nations and Inuit, continue work to transform First Nations health systems, and respond to the health impacts of climate change, including:</p> <ul style="list-style-type: none"> • \$774.6 million over five years, beginning in 2021-22, to ensure continued high-quality care through the Non-Insured Health Benefits Program, which supports First Nations and Inuit people with medically necessary services not otherwise covered, such as mental health services, medical travel, medications, and more. • Students received additional funds for their needs that might arise due to the COVID-19 pandemic. • The Post-Secondary Student Support Program is governed by the community and they develop their own internal policies. This program provides First Nation students with funding to access educational opportunities into college and/or university. Living allowances, tuition and costs of books/supplies are included the PSSSP. New students are supported to navigate the education pathways through career or

		<p>personal counselling, finding an apartment or applying for bursaries.</p> <ul style="list-style-type: none">• First Nations and Inuit Youth Employment Strategy/Skills Link Program supports youth to overcome barriers to employment. In the same way, students become more employable and gain an awareness of the benefits of planning their education pathways.• Special Education Supports are provided through Jordan’s Principle and High Cost Special Education Programing to support the success of students and their families in Kindergarten to grade 12.• \$354 million over five years, beginning in 2021-22, to increase the number of nurses and other medical professionals in remote and isolated First Nations communities.• \$107.1 million over three years, beginning in 2021-22, to continue efforts to transform how health care services are designed and delivered by First Nations communities, building on the government’s commitment to improve access to high-quality and culturally relevant health care for Indigenous peoples.• \$125.2 million over four years, beginning in 2022-23, to continue to support First Nations communities’ reliable access to clean water and help ensure the safe delivery of health and social services on reserve.• \$22.7 million over five years, beginning in 2021-22, to support First Nations and Inuit as they manage the health impacts of climate change, such as access to country food, impacts of extreme weather events, and mental health impacts of climate change on youth.
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		<p>support community in achieving its goals financial health so that they can take advantage of increased flexibility available in your funding agreement and ultimately, enter in a 10 year New Fiscal Relationship (NFR) Grant funding agreements.</p> <p>2019-2020: The second year of the Interim Funding Formula began on April 1, 2020. This formula is based on provincial comparability, student numbers, and on the annual rates of growth as applied through the Ministry of Education’s Grants for Student Needs Technical Paper (in Ontario only) Ontario Region’s total elementary/secondary budget allocation has increased by approximately 4% overall from 2019-20. This increase has happened despite a decrease of student numbers in Ontario region by about 5%.</p> <ul style="list-style-type: none"> • The Interim Funding Formula has helped introduce more sufficient, reliable, predictable, and stable funding for First Nations schools, who as a result have increased support to implement specific program components referred to in recommendations by community in accordance with local priorities. • ISC has continued to support the work of OTTIFA. OTTIFA has continued to meet regularly to assess and refine the Interim Funding Formula for elementary/secondary education as it is applied to First Nations Schools in Ontario, including exploring First Nations student factors that increase funding needs above provincial levels such as remoteness, a gap in achievement, the cost of transportation, and special education needs. Working through OTTIFA, education
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		<p>funding sufficiency and adequacy in the First Nations context is regularly discussed in partnership with First Nations. OTTIFA reports back on its progress to region-wide gatherings of First Nations educators. Additionally, given that the local context of First Nations schools can vary between communities, additional funding for First Nations communities/groups of communities has been made available as a part of the Interim Funding Approach through the Regional Education Agreement program. These funds are intended to support First Nations to identify and outline how the Government of Canada can best support First Nations schools, students, communities, and education organizations in ensuring that First Nations students receive a high quality, linguistically and culturally appropriate education that improves outcomes.</p> <p>High-Cost Special Education Program:</p> <ul style="list-style-type: none"> • Canada is in the fifth year of its commitment of a budgetary promise to support special education needs of \$577.5 million over 5 years for High-Cost Special Education Program. This program is outside of the Interim Funding Formula. First Nation students in kindergarten to grade 12 with high cost special education needs are provided access to quality programs and services. <p>Post-Secondary Partnership Program:</p> <ul style="list-style-type: none"> • ISC is committed to working with communities and Indigenous partners in developing their own policies for
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		<p>program reform. ISC continues to honor the Assembly of First Nations Special Chiefs Assembly Resolution #05/2018:</p> <ul style="list-style-type: none">• First Nations assert their right and responsibility to direct and make decisions regarding all matters relating to First Nations lifelong learning as an inherent and treaty right. First Nations assert an inherent and treaty right to education that is in accordance with their culture, values, traditions and languages to support holistic lifelong learning• First Nations are seeking strengthened Government of Canada support for First Nations post-secondary education through treaty-based, self-government and/or regional models that enable First Nations control of First Nations education. Building on current best practices, the implementation of regional models will enable First Nations to holistically consider, design and implement a suite of integrated programs and services to comprehensively support post-secondary education attainment and success. Models must respect local control, honouring the autonomy of First Nations to dictate their own models that will not minimize flexibilities that First Nations communities currently have. These models, once created, must be First Nations directed and managed. In addition, First Nations have identified that ongoing changes to federal policy and legislation (such as Bill S-3) can put pressure on First Nations governments to make timely and difficult decisions in regards to supporting First Nations students.
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		<p>2016-2018:</p> <ul style="list-style-type: none">• Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$577 million in the High-Cost Special Education Program over 5 years; \$275 million in the New Paths for Education Program to support First Nations language and culture programming; \$330 million in the Youth Employment Strategy; and a lifting of the 2 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-21.• In addition to investments made in existing First Nations education programming, the Government of Canada worked with the Assembly of First Nations, the Chiefs Committee on Education and the National Indian Education Council to develop a new policy approach for First Nations education that fundamentally reforms the way First Nations education is funded.• In order to develop the new policy approach designed by First Nation leaders in education, Indigenous Services Canada provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. The national task teams used information gathered from to collaboratively developed
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		<p>recommendations for strengthening First Nations education. The recommendations were made to the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous Services Canada who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education transformation.</p> <ul style="list-style-type: none">• The Department worked with the Chiefs of Ontario in 2018-19 to engage with Ontario First Nations on implementation of the Interim Funding Formula as part of the ongoing broader education engagement and transformation process.• In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. COO has established the Ontario Technical table for the Interim Funding Approach (OTTIFA), to collaborate and partner on the implementation of the new policy approach and funding formula in Ontario.• By working collaboratively though OTTIFA, the Interim Funding Formula was implemented April 1, 2019. The formula fundamentally changes First Nations K-12 Education, touching on recommendations 8-14, in the following ways:<ul style="list-style-type: none">○ Provides a stable, reliable, and predictable funding framework based upon the Ontario
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		<p>Grants for Students Needs model, which includes specific amounts for safe school protocol and student retention initiatives</p> <ul style="list-style-type: none">○ Moves away from over-reliance on proposal-based funding, and updates annually based on changes to student numbers and to the provincial funding model○ Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities.○ Remoteness adaptations were recommended by OTTIFA to provide salary and travel enhancements for educators teaching in isolated communities, enabling remote communities to employ certified instructors to teach students.○ Language and culture enhancement is based on the co-developed Education Transformation Policy Approach, which prescribes at least \$1,500 per student.○ Increased budget flexibility for First Nations educators, in order to make decisions that place the best interest of their students at the forefront, and exercise local control over education.○ Increases special education funding for direct services by \$12.1 million in Ontario Region.○ Provides funding protection for all education service providers, to ensure critical supports previously-provided through proposal based
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		<p>programs continue alongside, and become integrated into the Interim Funding Formula. This will help maintain critical initiatives in place for student retention, in particular.</p>
<p>22 – Short Term *Jordan’s Principle 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>Until the gap in the breadth of services that First Nations children receive is closed, and Jordan’s Principle is fully implemented, Canada and Ontario cannot receive a passing grade for recommendation 22.</p>	<p>1 - Recommendation has been implemented</p> <p>2021 Update:</p> <ul style="list-style-type: none"> • The wellbeing of First Nations children and families is a priority for the Government of Canada. We recognize there were jurisdictional situations where First Nations children did not receive the full breadth of services, Jordan's Principle is the avenue to close these 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. • The requests and funding that is approved for Individual and Group requests in the region have grown significantly and showcases the improved access to close gaps. Every effort is made to approve requests within the compliance timeframe and is not impeded by jurisdictional issues. As of March 1, 2021 individual requests are being met in real-time (previously a 3-6 month backlog). • Jordan’s Principle is accessible by individuals and groups supporting services for First Nation children including but not limited to schools, parents, caregivers and health partners. • The government is committed to supporting the well-being of Indigenous children and families. Work continues with Indigenous leadership to reform child

		<p>and family services so that all Indigenous children have the opportunity to grow up in their communities, immersed in their cultures, and surrounded by loved ones. To support this important work, Budget 2021 proposes to provide \$1 billion over five years, starting in 2021-22, with \$118.7 million ongoing to increase funding under the First Nations Child and Family Services Program. Proposed funding would:</p> <ul style="list-style-type: none"> • Provide increased support to First Nations communities not served by a delegated First Nation agency for prevention activities to help First Nations children and families stay together, within their communities through the Community Well-being and Jurisdiction Initiative; • Continue to implement orders from the Canadian Human Rights Tribunal; and • Permanently ensure that First Nations youth who reach the age of majority receive the supports that they need, for up to two additional years, to successfully transition to independence. • The government will also continue to support First Nations, Inuit, and Métis communities in developing their own child and family services models that reflect their values and traditions under the <i>Act Respecting First Nations, Inuit and Métis children, youth and families</i>. • Budget 2021 proposes to provide \$73.6 million over four years, starting in 2021-22, to support the implementation of the Act. These investments and the implementation of the Act will help realize the shared goals of prioritizing the best interests of children,
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		<p>increasing the number of communities exercising jurisdiction in relation to child and family services, and decreasing the number of children in care.</p>
<p>29 – Short Term Each remote First Nation community should be provided with reliable high speed internet access to allow for youth to:</p> <ul style="list-style-type: none"> i. receive high school education at home; ii. community and family connectivity when youth are away from home for school or for other reasons; iii. and career options for youth and their families within their communities. 	<p>Note: Although Canada provides funding to Kuhkenah Network (K-Net) and Ontario is committed to expanding broadband into five remote Matawa communities in the Ring of Fire Region, every remote First Nation community is not provided with reliable high speed internet access, which is required by recommendation 29. Until this occurs, Canada and Ontario cannot receive a passing grade.</p>	<p>8 – Alternative recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Currently, many First Nations communities have made use of Low Earth Orbit (LEO) Satellite technology to improve internet connectivity in their communities, using education funds in order to improve student learning experience by obtaining access to high-speed internet. For example, Pikangikum, Nibinamik and Marten Falls have recently subscribed to Starlink satellite service. • ISC funds Matawa KKETS program as they provide training, education and some employment through programming within their communities. • On June 23, 2021, Canada announced an investment of over \$9.5 million to bring high-speed Internet to 6,124 homes in rural and Indigenous communities in Ontario. • The Universal Broadband Fund was launched in November 2020 and, as a result of Budget 2021, it is now a \$2.75-billion program. Projects funded under the UBF, as well as through other public and private investments, will help connect 98% of Canadians to high-speed Internet by 2026 and achieve the Government of Canada’s national target of 100% connectivity by 2030.

		<ul style="list-style-type: none"> • ISC is undertaking a priority ranking exercise to allocate available connectivity budgets for 2021/2022 to requests identified by recipients through the First Nation Infrastructure Investment Plan. <p>2020:</p> <ul style="list-style-type: none"> • On November 2020, the federal government announced an opportunity for Indigenous communities to improve internet and mobile connectivity in the communities • In December 2020, Pikangikum First Nation is the first Indigenous community in Canada to be connected to SpaceX satellite network. • The Universal Broadband Fund is a \$1.75 billion dollar fund established to support infrastructure projects that will increase internet and mobile connectivity in remote and rural areas • During the past decade, ISC CID has partnered with other departments and provincial ministries to support the design and installation of fibre optic cable to remote communities in northern Ontario to replace aging microwave tower technology and satellite service. <p><u>Northern Ontario Broadband Initiative</u></p> <ul style="list-style-type: none"> • The Northern Ontario Broadband Initiative installed fibre optic cable to the following remote communities Pikangikum, Poplar Hill, North Spirit Lake, Deer Lake, Sandy Lake, Keewaywin, Muskrat Dam, Sachigo Lake, Bearskin Lake, Kitchenuhmaykoosib Inninuwug, Wapekeka, Kasabonika Lake, Wawakapewin, Kingfisher
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		<p>Lake, Wunnumin Lake and North Caribou Lake. ISC contributed \$10.6M during the period 2011-2014 toward the \$86M initiative (note: final cost may have been higher), which was cost shared with the province, other federal departments and private industry (Bell Aliant). This project was an upgrade from microwave and satellite communication technology and provided backbone service into these communities.</p> <p><u>Matawa Broadband Project</u></p> <ul style="list-style-type: none"> • This is \$69.2M project is to design and install next generation fibre optic communications network that will act as the backbone (long-haul) and feeder/distribution network, providing advanced telecom services to businesses, homes, and core community infrastructure within the participating Matawa First Nations Communities. The following remote communities are being serviced by this project: Eabametoong, Marten Falls, Neskantaga, Nibinamik, and Webequie. Aroland a non-remote community is also being connected. • The long-haul backbone will be approximately 860 km connecting six (6) Matawa First Nation Communities. Within each Community, a feeder/distribution network will be constructed to connect each resident, business, and core community institution to the network. • ISC contributed \$2.2 M in 2016-2018 to support the design phase. The balance of the project is being supported by Innovation, Science and Economic Development and the Ministry of Northern
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		<p>Development and Mines. This important work is still in progress.</p> <p>2018</p> <ul style="list-style-type: none"> • ISC continues to provide funding for Kuhkenah Network (KNET). Work is being done to expand broadband into five remote Matawa communities in the Ring of Fire Region. <p>2010:</p> <ul style="list-style-type: none"> • An estimated \$81 million initiative was announced to bring a state-of-the-art fibre optic network to 26 Nishnawbe Aski Nation communities. • Partnerships were made with Bell Aliant, NAN, ISC • This new infrastructure was said to bring new economic opportunities and enhance the quality of life for the communities involved.
<p>31 – Short Term 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.</p>	<p>NOTE: In order to receive a passing grade for recommendation 31, Canada, in working with these First Nations groups, should develop agreed milestones and timelines required to implement recommendations 25-29.</p>	<p>1B – Alternative recommendation has been implemented</p> <p>2021 Update:</p> <ul style="list-style-type: none"> • The First Nations Infrastructure Investment Plan (FNIIP) helps ISC assess infrastructure needs and strategically plan infrastructure investments in First Nation communities across Canada. • Each year, the National FNIIP is developed based on infrastructure investment plans at the community and regional level. Investments are prioritized through the National Priority Ranking Framework, a planning tool that helps direct funding to the highest priorities using a consistent and transparent process across all regions.

		<p>The amount of funding planned under FNIIP varies from year-to-year because of time-limited, targeted funding programs. FNIIP is not a funding program but rather a planning tool for managing investments in First Nation infrastructure.</p> <ul style="list-style-type: none">• First Nations seeking a new educational facility (or major renovation or addition to an existing facility) apply for funding through the FNIIP process. All education funding requests are prioritized using the School Priority Ranking Framework (SPRF) for targeted education funding. Funding of projects is based on budget availability and supports the gross floor area allowance determined through the SSAS application methodology.• Underway in NAN communities specifically since 2016 have been the conclusion of five (5) school projects (3 new schools, one new modular school, one major renovation), with five (5) new school projects under construction, one project in design phase and one project concluding a feasibility study. Teacherages and related off-site infrastructure have also been funded in four (4) projects under construction as well as new accommodations space for student who will be attending the Matawa Education and Care Centre in Thunder Bay.• Budget 2016 invested \$969.4M over five (5) years for the construction, repair and maintenance of First Nations education facilities. Prior to Budget 2016, Budget 2014 committed \$500 million over seven years (starting in 2015-2016) for education facilities, plus \$175 million in additional funding. Ontario Region has
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		<p>supported the advancement of 15 school infrastructure projects of which nine (9) are for NAN members First Nations.</p> <p>2019:</p> <ul style="list-style-type: none"> Indigenous Services Canada has funded NAN to conduct an infrastructure needs scan to assess what communities have and what they need. The scan was received by the Department in May 2019 and is being used to help understand education infrastructure priorities.
<p>57 – Medium Term Upon completion of the reports regarding the site analyses performed at DFCHS, if the cost/benefit analysis supports performing the necessary repairs and renovations, or acquiring a new facility, provide funding to implement the recommendations contained in the reports.</p> <p>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>Although Canada has provided DFCHS with funding to complete a site analysis, there is no mention of whether a corresponding report has been completed</p>	<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p>2021 Update:</p> <ul style="list-style-type: none"> Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs. Funding was provided to both NNEC and MFNM to conduct and complete feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. The NNEC final draft feasibility study was presented to the project team in late February 2021. The study is currently undergoing review by all parties including ISC. Upon acceptance of

		<p>the final study, NNEC will be better positioned to determine the pursuit of improvements to the way education is delivered to students from participating First Nation communities. MFNM has concluded their feasibility study. The results of these studies facilitate informed discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues.</p> <ul style="list-style-type: none">• First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students and is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and further refined during the design phase.• Community engagement is/was a key part of the feasibility studies undertaken by both NNEC and MFNM. ISC has provided \$1,981,958 to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018.
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		<p>An additional \$20.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre. Construction work is currently underway and includes the development of student accommodations within the scope of work.</p> <ul style="list-style-type: none"> • The Government of Canada is committed to supporting the Government of Ontario and First Nations partners to ensure that reverse tuition agreements are in place for students in Northwestern Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan’s • Principle to cases where a gap in tuition funding may exist pending a long-term resolution. • The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, that was implemented September 1, 2019.
<p>64 – Medium Term In order to improve education outcomes of First Nations youth who attend secondary school in Thunder Bay and to develop important values, in consultation with NNEC, KO, DFCHS, PFFNHS and MLC, provide on-going, predictable and reliable funding to ensure that there is an appropriate staff complement and programs to address the cultural needs of DFCHS, PFFNHS and MLC students starting for the 2016-2017 school year, including: i. appropriate ratio of education assistants to students; ii. appropriate number of Elders (male and female) to be available during school hours;</p>	<p>In order for Canada to receive a passing grade in the future, the requirements of this recommendation must be fully implemented by NNEC, KO, and MLC.</p>	<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • The Interim Funding Formula continues to support the following: <ul style="list-style-type: none"> ○ appropriate ratio of education assistants ○ Elder supports in the schools: NAN has put in place an Elder Advisory Council and Youth Advisory Council. ○ Curriculum development that supports Anishnawbemowin and Culture

<p>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;</p> <p>iv. curriculum development that supports language, culture and traditional activities;</p> <p>v. regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;</p> <p>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;</p> <p>vii. funding for land-based learning; and viii. funding to facilitate the development and implementation of Ojibway/Cree immersion programming</p>		<ul style="list-style-type: none"> ○ Supports for Land-Based Learning ○ ISC contuse to funding for the development of Ojibway/Cree immersion curriculum and teacher training to Kwayacciwin Education Resource Center supports First Nation schools and communities in the area. <ul style="list-style-type: none"> ● The communities, school and organizations that have expressed an interested in developing their own Regional Education Agreement will be submitted proposals at the end of June 2021. Communities and organizations are in different levels of their research as they seek to develop what their education looks like and how much it will costs to fund. ● Jordan’s Principle also provides the means to hire education assistants/tutors for students that might need 1:1 support in school. Parents can also request support when learning how to manage the special needs of their child. <p>In support of First Nations control of First Nations education and wellness, the Government of Canada has encouraged First Nations parties to the Inquest to identify what actions and supports they require to meet their identified needs and are working with them to support those priorities.</p> <p>Through Budget 2016, the Choose Life initiative, and by mobilizing other resources, the Government of Canada has supported a number of specific activities identified by First Nations parties to the Inquest that correspond to recommendation 64-68, including:</p>
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		<ul style="list-style-type: none"> • Increased guidance and counselling allocations, which has allowed all First Nations education organizations in Ontario Region to improve direct student supports in accordance with their priorities • Doubled the number of trips home for students during the school year from two to four, which has benefitted all students in NAN communities • Start-up costs for academic programming through NNEC’s Wahsa internet high school • Critical Thinking Consortium phases at MLC • Vehicles for land-based learning excursions • Document translation • Social workers, Psychologists, Mental Health Workers, and Psychiatric services in schools • Culture and Land Based programming • School nurses • Tele Mental Health/Video conferencing • Foot Patrol program • Salaries for on-call workers, their transportation, their supplies, their training, and a coordination unit • Student life skills training • Cell phones and personal safety devices to improve communication between students, families and school staff • Clothing and academic material costs • Furniture costs for Pelican Falls student residences • Learning Kitchen start-up costs • Outdoor Learning facility start-up costs • Prime worker salaries • Recreational programming and equipment
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		<ul style="list-style-type: none">• An extra-curricular and outreach strategy• Tutoring programs• Art programming and supplies• Staff training initiatives, e.g. missing person protocol training• Boarding home parent training• On-call worker training• Student and staff training in areas such as grief-coping, relationship building and employability skills• Peer Mentorship Programs• Youth Leadership Training (course development and implementation)• Youth co-ordinators• Cultural workers• The W.I.N.K.S Interagency Active Wellness Youth program to encourage healthy living, positive mental health, and success in school• Enhanced addictions funding• Process changes to the Non-Insured Health Benefits (NIHB) program that have increased the availability of mental health counsellors and expanded health coverage to include land-based healing, land-based detox, traditional healers and Elders. <p>The Interim Funding Formula introduced specific budget amounts for student transition supports, intended to help sustain many of the supports implemented by working collaboratively with First Nations partners, especially on-call and prime workers.</p>
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		<p>The Government of Canada participated in the NAN-led Boarding Home Review, and will look to review those findings once available to help guide further changes to the Private Home Placement program that support a wide array of student supports, like those mentioned in these recommendations.</p>
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Recommendation # and Summary	OCC Response Code	Canada's Responses
<p>4 – Medium Term 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>To renew the relationship between Canada and Indigenous Peoples, nation-to- nation, Canada and Ontario should follow the priorities outlined in the letter (exhibit 144) to the Honorable Carolyn Bennett by the Right Honorable Justin Trudeau, Prime Minister of Canada.</p>	<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • In June 2021, Bill C-15 – an Act Respecting the United Nations Declaration on the Rights of Indigenous Peoples – received Royal Assent. • Implementation of Legislation on the United Nations Declaration on the Rights of Indigenous Peoples. In December 2020, the Government introduced Bill C-15, United Nations Declaration on the Rights of Indigenous Peoples Act, which was developed with Indigenous partners, fulfilling its commitment to introduce legislation to implement the Declaration as government legislation. • Budget 2021 proposes to provide \$31.5 million over two years, starting in 2021-22, to support the co-development of an Action Plan with Indigenous partners to implement this legislation and to achieve the objectives of the Declaration. This process will support Indigenous self-determination and enhance nation-to-nation, Inuit-Crown and government-to-government relationships.

- In June 3, 2021, Canada announced the federal contribution to the Nation Action Plan to address Missing and Murdered Women and Girls. The plan outlines the government of Canada's approach to ending violence against Indigenous women, girls and SLGBTQQIA+ people.

2015-2020:

According to the Government of Canada 2015 Mandate tracker, a total of 14 commitments were made with respects to Indigenous Peoples in November 2015 Mandate Letters. Seven of those commitments have been completed/fully implemented, including:

- Make significant new investments in First Nations education so that children on reserve receive a quality education.
- Undertake an inquiry into missing and murdered Indigenous women and girls in Canada.
- Work with the Métis Nation to advance reconciliation and renew the relationship.
- Increase annual support to the Post-Secondary Student Support Program.
- Renew and improve the Aboriginal Skills and Employment Training Strategy.
- Co-develop an Indigenous Early Learning and Child Care Framework with Indigenous partners.
- Co-develop an Indigenous Languages Act.
- Improve essential infrastructure for Indigenous communities, including improving housing.
- Implement the recommendations of the [Truth and Reconciliation Commission](#).

- Promote economic development and create jobs for Indigenous peoples.
- Establish a new fiscal relationship with First Nations communities and lift the 2% cap.
- Undertake a review of laws and policies to ensure the Crown is fulfilling its obligations and commitments to the recognition and implementation of Indigenous peoples' rights.
- Incorporate Aboriginal and treaty rights, residential schools and Indigenous contributions into school curricula.
- Improve services to Indigenous people and those with mental illness throughout the criminal justice system.

For more information on specific results, please see the mandate tracker at:

<https://www.canada.ca/en/privycouncil/campaigns/mandate-tracker-results-canadians.html>

The Government of Canada continues to be guided by its mandate to renew the relationship with Indigenous peoples. The Right Honorable Justin Trudeau, Prime Minister of Canada, reiterated the need to keep moving forward on reconciliation in mandate letters to cabinet ministers on December 13, 2019. The mandate letter for sent to the Marc Miller, Minister of Indigenous Services Canada Marc Miller, can be found online at:

<https://pm.gc.ca/en/mandate-letters/2019/12/13/minister-indigenous-services-mandate-letter>

The most recent letter includes the following priorities:

		<ul style="list-style-type: none"> • Fulfill our commitment to eliminate all long-term drinking water advisories on reserve by Spring 2021 and continue to take steps to ensure water stays safe to drink. • Continue to fully implement Jordan’s Principle to ensure that First Nations children have access to the health, social and educational supports and services that they need, when and where they need them. • Move quickly on fair and equitable compensation to First Nations persons who were harmed by the discriminatory underfunding of child and family services on reserve.
<p>8 – Long Term In order to achieve equity for First Nations students, provide funding for education (on and off-reserve) that is sufficient to ensure that:</p> <ul style="list-style-type: none"> i. First Nations schools on and off-reserve can provide the full range of programs and services that are available to non-Indigenous children in Ontario, including new and innovative programs and services; ii. First Nations schools on and off-reserve can provide additional programs and services required as a result of the unique circumstances and challenges faced by First Nations students, their schools and their communities; iii. the gap between educational outcomes for First Nations students and non-Indigenous students is substantially reduced every year, and completely eliminated in 10 years so that the next generation of First Nations children will have the same educational advantages as other children in Canada; iv. First Nations students from remote communities receive the same educational advantages as other children in Canada regardless of where they are born, where their families 		<p>1B – Alternate recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Effective 2020-2021, ISC Ontario Region Interim Funding Formula now includes a Geographic Circumstances Grant used in the application of elementary/secondary school(s). This adaptation was recently recommended by the Ontario Technical Table on the Interim Funding Approach, as a means of more accurately reflecting the rural and dispersed nature of First Nations Schools in Ontario Region. • Effective 20-21, ISC Ontario Region Interim Funding Formula now includes Private First Nations Schools Tuition Rate Adapting a new tuition rate for students attending specific private schools off-reserve that are owned and operated by First Nations organizations. This was recommended through OTTIFA that the new tuition rate would be based on the average rate per FTE from the proximate First Nations Education Authority in the

<p>choose to reside, and whether they attend school away from their home communities; and v. all education decisions regarding First Nations children are made with the best interests of those children in mind.</p>		<p>Provincial Comparability Model to the student home community.</p>
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<p>9 – Long Term</p> <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"> i. develop and implement culturally appropriate curricula and programs. Staff hired for these programs should include onsite Elders; cultural and traditional land-based teachers; and after-school activity coordinators; ii. develop and implement languages curricula and programs (including individual courses and full/partial immersion); iii. assess and identify students with special education needs and provide the necessary supports to those students including, but not limited to, speech and language therapy; occupational and physical therapy; iv. ensure the safe transportation of students to and from school; v. create and implement safe school protocols; vi. decrease absenteeism by hiring a community-school liaison worker or having a community Elder attend at the homes of 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 		<p>In Budget 2021, Canada has committed to invest \$1.2 billion over five years, and \$181.8 million ongoing to include:</p> <ul style="list-style-type: none"> • \$112 million in 2021-22 to extend COVID-19 support so children on reserve can continue to attend school safely, including PPE for students and staff, laptops to support online learning, and more teachers and other critical staff. • \$726 million over five years, starting in 2021-22, and \$181.8 million ongoing, to enhance funding formulas in critical areas such as student transportation; ensure funding for First Nations schools remains predictable from year to year; and increase First Nations control over First Nations education by concluding more Regional Education Agreements. • \$350 million over five years, starting in 2021-22, to expand access to adult education by supporting First Nations people on reserve who wish to return to high school in their communities and complete their high school education. <p>Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$577 million in the High-Cost Special Education Program over 5 years; \$275 million in the New Paths for Education Program to support First Nations language and culture programming; \$330 million in the Youth Employment Strategy; and a lifting of the 2 per-cent funding cap for First</p>
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<p>with inflation, education best practices and changes in legislation and student need; and xi. educate students on the United Nations Convention on the Rights of the Child, the United Nations Declaration on the Rights of Indigenous Peoples, then work of the Truth and Reconciliation Commission and Treaty Rights to strengthen the knowledge of students regarding their rights and protections.</p>		<p>Nations programs that will lead to a 22 per cent increase in overall funding by 2020-2021.</p> <p>In addition to investments made in existing First Nations education programming, the Government of Canada worked with the Assembly of First Nations, the Chiefs Committee on Education and the National Indian Education Council to develop a new policy approach for First Nations education that fundamentally reforms the way First Nations education is funded.</p> <p>In order to develop the new policy approach, Indigenous Services Canada provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous Services Canada who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education transformation. Budget 2016 invested \$2.6 billion in First Nations education over a 5 year period, beginning in 2016-17 to improve the socio-economic conditions of Indigenous peoples and their communities and bring about transformational change. This investment included \$577 million in the High-Cost Special Education Program over 5 years; \$275 million in the New Paths</p>
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<p>14 – Medium Term 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>for Education Program to support First Nations language and culture programming; \$330 million in the Youth Employment Strategy; and a lifting of the 2 per-cent funding cap for First Nations programs that will lead to a 22 per cent increase in overall funding by 2020-2021.</p> <p>In addition to investments made in existing First Nations education programming, the Government of Canada worked with the Assembly of First Nations, the Chiefs Committee on Education and the National Indian Education Council to develop a new policy approach for First Nations education that fundamentally reforms the way First Nations education is funded.</p> <p>In order to develop the new policy approach, Indigenous Services Canada provided funding for First Nations representatives to participate on national task teams. First Nations representatives were supported to participate in community-level discussions, in order to consult with parents and community members on what needs to be done to ensure that all First Nation students receive a quality education that improves student success. The national task teams used information gathered from to collaboratively developed recommendations for strengthening First Nations education. The recommendations were made to the Assembly of First Nations, the Chiefs Committee on Education, and Indigenous Services Canada who all sat in partnership at the co-development working group on the Memorandum to Cabinet and Treasury Board Submission on education transformation.</p> <p>The Department worked with the Chiefs of Ontario in 2018-2019 to engage with Ontario First Nations on implementation of the</p>
<p>15-Short Term Newly developed policies, as well as existing policies/ procedures amended as a result of this inquest, should be reviewed annually to prevent equity and equality gaps in education, health and living conditions.</p>		

		<p>Interim Funding Formula as part of the ongoing broader education engagement and transformation process. In Ontario Region, the Department continues to work with and support the Chiefs of Ontario to undertake technical discussions at the regional level that will build on these national discussions and help validate regional priorities for transforming First Nation education and improving student outcomes, as well as options for improving the way that First Nation elementary and secondary education is funded. COO has established the Ontario Technical table for the Interim Funding Approach (OTTIFA), to collaborate and partner on the implementation of the new policy approach and funding formula in Ontario.</p> <p>By working collaboratively through OTTIFA, the Interim Funding Formula was implemented April 1, 2019. The formula fundamentally changes First Nations K-12 Education, touching on recommendations 8-14, in the following ways:</p> <ul style="list-style-type: none">• Provides a stable, reliable, and predictable funding framework based upon the Ontario Grants for Students Needs model, which includes specific amounts for safe school protocol and student retention initiatives• Moves away from over-reliance on proposal-based funding, and updates annually based on changes to student numbers and to the provincial funding model• Provides built-in enhancements to recognize the unique challenges of remoteness and language and culture faced by First Nations students, schools, and communities.• Remoteness adaptations were recommended by OTTIFA to provide salary and travel enhancements for educators teaching in isolated communities, enabling remote communities to employ certified instructors to teach students.
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		<p>ISC has continued to support the work of OTTIFA. OTTIFA has continued to meet regularly to assess and refine the Interim Funding Formula for elementary/secondary education as it is applied to First Nations Schools in Ontario, including factors that increase needs above provincial levels such as remoteness, gaps in achievement, the cost of transportation, and special education needs. Working through OTTIFA, education funding sufficiency and adequacy in the First Nations context is regularly discussed in partnership with First Nations. OTTIFA reports back on its progress to region-wide gatherings of First Nations educators. Additionally, given that the local context of First Nations schools can vary between communities, additional funding for First Nations communities/groups of communities has been made available as a part of the Interim Funding Approach through the Regional Education Agreement program. These funds are intended to support First Nations to identify and outline how the Government of Canada can best support First Nations schools, students, communities, and education organizations in ensuring that First Nations students receive a high quality, linguistically and culturally appropriate education that improves outcomes.</p>
<p>18 – Medium Term Canada should develop and fund a program that will ensure that all First Nations pre- school age children have access to early childhood education programs to further their physical, social, emotional, spiritual, and cognitive development and to prepare them for kindergarten. Canada should develop this program jointly with First Nations and should provide funding for First Nations to participate in the development and ongoing assessment of the program as an equal partner.</p>		<p>1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Budget 2021 proposes to invest \$1.2 billion over five years and \$181.8 million ongoing to invest in the future of First Nations children. This important part of the governments’ plan to build long-term resilience. • \$2.5 billion over five years to build on the existing distinctions-based approach to Indigenous Early Learning and Child Care, with a long-term investment in

		<p>Indigenous-led programming that parallels the government’s commitment to provinces and territories. This includes \$515 million for before- and after-school care on reserve, plus additional support for First Nations programming and capacity-building.</p> <ul style="list-style-type: none"> • Regional Education Agreements present an opportunity for First Nations to determine the pathways that best assist their serviced population to educational success at all ages. <p>2019-2020:</p> <ul style="list-style-type: none"> • IELCC funding was made available to First Nation communities in Ontario in 2019. Discussions with Chiefs of Ontario, Social Services Committee, regarding IELCC funding is an ongoing part of this initiative. • In addition to ELCC on-reserve, ISC also provides funding in Ontario to support full-time kindergarten (K4 and K5) programming in First Nations schools. • Last year, 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 • In 2019, the federal government implemented a new co-developed education policy and funding approach to better support the needs of First Nations students on reserve.
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		<p>2018:</p> <ul style="list-style-type: none"> • In September 2018, the Government of Canada, the Assembly of First Nations, Inuit Tapiriit Kanatami and the Métis National Council jointly announced the first Indigenous Early Learning and Child Care (IELCC) Framework. In support of the Indigenous ELCC Framework, the government is committing up to \$1.7 billion over 10 years to strengthen early learning and child care programs and services that reflect the unique cultures and needs of First Nations, Inuit, and Métis children and families across Canada starting in 2018. This is part of the commitment of \$7.5 billion over 11 years the government made in Budget 2016 to support and create more high-quality, affordable child care across the country. • On September 17, 2018, the Assembly of First Nations (AFN), Inuit Tapiriit Kanatami (ITK), the Métis National Council (MNC) and the Government of Canada jointly released a co-developed Indigenous Early Learning and Child Care (ELCC) Framework. This Framework will help strengthen early learning and child care programs for Indigenous children and families, with the goal of providing Indigenous children with the best possible start in life. • Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning
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		<p>and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming.</p> <p>2016:</p> <ul style="list-style-type: none"> Budget 2016 announced \$29.4 million to support repairs and renovations of 210 First Nations and Inuit Child Care Initiative (FNICCI) centres and 70 Aboriginal Head Start on Reserve (AHSOR) program facilities. Budget 2016 also invested \$100 million in 2017-18 to build capacity in existing Indigenous early learning and child care programs while the IELCC Framework was being developed. Repairs and renovations were undertaken in 340 FNICCI child care centers, in 97 AHSOR facilities and in 90 Aboriginal Head Start in Urban and Northern Communities facilities.
<p>22- Short Term 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</p>	<p>Note: Until the gap in the breadth of services that First Nations children receive is closed, and Jordan's Principle is fully implemented, Canada and Ontario cannot receive a passing grade for recommendation 22.</p>	<p>1 - Recommendation has been implemented</p> <ul style="list-style-type: none"> 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

<p>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>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> <ul style="list-style-type: none"> • Indigenous Services Canada has commissioned an external consultant to explore options for an Ombudsperson/accountability function for Jordan’s Principle. This program is available and provides for services not covered through other program funds to address gaps. Importantly, Jordan’s Principle is a child-first principle which ensures First Nation families and children can access the same public services as mainstream Canadians. • Should First Nations children require services and supports related to Jordan’s Principle, they should contact the Jordan’s Principle Focal Point in their region. Their contact information can be found on the Government of Canada’s website or families can contact us at 1-855-572-4453.
<p>24 – Long Term 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>	<p>Note: Until Canada works with First Nations to develop a comprehensive and holistic plan to close outcome gaps between First Nations people and other Canadians, Canada cannot receive a passing grade for recommendation 24.</p>	<p>1B – Alternate recommendation has been implemented</p> <p>2021 Update:</p> <ul style="list-style-type: none"> • The response to Inquest recommendations is being addressed through Health Transformation activities in NAN territory. ISC and the province are funding NAN to develop a community developed transformative approach to health in NAN territory. While Health transformation does not specifically address any one particular inquest recommendation, its intent is to bring

<p>i. The identification of outcome gaps in areas such as health, economic wellbeing, social services, living conditions, and so on;</p> <p>ii. The establishment of publically reported targets and timelines for the elimination of those gaps;</p> <p>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;</p> <p>iv. The development of new funding mechanisms for programs for First Nations that are transparent and based on robust assessments of needs;</p> <p>v. The provision of sufficient funding to implement the plan in the various program areas and to ensure that the targets and timelines are met;</p> <p>vi. The enactment of a statutory guarantee of funding sufficiency;</p> <p>vii. A program to measure and report on progress in meeting those targets and to revise the plan if targets and not being met; and</p> <p>viii. A review of social programs in communities in other countries facing similar circumstances (e.g. socio-economic disadvantage, small communities, dispersed and isolated communities, distinct culture, etc.) to determine best practices regarding the framework and structure for program delivery.</p>		<p>transformative change to the existing health system at the NAN community level and within the NAN territory. NAN Health Transformation team has been a regular participant at Inquest Political Table meetings to identify short and long term action items, and continue to work on all health related recommendations.</p> <ul style="list-style-type: none"> • This work is being supported by the tripartite Joint Action Table. The goal of health transformation is to build a First Nations Health and Wellness System with communities as decision makers and the system designed based on community needs. It includes exploring potential decision-making structures for funding allocation, with guiding principles, as well as addressing immediate needs such as suicide prevention, youth mental wellness, crisis response, and social emergencies.
<p>25- Long Term</p> <p>In order to provide the foundation required to achieve better education outcomes, subject to the plans, priorities and needs of each First Nation community in NAN territory, provide additional core funding to expand existing facilities or</p>		<p><u>1B Alternate Recommendation is being implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Canada continues to support the Aboriginal Head Start in Urban and Northern communities as a community-based

<p>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; and v. should ensure that all existing facilities and all new facilities meet the needs of individuals with barriers to accessibility.</p>		<p>program that provides early intervention programming for early learners. This program focuses on early childhood development for First Nations and their families living in community.</p> <ul style="list-style-type: none"> • Budget 2021 proposes significant investments for First Nations to advance initiatives across a number of priority areas. Here is a summary of those investments: \$2.5 billion over five years to build on the existing distinctions-based approach to Indigenous Early Learning and Child Care, with a long-term investment in Indigenous-led programming that parallels the government's commitment to provinces and territories. This includes \$515 million for before- and after-school care on reserve, plus additional support for First Nations programming and capacity-building. <p>2019-2020: The Government funds a range of programs and services to support Indigenous children and families on-reserve. Some focus on prenatal and infant/maternal health, while others offer parental/family supports for early learners. Examples of federal Indigenous early learning and child care programs include Aboriginal Head Start on-reserve, Aboriginal Head Start in Urban and Northern Communities, the First Nations and Inuit Child Care Initiative will continue following the introduction of the new Interim Funding Formula.</p> <ul style="list-style-type: none"> • Many First Nations communities already offer K4 and K5, with a mix of part-time and full-time. Under the new policy framework, funding will be available to First Nations in the interest of providing full-time universal K4 and K5, regardless of the provincial standard. First
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		<p>Nations interested in exploring the additional of full-time K4 and K5 should contact ISC regional office.</p> <ul style="list-style-type: none"> • Employment and Social Development Canada has recently undertaken an engagement campaign, including community-led discussions and feedback, to determine the best approach to delivering high-quality early learning and child care for Indigenous children and families. <p>Budget 2018 announced the implementation of the Indigenous Early Learning and Child Care (IELCC) Framework with approximately \$12M in additional funding for Ontario First Nations early childhood development programs, which includes AHSOR. These funds can be used to expand and increase Early Learning and Child Care services and programming for children and families. This may include programs such as Aboriginal Head Start on Reserve (AHSOR), First Nations Inuit and Child Care Initiative (FNICCI), day care or other Early Learning and Child Care services. Activities may include but are not limited to activities that aid in the design, development, delivery and management of culturally appropriate ELCC services and programming.</p> <ul style="list-style-type: none"> • All First Nation Communities in Ontario are universally funded and have the opportunity to access Healthy Child Development funding (AHSOR, MCH, FASD, CPNP) as a cluster of programs. This allows communities to cluster funding and partner with existing services for children under six and their families. Cluster-based approach integrates all children’s programming and allows for flexibility to address gaps at a community level.
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		<p>In the NAN territory, all communities have access to either the Aboriginal Head Start On-Reserve Program or the First Nations and Inuit Child Care Initiative, and many communities also have full-day daycare funded by the Federal Government through the terms of the 1965 Indian Welfare Agreement with the Province of Ontario.</p> <ul style="list-style-type: none"> • Six school feasibility studies have been completed for schools on-reserve in NAN territory, five of which have active projects currently under construction in NAN territory. • Two school feasibility studies are currently underway for schools on-reserve in NAN territory which will determine the recommended option to provide quality, adequate, healthy, and safe school facilities within the community. Over the last five years, four new school facilities have been built on-reserve in NAN territory. • First Nations identify school projects on the First Nation Infrastructure Investment Plan. Projects are further prioritized through the National Priority Ranking Framework. During the Design phase of the project, First Nations identify the needs for their educational priorities within the community. These projects are subject to funding availability within the Region.

<p>26 – Long Term</p> <p>In order to recruit teachers and encourage them to remain in First Nation communities and build lasting relationships with students, provide funding to:</p> <ul style="list-style-type: none"> i. construct, enlarge, refurbish (as required), and maintain living accommodation for teachers and other professionals; ii. ensure all professional accommodations have adequate space to accommodate the staff that will be required for the growing population of the communities and the projected population growth in the coming years; iii. develop programs to increase the number of on-reserve teachers who are local First Nations community members through: <ul style="list-style-type: none"> a. financial assistance to those seeking education and training as teachers; b. initiatives to encourage First Nations people to become teachers; and c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; d. 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; e. provide all teachers on-reserve with access to the Teach for Canada program; and f. provide isolation pay for teacher retention on remote reserves to help with the high cost of living. 	<p>Note: While Canada’s response to recommendation 26 outlines broad funding and programming to address the issues outlined in this recommendation, Canada should more specifically address the issues outlined in this recommendation in order receive a passing grade in the future.</p>	<p>2- Under consideration 8 – Content or intent of recommendation already in place 5 – Not applicable to agency assigned 1 – Recommendation has been implemented</p> <p>2021 Update: The Interim Funding Formula was implemented April 1, 2019, it introduced provincially comparable amounts for teacher salary, pension, and benefits, plus adaptations for isolation. These adaptations have allowed more First Nations communities to enhance their teacher recruitment and retention packages based on local priority. ISC Ontario Region is aware of several, including NAN communities, who have used these budget allocation increases to recruit and retain teachers. The Government of Canada is not affiliated with the Teach for Canada program, but is aware of communities that have accessed their services.</p> <p>Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the post-secondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority, but could include assistance to those seeking training as teachers.</p> <ul style="list-style-type: none"> • Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, the Government of Canada is aware of a number of post-secondary
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<p>27- Long Term In order to provide healthy learning environments that encourage attendance and participation by students, provide funding to: i. ensure that all education facilities have reliable and sufficient sources of heat, potable water; and sanitation; ii. ensure that education facilities have adequate internet bandwidth to support full access to all available on-line learning for all learners; iii. ensure that the education facilities include a kitchen capable of producing three (3) hot meals a day for all of the learners, teachers and staff housed in the facilities and for the parents/caregivers who bring their children to the facilities for educational purposes; and iv. offer all learners access to well-equipped: a. gymnasium(s); b. exercise space; c. computer labs; d. libraries; e. music rooms; f. art rooms; g. drama classes; h. special education classes; i. science labs (as appropriate); j. spaces for traditional, cultural activities; k. spaces for Elders; l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators; m. general purpose classrooms; and n. spaces large enough to host graduation celebrations and other education-related celebrations for the community.</p> <p>28- Medium Term Commencing in 2017, the facility goals set out above should be achieved for a predetermined number of First Nation communities in NAN territory based on priority needs, and an equal number of communities each year thereafter until all of the communities in NAN territory have achieved their facility goals.</p>		<p>institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education program.</p> <ul style="list-style-type: none"> • In addition to post-secondary applications, through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will employment, function well in the work place, and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nations and Inuit students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements. • The Interim Funding Formula includes core funding for schools on-reserve and First Nation operated schools off-reserve to development and implement planning for teacher recruitment solutions. • Since 2016, 5 school projects were completed: Pikangikum (K4 – Gr.12) Kashechewan (new modular elementary school), new elementary schools for Fort Severn (K4 – Gr 8) and Poplar Hill (K4 – Gr.9) and major capital upgrades to the Matawa Education and Care Centre. A further five (5) projects are under construction in Kasabonika (New Gr. 7-12 facility; renovations to their current school facility for K4- Gr. 6), North Caribou Lake (K4-Gr.12), Wapekeka (K4-Gr.10), Wunnumin (K4 – Gr.10), and the Matawa Education and Care Centre (Gr. 9-12). One school project is in the Design Phase (Kingfisher K4-Gr.10) and one project is completing a feasibility study for two schools within NNEC (Dennis F Cromarty High School and Pelican Falls First Nations High School). Teacherages accommodations are also being constructed as part of
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		<p>the school projects in four communities: North Caribou Lake, Wapekeka, Wunnumin, and Kasabonika. Teacherges are also planned as part of the Kingfisher school project which is currently in Design Phase. Confirmed and approved ISC funding to support these projects is over \$269M, with another \$30M earmarked pending the conclusion of the Kingfisher school design phase.</p> <p>2020: First Nations can identify needs for teacherages on the First Nation Infrastructure Investment Plan. The Department has approved over \$12 million in funding to support the construction of teacherages in four NAN communities currently constructing new schools. Canada has invested significant funding in First Nation education infrastructure through Budget 2016 investments with the objective of providing safe and healthy learning environments for First Nation students. In order to implement these investments, Canada works with individual First Nations to identify their education infrastructure needs – these projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs. New school projects ensure that education facilities meet health and safety standards including sufficient sources of heat, potable water, and sanitation. Ongoing Operations and Maintenance funding is provided for education facilities, based on the provincially comparable amount plus adaptations for remoteness and diesel use.</p> <ul style="list-style-type: none"> • Issues which cannot be resolved through O&M funding are placed on the First Nation Infrastructure Investment Plan with priority placed on addressing immediate health and safety needs.
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<p>32- Short Term 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</p>		<p>1 – Recommendation has been implemented</p> <p>2021 Update: Canada has provided funding through the Education Partnerships Program to assist NAN in supporting member communities. Currently, NAN is supported by Indigenous Services Canada to complete assessments that include:</p> <ul style="list-style-type: none"> • Achievement gap • Educational programing and secondary services • Resources available to community to close educational achievement gap • Feasibility and Mechanism for creation of a database <p>2017-2020: Through the First Nations Student Success Program, funding was provided to First Nations communities to develop, utilize, and maintain student assessments. Assessments currently being administered include EQAO, as well as those related to literacy and numeracy. All First Nations schools in Ontario are also supported to purchase and maintain education data and information systems that track student and school achievements. All parties named in the Inquest are recipients under the First Nation Student Success Program.</p> <ul style="list-style-type: none"> • Activities associated with the New Paths for Education program, and the First Nations Student Success Program are being rolled into the core, interim funding formula, based on the co-developed Education Transformation Policy Approach. • OTTIFA was mandated to continue looking at issues with the interim funding formula, and amongst other activities, will specifically be looking at how to measure and quantify a First Nations achievement gap. This work continues to be undertaken, but is
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		<p>challenging because of the wide variety of ways that student achievement is measured between First Nations schools.</p> <p>Under the <u>Structural Readiness</u> component of the Education Partnerships Program, NAN was funded to support the development of an education database system to support NAN as they move forward in exploratory discussions on education jurisdiction.</p> <ul style="list-style-type: none"> • NAN has also been supported to develop a student data base that at this time includes biographical information, and is used by on-call and support workers to maintain student safety. • Indigenous Services Canada is supportive of enhancing the data base to include other types of information, at the direction of NAN and affiliated First Nations communities. • Work on the student data base continues, but other NAN partner tribal councils have also developed their own student data bases as well, that contain more health information and use the Mustimuhw platform.
<p>34- Long-Term 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</p>		<p><u>1A – Recommendation will be implemented</u></p> <p><u>2021 Updates:</u> Budget 2021 proposes distinctions-based investments of \$6.0 billion over five years, starting in 2021-22, with \$388.9 million ongoing, to support infrastructure in Indigenous communities, including:</p> <ul style="list-style-type: none"> • \$4.3 billion over four years, starting in 2021-2022, for the Indigenous Community Infrastructure Fund, a distinctions-based fund to support immediate demands, as prioritized by Indigenous partners, with shovel-ready infrastructure projects in First Nations, including with modern-treaty and self-governing First Nations communities.

<p>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; and v. 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 ongoing housing maintenance.</p>		<ul style="list-style-type: none"> • \$1.7 billion over five years, starting in 2021-2022, with \$388.9 million ongoing, to cover the operations and maintenance costs of community infrastructure in First Nations communities on reserve. <p>2018-2020: The Government of Canada is supportive of this recommendation. To date intergovernmental collaboration on Indigenous issues has achieved a number of important successes, including:</p> <ul style="list-style-type: none"> • the recent funding announcement for Wataynikaneyap Power to connect 16 remote communities to the Ontario power grid. Pikangikum was the first community attached to the grid in December 2018. • the implementation of 7 Meeting Wellness Teams to provide crisis response and mental wellness services to NAN communities; • the lifting of 21 long-term drinking water advisories since September 2016 in NAN territory. <p>In support of First Nations control of First Nations education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. We have encouraged First Nations parties to the Inquest to identify what actions and supports they require from the Government of Canada to meet their identified needs and will work with them to support those priorities.</p> <p>In order to implement First Nation infrastructure 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>
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<p>35 – Medium Term 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><u>1A – Recommendation will be implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> Indigenous Services Canada continues to work with and support NAN on their Health Transformation activities including exploring data systems and data partnership continues to be a priority activity on the work plan. This work includes identifying what data system and First Nations capacity are required to advance First Nations control over health status and healthcare delivery data as well as looking at mechanisms to support NAN communities in identifying their health data priorities, and developing community-based strategies to support community health and wellness planning using health data.
<p>40 – Short Term In order to raise awareness among youth regarding issues relating to alcohol/substance misuse, through Health Canada, the Ministry of Health and Long-term Care, the Ministry of Finance, the Liquor Control Board of Ontario, and others, develop and deliver health promotion materials aimed at educating Indigenous youth on-reserve regarding the consequences of alcohol/substance misuse.</p>		<p><u>1A – Recommendation will be implemented</u></p> <p><u>2021 Update:</u> To advance First Nations control of education and wellness, we are seeking to support the priorities and actions identified by First Nation partners to the Inquest. The Government of Canada is committed to working with organizations named in this recommendation to improve services for youth.</p> <ul style="list-style-type: none"> Choose Life funds programming within communities that promote addiction awareness, treatment and healthy lifestyles for youth. Community based Mental Wellness funding could also be used by community based mental health and addictions workers to develop materials aimed at youth in their communities. Indigenous Services Canada FNIHB ON Region, Mental Wellness Unit to engage with Ontario Ministry of Health on this recommendation at next regular meeting, June 24, 2021.

		<ul style="list-style-type: none"> • Government of Canada is partner and funder with the We Matter campaign, an Indigenous youth-led organization that is dedicated to Indigenous youth support, hope and life promotion. We Matter started has a multi-media campaign where Indigenous role models, youth, community members submit short videos overcoming hardships and communicating there is always a way forward. We Matter has grown over the years to provide toolkits, Ambassadors of Hope, #HopePact, Indigenous Youth Rise COVID-19 Support Fund.
<p>41 – Medium Term In order to assist First Nations youth in all First Nation communities dealing with addiction issues, address the need for more comprehensive addictions programs by:</p> <ul style="list-style-type: none"> i. developing detoxification programs; ii. funding a culturally-based treatment program and facility that would utilize Elders; and iii. funding aftercare programs for youth leaving addictions treatment programs. 		<p>1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • ISC Mental Wellness Unit continues to work with First Nation communities, Tribal Councils, Political Territorial Organizations, Health Authorities and other service providers to implement a continuum of mental health, wellness and addictions services that meet needs across the lifespan. Work continues to fund land and culturally based treatment models. • Indigenous Services Canada is working with communities to explore opportunities to fund treatment models that utilized land based activities and employ culture as a foundation. • Budget 2021 proposed to provide \$597.6 million over three years, starting in 2021-22, for a distinctions-based mental health and wellness strategy with First Nations, Inuit, and the Métis Nation. • The strategy will renew funding for the Indian Residential Schools Health Supports Program and Crisis Line, which provide healing supports for survivors of childhood trauma and residential schools. • It will also enhance community-based supports and capacity, support substance use treatment and prevention, and support workforce development.

		<p>2018-2020:</p> <ul style="list-style-type: none">• In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. Where funding is available treatment centres continue to be renovated to meet the needs of clients. ISC is aware that in addition to existing and new investments there is a need for changes to the current system of supports, including better alignment of services among education organizations and communities as well as with provincial services. The Government of Canada is working with the province and First Nation partners to support better coordination and to address gaps and challenges.• 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>2016-2017:</p> <ul style="list-style-type: none">• Choose Life and Jordan’s Principle investments are being used to address gaps in existing mental wellness services for youth, including supporting detox services (safe sobering sites), enhancing culturally based treatment services, as well as land-based healing activities to promote mental health and well-being, addictions counsellors for students and facilitated referrals to specialized resources and external community agencies as required to reduce risk factors for youth suicide.
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<p>44 – Short Term</p> <p>In order to allow students and parents to make an informed choice regarding the school options available to them off- reserve, in consultation with First Nations education providers and public school boards, develop a comprehensive information package, funded by Canada and Ontario, that will include the following information:</p> <ul style="list-style-type: none"> i. description of schools, including curriculum, student base, and staffing; ii. limitations regarding programs offered, including availability of academic stream courses; iii. accommodation arrangements while residing away from the home community; iv. travel allowances while residing away from the home community; v. after-school activities and recreational resources; vi. community supports; vii. availability of supports for students with special needs; viii. other supports available, including guidance counsellors, nursing staff, social workers, mental health workers, alcohol/drug programs, addiction counsellors; and ix. contact information, including links to websites and videos, to provide easily accessible information to students, families and their communities 		<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <p>Canada has continued to fund initiatives developed and implemented by NAN through Education Partnerships Program. The Education Team at NAN have developed documents for the purpose of educating students and families to understand information related to schools, school courses and programing, accommodation and travel allowances. In addition, families are made aware of other community supports that include before and after school activities, including supports like guidance and mental health counsellors. Students and families can access information on the NAN website.</p> <p>2017-2020</p> <ul style="list-style-type: none"> • The Government of Canada has supported NAN through the Education Partnerships Programing with the aim to develop some of the materials mentioned in this recommendation, including the Early High School Registration FAQs and Forms document that NAN has developed; and materials that are shared with students as a part of the student orientation, extracurricular extravaganza, and culture days. • ISC recognizes that this information is critical to ensuring students can transition between on-reserve and off-reserve schools smoothly and maintain supports while doing so. The Department will continue to explore ways to support NAN in implementing components of this recommendation that are prioritized by its education committee. • Note: Ministry of Education is beginning the process of de-streaming courses. Grade 9 students will begin de-streaming grade 9 math as of September 2021. The Department will continue to
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		<p>provide for the education of the day as per direction of First Nation communities and organizations.</p> <p>2017-2020:</p> <ul style="list-style-type: none"> • ISC increased funding for communities and FN organization to develop resources to help prepare students as they leave their homes to attend off-community schools • Communities and FN organizations were given an increase in funding for students for living allowances that travel to towns and cities. • Federal and provincial governments announce funding for NAN-led student safety plan • Development of Comprehensive Information Package is completed by NAN and funded by ISC • Emergency Education Task Force was put into place and funded by ISC.
<p>46 – Short Term 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</p>		<p>1- Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Indigenous Services Canada continues to provide funding to First Nations education organizations for special education services for First Nations students identified as having mild to moderate learning disabilities, as well funding to First Nations-operated schools for high-cost special education students assessed with moderate to profound learning disabilities. Funding for the High-Cost Special Education Program is determined by a formula based on the Chiefs of Ontario formula resolution, which allocates funding for direct services such as student assessments of special education needs. There is additional funding available through a needs-based process.

<p>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"> i. include physical, psychological and emotional assessments; ii. identify any substance or alcohol issues; iii. be shared, with the school, subject to appropriate consent, the nature of the information, and the role of the worker with access to the information (i.e. physician or nurse, vs. prime worker); and iv. funding for these assessments should commence for the 2016-2017 school year. 		<p>2016:</p> <ul style="list-style-type: none"> • Budget 2016 included an investment of \$577 million in the High-Cost Special Education Program over 5 years, which has translated to a doubling of the Ontario region budget from \$25 million to \$50 million. • Every community and nominal roll-holding organization has seen funding continuity, and in some cases increases, for special education through the Interim Funding Formula. • The Government of Canada is supportive of this recommendation and has provided funding for a number of initiatives undertaken by First Nations partners to improve the coordination of services on and off reserve for students. Some partners have opted to use the Mustimuhw system to do this.
<p>53 – Medium Term In order to provide a safe, healthy learning environment in high school that encourages attendance and participation by students, and retention of teachers, provide funding to:</p> <ul style="list-style-type: none"> i. ensure that the teaching facilities include a cafeteria capable of producing three (3) hot meals each school day; and ii. offer all learners access to well-equipped: <ul style="list-style-type: none"> a. gymnasium(s); b. exercise space; c. computer labs; d. libraries; e. music rooms; f. art rooms; g. drama classes; h. special education classes; 		<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • School closures occurred during the COVID-19 pandemic as determined by First Nation communities and organizations. • Due to complications of COVID-19, ISC provided education funds for schools and organizations to implement educational services for students in their home communities. • Flexibility existed for First Nations to address unique learning modifications based on their needs, this included options for development of on-the-land learning, traditional and cultural activities and increased investments in technology and devices to deliver virtual learning. • Indigenous Services Canada is working nationally with the Assembly of First Nations to review and revise the School space Accommodations Standards (SSAS). This exercise will help inform

<p>i. science labs (as appropriate); j. spaces for traditional, cultural activities; k. spaces for Elders; l. purpose built space for social workers, youth workers, addiction counsellors, and activity coordinators; m. general purpose classrooms; and n. spaces large enough to host graduation celebrations and other education-related celebrations for the community.</p>		<p>the development of policy recommendations, in order to better meet the needs of First Nations schools. For example, it looks at additional space allowances where applicable, for language and culture, Elders, outdoor learning, counselling/first aid/itinerant spaces, and gender-neutral washrooms, as well as minimum classroom sizes. The technical recommendations will be developed in collaboration with the AFN. This will also take into consideration the recently completed Provincial Comparability Study for education infrastructure.</p> <p>2019-2020:</p> <ul style="list-style-type: none"> • 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 North-western Ontario. In the interest of ensuring that the First Nations student is able to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan’s Principle to cases where a gap in tuition funding may exist pending a long-term resolution. • The Department is aware that construction work is currently underway and includes the development of student accommodations within the scope of work. • The Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019. <p>2018-2019:</p> <ul style="list-style-type: none"> • Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa
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		<p>Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs.</p> <ul style="list-style-type: none"> • Funding was provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. While NNEC continues to develop their feasibility study, MFNM has concluded their feasibility study. The results of these studies facilitate informed discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues. • First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students and is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and further refined during the design phase. • Community engagement is/was a key part of the feasibility studies undertaken by both NNEC and MFNM. ISC has provided \$1,981,958 to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018. An additional \$16.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre, as recommended by the completed feasibility study.
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		<ul style="list-style-type: none"> • Construction work is currently underway and includes the development of student accommodations within the scope of work.
<p>58 – Short Term 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"> i. those communities who desire to have their own high school and have the capacity to support a high school on-reserve; ii. those communities who support high school education off-reserve; iii. for those communities who support high school education off-reserve, the preferred model for education and accommodation of students while living off reserve, including: <ul style="list-style-type: none"> a. specific schools designated for Grades 9 and 10 (e.g. Pelican Falls First Nations High School, “PFFNHS”), to allow students to make the transition to Thunder Bay (or other schools off-reserve) on a gradual basis; b. accommodation in residences for Grades 9 and 10; c. accommodation in residences for all grades; 	<p>ESPD</p>	<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • ISC Ontario Region Education & Social Program Department participates in monthly teleconferences that are co-chaired by Nishnawbe Aski Nation and IAO for the Seven Youth Inquest Coordinators to ensure regular communication and progress on the Inquest recommendations. The meetings take place every 4th Wednesday of each Month between 10-11 am. Agendas, minutes and other materials are shared. • NAN, KO, Matawa, Windigo, Shibogama, NNEC and First Nation communities have been working towards developing their own Regional Education Agreements. Each community/organization determines which stage they are prepared to advance in the development of their plan. • The Education Partnership Program provides funding to the communities and organizations based on their proposal to plan on how they will meet the needs of students as listed in this recommendation. • Funding for Regional Education Agreements can be used for community engagement that drives technical tables to provide research based solutions including the items in this recommendation.

<p>d. accommodation in boarding homes for Grades 11 and 12; or e. accommodation in boarding homes for all grades.</p>		<p>2017-2019:</p> <ul style="list-style-type: none"> • Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs. • Funding was provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. While NNEC continues to develop their feasibility study, MFNM has concluded their feasibility study. The results of these studies facilitate informed discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as interim options to address immediate health and safety issues. • First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students and is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and further refined during the design phase. • Community engagement is/was a key part of the feasibility studies undertaken by both NNEC and MFNM. ISC has provided \$1,981,958
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		<p>to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018. An additional \$16.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre, as recommended by the completed feasibility study. Construction work is currently underway and includes the development of student accommodations within the scope of work.</p> <ul style="list-style-type: none"> • 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 North Western Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan’s Principle to cases where a gap in tuition funding may exist pending a long-term resolution. • The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.
<p>59 – Medium Term 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: 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</p>	<p>ESPD</p>	<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u> NNEC submitted a <u>draft</u> Feasibility Study in February 2021 and the document has been reviewed with discussions on revisions underway.</p> <p>2017-2019:</p> <ul style="list-style-type: none"> • Funding was made available to Northern Nishnawbe Education Council (NNEC) and Matawa First Nations Management (MFNM) to conduct school evaluations of Dennis Franklin Cromarty High School, Pelican Falls First Nations Secondary School, Wahsa

<p>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>		<p>Distance Education Centre, and the Matawa Learning Centre to assess program quality and identify immediate infrastructure needs.</p> <ul style="list-style-type: none"> • Funding was provided to both NNEC and MFNM to conduct feasibility studies of education facilities in Thunder Bay and Sioux Lookout for students attending high school off reserve. While NNEC continues to develop their feasibility study, MFNM has concluded their feasibility study. The results of these studies facilitate informed discussions with the Department regarding safe and healthy options for education facilities and student accommodations. The studies include comprehensive enrolment projections to inform the School Space Accommodation Standards and site analyses, as well as, interim options to address immediate health and safety issues. • First Nations and First Nation partner organizations determine the needs and priorities of school projects and identify the spaces and uses of education facilities. The Department’s School Space Accommodation Standards include floor area for standard spaces including gymnasium and cafeteria. Additional space is added for special needs students and is also added for remote locations which have no other space large enough to accommodate community emergency shelters. First Nations and First Nation partner organizations determines how space is allocated in an education facility. These spaces are defined through feasibility studies and further refined during the design phase. • Community engagement is/was a key part of the feasibility studies undertaken by both NNEC and MFNM. ISC has provided \$1,981,958 to MFNM to renovate a building provided by the City of Thunder Bay, which allowed classes to begin in September 2018. An additional \$16.4 million was committed by the Department to complete renovations and additions to Matawa Education and Care Centre, as recommended by the completed feasibility study.
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		<p>Construction work is currently underway and includes the development of student accommodations within the scope of work.</p> <ul style="list-style-type: none"> • 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 North-Western Ontario. In the interest of ensuring no First Nations student is unable to attend their school of choice, the Government of Canada ensures that tuition funding follows the student, and has applied Jordan’s Principle to cases where a gap in tuition funding may exist pending a long-term resolution. • The Department understands that the Provincial Ministry of Education has worked with First Nations to develop a Reciprocal Education Approach model, to be implemented September 1, 2019.
<p>63 – Medium Term In order to recruit and retain teachers and staff and encourage them to commit to long-term employment at First Nation schools off-reserve, provide funding to:</p> <ul style="list-style-type: none"> i. ensure that salaries, pensions, benefits, compensation and overall remuneration of teachers, administrators, and other staff at First Nations schools off-reserve are at a level on par with their provincial counterparts; ii. ensure that staff from First Nations schools off-reserve are offered all professional development opportunities that the Ministry of Education makes available, including access to their databases and eLearning programs; iii. develop programs to increase the number of First Nations teachers and staff at off-reserve schools through: <ul style="list-style-type: none"> a. financial assistance to those seeking education and training as teachers; 		<p>1 – Recommendation has been implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Effective 2020-2021, ISC Ontario Region Interim Funding Formula includes a Geographic Circumstances Grant used in the application of elementary/secondary school(s). This adaptation was recently recommended by the Ontario Technical Table on the Interim Funding Approach, as a means to more accurately reflect the rural and dispersed nature of First Nations Schools in Ontario Region. • Effective 2020-2021, ISC Ontario Region Interim Funding Formula includes Private First Nations Schools Tuition Rate Adapting a new tuition rate for students attending specific private schools off-reserve that are owned and operated by First Nations organizations. This was recommended through OTTIFA that the new tuition rate would be based on the average rate per FTE from the proximate First Nations Education Authority in the Provincial Comparability Model to the student home community.

<p>b. initiatives to encourage First Nations people to become teachers; and c. initiatives to specifically seek out, train, and recruit First Nations people as teachers; and iv. provide all teachers with access to the Teach for Canada program.</p>		<ul style="list-style-type: none"> • Through its Post-Secondary Student Support Program, the Government of Canada provides funding to First Nations Band Councils, education organizations or Tribal Councils, to directly support First Nations students in improving access to education and skills development opportunities at the postsecondary level. The decision of which certified institution and accredited program the student attends is made by the student and their supporting education authority. • Under the Post-Secondary Partnerships Program, the Department also supports Indigenous Institutes and Indigenous Representative Organizations to identify and develop post-secondary programming to meet the specific needs of Indigenous students. With respect to Teacher Education programs with an Aboriginal focus, there are a number of post-secondary institutions, mainstream and indigenous, that offer Aboriginal Teacher Education programs in Ontario. Trent University and Queens University offer a concurrent Aboriginal education program, and Brock and Nipissing University each offer an Aboriginal Teacher Education programs. In addition to postsecondary applications, through the Skills Link Program under the First Nation and Inuit Youth Employment Strategy, the Department supports activities that assist youth in acquiring the essential skills that will gain employment, function well in the work place, and learn about job and career opportunities. Examples of some activities supported through this program, which may expose First Nation students to a career in teaching, include career promotion events, co-operative education placements, internships, and mentored work placements. • In addition to this, First Nation communities and organizations have the option to partner with Colleges and/Universities and build capacity while developing community-based programming in various professions such as: FNSSP Specialists, Language Specialists,
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		<p>Language Instructors, Curriculum Development, Education Assistants, Qualified Principals and Supervisory Officers. Other Instructors attend summer school in Nipissing to update credentials</p> <ul style="list-style-type: none">• Jordan’s Principle provides a means for staff members and families to build their skill set when supporting the individual needs of students. Additional training is also available for Education Assistants and Special Education Teachers when it comes to professional development such as learning how to work with PEKS, sign-language, self-regulation, etc.,• These activities are on-going and evolving as communities grow. <p>2019-2020:</p> <ul style="list-style-type: none">• The Government of Canada provides tuition rates for students to attend First Nations schools off-reserve that are based upon on local or proximate school board rates, and updated annually. The Interim Funding Formula maintains this approach to ensure that students attending First Nations owned and operated schools off-reserve are funded at the same rate as students attending provincial schools.• Not applicable to agency assigned, however, the Government of Canada is supportive of partnerships and tripartite agreements to share resources between school boards and First Nations-operated schools, which allow opportunities for professional development of staff. Through its Education Partnerships Program, staff at First Nations-operated schools are supported to participate in professional development exchanges, as proposed, through its Education Partnerships Program. These opportunities allow for greater access to professional development for all, as critical knowledge of best practices and cultural competency are shared between district school boards, First Nations elders, students, and First Nations school-operators as well.
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		<ul style="list-style-type: none"> In addition to core funding provided for teacher salaries and professional development, the Department also supports teacher recruitment and retention activities through the New Paths for Education Program. Activities supported through this program to recruit teachers have now become a part of core-funding for First Nations Education organizations off-reserve. <p>NOTE: Indigenous Services Canada is not affiliated with the Teach for Canada program, and therefore does not have authority over programs</p>
<p>67 Long Term 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: i. adequate annual/monthly allowances to be provided to students for their recreational and personal needs; ii. adequate annual/monthly clothing allowances to be provided to students; iii. adequate annual/monthly tutoring allowances to be provided to students; iv. after-school activities co-ordinators; v. registration fees for participation in extracurricular activities (at the highest level that the student is capable of and interested in) and the equipment to support that participation, including special adaptive aids for special needs students; vi. lessons in: music, art, dance, martial arts, drama etc. and the equipment to support participation, including special adaptive aids for special needs students; vii. individual</p>		<p><u>1 – Recommendation has been implemented</u></p> <p><u>2021 Update:</u> Canada has supported NAN, KO, DFCHS, PFFNHS and MLC with funding to support students by for the following points through Education Partnerships Program and Core Funding to provide for:</p> <ul style="list-style-type: none"> adequate annual/monthly allowances to be provided to students for their recreational and personal needs; adequate annual/monthly clothing allowances to be provided to students; adequate annual/monthly tutoring allowances to be provided to students; after-school activities co-ordinators; registration fees for participation in extracurricular 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; lessons in: music, art, dance, martial arts, drama etc. and the equipment to support participation, including special adaptive aids for special needs students; individual tutoring as required, travel to other cities in Ontario and Canada; and

<p>tutoring as required; viii. travel to other cities in Ontario and Canada; and ix. fishing trips/camping trips.</p>		<ul style="list-style-type: none"> • fishing trips/camping trips. <p>2018-2020</p> <p>The Government of Canada is committed to working with First Nations education providers to ensure students are well-supported and have access to extra-curricular opportunities while obtaining education off-reserve. To this end, the Department has supported NAN through the EPP in the past three years, to develop an extracurricular and outreach strategy for students attending school off-reserve.</p> <p>Indigenous Services Canada provides annual financial allowances to First Nations Education organizations based on student enrolment. The NAN-led Boarding home review included discussions around financial allowance adequacy, and its findings will help inform a path forward. In addition to financial allowances, the Department has provided specific funding to MLC and NNEC in 2017-18 and 2018-19 for after-school art and recreation programming for students enrolled at MLC, DFCHS, and PFFNHS, as well as for education and graduation trips for students at NNEC schools, as proposed.</p> <p>These activities have now become a part of core-funding for First Nations Education organizations off-reserve.</p> <p>The Department also provided specific funding in 2018-19 for recreational equipment and resources that support student learning and extra-curricular endeavours such as funding for tutors, specific learning equipment at MLC, and supplies for academic programming at NNEC schools.</p> <p>ISC understands the NAN Boarding Home Review is nearly complete, and will be shared imminently to help qualify some of the specific activities mentioned in this recommendation.</p>
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<p>87 – Long Term In order to ensure continuity of care and increased prospect (where desired) of a return to Thunder Bay for those students who are sent back due to health and safety concerns, make all efforts to ensure that community supports, including a continuing education, health and mental health plan, are in place prior to sending a student back to his or her home community. Canada and Ontario should ensure that there is sufficient funding and resources in place for these support programs.</p>		<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u> Canada continues to fund initiatives that continue to provide for student supports in community that include a circle of care that includes: continuing education, health and mental health plan.</p> <ul style="list-style-type: none"> • Education Leaders at NAN, Matawa Education and Care Centre, KOBE, and NNEC have been directly involved in program development and implementation. <p>2018-2020: With respect to continuing education, the Department currently provides funding to the First Nation organizations to cover the cost of tuition fees for education programs provided off-reserve. In the event that a student is attending school off-reserve and must return home before school ends, the First Nations Band, Tribal Council, or education organization administering this tuition payment is responsible for using these funds to provide alternative, continuing education programming for this student while in their home community. Alternative education options recipients could consider include: purchasing independent learning courses, or purchasing services from the KIHS or WAHSA Distance Education secondary school programs. ISC understands that NAN has developed an education options package to help share information on the options available to ensure education service continuity. Last year, with respect to continuing education, the Department currently provides funding to the First Nation organizations to cover the cost of tuition fees for education programs provided off-reserve. In the event that a student is attending school off-reserve and must return home before school ends, the First Nations Band, Tribal Council, or education</p>
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		<p>organization administering this tuition payment is responsible for using these funds to provide alternative, continuing education programming for this student while in their home community. Alternative education options recipients could consider include: purchasing independent learning courses, or purchasing services from the KIHS or WAHSA Distance Education secondary school programs. The Department has identified funds and approached NAN to develop an Education Options document that would identify options for students to attain their education within or outside of their community.</p> <p>The Mustimuhw Community Electronic Medical Record (cEMR) is a client-centric electronic medical record or charting system for First Nations Health Centres that supports information sharing between programs which can increase collaboration and improve client care, supporting integration of multi/interdisciplinary teams. Organizations such as KO and Matawa, with significant involvement in the school systems, are also implementing the cEMR allowing for interaction between education departments, their mental health workers and the health system. Communities are funding these services, and in some cases using existing community based funding.</p> <p>The Government of Canada is committed to working with First Nations parties to the Inquest to support service continuity between on-reserve and off-reserve systems.</p>
<p>89-Long Term In order to ensure continuity of care for First Nations students while in Thunder Bay: i. review existing policies with regard to providing health services to First Nations students attending high school off-reserve; ii. develop, fund, and implement an Electronic Medical Records system for all NAN communities in which all medical</p>		<p>1 – Recommendation has been implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Review of policies was completed in 2020. • Choose Life provides “Aftercare Services” for those that require this support • Health Canada provides funding of the NNADAP program in community

<p>information from clinics and nursing stations in the communities is readily available to medical professionals all across Ontario. This will ensure continuity of care for all First Nation youth who require medical care while residing outside of their home communities; iii. provide additional funding for NNADAP programs; iv. fund aftercare programs for First Nations youth leaving addictions treatment programs; and v. create and implement policy that allows health authorities to make decisions regarding medical transport in an efficient and timely manner</p>		<ul style="list-style-type: none"> • Canada continues to work toward improving medical transportation processes under the Non-Insured Health Benefits program. As of March 2018, the Sioux Lookout First Nations Health Authority began providing After-Hours Support Services telephone support to Sioux Lookout travellers on a 24/7 (outside working hours) basis. <p>2019-2020:</p> <p>i)The review of existing policies is complete and information on types of services available to education organizations and students attending school off reserve has been provided to education organizations.</p> <p>ii)ISC and the Ontario Ministry of Health and Long-Term Care (MOHLTC) have a shared commitment to the implementation of electronic medical/health records. To date there are 28 communities in NAN territory where physicians providing health services use an EMR. Communities, First Nation health organizations and educational organizations, have begun to implement the Mustimuhw community electronic medical record or other medical records (i.e. OSCAR). Full implementation, as outlined in the recommendation, is a longer term initiative requiring changes to privacy legislation for which ISC is working collaboratively with the province to advance.</p> <p>iii) In 2018/19, the Government of Canada allocated \$5,610,441 to enhance and expand community mental wellness and addiction services and capital investments for treatment centres serving Indigenous peoples. In NAN territory, one-time enhancements for addictions programs were approximately \$600K.</p> <p>iv)Choose Life is an important community driven initiative addressing gaps in community addiction services, including aftercare and in services for youth attending school away from home.</p> <p>v) Indigenous Services Canada continues to work toward improving medical transportation processes under the Non-Insured Health Benefits program. On March 9, 2018, the Sioux Lookout First Nations Health Authority began</p>
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		<p>providing After Hours Support Services telephone support to Sioux Lookout travellers on a 24/7 (outside working hours) basis.</p>
<p>98 – Short Term 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><u>1B – Alternate Recommendation has been implemented</u></p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • School closures occurred during the COVID-19 pandemic as determined by First Nations communities and organizations. • Due to complications of COVID-19, ISC provided education funds for schools and organizations to implement educational services for students in their home communities. • Flexibility existed for First Nation to address unique learning modifications based on their needs, this included options for development of on-the-land learning, traditional and cultural activities and increased investments in technology and devices to deliver virtual learning. • A working group has been struck, terms of reference drafted and work has commenced under the leadership of KO eHealth. Due to multiple priorities of members involved on the working group services: DFCHS and MLC have not yet been implemented. KO has implemented this support for their communities. Matawa is investigating how best to implement this type of support. ISC funding is supporting student cell phones for safety and connecting with family members. • NNEC has been provided with funding for the past two years to install fibre optics at their Pelican Falls school to support internet access for student/community interactions, as well as access to the internet for student learning. Through KNet, funding is provided to

		<p>support broadband connectivity in all First Nations-operated schools in Ontario.</p> <ul style="list-style-type: none"> • Students have 3 paid trips to go home throughout the school year, rather than 2 trips that previously supported by ISC prior to 2017.
<p>114 – Medium Term Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Longterm 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 is implemented</p> <p>2021 Update Canada funding NAN to develop the plan and implement the following:</p> <ul style="list-style-type: none"> • Safe Sobering Sites • Student Help and Dispatch Line • Detox Facility • Caring for the Addiction Issues of Youth • Caring for the Mental Health of Youth <p>NAN included KOBE, MLC, NNEC and Thunder Bay Regional Health Services to revise discharge protocol for unaccompanied students.</p>
<p>136 Long-Term 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>		<p>1 – Recommendation will be implemented 1A – Recommendation will be implemented</p> <p>2021 Update: Please see Government of Canada’s Website on Delivering on Truth and Reconciliation Commission Calls to Action (Education Section): https://www.rcaanc-cirnac.gc.ca/eng/1524494530110/1557511412801</p>

<p>i. develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians (CTA#7);</p> <p>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);</p> <p>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);</p> <p>iv. draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples, and committed to the following principles (CTA#10):</p> <p>a. providing sufficient funding to close identified educational achievement gaps within one generation;</p> <p>b. improving education attainment levels and success rates;</p> <p>c. developing culturally appropriate curricula;</p> <p>d. protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses;</p> <p>e. enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems;</p> <p>f. enabling parents to fully participate in the education of their children;</p> <p>g. respecting and honouring Treaty relationships;</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. To these ends, the Government of Canada will continue to work with the AFN, the Chiefs Committee on Education, and the National Indian Education Council to continue looking at ways to refine Elementary/Secondary education program and funding to support Indigenous student achievement. To date, this process has led to the co-development of a new approach for funding Elementary/Secondary Education based on provincial comparability plus enhancements unique to First Nations students like language and culture and remoteness. The new approach enhances local and parental control over education by moving away from a reliance on proposal-based funding, and introducing greater flexibility in transfer payment program terms and conditions that allow First Nations communities to use Elementary/Secondary Education funding to meet local priorities.</p> <p>The Government of Canada Public Accounts provides detail on transfer payment programs administered by the Department of Indigenous Services Canada, including specific funding for Elementary/Secondary Education Advancement. The AFN has made use of this publicly available information to help inform discussions on the appropriate amount of funding for First Nations Education, which also helped to inform the new approach for funding based on provincial comparability, including annual growth factors. In Ontario Region, the budget allocation for First Nations elementary/secondary education program increased by approximately 4% from 2019-20 based on this new approach.</p> <p>OTTIFA has created a task team to examine the achievement gap in Ontario Region specifically.</p> <p>ISC has supported applicants through the Structural Readiness and Education Partnerships Program to work with provincial partners to help infuse provincial curriculum with Indigenous knowledge and culture,</p>
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<p>h. providing adequate funding to end the backlog of First Nations students seeking a post-secondary education.</p>		<p>including treaty history. NAN has participated with the Ministry of Education through the EPP to these effects.</p> <p>The Department of Canadian Heritage, the Assembly of First Nations, Inuit Tapiriit Kanatami and the Métis Nation have worked together to co-develop national First Nations, Inuit and Métis languages legislation that will reflect the distinct geographical, political, legislative and cultural context impacting language preservation, promotion and revitalization. The Indigenous Languages Act received Royal Assent and came into effect on June 21, 2019. Budget 2019 earmarked \$333.7 million over five years and \$115.7 million ongoing for the implementation of the Indigenous Languages Act, and to support the efforts of Indigenous Peoples to reclaim, revitalize, maintain and strengthen Indigenous languages.</p> <p>Through Budget 2019, the Department received enhancements in the area of Post-Secondary Student Support Program (PSSSP) for eligible First Nation agreement holders. The new PSSSP money was allocated to each region, based on the total population aged 18 and older, using the December 2018 First Nation Indian Registration System data and 2011 Census data. This five year investment in post-secondary education provides Ontario Region with additional incremental PSSSP funding for the first three years and the last two years will be the same as the year three funding amount. Ontario Region's 2020 (year two) Budget 2019 allocation is \$13,829,648.21.</p> <p>In addition, following the First Nations' review of the Post-Secondary Education (PSE) programs, and the direction that First Nations would establish regional approaches to PSE, the 2019 federal Budget provided post-secondary engagement funding to support regional work by First Nations to establish such approaches.</p> <p>Post-Secondary Engagement funding is a three year commitment in support of First Nations in their development of comprehensive and</p>
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		<p>integrated First Nations post-secondary education regional models which will be accessible to all status First Nations (Registered Indians). Ontario Region’s total post-secondary engagement allocation in 2019 (year one) was \$469,877.32. The Chiefs of Ontario First Nation Education Co-ordination Unit Education Directors will be developing a post-secondary engagement discussion strategy with their member First Nations.</p>
<p>137 – Long Term In order to improve health outcomes of First Nations youth, we support and endorse Recommendations 18 through 20 of the Truth and Reconciliation Commission’s Calls to Action that: i. call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties (CTA#18);ii. call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services (CTA#19); and iii. in order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, call upon the federal government to recognize,</p>		<p><u>1 – Recommendation has been implemented</u> <u>1A Recommendation will be implemented</u></p> <p><u>2021 Update:</u> Please see Government of Canada’s Website on Delivering on Truth and Reconciliation Commission Calls to Action (Health Section): https://www.rcaanc-cirnac.gc.ca/eng/1524494530110/1557511412801</p>

<p>respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples (CTA#20).</p>		
<p>140 – Long Term In order to achieve reconciliation through education, we support and endorse Recommendation 62 of the Truth and Reconciliation Commission’s Calls to Action that calls upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <ul style="list-style-type: none"> i. make age-appropriate curriculum based on the history of residential schools and legacy effect, 60’s Scoop, colonialism, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students to counteract the harmful stereotypes and false and misleading histories/stories that play out in the media; ii. provide the necessary funding to postsecondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms; iii. provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms; and 		<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p>2021 Update: Please see Government of Canada’s Website on Delivering on Truth and Reconciliation Commission Calls to Action (Professional Development and Training for Public Servants section): https://www.rcaanccirnac.gc.ca/eng/1524504124015/1557514077713</p> <p>The Government of Canada is working with the Council of Ministers of Education to enhance knowledge and awareness of First Nations, Inuit and Métis history and culture across Canada and to enhance the knowledge and awareness of teachers, students and school leaders on the history and culture of Indigenous peoples.</p> <p>Further, Budget 2016 invested \$275 million in language and culture until fiscal year 2020-2021. Indigenous Services Canada (ISC) is also working with First Nations partners to transform First Nations elementary and secondary education on reserve, which will include new funding formulas that are enhanced with language and culture investments to meet the specific needs of Indigenous students. Starting in fiscal year 2017-2018, ISC is contributing \$3 million per year, for 3 years, to the First Nations University of Canada to develop a National Centre for Collaboration in Indigenous Education.</p>

<p>iv. establish senior-level positions in government at the assistant deputy minister</p>		<p>The national centre will serve as an informational resource base for reconciliation and will focus on the growing needs of students, educators and the various policy and other decision makers involved in Indigenous kindergarten to grade 12 education in Canada.</p>
<p>142-Long Term In order to give effect to the motion passed unanimously by the House of Commons on February 27, 2012, relating to Shannen’s Dream, as set out below, we would support the inclusion of the wording of the motion in federal documents relating to First Nations education: That, in the opinion of the House, the government should adopt Shannen's Dream by: (a) declaring that all First Nation children have an equal right to high quality, culturally-relevant education; (b) committing to provide the necessary financial and policy supports for First Nations education systems; (c) providing funding that will put reserve schools on par with non-reserve provincial schools; (d) developing transparent methodologies for school construction, operation, maintenance and replacement; (e) working collaboratively with First Nation leaders to establish equitable norms and formulas for determining class sizes and for the funding of educational resources, staff salaries, special education services and indigenous language instruction; and (f) implementing policies to make the First Nation education system, at a minimum, of equal quality to provincial school systems.</p>		<p>1 – Recommendation has been implemented 1A – Recommendation will be implemented</p> <p><u>2021 Update:</u></p> <ul style="list-style-type: none"> • Through the Interim Formula Funding Approach, the tuition rates for First Nation operated schools currently exceed the local provincial school board rates. • Facility goals will be established in coordination with each community who determines their own plans and priorities. Engagement is planned to determine where investments in future education facilities will best serve their students needs. This will include an assessment of communities seeking new facilities versus those that wish to continue to support off reserve facilities such as Dennis Franklin Cromarty High School, Pelican Falls High School and associated accommodation options. • First Nations seeking a new educational facility (or major renovation/repair or addition to an existing facility) apply for funding through the First Nations Infrastructure Investment Plan process, following the standard procedure for submitting proposals under the Capital Facilities and Maintenance Program. All funding requests are prioritized using the ISC School Priority Ranking Framework (SPRF). Projects are assessed both at the regional and national level with the highest priority being placed on addressing health and safety needs. New school projects ensure that education

		<p>facilities meet health and safety standards including sufficient sources of heat, potable water, and sanitation.</p> <ul style="list-style-type: none"> • Since 2016, 5 school projects were completed: Pikangikum (K4 – Gr.12) Kashechewan (new modular elementary school), new elementary schools for Fort Severn (K4 – Gr 8) and Poplar Hill (K4 – Gr.9) and major capital upgrades to the Matawa Education and Care Centre. A further five (5) projects are under construction in Kasabonika (New Gr. 7-12 facility; renovations to their current school facility for K4- Gr. 6), North Caribou Lake (K4-Gr.12), Wapekeka (K4-Gr.10), Wunnumin (K4 – Gr.10), and the Matawa Education and Care Centre (Gr. 9-12). One school project is in the Design Phase (Kingfisher K4-Gr.10) and one project is completing a feasibility study for two schools within NNEC (Dennis F Cromarty High School and Pelican Falls First Nations High School). Teacherages accommodations are also being constructed as part of the school projects in four communities: North Caribou Lake, Wapekeka, Wunnumin, and Kasabonika. Teacherages are also planned as part of the Kingfisher school project which is currently in Design Phase. Confirmed and approved ISC funding to support these projects is over \$269M, with another \$30M earmarked pending the conclusion of the Kingfisher school design phase. <p>2020: Statutory funding was not included in the co-developed Education Transformation Policy Approach, but will be discussed in the future.</p> <p>The Department is working with the Chiefs of Ontario and the Ontario Technical Table on the Interim Funding Approach to engage with Ontario First Nations on implementation of the proposed Interim Funding Formula in 2019-20, as part of the ongoing broader education engagement and transformation process. This table will</p>
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		<p>continue to look at and discuss formula enhancements required to respond to this recommendation and the TRC's calls to action, including areas such as closing First Nations student achievement gap and how to measure student success.</p> <p>In the interest of advancing First Nations control over First Nations education, the Government of Canada has been working with First Nations to advance self-determination through education jurisdiction. The Anishinabek Nation Education Agreement is an education sectoral self-government agreement between the Anishinabek First Nations and the Government of Canada. On the basis of the Anishinabek Nation Education Agreement, Anishinabek First Nations and Canada have agreed to identify their respective activities related to setting up the Anishinabek Education System. Negotiations between the Anishinabek First nations and Canada were successfully completed early 2017 with the agreement officially signed in August 2017. The AES was effective April 1, 2018. There are currently 23 signed-on communities that are a party to the agreement. This initiative will set the stage for the Participating First Nations to develop culturally relevant and community-tailored education programs for the benefit of Anishinabek students. On December 5, 2018, NAN and the Government of Canada signed an education Agreement-in-Principle, paving the way for continued negotiations for First Nations' control and law-making authority K-12 education in communities. The signed Agreement-in-Principle establishes the framework for negotiations towards a final self-government agreement on education. The final agreement will be approved by community member vote.</p>
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Recommendations Implemented	3, 4, 5, 6, 7, 8, 16, 18, 19, 20, 21, 22, 23, 24, 28, 30, 31, 33, 34, 35, 36, 37, 40, 41, 42, 43, 44, 45, 46, 49, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 66, 67, 68, 69, 70, 71, 72, 75, 82, 90, 98, 120, 143, 144, 145	
Recommendations will be implemented:	53, 54, 57, 58, 59, 64, 67, 70, 71, 72, 77, 84, 87, 89, 114, 136, 137, 139, 140, 142,	

Changes in Scoring Metrics:

<u>Status of Recommendation</u>	<u>Score received in 2019</u>	<u>Score received in 2020</u>
Long Term Complete	6	6
Long Term In Progress	5	5
Medium Term Complete	4	4
Medium Term In Progress	3	2
Short Term Complete	2	2
Long Term Nothing Done	1	1
Medium Term Nothing Done	0	-1
Short Term In Progress	-1	-2
Short Term Nothing Done	-2	-3