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<p><b>RECOMMENDATION</b></p>	<p><b>This recommendation is:</b> A) accepted; B) accepted in Part; C) Rejected</p>	<p><b>Detailed Explanation/Rationale for Response</b></p>
<p><b>#6</b> – In order to commemorate the lives of Jethro Anderson, Curran Strang, Paul Panacheese, Robyn Harper, Reggie Bushie, Kyle Morrisseau and Jordan Wabasse, and in consultation with their families, memorial scholarships should be awarded to students in high school who excel at the talents in which the seven youths were gifted.</p>	<p><b>A</b></p>	<p>KO made a trip to Keewaywin on the 19<sup>th</sup> of June, 2017 to visit the family of Kyle Morrisseau.</p> <p>KO had wanted to consult with both parents to see if they would like to take part in the memorial scholarship for their son.</p> <p>KO only met with the mother, as unfortunately the father was not available. KO will make another trip to Keewaywin once the father gets back to the First Nation.</p> <p>KO will wait for family approval and availability of funds from INAC. The goal is to have it set up by September.</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</p>	<p><b>A</b></p>	<p>KO suggests that recommendation #7 should be the first item on the agenda and a reference point for all inquest-related meetings held with the Partners.</p>

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<p>and work together towards fulfilling 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>		
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<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 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;"><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO conducts visits to its communities before school commences to conduct parent interviews and collect applications.</p> <p>Winter road trips/visits are conducted to engage students in various activities (square dancing, presentations conducted by KO students, etc.)</p> <p>KO is planning to develop student handbooks to outline community services within Thunder Bay.</p> <p>KO in conjunction with parties mentioned in this recommendation will develop an information database for students and parents.</p> <p>Each year KO organizes an orientation session in the communities, and KO is inviting Thunder Bay Police and representatives from schools to join them this coming August of 2017.</p>
<p><b>#64</b> – 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>ii) Appropriate number of Elders (male</p>	<p style="text-align: center;"><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>Some cultural needs are being addressed at DFC.</p> <p>KO as always will continue to supplement these by taken students out on land base cultural activities. KO emphasizes that it is imperative for students’ well being that they retain their language and cultural knowledge and identity.</p> <p>In spite of these activities, there are still economic deficiencies that take away the ability to fully address the cultural needs of the students.</p>

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<p>and female) to be available during school hours;</p> <p>iii) Dedicated space for the Elders to spend time with students and resources for the activities that they wish to engage in with the students;</p> <p>iv) Curriculum development that supports language, culture and traditional activities;</p> <p>v) Regular professional development for teachers with respect to how to incorporate traditional language, culture and activities in day-to-day teaching;</p> <p>vi) Additional staff members or members required for each school whose sole role is to take the lead in teaching traditional skills, culture and land based learning;</p> <p>vii) Funding for land-based learning; and,</p> <p>viii) Funding to facilitate the development and implementation of Ojibway/Cree immersion programing.</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><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>KO will hire three interpreters to translate documents to three FN languages. Cree, Oji-Cree, Ojibway, once resources are available.</p>

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<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 has addressed and continues to address some of the issues in this recommendation including mental health issues, but there are still economic deficiencies that limit what it can do. Additional Mental Health Workers are needed.</p> <p>KO submitted a proposal to FNIHB to address the mental health needs of their students through Jordan’s Principle.</p> <p>Identify students with unmet needs and assist 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>Ensure students receive quality and culturally appropriate health and social services and support across all stages and levels of care.</p> <p>Support data collection and analytical activities to better understand the scope of children’s needs and nature of service gaps.</p>
<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,</p>	<p style="text-align: center;"><b>A</b></p>	<p>KO shall provide a Mentor program, which will be in place by September 2017. First year students will be partnered with senior students.</p> <p>Partnering students with a Mentor will be based on common interests,</p>

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<p>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 health lifestyles; and,</li> <li>vi) Organizing activities to reduce risk factors.</li> </ul>		<p>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><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> <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><b>iv)</b> First aid, including cardiopulmonary resuscitation.</li> </ul>	<p style="text-align: center;"><b>A</b></p> <p>KO accepts this recommendation where resources are available.</p>	<p>Despite limited resources, KO has conducted training as identified in this recommendation and will strive to provide training for current and new staff.</p> <p>KO has always gone beyond the recommendation and will continue to look for more and different training opportunities for staff and boarding parents. Ex. intervention training, anxiety training.</p> <p>KO believes that ongoing training is imperative for student well-being and success. KO plans to include boarding home parents in these training opportunities as well.</p>

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<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 Centres 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> <li>v) The importance of assisting and staying with intoxicated peers and reporting any concerns to boarding parents, on-call workers, and other support workers.</li> </ul>	<p><b>A</b></p>	<p>KO plans to invite individuals from various life experiences, including community-based individuals to talk to the students about the effects of alcohol and drugs.</p> <p>To date, two day workshops on grief, and sharing circles has been done.</p> <p>KO will continue on an ongoing basis to organize workshops in the fall to provide awareness on substance abuse. The number and types of workshops will be based on available funding.</p>
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<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 style="text-align: center;"><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.</p> <p>KO has had students attend an intensive therapy session in Sault Ste. Marie, as an alternative intervention option for students.</p> <p>KO will continue to explore alternative intervention options where resources are available.</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 studies in Thunder Bay.</p>	<p style="text-align: center;"><b>A</b></p>	<p>KO continuously engages with these community partners to utilize available services for the students.</p> <p>KO also plans on further consultation during the summer of 2017 to negotiate partnership arrangements where possible to streamline/facilitate intake protocols, which will allow faster and more efficient access to the services by the students.</p> <p>KO also believes strongly in alternatives to mainstream services and has sent and continues to encourage sending students out to land-based activities such as wilderness camps with elders.</p> <p>KO will continue to search for other opportunities.</p>



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<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><b>A</b></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><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><b>A</b></p>	<p>The process in this recommendation has commenced, by consultation with Canada and Ontario.</p>

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<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>This is in process. Selection of youth will be finalized before September, 2017.</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 matters that involve a Student:</b> The</p>	<p><b>A</b></p>	<p>In the discussion process with the FN groups, the City, and with the TBPS. In the process of developing terms of reference.</p>

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<p>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</p>		
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<p>police without delay;</p> <p>iii) <b>Information Sheets:</b> 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 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</p>		
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<p>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) <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:  a) Internal search plans should identify pre-determined internal</p>		
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<p>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;</p> <p>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;</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</p>		
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<p>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 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</p>		
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<p>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 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</p>		
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<p>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 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</li> </ul>		
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<p>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 training courses in different policing areas and will include information about training curriculum related to Indigenous issues.</p>		
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<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>The working group will be meeting to discuss this recommendation, with the date to be determined.</p> <p>Currently KO students utilize the municipal park areas and skating rinks during the winter months.</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 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><b>A</b></p>	<p>The working group will be meeting to discuss this recommendation, date to be determined.</p> <p>KO utilizes their current resources in dealing with intoxicated students.</p>

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<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 is taking a lead on this recommendation by providing training on safety and river audits. Training conducted by Barry Horrobin Windsor Police Service. We are currently waiting for the report from Barry Horrobin.</p> <p>KO has stressed their own concerns regarding the rivers through this process.</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>Guest speakers are invited to special events, and to make presentations to the students.</p>
<p><b>#143</b> – All organizations that receive 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</li> </ul>	<p><b>A</b></p>	<p>Annual report is due June 28, 2017.</p> <p>Keewaytinook Okimakanak submitted an annual report to the Coroner.</p>

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<p>recommendations that are not accepted in whole or in part and indicates an alternative approach to achieve the same aim;</p> <p>iii) Indicates, for all recommendations that are accepted, whether implementation is (a) pending, (b) in progress, or (c) complete;</p> <p>iv) Provides a detailed update regarding the steps that have been taken and are planned with respect to the implementation of the accepted recommendations;</p> <p>v) Is sent by email to any person who requests to receive a copy; and,</p> <p>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).</p>		
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<p><b>#144</b> – 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><b>A</b></p>	<p>KO will post their annual report on their Keewaytinook Okimakanak 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 updates their policies and procedures bi-annually.</p>