



<p>RECOMMENDATION</p>	<p>Recommendation is: A) accepted; B) accepted in Part; C) Rejected</p>	<p>Detailed Explanation/Rationale for Response</p>
<p>#6 – 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>A</p>	<p>Under the guidance and direction of Late Kyle Morriseau’s parents and siblings, the Seventh Generation Memorial Scholarship (SGMS) was established in 2017. Keewatinook Okimakanak (KO) was pleased to present three (3) scholarships this year at the Dennis Franklin Cromarty High School (2 recipients) and Pelican Falls First Nation High School (1 recipient) during the 2019 graduation celebrations.</p> <p>Funding for these presentations was secured through the Ministry of Education’s (MOE) surplus funds that were provided to each of the First Nation Inquest Partners (KO, Matawa and Northern Nishnawbe Education Council). While we appreciate the one-time funding, KO continues to seek funding for the long-term security of the SGMS.</p> <p>KO hosted a benefit dinner in November 2018 to raise funds for the Seventh Generation Memorial Scholarship. The purpose of the benefit was to raise funds for future scholarship presentations and to also promote the SGMS, and the memory of Late Kyle Morriseau. KO was honoured to have Late Kyle’s parents and siblings in attendance and their ongoing contributions, involvement and support are appreciated.</p> <p>With the establishment of the SGMS Committee, ongoing work continues to fundraise and expand the eligibility criteria to the Lakehead Public School Board and Keewatin-Patricia District School Board in the 2019/20 academic year. The SGMS Committee has secured funds and</p>



KEEWAYTINOOK OKIMAKANAK

		<p>will present five (5) scholarships in 2020.</p> <p>Promotion of the Seventh Generation Memorial Scholarship and the sharing of Kyle’s life is hosted on our established website: kmms.ca</p> <p>KO has completed a formal mail-out to promote the scholarship fund and to seek donations. The mail-out was directed at various art galleries and museums across Canada. KO did receive a fair response of interest and parties seeking further information on the scholarship fund.</p> <p>All efforts continue each year to fundraise and promote the SGMS scholarship.</p> <p>Presentations for the 2019/20 academic year will be done virtually, due to the Emergency Act Order that has been in place since March 2020.</p>
<p>#7 – In moving forward with any initiatives that respond to the Inquest recommendations, the parties should be guided by the following statements:</p> <ul style="list-style-type: none"> i) All of the Treaty Partners, including Indigenous communities and governments, Canada and Ontario, must respect the treaty rights of others and work together towards fulfilling treaty obligations; ii) First Nation governments exercise inherent control over their education systems; iii) First Nation communities seek to have greater responsibility to govern their own spiritual, cultural, social and economic affairs; 	<p style="text-align: center;">A</p>	<p>KO utilizes Recommendation # 7 as a reference point for all inquest-related meetings held with the Partners. It has become a priority to include these guiding principles in the implementation of recommendations with all partners; interdepartmental meetings, updates to the Keewaytinook Okimakanak Board of Education and in our updates to the KO First Nations.</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. <i>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.</i></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</p>



KEEWAYTINOOK OKIMAKANAK

<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>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. One analyses has been received and we await the others that are in progress.</p> <p><i>To implement the recommendations detailed in the Seven Youth Inquest, Canada and Ontario need to adequately fund the infrastructure needs that have been identified as an ongoing priority.</i> Our services have expanded exponentially since the delivery of the Inquest Recommendations in 2016 and KO has been restricted to delivering these services in existing infrastructure.</p> <p>As stated in Recommendation 7. i) <i>“All of the Treaty Partners...must respect the Treaty Rights of others and work together towards fulfilling treaty obligations.”</i> To develop local solutions to the effects of colonial policy (as stated in Rec. 7.v), to work together towards fulfilling treaty obligations (Rec. 7.i), and to provide the services as outlined in the recommendations; the guiding principles call for transformative change. <i>However, KO cannot undertake these principles responsibly and in a manner that is respectful to our First Nations leadership, and their membership, without the equitable funding and investments in education, health, programming, and infrastructure from our Treaty Partner.</i> Our Federal and Provincial Treaty Partners must recognize their fiduciary duty in addressing the work that is required in the implementation of these recommendations.</p> <p>At this time, all funding for the implementation of the Inquest recommendations remains <i>proposal-based</i> which does not allow for the proper research and development that is necessary for the community-based recommendations. KO is currently awaiting a response on a response for our application for community-based workers and we are a quarter of the way into the fiscal year.</p>
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KEEWAYTINOOK OKIMAKANAK

<p>#49 – In order to provide students from First Nations communities in NAN Territory and their families with firsthand information regarding the community supports and opportunities that are available when they attend school in Thunder Bay, consult with other community partners to encourage and facilitate visits by those community partners to the NAN communities to speak and engage with students prior to their move to Thunder Bay</p>	<p style="text-align: center;">A</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 held annually to engage students in various activities (feast, square dancing, classroom visits and presentations done by KO students and staff)</p> <p>KO has developed a student handbook to outline KOSSS services: Elder’s Programming, Land Based Programming, Activity Centre Hours, Tutoring Sessions, Well-Being Support and staff contact information. Also included are community services within the City of Thunder Bay.</p> <p>KO is currently revising our website that will provide programming information in all areas pertaining to our students and their care while away from home. The website will have a parent/guardian portal that where parents/guardians can access information and can check on their student’s progress during the academic year. The development of this database is under design and will be user-friendly for both parents/guardians and our staff.</p> <p>Each year, KO organizes a pre-orientation session in August in each of our First Nations. This pre-orientation allows students to meet KOSSS Staff and for any question’s students and/or their parents/guardians may have prior to their travel and what to expect upon arrival at their sites.</p> <p>In 2019, KO program coordinators travelled to each of the communities to visit with community leadership, parents/guardians and education staff/students to provide information on all new programming that has been developed in 2018/19. KO was able to attend the communities four times in the 2018/19 academic year to conduct student intake and information sessions. Previously, funding only permitted two trips/year.</p> <p>KO was able to complete their annual Winter Road Trip in March 2020</p>
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KEEWAYTINOOK OKIMAKANAK

		<p>this year and they were able to visit the communities of Deer Lake, North Spirit Lake, and Poplar Hill. This annual visit brings current students' home to share their experiences with the elementary classes and provides an opportunity for parents/guardians to connect with program staff.</p> <p>In March 2020, Inquest staff visited Deer Lake, North Spirit Lake and Poplar Hill First Nations to provide an update on the progress of the implementation of the recommendations to date. We hosted an information session in the school gym in North Spirit Lake, via local television in Deer Lake, and via local radio in Poplar Hill. Community feedback was important and it was shared that they didn't think anything had been happening with the Inquest and were encouraged to hear there is progress. The message we shared with community members/parents/guardians was to highlight all new programming we are currently providing to ensure the safety and well-being of their students while they attend school.</p> <p>Due to the Emergency Act that is in place within Ontario, we have not been able to conduct the community visits that were completed last June. As our communities remain on lockdown, we are looking at various options with how to deliver this information before the 2020/21 academic year.</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</p>	<p>A</p> <p>KO accepts this recommendation where resources are available.</p>	<p>With the additional funding that has been received since 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</p>



KEEWAYTINOOK OKIMAKANAK

<p>students starting for the 2016-2017 school year, including:</p> <ul style="list-style-type: none">i) Appropriate ratio of education assistants to students;ii) Appropriate number of Elders (male and female) to be available during school hours;iii) Dedicated space for the Elders to spend time with students and resources for the activities that they wish to engage in with the students;iv) Curriculum development that supports language, culture and traditional activities;v) Regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;vi) Additional staff members or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land-based learning;vii) Funding for land-based learning; and,viii) Funding to facilitate the development and implementation of Ojibway/Cree immersion programming.		<p>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>Our Land-Based Program incorporates our program Elders and invites community Elders and Knowledge Keepers to participate in their programming. KO has begun the development of a land-based site on Treaty No. 9 territory, just north of Upsala, Ontario. Our staff and students use this area for their traditional hunting and trapping excursions, and the program has become an essential part of our well-being program and as an incentive to our students. Activities will include moose harvesting, fishing, trapping, survival training, wilderness training, and conservation workshops. It will also be utilized for cultural awareness training for all non-Indigenous staff.</p> <p>KO has used the funding available to develop programming that fits the 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. KO has been able to dedicate space for our Elder’s in our Sioux Lookout and Thunder Bay sites.</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) were tasked with the development curriculum in collaboration with land-based lessons and program staff.</p>
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<p>#65 – 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>A KO accepts this recommendation where resources are available.</p>	<p>In 2017/18, KO reviewed and revised the identified student intake forms, behaviour contracts and all other pertinent documentation that relates to the student’s education and well-being. Each were translated in the three dialects of the KO First Nations: Hudson Bay Cree, Oji-Cree and Ojibway.</p> <p>The forms remain stored on our Team Drive and all program staff have access to the forms and utilize as needed.</p> <p>KO has introduced several new program related policies with additional forms that have been developed to assist our staff in the care and tracking of information pertaining to our students. This information is shared with parents/guardians as necessary and additional translation is in progress. <i>(See Rec. 145 for complete list of new KO policies)</i></p> <p>The new policies, protocols and forms are related to: Well-Being, Academic, Behaviour, Incentives and Student Intakes at the Safe Sober Site. Each policy has been reviewed by the KO Board of Education and our legal counsel, and has been sent for translation.</p>
<p>#71 – 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>	<p>A KO accepts this recommendation where resources are available.</p>	<p>KO continues to identify students with unmet needs and assists their families to secure access to services and supports comparable to those available to other children living in the same jurisdiction, in a timely manner. With all departments involved, KO is working on establishing protocols and processes to assist children/youth both on and off-reserve.</p> <p>KO has developed a Circle of Care model for students who attend high</p>



KEEWAYTINOOK OKIMAKANAK

<ul style="list-style-type: none">i) Special education needs;ii) Substance and/or alcohol abuse issues;iii) Mental health issues; and,iv) Any other supports required, including gaps in academic achievements that require additional supports or additional time for achieving necessary credit for graduation.	<p>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.</p> <p>KO continues to develop its Continuum of Care framework that will involve multiple parties at the Tribal Council and First Nation level to develop a plan for returning students to continue their education, and for ongoing support of their health/mental health plan of care.</p> <p>KO and its departments, education, health, mental health, eHealth, and KNet, reviewed the Circle of Care model that was developed within Keewatinook Okimakanak Secondary Student Services (KOSSS) and determined the next steps for numerous recommendations, including Rec. 71. A working group has been established with a member from each identified department to develop a continuum of care, interim process for the transition of student's home when they are removed from the KOSSS program, and to develop protocols for referring students to specialized services that are provided by other departments.</p> <p>KO Staff received privacy & security training and the policies were approved by the Keewatinook Okimakanak Board of Education (KOBE) members in March 2019. The first phase of implementation has been completed which saw KOSSS staff trained and utilizing the database for their required reporting submissions and secure recordkeeping.</p> <p>KO has begun phase two of its implementation and training has been completed for the KOBE Well-Being staff, who work with the KO First Nation schools and KiHS classrooms, and a workshop/orientation</p>
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KEEWAYTINOOK OKIMAKANAK

		<p>session was developed for the implementation of the Citizen Portal.</p> <p>While phase two is in progress, it has encountered technical difficulties with the Mustimuhw cEMR. While KOSSS has trained all well-being and student support workers on the Mustimuhw cEMR (Community Electronic Record) database and it's been operational since July 2018, the Citizen Portal that was a secondary component and would allow our students/clients access to their workers, is no longer available in Canada. We are currently testing an alternative with Mustimuhw and are exploring options.</p> <p>Phase three will connect the KOSSS/KOBE education staff portion of Mustimuhw cEMR to the KO Health/Mental Health staff. This will allow for any referrals, and access to the KO Health/Mental Health specialized services on a year-round basis. KOSSS and KO Health have completed test clients and completed successful transfers of client information and/or files that would support our interdepartmental communication in an efficient and secure manner.</p> <p>Phase four will connect all KO departments to our KO First Nations service providers and/or leadership. i.e. Nursing Station Staff, School Staff, Education/Social Counsellors and community Choose Life programming.</p> <p>The Circle of Care Technical Working Group continues to meet and will be seeking a resolution of the KO Chiefs to support the Continuum of Care Framework and for their approval on the development of protocols/partnerships necessary that will directly support all clients. Initial framework design will be submitted to the KO Chiefs for their review and approval and we will be connecting with the community-based KO Jordan's Principle Working Group for further collaboration and development.</p>
#73 – In order to ensure that students receive		KO established a Peer Mentor program in September 2017 and this



KEEWAYTINOOK OKIMAKANAK

<p>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"> i) Resisting negative peer pressure; ii) Reporting incidents of racism; iii) Encouraging students to attend school and apply themselves to their studies; iv) Reporting concerns regarding boarding homes; v) Promoting healthy lifestyles; and, vi) Organizing activities to reduce risk factors. 	<p style="text-align: center;">A</p>	<p>remains ongoing. First year students are 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 Well-Being Team to develop workshops/activities and to address and encourage students on a daily basis.</p> <p>Our Student/Boarding Home Coordinator works diligently with the boarding home parents to provide appropriate training to support our students while they are away from home.</p>
<p>#81 – 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> <ul style="list-style-type: none"> i) Recognition, management and care of intoxicated students; ii) Crisis intervention; iii) Suicide prevention; and, iv) First aid, including cardiopulmonary 	<p style="text-align: center;">A</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, CTRI: Counselling Certificate Training, Land Based & Well-Being Intervention, Self-Care Techniques, Debriefing, FN Mental Health First Aid, Case Note/Incident Reporting, and Intergenerational Trauma.</p> <p>KO believes that ongoing training is imperative for student well-being</p>



KEEWAYTINOOK OKIMAKANAK

<p>resuscitation.</p>		<p>and success. KO will continue consultation with staff and boarding home parents to determine areas of training for this coming year. All new staff receive the above-mentioned training and will continue to explore training that is relevant to the issues that they encounter.</p> <p>KO Boarding Home Parents/Student Home Workers participate in the training sessions that are coordinated annually by Nishnawbe Aski Nation and this is ongoing.</p> <p>Each area completes training on an ongoing basis each year. Whether it's to refresh their skills and/or for new staff to obtain their certification. Due to the Emergency Act that has been in place since March 2020, our staff have been participating in various webinars that focus on student mental health, how to work with high-risk youth, etc, through CTRI.</p>
<p>#83 – 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"> i) The health and social issues associated with alcohol, substance and solvent use; ii) The legal consequences of underage drinking; 	<p>A</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. They are developing a communication protocol that would provide “alerts” to our well-being, student support, student home workers, on-call workers, boarding home parents and other pertinent staff on any possible dangerous areas and/or what to do when responding to an intoxicated</p>



KEEWAYTINOOK OKIMAKANAK

<p>iii) The resources available in the community to address issues relating to alcohol, substance and solvent use;</p> <p>iv) Current misconceptions relating to “accepted” drinking practices (i.e. drinking homebrew vs spirits); and,</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>student.</p> <p>The Safe Sober Site staff have developed several harm reduction modules to host education nights with our students in the upcoming academic year.</p>
<p>#84 – In order to allow students to continue their education in Thunder Bay while dealing with substance or alcohol issues, in consultation with local community partners, NNEC, KO and MLC should continue to develop harm reduction programs to address alcohol and substance use by students at their schools. The development of such programs should consider including a day program (if necessary) or a course option or students at the school [sic]. Canada should sufficiently fund NNEC, KO and MLC for these activities.</p>	<p>A</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 have developed a well-being and land-based intervention program that will assist in stabilizing the physical/emotional/spiritual/well-being needs of our students while allowing them to continue their education.</p> <p>KO implemented a Land-Based Intervention Site just outside of Sioux Lookout and it’s been operational since November 2018. The purpose of this site is to provide programming, 3 to 5 days, for students who have been referred by their Student Support Worker or Well-Being Worker for any alcohol/substance related concerns.</p> <p>The intervention site has recently been renovated to ensure safety of our students while on site. The site has a teaching lodge that provides cultural teachings that are shared from KO Elders and are a part our community’s tradition. The intervention site is also an emergency option to care for our students while they await treatment and/or require stabilization.</p>



KEEWAYTINOOK OKIMAKANAK

		<p>Referrals to allied health services are ongoing as necessary and plans of care/follow-up is completed with their workers. A critical component of this site remains the land-based activities provided by our Elders/Knowledge Keepers and maintaining communication with parents/guardians on their child’s progress.</p>
<p>#85 – 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 studies in Thunder Bay.</p>	<p>A</p>	<p>KO continuously engages with community partners to access services for the students. 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 utilizes the Elders and Land Based programming as an alternative method of therapy for at risk students. In response to this recommendation, KO has developed the Intervention Site based in Sioux Lookout. (See Rec. 84 response)</p>
<p>#86 – 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 and KO will invite LCBO to present during the orientation sessions.</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>This initiative is ongoing for each academic year and orientations are conducted in Thunder Bay and Sioux Lookout.</p> <p>KO’s Safe Sober Site staff will be including this in their orientation session each semester. Information will be provided via handouts and</p>



		shared at each site.
<p>#87 – In order to ensure continuity of care and increased prospect (where desired) of a return to Thunder Bay for those students who are sent back due to health and safety concerns, make all efforts to ensure that community supports, including a continuing education, health and mental health plan, are in place prior to sending a student back to his or her home community. Canada and Ontario should ensure that there is sufficient funding and resources in place for these support programs.</p>	<p>A</p>	<p>As stated in Rec. 71, KO has developed 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.</p> <p>KO continues to develop its Continuum of Care framework that will involve multiple parties at the Tribal Council and First Nation level to develop a plan for returning students to continue their education, and for ongoing support of their health/mental health plan of care.</p> <p>KO and its departments, education, health, mental health, eHealth, and KNet, reviewed the Circle of Care model that was developed within Keewaytinook Okimakanak Secondary Student Services (KOSSS) and determined the next steps for numerous recommendations, including Rec. 71. A working group has been established with a member from each identified department to develop a continuum of care, interim process for the transition of student’s home when they are removed from the KOSSS program, and to develop protocols for referring students to specialized services that are provided by other departments.</p> <p>KO Staff received privacy & security training and the policies were approved by the Keewaytinook Okimakanak Board of Education (KOB) members in March 2019. The first phase of implementation has been completed which saw KOSSS staff trained and utilizing the database for their required reporting submissions and secure recordkeeping.</p> <p>KO has begun phase two of its implementation and training has been</p>



KEEWAYTINOOK OKIMAKANAK

		<p>completed for the KOBE Well-Being staff, who work with the KO First Nation schools and KiHS classrooms, and a workshop/orientation session was developed for the implementation of the Citizen Portal.</p> <p>While phase two is in progress, it has encountered technical difficulties with the Mustimuhw cEMR. While KOSSS has trained all well-being and student support workers on the Mustimuhw cEMR (Community Electronic Record) database and it's been operational since July 2018, the Citizen Portal that was a secondary component and would allow our students/clients access to their workers, is no longer available in Canada. We are currently testing an alternative with Mustimuhw and are exploring options.</p> <p>Phase three will connect the KOSSS/KOBE education staff portion of Mustimuhw cEMR to the KO Health/Mental Health staff. This will allow for any referrals, and access to the KO Health/Mental Health specialized services on a year-round basis. KOSSS and KO Health have completed test clients and completed successful transfers of client information and/or files that would support our interdepartmental communication in an efficient and secure manner.</p> <p>Phase four will connect all KO departments to our KO First Nations service providers and/or leadership. i.e. Nursing Station Staff, School Staff, Education/Social Counsellors and community Choose Life programming.</p> <p>The Circle of Care Technical Working Group continues to meet and will be seeking a resolution of the KO Chiefs to support the Continuum of Care Framework and for their approval on the development of protocols/partnerships necessary that will directly support all clients.</p>
#90 – In order for First Nations youth to have a voice regarding decisions relating to their	A	Keewaytinook Okimakanak Board of Education (KOBE) has approved a Terms of Reference and have adopted two Youth Representative (2)



<p>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>seats.</p> <p>These positions will be funded by Canada (Education) in the 2019/20 year and the members will begin their 2-year term in September 2019.</p> <p>Ongoing.</p>
<p>#91 – 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) The need to ensure timely reporting to police of all missing person matters that involve a Student: 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</p>	<p>A</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 on the MSPG and Lakehead Search & Rescue Training was conducted in July and August of 2018 for all staff. A comprehensive review of the MSPG, internal/global search plans and on all equipment with various scenarios was conducted.</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</p>



KEEWAYTINOOK OKIMAKANAK

<p>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) Public awareness: 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) Information Sheets: The working 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</p>		<p>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> <p>This item remains ongoing and MSPG Training and Lakehead Search & Rescue Training will be conducted again in July and August of 2020.</p> <p>KO will participate in the Working Group being developed by NAN to share the Rec. 91 campaign to sites outside of Thunder Bay i.e. Sioux Lookout, Dryden, Timmins. As the legislation was changed and is Ontario-wide, we found it important that all our community members in various towns, cities and/or their home communities are aware of the new missing person legislation. While we did undertake a mail-out and poster campaign last year, greater education and understanding comes with in-person sessions.</p>
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<p>disseminate these individual forms to police in the event that a missing person report is filed;</p> <p>iv) Social Media Search: 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) Press Releases: 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> <p>vi) Best Practices for Interviews: 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</p>		
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<p>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) Internal Search Plans: 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">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;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 is properly executed;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		
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<p>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) Global Search Plans: 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 institutions in the event that a Student goes missing:</p> <p>a) Global search plans should adopt pre-determined points of contact within each institution that are consistent with the internal search</p>		
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<p>plans discussed above;</p> <p>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;</p> <p>ix) Missing person risk factors: 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 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</p>		
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KEEWAYTINOOK OKIMAKANAK

<p>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) Training: The working group should fix deadlines for completion of staff training on all issues as follows:</p> <ul style="list-style-type: none"> 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, b) TBPS will ensure that all of its members are trained on the forthcoming revised 2016 missing person policy by December 31, 2016. <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 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"> a) Civilian search teams; 		
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KEEWATINOOK OKIMAKANAK

<p>b) Alcohol or substance use;</p> <p>c) Reports made to police after the whereabouts of the subject individual have been unknown for a lengthy period of time;</p> <p>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</p> <p>e) Cultural and systemic barriers that may limit the fulsome disclosure of information to persons in positions of authority; and</p> <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> <p>a) TBPS will also present an annual report on training to the Police 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</p>		
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<p>training courses in different policing areas and will include information about training curriculum related to Indigenous issues.</p>		
<p>#107 – 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>A</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. Our students utilize the rinks for hockey and broomball on a weekly basis.</p> <p>KO is participating on two Interagency Committees to develop intramural activities with our partners in Sioux Lookout and Thunder Bay. KO partners with Windigo, Independent First Nations Alliance, Northern Nishnawbe Education Council, KO, and Shibogama (WINKS). Another partnership is under development in Thunder Bay with the above-mentioned partners and will include Matawa First Nations Management and Nishnawbe Aski Nation.</p>
<p>#114 – Consultations should occur between the City of Thunder Bay through the Thunder Bay Drug Strategy, the TBPSB, Health Canada, the Ministries of Health and Long-term Care and Child and Youth Services, the Northwest Local Health Integration Network (“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</p>	<p>A</p>	<p>KO has established our alternative detoxification facility, “Safe Sober Site”, in Thunder Bay and it went live in April 2019. Through partnership with Matawa Education and Care Centre and Northern Nishnawbe Education Council, our site is prepared to receive and provide services to any intoxicated students who do not require emergency care. Canada and Ontario (Ministry of Health and Long-Term Care) have committed to funding this initiative for 3 years, ending in March 2021.</p> <p>KO Sober site has had a total of 74 intakes in the 2019/20 fiscal year. Of these intakes, 2 students arrived by TBPS, and 7 required hospital intervention. Our staff have received a great response and cooperation form TBPS and EMS who were very pleased to see our facility in operation. All intakes that KO was able to accommodate provided a safe</p>



KEEWAYTINOOK OKIMAKANAK

<p>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>space for our students to detoxify, while keeping them out of emergency room and/or jail facilities.</p> <p>KO has a second site established in Sioux Lookout and are prepared to accommodate 3 students. We are currently in the process of hiring staff and will begin their training and job shadowing July/August 2020. The Sioux Lookout Site will go live September 2020.</p> <p>KO continues to participate in the Rec. 114 Working Group and will assist in the development of a fourth site within the City of Thunder Bay that will service all youth not currently covered by the FN Partner sites.</p>
<p>#115 – 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>A</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>KO continues to participate on this working group and the biggest challenge to implementing the changes has been lack of funding from Ontario and/or Canada. This item is ongoing and we will continue to participate with this Working Group.</p>
<p>#117 – 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</p>	<p>A</p>	<p>KO does this by utilizing current Elders on staff and by inviting community leadership and Knowledge Keepers to be a part of our programming.</p> <p>This is ongoing and the KO Staff and we ensure that all special guests/speakers attend each of our four main sites: Dryden, Sioux</p>



<p>the students.</p>		<p>Lookout, Pelican Falls Centre and Thunder Bay.</p>
<p>#143 – All organizations that receive recommendations should prepare an annual report following up on the recommendations that:</p> <ul style="list-style-type: none"> i) Indicate whether each recommendation is (a) accepted, (b) accepted in part, or (c) rejected; ii) Provides an explanation for any recommendations that are not accepted in whole or in part and indicates an alternative approach to achieve the same aim; iii) Indicates, for all recommendations that are accepted, whether implementation is (a) pending, (b) in progress, or (c) complete; iv) Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations; v) Is sent by email to any person who requests to receive a copy; and, vi) Is prepared each year for delivery at 10:00 a.m. on the anniversary date of the release of the inquest recommendations (until the party has provided an annual report indicating 	<p style="text-align: center;">A</p>	<p>The Annual Report will be submitted by June 28, 2020 at 10:00 a.m.</p> <p>Keewaytinook Okimakanak has submitted an annual report to the Coroner’s Office in 2017, 2018, 2019 and will continue to do so.</p>



KEEWAYTINOOK OKIMAKANAK

<p>that all of the recommendations it received have either been rejected or implemented).</p>		
<p>#144 – The organizations receiving 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>A</p>	<p>The NAN website hosts the Annual Reports of all Inquest Partners on their website.</p> <p>KO will post our Inquest Annual Report on their Keewaytinook Okimakanak website.</p>
<p>#145 – Organizations that accept recommendations should revise their current policies to reflect new tasks and procedures.</p>	<p>A</p>	<p>New Policies that have been developed and reviewed by the KOBE members in March 2019:</p> <ul style="list-style-type: none"> • KOSSS Circle of Care Model • Land Based Programming • Boarding Home Guidelines • Student Home Policies • Missing Student Protocol Guide • Well-Being Program • Land Based Intervention Site • Safe Sober Site • Privacy & Security Policy (cEMR and Data Management) <p>Each of the policies will be included in the main KOSSS Policies &</p>



KEEWAYTINOOK OKIMAKANAK

		<p>Procedures Manual.</p> <p>All policies and forms are currently being translated and will be made available to all staff at each site.</p>
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