



<b>RECOMMENDATION</b>	<b>Recommendation is:</b> A) accepted; B) accepted in Part; C) Rejected	<b>Detailed Explanation/Rationale for Response</b>
<p><b>#6</b> – In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morriseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youths were gifted.</p>	<p><b>A</b></p>	<p>KO consulted with the parents of Late Kyle Morriseau from June 2017 up to the presentation of the three (3) scholarships in May 2018. Late Kyle’s parents were key in the design and development of the Memorial Scholarship. KO appreciates their ongoing guidance and direction as we move forward in planning for additional years.</p> <p>Funding for the scholarships was secured through the Ministry of Education (MOE) for the inaugural scholarship presentations that was held at Dennis Franklin Cromarty High School (2 recipients) and Pelican Falls Centre High School (1 recipient).</p> <p>Work is ongoing to secure long-term funding for the Seventh Generation Memorial Scholarship. A promotional kit and micro-site have been developed and KO will be seeking donors from public/private sectors.</p>
<p><b>#7</b> – In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:</p> <p>i) All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling</p>	<p><b>A</b></p>	<p>KO utilizes Recommendation # 7 as a reference point for all inquest-related meetings held with the Partners.</p> <p>Rec. # 7 is recognized by all Inquest Partners and is referred back to on an as needed basis in all Working Group Meetings. The statements listed in this Recommendation require further technical and policy work in order to adequately address each of the 5 points. The next step for the implementation of these is to support local First Nations in their development of local solutions or in their response to the colonial policy.</p>



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<p>treaty obligations;</p> <p>ii) First Nation governments exercise inherent control over their education systems;</p> <p>iii) First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social and economic affairs;</p> <p>iv) Without the improvement of conditions in First Nations reserve communities, a gap in education outcomes between Indigenous and non-Indigenous students will remain;</p> <p>v) Canada should support individual First Nations communities as they develop local solutions to the effects of colonial policy; and,</p> <p>vi) In order to ensure timely delivery of publicly funded services to First Nations children, where jurisdictional divisions or disputes within or between governments threaten to delay or impede the provision of services, Jordan’s Principle should apply.</p>		<p>KO recommends research to be completed in this area by the Education Table (Task Teams). Currently, there are numerous analyses being undertaken through the regional PTO that would have an impact on the research necessary to conduct a thorough analysis of the KO communities and their needs. KO is waiting on the completion of this research before determining next steps.</p> <p>It’s critical to note that Jordan’s Principle does not apply for coverage of all gaps and services that are being identified and effective policy change affecting services and parity within First Nations is ongoing.</p>
<p><b>#49</b> – In order to provide students from First Nations communities in NAN Territory and their families with firsthand information regarding the community supports and opportunities that are available when they attend school in Thunder Bay, consult with other community partners to encourage and</p>	<p><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO conducts visits and intake sessions to each of its member communities throughout the year to conduct parent interviews and collect applications. Winter road trips/visits are conducted to engage students in various activities (square dancing, presentations conducted by KO students, etc.)</p> <p>KO has developed a student handbook to outline KOSSS services:</p>



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<p>facilitate visits by those community partners to the NAN communities to speak and engage with students prior to their move to Thunder Bay</p>		<p>Elder’s Programming, Land Based Programming, Activity Centre Hours and Tutoring Sessions. Also included are community services within the City of Thunder Bay. KO, in conjunction with parties mentioned in this recommendation, will develop an information database for students and parents.</p> <p>KO is in implementation of the Maintaining Family &amp; Social Connections Terms of Reference that was developed by KO eHealth. An investment of 12 videoconference units has been undertaken to provide ease of access to each of our 4 main sites and any designated space that we have for our students. This is key in keeping the connections to the communities, families and friends throughout the academic year and to host well-being workshops and sessions throughout the summer months.</p> <p>Each year, KO organizes a pre-orientation session in the communities, and KO will be inviting Thunder Bay Police Services (TBPS) and representatives from schools to join them this coming August 2018.</p>
<p>#64 – 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, provided on-going, predictable and reliable funding to ensure that there is an appropriate staff complement and programs to address the cultural needs of DFCHS, PFFNHS and MLC students starting for the 2016-2017 school year, including:</p> <p>i) Appropriate ratio of education assistants to students;</p>	<p><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>With the increase of funding that was secured for the 2017/18 school year, there have been extra cultural and educational resources/support staff available to our students. KO continues to identify and justify the need for on-going, predictable and reliable funding to continue these services and for staff retention.</p> <p>KO believes it is imperative for a student’s well-being and identity that they retain their language, cultural knowledge and connection to the land while away from home to attend school. The development of our Land Based Programming and the activities being provided by the Land Based Coordinators (2 – based in Sioux Lookout and Thunder Bay) is essential to the cultural and well-being needs of our students.</p> <p>KO has used the funding available to develop programming that fits the</p>



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<ul style="list-style-type: none"> <li>ii) Appropriate number of Elders (male and female) to be available during school hours;</li> <li>iii) Dedicated space for the Elders to spend time with students and resources for the activities that they wish to engage in with the students;</li> <li>iv) Curriculum development that supports language, culture and traditional activities;</li> <li>v) Regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;</li> <li>vi) Additional staff members or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land-based learning;</li> <li>vii) Funding for land-based learning; and,</li> <li>viii) Funding to facilitate the development and implementation of Ojibway/Cree immersion programing.</li> </ul>		<p>capabilities of the Elder’s involved in providing support to our students. There have been various activities at the DFC, PFC, Sioux Lookout and Dryden sites that are guided by our Elders and students have been able to access them on a regular basis. This connection is a significant support to students while they are away from home. The Elder’s use of language with our students and the promotion of language use is an important part of a young person’s identity.</p> <p>KO was successful in receiving funding for the development and implementation of Ojibway/Cree immersion programming for the 2018/19 academic year. The Native Language teachers (2 – based in Sioux Lookout and Thunder Bay) will be tasked with the development curriculum in collaboration with land-based lessons and program staff.</p>
<p><b>#65</b> – All intake forms, behavior contracts, report cards and any other documentation that is given to the parents regarding their children should be provided to them in their preferred language.</p>	<p style="text-align: center;"><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO has reviewed and revised the identified forms and they have been translated in the three dialects of the KO First Nations: Hudson Bay Cree, Oji-Cree and Ojibway.</p> <p>As new programming is implemented, our policies and procedures are being created and/or revised to reflect these programs/services. It’s important to share program information and policies with parents/communities and to have these documents translated to their</p>



		<p>dialect. It's particularly critical to translate these documents for Elder's who work in an advisory or programming capacity with our program. This recommendation should be considered for long-term/core funding.</p>
<p><b>#71</b> – In order to ensure that any special needs or supports required for First Nations students are identified and addressed while attending secondary school in Thunder Bay, ensure that funding and resources are in place upon arrival of students in Thunder Bay to identify:</p> <ul style="list-style-type: none"> <li>i) Special education needs;</li> <li>ii) Substance and/or alcohol abuse issues;</li> <li>iii) Mental health issues; and,</li> <li>iv) Any other supports required, including gaps in academic achievements that require additional supports or additional time for achieving necessary credit for graduation.</li> </ul>	<p style="text-align: center;"><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO is currently in the development of a Circle of Care model for students who attend high school away from their families and home communities. This model will address mental health concerns, access to specialized services, continuity of care when at home/school, and educational/cultural supports that provide students with the continued land-based teachings of their families and communities. The model has been in development with internal departments and the identification of service gaps are still a significant concern. While there has been significant funding for these services, the funding continues to be proposal-based and is not reflective of Rec. # 7 and its statements.</p> <p>KO continues to identify students with unmet needs and assists their families to secure access to needs services and supports comparable to those available to other children living in the same jurisdiction in a timely manner.</p> <p>To effectively collect data of services being provided to date, KO is in progress of implementing a database that would provide the analytical information necessary to identify the service needs of our students, and it would also ensure the privacy and security that is legislated when providing these services.</p> <p>The Mustimuhw Community Electronic Record (cEMR) will be implemented in July 2018 complete with staff training and data migration. This platform will allow for efficient communication between key staff and service providers whether the student is at home or in school. An information sharing/transition of services process will</p>



		be developed internally.
<p><b>#73</b> – In order to ensure that students receive orientation at the time of their arrival as well as ongoing support as they transition to life in Thunder Bay, in addition to their current orientation sessions conducted by DFCHS, MLC, and the City of Thunder Bay and other community partners, new students should be partnered with peer mentors who have experience in Thunder Bay and are willing to assist with day-to-day issues that may arise, including:</p> <ul style="list-style-type: none"> <li>i) Resisting negative peer pressure;</li> <li>ii) Reporting incidents of racism;</li> <li>iii) Encouraging students to attend school and apply themselves to their studies;</li> <li>iv) Reporting concerns regarding boarding homes;</li> <li>v) Promoting healthy lifestyles; and,</li> <li>vi) Organizing activities to reduce risk factors.</li> </ul>	<p style="text-align: center;"><b>A</b></p>	<p>KO established a Peer Mentor program in September 2017 and is ongoing. First year students were partnered with senior students to provide support while adjusting to the school, boarding home and the city. This program is ongoing and will continue each school year. There was significant success of the program in the last school year as it provided additional comfort and guidance to first time students.</p> <p>Partnering students with a Mentor will be based on common interests, favorite subjects, personalities and other criteria that will create an ongoing support for new students as well as a positive sense of responsibility with senior students.</p> <p>Our Transition Worker works hand-in-hand with the Retention Coordinator, Tutors, Student Support Workers and the Active Wellness Coordinator to develop workshops/activities and to address and encourage students on a daily basis.</p> <p>KO developed the Dryden Boarding Home Pilot House for the 2017/18 Academic Year. The Boarding Home Parents worked diligently to cover these areas and incorporated programming to assist.</p> <p>Two (2) new Boarding Home Pilot Houses will be in operation for Fall 2018/19; one in Sioux Lookout that will house girls and a duplex in Thunder Bay that will cover both girls and boys, separately.</p>
<p><b>#81</b> – In order to ensure the safety of all First Nation students while going to school on reserve or off-reserve, conduct annual training of all staff and boarding parents associated with First Nation schools with respect to:</p>	<p style="text-align: center;"><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO has conducted training as identified in this recommendation and this is ongoing for any new Boarding Home Parents or Staff. Additional training for Staff:</p> <p>Wilderness First Aid, Mental Health First Aid, Confidentiality and Duty to Report, Bullying/Cyber-Bullying, Missing Student Protocol Guide, Lakehead Search and Rescue Training, cEMR Database Management,</p>



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<ul style="list-style-type: none"> <li>i) Recognition, management and care of intoxicated students;</li> <li>ii) Crisis intervention;</li> <li>iii) Suicide prevention; and,</li> <li>iv) First aid, including cardiopulmonary resuscitation.</li> </ul>		<p>CTRI: Counselling Certificate Training, Land Based &amp; Well-Being Intervention, Self-Care Techniques, Debriefing, FN Mental Health First Aid, and Case Note/Incident Reporting.</p> <p>KO believes that ongoing training is imperative for student well-being and success. KO will continue consultation with staff and boarding home parents to determine areas of training for this coming year.</p>
<p><b>#83</b> – In order to increase awareness regarding risks related to alcohol, substance and solvent use and ensure consistent mandatory education for First Nations students attending school in Thunder Bay, in consultation with local community partners, including Centers for Addiction and Mental Health, the Thunder Bay District Health Unit and Dilico ensure that students are provided with regular, appropriate, accurate, up-to date information relating to:</p> <ul style="list-style-type: none"> <li>i) The health and social issues associated with alcohol, substance and solvent use;</li> <li>ii) The legal consequences of underage drinking;</li> <li>iii) The resources available in the community to address issues relating to alcohol, substance and solvent use;</li> <li>iv) Current misconceptions relating to “accepted” drinking practices (i.e. drinking homebrew vs spirits); and,</li> </ul>	<p><b>A</b></p>	<p>KO invites individuals from various life experiences, including community-based individuals, to talk to the students about the effects of alcohol/drugs and to encourage healthy role models/lifestyles.</p> <p>Workshops and sharing circles are held regularly at each of our sites and topics vary depending on the needs of the students.</p> <p>KO, in partnership with the TBRHSC P.A.R.T.Y. Program, hosts monthly seminars via videoconference and students are welcome to share any questions following each.</p> <p>Ongoing information sharing and awareness of new dangers (drugs/lethal substitutes) that are flagged by the TBDHU. Staff continually seek information on these items and there is ongoing communication to the Boarding Home Parents and to students.</p>



<p>v) The importance of assisting and staying with intoxicated peers and reporting any concerns to boarding parents, on-call workers, and other support workers.</p>		
<p><b>#84</b> – In order to allow students to continue their education in Thunder Bay while dealing with substance or alcohol issues, in consultation with local community partners, NNEC, KO and MLC should continue to develop harm reduction programs to address alcohol and substance use by students at their schools. The development of such programs should consider including a day program (if necessary) or a course option or students at the school [sic]. Canada should sufficiently fund NNEC, KO and MLC for these activities.</p>	<p><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO students have access to a “suboxone program” at DFC and staff access the services that are provided by the DFC Medical Team.</p> <p>KO has previously had students attend an intensive therapy session in Sault Ste. Marie, as an alternative intervention option for students. Staff are currently developing a well-being and land-based intervention program for students that will assist in stabilizing their physical/emotional/spiritual/well-being needs while allowing them to continue their education.</p> <p>KO will continue to explore alternative intervention options where resources are available. Initial consideration to combine this with Recommendation # 114 was proposed, however, due to licensing issues with MCYS and funding restrictions with NW LHINs, it is not an option.</p> <p>The implementation of this recommendation is ongoing for a long-term solution.</p>
<p><b>#85</b> – In order to assist First Nations students in Thunder Bay with alcohol/substance use and addiction problems, in consultations with community partners, including the Centres for Addiction and Mental Health, Dilico and St. Joseph’s Care Group, explore alternatives to sending students back to their home communities, including treatment programs that would allow students to pursue their</p>	<p><b>A</b></p>	<p>KO continuously engages with community partners to access services for the students. Initial actions were to consult with community partners and develop intake protocols for our students.</p> <p>KO will conduct further research and consultation with community partners to streamline/facilitate intake protocols so our students may have ease of access to services.</p> <p>KO also believes strongly in alternatives to mainstream services and</p>



<p>studies in Thunder Bay.</p>		<p>utilizes the Elders and Land Based programming as an alternative method of therapy for at risk students.</p>
<p><b>#86</b> – In order to increase awareness of DFCHS and MLC students regarding the risks associated with the purchase of alcohol through second party purchasers (“runners”), consider incorporating the Crimestoppers video made by DFCHS students into the orientation session held upon the arrival of new students in Thunder Bay each September. If the Crimestoppers video is not incorporated, include information in the orientation regarding the risks associated with the purchase of alcohol through second party purchasers.</p>	<p>A</p>	<p>A copy of the Crimestoppers video will be incorporated into the KO orientation sessions.</p> <p>KO will invite LCBO during the orientation sessions. Potential video to be produced on successes of the students. Video is intended to promote educational awareness.</p> <p>KO Staff continue to be vigilant in being aware of any potential dangers to students, including those individuals who may cause harm through second party purchasers (“runners”). KO, MLC and DFCHS share information of any potential harms.</p>
<p><b>#87</b> – 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>A</p>	<p>KO in currently in development of a sound transition process and development of a 360 Circle of Care model that Staff/Boarding Home Parents/Community Workers will use as a guide to services.</p> <p>The development of this model is possible with funding received through Jordan’s Principal/Choose Life Initiative. This is an ongoing item as both Canada and Ontario have yet to confirm these funds into long-term, core funding.</p> <p>Refer to the statements listed in Recommendation # 7. The statements listed in this Recommendation require further technical and policy work in order to adequately address each of the 5 points. The next step for the implementation of these is to support local First Nations in their development of local solutions or in their response to the colonial</p>



		<p>policy.</p> <p>Ongoing research and analyses is necessary.</p>
<p><b>#90</b> – In order for First Nations youth to have a voice regarding decisions relating to their education off-reserve, and to ensure that there is accountability in decisions made regarding their education and well-being, NNEC, KO, and MLC, with the support of Canada and NAN, should consider creating a special seat on their Boards of Directors for a youth representative who is a student or former student of DFCHS or MLC under the age of 25. Canada should provide the funding for any costs associated with this position.</p>	<p><b>A</b></p>	<p>Keewaytinook Okimakanak Board of Education (KOBE) has developed a Terms of Reference and have adopted two (2) seats on their board to be filled by Youth Representatives.</p> <p>KO’s next step is to secure funding from Canada for the inclusion of these positions on the Board of Education.</p>
<p><b>#91</b> – In order to ensure timely reporting of missing students and consistent practice among institutions when students are reported missing or during sudden death investigations, the City of Thunder Bay; TBPS; NAN; NAPS; NNEC; DFCHS; KO; and MLC should establish a working group to discuss best practices applicable to their respective roles pertaining to students from remote First Nations communities attending secondary school in Thunder Bay (“Students”). The working group should consider:</p> <p>i) <b>The need to ensure timely reporting to police of all missing person</b></p>	<p><b>A</b></p>	<p>KO has developed a Missing Student Protocol Guide (MSPG) that will be utilized by all staff. The protocol identifies:</p> <p>Timely reporting of a missing student, student profiles with pictures, volunteer waiver, Missing Person Poster Template, Search Checklist (high risk areas/known contacts), Supplies Checklist (Search Equipment/Command Centre/Mobile Unit), internal/global search plans, Press/Media/Social Media Protocols, and Missing Person Risk Factors to prepare staff for different circumstances and emergencies.</p> <p>KO developed Search Equipment Kits for each site: Thunder Bay (2), Sioux Lookout, Dryden and Pelican Falls Centre (2). Radio equipment with a mobile base for longer-range capabilities have been purchased for each site and have a dedicated radio frequency through Industry Canada.</p> <p>Training is scheduled for July 5, 2018, and August 16, 2018, for all staff. This will be to review the MSPG, the internal/global search plans</p>



<p><b>matters that involve a Student:</b> The working group should review and revise current education authority policies and procedures in order to generate a consistent set of policies. In particular, the document entitled Missing Student Protocol Guide [Exhibit Number 133 at Tab 31] should be reviewed and revised with the benefit of information learned at the joint inquest to help generate a consistent set of policies and procedures. The revised set of policies and procedures, once agreed upon, should be disseminated to – and adopted by – NNEC, KO and MLC. The revised procedures should include language that directs education authority employees to file a missing person report with police as soon as any member of the education authority determines that a search needs to be undertaken for a student whose whereabouts are unknown;</p> <p>ii) <b>Public awareness:</b> The working group should discuss implementation of a public information campaign emphasizing the importance of reporting missing person matters to police without delay;</p> <p>iii) <b>Information Sheets:</b> The working</p>		<p>and on all equipment with various scenarios.</p> <p>The KO MSPG covers each of the identified items in this recommendation and it is reflective of the policies and procedures of the organization. Most importantly, it is reflective of the direction and wishes of the parents and communities of our students.</p> <p>KO participated in the Public Awareness Campaign and will share all information and material within our member communities.</p>
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<p>group should discuss the preparation of information forms for all Students to be stored with education authorities. The working group should also review the steps necessary to obtain appropriate consent to disseminate these individual forms to police in the event that a missing person report is filed;</p> <p>iv) <b>Social Media Search:</b> The working group should consider how to utilize social media to assist in missing person searches and should designate roles and responsibilities for all parties accordingly;</p> <p>v) <b>Press Releases:</b> The working group should discuss approaches to press releases pertaining to any missing person matter that involves a Student. The working group should also discuss approaches to press releases in the event that a Student is found deceased. The working group should discuss the various circumstances that may influence when media releases should or should not go out. The working group should also discuss circumstances that may influence how a media release may need to be worded;</p>		
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<p>vi) <b>Best Practices for Interviews:</b> The working group should discuss best practices to facilitate interviews of young people in exigent, non-criminal, circumstances. The working group should also discuss best practices to facilitate interviews in exigent, non-criminal, matters with individuals of any age who may be unfamiliar or uncomfortable dealing with individuals in positions of authority;</p> <p>vii) <b>Internal Search Plans:</b> the working group should ensure that appropriate participant institutions have an internal search plan that can be implemented if a Student goes missing. Without limiting the generality of what the internal plans may include:</p> <ul style="list-style-type: none"> <li>a) Internal search plans should identify pre-determined internal points of contact to act as information coordinators and liaisons to third parties in the event of a missing person search involving a visiting student;</li> <li>b) Internal search plans should set out a clear supervisory structure so that each institution is able to identify an individual(s) who will ensure that the internal search plan</li> </ul>		
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<p>is properly executed;</p> <p>c) Internal search plans should set out how information will be provided to family members and will contain provisions that permit family members to identify third parties to act as their agents/advocates as they prefer. The plan should ensure that more than one individual can be designated by family members to receive information where necessary;</p> <p>d) Internal search plans should also set out how employees will share information externally with any other relevant institutions, political bodies or family members;</p> <p>e) All internal search plans should contemplate the possible arrival of community searches and how to manage such volunteers. Internal search plans should explain best search practices for non-police searchers with particular emphasis on, among other things, evidence preservation;</p> <p>viii) <b>Global Search Plans:</b> the working group should also ensure that each internal search plan dovetails into a larger global search plan that should be implemented by all participant</p>		
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<p>institutions in the event that a Student goes missing:</p> <ul style="list-style-type: none"><li>a) Global search plans should adopt pre-determined points of contact within each institution that are consistent with the internal search plans discussed above;</li><li>b) Global search plans should include at least one Appendix that will contain a handout listing the best practices for community searchers discussed above. This document can be disseminated to community searches as needed;</li></ul> <p>ix) <b>Missing person risk factors:</b> The working group should share expertise on risk factors that may need to be considered when assessing the risk level in a missing person matter that involves a Student. The working group should create a list of risk factors that should be considered by all parties. The revised risk factors should be shared among participants and, once agreed upon by all, imported into the forthcoming TBPS 2016 missing person procedure as well as all internal search plans;</p> <p>x) The working group should also review the revised TBPS missing person questionnaire that arises under the</p>		
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<p>2016 missing person policy and should consider what revisions, if any, should be made based on: (i) the expertise obtained by education authorities arising out of their own search efforts and (ii) information contained in search forms prepared by other police services that may be available by way of the Ontario Association of chiefs and Police, including but not limited to, the Ontario Provincial Police;</p> <p>xi) <b>Training:</b> The working group should fix deadlines for completion of staff training on all issues as follows:</p> <p>a) Parties other than the TBPS should ensure that all staff are fully trained on revised procedures within 1-year from the completion of the working group deliverables; and,</p> <p>b) TBPS will ensure that all of its members are trained on the forthcoming revised 2016 missing person policy by December 31, 2016.</p> <p>xii) The working group should prepare an anonymized training case scenario based on evidence canvassed at, and lessons learned from, the joint inquest. The case scenario should be used to</p>		
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<p>assist in training TBPS officers, education authority staff and NAPS officers to participate in investigations relating to Students which may involve:</p> <ul style="list-style-type: none"><li>a) Civilian search teams;</li><li>b) Alcohol or substance use;</li><li>c) Reports made to police after the whereabouts of the subject individual have been unknown for a lengthy period of time;</li><li>d) Interviews involving young people who may be reluctant to speak to police officers fearing that they may get into trouble or may be betraying the confidence of their friends; or</li><li>e) Cultural and systemic barriers that may limit the fulsome disclosure of information to persons in positions of authority; and</li></ul> <p>xiii) The working group should identify an appropriate external consultant to be hired to assist the TBPS (and any other interested organizations) to revise current training modules to ensure that curriculum covers cultural issues that are relevant to members of the Indigenous community in and around Thunder Bay and:</p> <ul style="list-style-type: none"><li>a) TBPS will also present an annual report on training to the Police</li></ul>		
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<p>Services Board to provide the public with information on police training. The report will be made during the public session and will include, among other things, a summary of the number of officers who completed training courses in different policing areas and will include information about training curriculum related to Indigenous issues.</p>		
<p><b>#107</b> – The City of Thunder Bay Aboriginal Liaison, NNEC, DFCHS, KO and MLC should work together- perhaps through designated contact people in the schools- to co-ordinate participation of DFCHS and MLC students in Thunder Bay recreation programs and City sponsored events that students may be interested in attending throughout the school year- for example, the use of skating rinks in the winter.</p>	<p><b>A</b></p>	<p>KO students continue to utilize the City of Thunder Bay municipal parks and skating rinks during the nine school months they are here.</p> <p>KO has been in touch with Leadership Thunder Bay and would like to consider recreational activities between the schools i.e. DFC vs Hammarskjold hockey game. This is new and will be discussed as a potential project for the 2018/19 academic year.</p>
<p><b>#114</b> – Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Long-term Care and Child and Youth Services, the Northwest Local Health Integration Network (“NWLHIN”), EMS, the Thunder Bay Regional Health Sciences Centre (“TBRHSC”), NAN, NNEC, KO, Shibogama, Independent First Nations</p>	<p><b>A</b></p>	<p>Currently, the Recommendation # 114 Working Group is awaiting to receive the individual proposals from each of the First Nation Partners: KO, Matawa and NNEC. The proposals were completed by each of the Inquest Coordinators for the identified parties and are similar in their requests for services and budget submission. The KO proposal will be presented to KO Board of Education and Chiefs for approval the first week of July 2018. Upon approval, it will be submitted to NW LHINs.</p> <p>There have been numerous issues in the process of this Working Group. The sharing of information that is pertinent in the development of a</p>



**KEEWAYTINOOK OKIMAKANAK**

<p>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 [sic]. Such an alternative facility could include a shelter or detox unit, open to Youth who are 25 years or younger, with appropriate trained staff.</p>		<p>sound proposal that would meet the NW LHINs Health System Improvement Pre-Proposal (HSIP) requirements and meet any requirements legislated by the Child and Family Services Act and it’s proposed revised policy.</p> <p>While KO has developed their internal interim solutions to address this recommendation, there has been no funding provided by Canada. The funding is being pro-rated and there is no confirmation that our individual HSIP submissions will result in accessing funds/services.</p>
<p><b>#115</b> – The City of Thunder Bay, TBPS, NNEC, DFCHS, KO, IFNA, Shibogama, and MLC should consult on the terms of reference for a safety audit of the river areas frequented by First Nation students and youth in the evenings. The consultation and resulting audit should be undertaken as soon as practicable. Subject to the findings of the audit, some possible responses to identified issues could include improved lighting, emergency button poles, under-bridge barricades, or increased police patrols.</p>	<p><b>A</b></p>	<p>The City of Thunder Bay has implemented a Working Group with the identified parties to address this recommendation. Currently, the improved lighting, emergency button poles and increased video capabilities are in a proposal stage and funding has not been secured for this. City of Thunder Bay does maintain the river areas as their maintenance crews have added these areas onto their service routes.</p> <p>KO has stressed their own concerns regarding the rivers through this process and the ongoing urgency for these issues to be addressed prior to the school year (Fall 2018).</p>
<p><b>#117</b> – The City of Thunder Bay, NNEC, KO, DFCHS, and MLC should consult with community partners to arrange for speakers or skills instructors to attend the schools in order to make presentations on topics which are aimed to engage and provide information to the students.</p>	<p><b>A</b></p>	<p>KO does this by utilizing current Elders on staff.</p> <p>KO continues to invite guest speakers and partner organizations to special events, and to make presentations to the students.</p> <p>This is ongoing and the KO Staff and Well-Being Team coordinates these on a monthly schedule for the students.</p>
<p><b>#143</b> – All organizations that receive</p>	<p><b>A</b></p>	<p>The Annual Report will be submitted prior to June 28, 2018 at 10:00</p>



<p>recommendations should prepare an annual report following up on the recommendations that:</p> <ul style="list-style-type: none"> <li>i) Indicate whether each recommendation is (a) accepted, (b) accepted in part, or (c) rejected;</li> <li>ii) Provides an explanation for any recommendations that are not accepted in whole or in part and indicates an alternative approach to achieve the same aim;</li> <li>iii) Indicates, for all recommendations that are accepted, whether implementation is (a) pending, (b) in progress, or (c) complete;</li> <li>iv) Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations;</li> <li>v) Is sent by email to any person who requests to receive a copy; and,</li> <li>vi) Is prepared each year for delivery at 10:00 a.m. on the anniversary date of the release of the inquest recommendations (until the party has provided an annual report indicating that all of the recommendations it received have either been rejected or implemented).</li> </ul>		<p>a.m.</p> <p>Keewaytinook Okimakanak submitted an annual report to the Coroner's Office in 2017.</p>
<p>#144 – The organizations receiving</p>	<p>A</p>	<p>KO will post their annual report on their Keewaytinook Okimakanak</p>



<p>recommendations should endeavor to agree on a process whereby the annual reports will be posted in a central location on the internet (e.g. on a website of one of the organizations). Acknowledging that the First Nations parties who receive recommendations have limited resources, those parties should prioritize actual actions responding to recommendations over reporting on those actions and should only be expected to provide annual reports if they have the resources to do so.</p>		<p>website.</p>
<p><b>#145</b> – Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</p>	<p><b>A</b></p>	<p>KO reviewed and revised their policies and procedures in January 2017. This is an ongoing item as there are extensive sections and new programming being undertaken and implemented.</p> <p>Revised or New Policies for 2018:</p> <ul style="list-style-type: none"> <li>• KOSSS Circle of Care Model</li> <li>• Land Based Programming</li> <li>• Boarding Home Guidelines</li> <li>• KO Student Home Policies (Boarding Home Pilot)</li> <li>• Missing Student Protocol Guide</li> <li>• Well-Being &amp; Land Based Intervention Site</li> </ul>