

**THE CORNWALL
PUBLIC INQUIRY**



**L'ENQUÊTE PUBLIQUE
SUR CORNWALL**

Public Hearing

Audience publique

Commissioner

**The Honourable Justice /
L'honorable juge
G. Normand Glaude**

Commissaire

VOLUME 16

Held at :

Hearings Room
709 Cotton Mill Street
Cornwall, Ontario
K6H 7K7

Wednesday, April 5, 2006

Tenue à:

Salle des audiences
709, rue de la Fabrique
Cornwall, Ontario
K6H 7K7

Mercredi, le 5 avril 2006

Appearances/Comparutions

| | |
|----------------------------------|--------------------------------|
| Mr. Pierre R. Dumais | Commission Counsel |
| Ms. Louise Mongeon | Registrar |
| Ms. Reena Lalji | Cornwall Police Service Board |
| Mr. Neil Kozloff | Ontario Provincial Police |
| Det. Insp. Colleen McQuade | |
| Ms. Gina Saccoccio Brannan, Q.C. | |
| M ^e Claude Rouleau | Ontario Ministry of Community |
| Mr. Mike Lawless | and Correctional Services and |
| | Adult Community Corrections |
| Mr. Stephen Scharbach | Attorney General for Ontario |
| Mr. Peter Chisholm | The Children's Aid Society of |
| | the United Counties |
| Mr. Allan Manson | Citizens for Community Renewal |
| Mr. Dallas Lee | Victims Group |
| Ms. Lauren Schellenberger | |
| Mr. William Carroll | Ontario Provincial Police |
| | Association |
| Mr. Peter Chisholm | Mr. Ian MacLean |
| | Mr. Bill Carriere |

Table of Contents / Table des matières

| | Page |
|--|-------------|
| List of Exhibits : | iv |
| Opening Remarks | 1 |
| IAN MACLEAN, Resumed/Sous le même serment : | 1 |
| Examination in-Chief by/Interrogatoire en-chef par Mr. Pierre Dumais (cont'd/suite) | 1 |

LIST OF EXHIBITS/LISTE D'EXHIBITS

| NO. | DESCRIPTION | PAGE NO |
|------------|--------------------|----------------|
|------------|--------------------|----------------|

1 --- Upon commencing at 10:03 a.m./

2 L'audience débute à 10h03

3 **THE REGISTRAR:** Order; all rise. À l'ordre;
4 veuillez vous lever.

5 This hearing of the Cornwall Public Inquiry
6 is now in session. The Honourable Justice Monsieur Normand
7 Glaude, Commissioner, presiding.

8 Please be seated. Veuillez vous asseoir.

9 **THE COMMISSIONER:** Thank you. Good morning
10 all.

11 **MR. DUMAIS:** Good morning, Commissioner.

12 This is day two of the examination-in-chief
13 of Ian MacLean, Special Assistant to the Executive Director
14 of the Children's Aid Society of Stormont, Dundas and
15 Glengarry.

16 Good morning.

17 **MR. MacLEAN:** Good morning.

18 **IAN MacLEAN, Resumed/Sous le même serment:**

19 --- EXAMINATION-IN-CHIEF BY/INTERROGATOIRE-EN-CHEF PAR MR.
20 DUMAIS (CONT'D):

21 **MR. DUMAIS:** We had left off yesterday, Mr.
22 MacLean, you had finished explaining the partnership
23 statement being a new inclusive model, and I believe we had
24 finished up on that point. The next point then is the new
25 licensing that came in, in 1985.

1 **MR. MacLEAN:** That's correct. Since 1985,
2 the agency has held a licence to operate a Foster Parent
3 Program.

4 This is an annual review whereby the
5 Ministry comes in and examines all our policies and
6 procedures and the files in addition to conducting random
7 foster home site visits, interviews with staff, interviews
8 with foster parents and interviews with the children placed
9 in those homes. As I said, this is a random selection, so
10 that there is no preparation on the part of the agency or
11 the foster parents, and I just referred briefly to Tab 37,
12 Your Honour, of by Book of Documents that displays the
13 current licence, which expires June 30th, I believe, of this
14 year. We will be having another licensing review very
15 shortly.

16 **MR. DUMAIS:** And you have also enclosed at
17 that Tab, starting on the third page, a licensing summary
18 report. Is that the report that is prepared by the
19 Ministry?

20 **MR. MacLEAN:** That's correct. And I will be
21 referring to those later on in my presentation.

22 **MR. DUMAIS:** All right.

23 I understand as well that starting in 2000,
24 you set up a recruitment committee at the Society?

25 **MR. MacLEAN:** That's correct. Up until

1 2000, our recruitment activity was not consistent. We did
2 consistently, though, as I say that, have retention
3 celebrations honouring foster parents and through those
4 activities we had media coverage, both newspaper and radio,
5 in our local area and that assisted in our recruitment.

6 Following 2000, we established a recruitment
7 committee that has met consistently since. That committee
8 is given the responsibility of developing a plan, an annual
9 plan and an annual budget so that there is a definite plan
10 in effect as we go forward year after year.

11 The committee is charged with seeking out
12 what are the needs of fostering. Very recently, in the
13 last two years, we've combined that recruitment committee
14 with activities for recruiting adoption parents as well as
15 volunteers.

16 **MR. DUMAIS:** As I understand it, they have
17 their own budget to fund their activities?

18 **MR. MacLEAN:** That's correct, but it's under
19 the agency's main budget, but we do identify dollars. Tab
20 36 outlines the program that's the plan for 2005 to March
21 2006, and we see there that we were hoping to get at least
22 100 inquiries. And it's very significant there, the amount
23 of inquiries one requires in order to get a few selected
24 foster and adoption homes. I have indicated that out of
25 110 inquiries, we would be looking for applications from 40

1 per cent of those, which nets about 44 applicants; and then
2 out of those, as we conduct home studies, usually 43 per
3 cent, which results in 19, with those figures. And those
4 are compared over a number of years. Those numbers are
5 very realistic. The number of inquiries -- we need a very
6 high number of inquiries in order to get a few approved
7 candidates.

8 **MR. DUMAIS:** The sole purpose of this
9 committee is simply to recruit new foster parents or foster
10 homes?

11 **MR. MacLEAN:** That's right. Foster adoption
12 and volunteers; that committee looks at that.

13 **MR. DUMAIS:** All right. Now, in 2005, and
14 you have alluded to that briefly yesterday, there is a new
15 development initiative for recruiting, training and
16 development, which you referred to as P.R.I.D.E. or Parent
17 Resources for Information, Development and Education.

18 **MR. MacLEAN:** That's correct.

19 **MR. DUMAIS:** Can you explain to us what that
20 is?

21 **MR. MacLEAN:** Yes. This is a program --
22 P.R.I.D.E. is a program that was originally developed in
23 1993 in Illinois, and it was copyrighted by the Child
24 Welfare League of America from which the Ministry of
25 Children and Youth Services purchased its licence to

1 operate here in Ontario. And it has received -- the
2 Ministry now has, and this is the first time, stated that
3 the P.R.I.D.E. Program would be used in every agency across
4 Ontario.

5 We initially did a readiness examination
6 back as far as, I think it was in the early 2000s, and by
7 December 2005 we had our staff trained in both P.R.I.D.E.
8 and the next program, which is a tool called S.A.F.E., and
9 I'll explain that later. And it has been actually
10 initiated now in our agency and it's just as recent as
11 January 2006.

12 P.R.I.D.E. is a structured framework for the
13 recruitment, development and support of our resource
14 families. The model provides processes, tools and training
15 curriculum designed to achieve the program goals. The
16 program goals I've listed there:

17 "- meeting the children's
18 development, protective, cultural
19 and permanency needs.
20 - strengthening the quality of
21 foster care and adoption services.
22 - strengthening all families."

23 And this is an emphasis that is now on -- we
24 keep in mind the foster family with whom we are working in
25 order to strengthen that family as well and keep it healthy

1 during the process of fostering.

2 The P.R.I.D.E. Program has gone on to list
3 the six competencies of the P.R.I.D.E. Program. The
4 ability -- the foster parents' competency levels will, in
5 the future, be measured against their ability to protect
6 and nurture children; to meet the child's developmental
7 needs and address his development delays, if there are any;
8 support the relationships between children and their
9 families; connect children to safe, nurturing relationships
10 that are definitely intended to last a lifetime.

11 That's a new emphasis that we've been
12 working on for the last number of years, but it's now in
13 writing and it's encouraging to see that foster parents --
14 there is an expectation that the relationships that foster
15 parents develop will, in fact, last a lifetime with the
16 child.

17 And participating as a member of a
18 professional team; their ability to reinforcing a child's
19 heritage and cultural identity.

20 Those are the main competencies that it
21 presents.

22 I have set out as well, and I won't read
23 them, they are there for you to examine, the 10 mandatory
24 pre-service training sessions, and the material that is
25 covered, you will see parallels to the material that we

1 presented as an Agency since 1985. But there are new items
2 there as well, which are related definitely to the
3 P.R.I.D.E. Program itself.

4 **MR. DUMAIS:** And is the P.R.I.D.E. Program a
5 standard for all of Ontario now? Is it mandatory?

6 **MR. MacLEAN:** That is correct. Yes.

7 **MR. DUMAIS:** And I take it that this pre-
8 service training has replaced the training which you've
9 explained yesterday?

10 **MR. MacLEAN:** That's correct and pre-service
11 and there is core training also provided by P.R.I.D.E. and
12 as we enter this program and incorporate it in our agency,
13 we'll be developing the core packages as well.

14 **MR. DUMAIS:** Is the training delivered by
15 trained personnel of the Society?

16 **MR. MacLEAN:** That's correct. The Ontario
17 Association of Children's Aid Society that has the -- they
18 train the trainers and they have to be qualified, certified
19 trainers to produce this material or to present this
20 material.

21 Parallel to this, if I may go on, is a new
22 screening process called S.A.F.E., which is the Structured
23 Analysis Family Evaluation, and this is again an approved
24 tool that will be used by all agencies in Ontario. Again,
25 the Ministry has said that this will be the only and

1 approved tool that will be used. It offers an outline as
2 well as a process for evaluating and assessing a foster
3 home. S.A.F.E. was developed primarily for adoption
4 parents, but Ontario is bringing S.A.F.E. to also apply to
5 foster --- the screening process of foster applicants and
6 that is still in progress and it's being monitored by the
7 OACAS.

8 **MR. DUMAIS:** This S.A.F.E. assessment tool
9 is part or integrated with the P.R.I.D.E. Program?

10 **MR. MacLEAN:** That's correct. Yes.

11 **MR. DUMAIS:** Now, I understand that the next
12 part of your presentation deals with foster parent and OPR
13 files?

14 **MR. MacLEAN:** That's correct.

15 **MR. DUMAIS:** You've looked at the contents
16 in a typical ---

17 **MR. MacLEAN:** Foster parent file.

18 **MR. DUMAIS:** Yes.

19 **MR. MacLEAN:** That's right. A typical file
20 begins with an application and typical files are at least
21 an inch thick in contrast to the very thin files that we
22 used to have for foster parents, but it contains a
23 completed application. On the top of that completed
24 application is a cross-reference check of our own agency
25 records. So that's one of the first things that we do is

1 cross-reference our own agency files. It has a signed
2 statement of confidentiality stating that the foster
3 parent, both the father and the mother, are sworn to
4 confidentiality so that as they deal and hear information
5 and as they hear particular information about children,
6 they are asked to keep that confidential.

7 There is a criminal record check and I might
8 state that the criminal record check, and I think I stated
9 this yesterday, will also now include a finger printing
10 process for all adults within the foster home over the age
11 of 18.

12 It contains a driver's record. It contains
13 the reference letters from individuals known to the
14 applicants and who write -- we have a form letter sent out
15 indicating that these applicants are planning to care for
16 children and would the reference please address any
17 concerns that they might have with these individuals caring
18 for children.

19 There is the self-assessment, of course, and
20 the medical records on the parents and then the completed
21 home study that is signed off by the individual that has
22 done the assessment and the resource supervisor.

23 There is a health and safety standards. We
24 reviewed that yesterday. Within the file, there is a
25 compartment containing all the case notes that the resource

1 support worker or anyone having contact with the family
2 would keep in that, as it pertains to the foster family.
3 The case notes, as they pertain to the children within the
4 family, the children placed within the family, are kept in
5 the child's files.

6 There is a section for the annual reviews
7 and the recommendations that arise from those annual
8 reviews. I have referred to the Book of Documents, section
9 38, just to see the detail of the annual review -- the
10 foster parent has an opportunity to present and to respond
11 to the agency on services received from the agency, as well
12 as the agency assessing the services received from the
13 foster parent.

14 It's also an opportunity to update the
15 safety and standards -- the safety standards of the home.
16 So an inspection of fire extinguisher and the smoke
17 detectors and the general condition of the home would be
18 done at that time as well on an annual basis.

19 Rural folk need a current well water test
20 done by Public Health.

21 It concludes with a recommendation for the
22 future and possible recommendations for training that the
23 foster parents should take and it also allows them to tell
24 the agency of training that they would desire.

25 The file also contains the annually signed

1 service agreements, which we referred to previously in Tab
2 35. I believe we've referred to that.

3 **MR. DUMAIS:** I believe we have.

4 **MR. MacLEAN:** Okay. Thank you.

5 So that's signed annually. There is a --
6 section 13 of the file is the investigation summary of any
7 sum -- the summary reports of any investigations into the
8 home, and that has the investigations that had resulted
9 from any allegations of child protection concerns or bad
10 practice concerns.

11 There's an ongoing record of the foster
12 parents' training, the approvals of alternate caregivers.
13 Alternate caregivers known as babysitters must also go
14 through the screening of a police check, reference checks.
15 They also sign statements of confidentiality. They are
16 contained in the foster parent file because it's an
17 alternate caretaker to that particular foster home.

18 Any correspondence that we have with the
19 family is kept on file and then I've noted that our child
20 welfare information system tracks placements, opening and
21 closing dates, dates of annual reviews, dates of signed
22 service agreements on each foster home.

23 **MR. DUMAIS:** And in contrast, Mr. MacLean,
24 the outside paid resource group or foster private operators
25 contain much less documents than the one you've listed down

1 here, description of the programs, the current licences,
2 the service agreements, the support worker's notes.

3 **MR. MacLEAN:** That's correct.

4 **MR. DUMAIS:** The annual reviews and the
5 investigation reports.

6 **MR. MacLEAN:** Yes.

7 **MR. DUMAIS:** And is that because the
8 licensing by the Ministry provides for those checks which
9 are contained in your foster parent files?

10 **MR. MacLEAN:** That's correct. The licence
11 of the -- these are privately operated and licensed
12 programs, and it would be covered by the Ministry licensing
13 procedure.

14 **MR. DUMAIS:** Now, the next topic you've
15 touched on a bit as well, current needs for foster homes
16 going through historically and looking at newspaper
17 clippings yesterday. But I guess the general comment is
18 that there is still to this date a need for foster homes?

19 **MR. MacLEAN:** That's correct. We've always
20 had a need for foster homes, and as I say that, no child
21 admitted to care has gone without a placement.

22 In my short -- in the short past back, I
23 believe, to 2003, we had one situation involving three
24 youth that we had to place in a hotel and provide services
25 with childcare workers that we hired separately, contracted

1 with for round-the-clock supervision of those youth. That
2 was a particular year where we had still not developed
3 fully our own local OPR resources. In fact, I'll refer to
4 a home by the name of Life Springs which opened later in
5 the fall of 2004 and took a number of those children in.

6 But, yes, we have always had shortage. We
7 have never had a child sleeping on the street, but we have
8 had to go to some extreme measures to care for those
9 children.

10 **MR. DUMAIS:** And you were saying back in
11 2001 your goal was to have 200 foster homes, and that is
12 still your goal today?

13 **MR. MacLEAN:** I would say our goal today is
14 still 200, and that sounds extravagant, but that would give
15 us an opportunity to have a selection of homes available
16 and not to allow for any overcrowding, et cetera.

17 **MR. DUMAIS:** Mr. MacLean, if we can look at
18 the process for the assignment of children either with
19 workers, firstly, and foster homes and then group homes,
20 starting with the assignment to workers.

21 **MR. MacLEAN:** Yes. As I mentioned yesterday
22 and Mr. Carriere's evidence the day before, foster children
23 are admitted to care through usually investigations or
24 family service workers and they carry those children for
25 the short term. It's a temporary time that they're in

1 care.

2 Again, the specialization sometimes happens
3 and workers develop and have special interests such as
4 working with developmental delays, working with learning
5 disabled children, working with family violence, et cetera,
6 and those cases would be assigned accordingly to the needs
7 of the children if that was possible.

8 When a child -- and again, keeping in mind
9 the geographic and the language issues as well and the
10 capacities of the individual worker's caseload, when a
11 child becomes a Crown ward or a permanent ward of the
12 state, he's referred to -- transferred to the Child New
13 Service Unit or to the Adoption Services in the Crown Ward
14 Unit. There's two units that care for the long-term of
15 wards.

16 And I've noted there that language needs are
17 taken into consideration with matching to workers. We are
18 a bilingual agency and offer services in both French and
19 English, and the needs of the -- the skills of the worker,
20 the needs of the child, are attempted to be matched. The
21 worker's capacity to take on another child is sometimes a
22 workload issue and has an effect on who takes the case.

23 **MR. DUMAIS:** And will the protection worker
24 that's assigned to the child while he's a temporary ward
25 continue on if he becomes a Crown ward?

1 **MR. MacLEAN:** No, there's a transfer. When
2 the child becomes a permanent ward, there's a transfer to
3 the Crown ward department.

4 **MR. DUMAIS:** Then if you can look at the
5 assignment to foster homes and group homes?

6 **MR. MacLEAN:** I started off there by noting
7 that there's a longstanding belief that children are best
8 raised and cared for in the family environment. Therefore,
9 I've talked about continuum of services, of residential
10 services with the child's own family and kin on the extreme
11 left and residential group homes, institutional care, on
12 the extreme right.

13 The kin and family setting would be the best
14 for the child, the least intrusive if an appropriate home
15 could be found. In some cases a child does need the care
16 of operated group homes.

17 When making a placement, the child's
18 religion, race, culture, language and special needs are all
19 identified and matching is attempted for that.

20 When the child is admitted to care, the
21 worker will notify the placement coordinator as early as
22 possible, giving as much information about the child as is
23 available at that time, and that may be very minimal as to
24 just the age and the name of the child, the first name and
25 the last name of the child.

1 Sometimes if children are admitted on a very
2 emergency basis, very little is known, and very little, in
3 some cases, opportunity is given to getting some of the
4 detail, although we attempt to find out if there are any
5 allergies, if there's any medical conditions and things
6 like that. Sometimes that's not totally known until later
7 on as we work with the family and the child.

8 This information is shared with the
9 placement coordinator and is later shared with the foster
10 family.

11 The assigned placement coordinator, which is
12 also a resource worker, has a list of all the foster
13 parents, indicating their name, file number, address, all
14 the basic information that is required, their date of
15 opening, the number of children that are currently in the
16 home. And that is updated on a monthly basis.

17 It also notes the strengths of the home and
18 any cautions around current activity in the home. And
19 those cautions might be that although the home is open for
20 four children, we've placed a very high needs, complex
21 child in the home for the time being, and until we get to
22 know that child and to work with the child and see some
23 development, we're suggesting no further placements. It
24 might also be that the family are at their capacity
25 themselves because of an illness in the home or some other

1 activity within the family. So those cautions would be
2 noted on the list of foster homes.

3 We also have -- on a weekly basis we develop
4 a bed availability list for after-hour services, and this
5 lists available beds and there's usually -- we try to have
6 three or four beds available in each age group for both
7 male and females, and this is for the purpose of providing
8 emergency placement for children admitted after hours.

9 I go on -- carry on?

10 **MR. DUMAIS:** Yes, please.

11 **MR. MacLEAN:** I go on to talk about the
12 Placement Committee, and this has been an institution in
13 the agency since 1982. It meets every Tuesday morning.
14 The resource supervisor acts as Chair of that committee and
15 minutes are kept by the placement coordinator.

16 Children that are admitted on an emergency
17 basis between Tuesday afternoon and the following Tuesday
18 morning are reviewed in that Tuesday morning placement.

19 We look at their needs. We look at the
20 ability of the current placement, and if that current
21 placement, although it was admitted on an emergency basis,
22 can and is willing to continue with the child, that child
23 is left there. We don't move the child. However,
24 sometimes as we get to know the detail of the children,
25 it's recommended that a re-placement is made.

1 In addition, workers are required to review
2 placements at the end of 30 days with the Placement
3 Committee. So if a child is admitted today to a certain
4 foster home, by the end of 30 days that placement is
5 reviewed and it's reviewed for the purpose of assessing
6 both the needs of the child with the skills and ability of
7 the foster parent.

8 Since 2000, the Society has been actively
9 developing locally operated and staffed group homes.
10 Historically, there's been only one group home, and this
11 goes back to the early '80s, in Stormont, Dundas and
12 Glengarry, and that's known as Laurencrest, the Cornwall
13 boy's residence. This was the only home -- group home that
14 was available for us in SD&G.

15 And in 2000, we decided, as an agency, to
16 promote and to attract selectively, group home operators
17 and I'll be referring in my last section this morning; the
18 list of the homes that have been developed and the support
19 that we offer to those. But those homes have developed
20 within our resource to meet -- within our jurisdiction to
21 meet our needs. We have a contract with them. They're not
22 limited to taking children from SD&G, but we encourage them
23 to only take children from SD&G.

24 Our philosophy has changed as well, for the
25 use of outside paid resources. Originally, we would place

1 a child in an outside paid resource and make permanency
2 plans around that placement. We now have changed that
3 approach to encourage workers to make placements to outside
4 paid resources to stabilize the child and to get a very
5 accurate assessment of those children.

6 Once that child is stabilized and we know
7 the needs of that child, then we would be referring that
8 child back to either a local OPR or a highly supported
9 foster parent program known as Foster Success.

10 **MR. DUMAIS:** So the change of philosophy is
11 trying to keep the children in this jurisdiction?

12 **MR. MacLEAN:** That's correct. And the last
13 sentence there is a little misleading.

14 "Under this new approach..."

15 This is on page 18 on my report,

16 "Under this new approach our number of
17 youth placed in ... OPR facility has
18 dropped 24% even though our child in
19 care population has slightly
20 increased."

21 That is -- there's been a drop in the usage
22 of outside paid resources outside our jurisdiction, by 24
23 per cent. So there's 24 per cent more children living
24 within SD&G and that supports our whole philosophy of
25 keeping children at home, within the boundaries of

1 Stormont, Dundas and Glengarry.

2 MR. DUMAIS: Next, Mr. MacLean, you've
3 looked at the evolution of policies for a child in care
4 services and I believe you've looked at contacts, rights,
5 responsibilities. Perhaps you can just take us through
6 that.

7 MR. MacLEAN: That's correct.

8 If I could begin, I'd provide an evolution
9 of the discipline policy, which is, I believe, of interest
10 to this group. I'd refer first of all to Tab 5 of page 7
11 and this just brings attention to the expectation of foster
12 parents in the very early days. This is an item dated
13 February the 3rd, 1958 in celebration of the Jubilee -- the
14 Golden Jubilee of the Children's Aid Society, founded in
15 1908.

16 Paragraph 7 and 8, I would refer to,

17 "Minutes of council meetings ... indicate
18 that many citizens through the country
19 were willing to take children into
20 their homes on a charitable basis. In
21 most cases, the society paid nothing
22 for board or clothing. With some older
23 children foster parents agreed to pay a
24 certain [amount] each year which was to
25 be kept in trust for the child."

1 And then,

2 "An actual contract was drawn between
3 the society and foster parents and the
4 latter agreed to 'provide the child
5 with food, clothing and washing; to
6 treat the child as a family member'..."

7 And the expectation of this was,

8 "...to teach the child habits of
9 truthfulness, cleanliness and industry
10 and to give the child an opportunity
11 for growing up to lead a good and
12 useful life."

13 That's sort of the background of how things
14 were in the very early days.

15 Tab 41 brings us to our policy in 1978.

16 **MR. DUMAIS:** M'hm.

17 **MR. MacLEAN:** And I would refer to section
18 1, number 2 -- page 1, I'm sorry, and it's section 1. It's
19 on page 1 after the index, "Foster Homes Defined".

20 It says,

21 "Whilst the limitations of foster home
22 care are recognized it shall be the
23 workers' concern to ensure that the
24 foster home atmosphere and conditions
25 provide the standards of love,

1 protection, morality, education and
2 discipline associated with that of the
3 best of natural homes."

4 We go on to page 19 in that document and the
5 top of page 19 talks about discipline.

6 "Discipline varies with age. It should
7 be enforced by the foster parents as he
8 administers it to his own child."

9 So as you raise your own child, raise our
10 child.

11 "Social workers are cautioned to always
12 watch for and guard against over-
13 zealous foster parents whose
14 disciplinary measures border on, or are
15 brutal in severity."

16 So there was a caution that was brought
17 about. And it was brought about because it was still a
18 policy that allowed for corporal punishment -- which we go
19 to number -- Tab 42, page 4, which defines spanking and
20 actual -- on the lower part of page 4, the actual
21 definition of spanking.

22 "1. [It] ... does not mean hitting the
23 child on the face or head.

24 2. Spanking is only permissible if
25 used on the hands or buttocks and

1 should never be so severe as to result
2 in bruising.

3 3. Spanking cannot be done with
4 anything but the open palm of the
5 hand."

6 That was policy, still in effect in April --
7 or approved in May of 1978.

8 We go on to post-1985 with a reference to
9 Tab 43, which is the Child Care Policies approved in 1985
10 and the discipline policy in particular of 1985, on page
11 12. These pages are not numbered but it's the 12th page in.
12 They're numbered quite differently and not regularly. It's
13 the 12th page in, in that document under 43.

14 It's got the Child Care Policies and
15 Procedures and these were again, as I said, approved in
16 April, '85. It defines discipline as,

17 "... the training and development of
18 self-control and coping capacity within
19 a person with sensitivity to the rights
20 and needs of children."

21 In that policy, the agency very clearly
22 draws a very clear line as to what is approved discipline
23 practices and what is not. And the approved practices are:

24 "1. temporary withdrawal of privileges
25 ..."

1 As we see there,
2 "2. grounding to property, to the
3 house, to his room for reasonable
4 periods of time under close
5 supervision,
6 3. temporary removal from group,
7 4. time out procedures,
8 5. holding [a child] is permitted only
9 if child is totally out of control and
10 is about to do damage to himself, to
11 [others] or to property,..."

12 We also put a statement in there, stating
13 what is absolutely forbidden, as far as treatment of
14 children and that is on the top of what I've numbered as
15 page 13:

16 "1. any striking or assaulting of a
17 child,
18 2. any unsupervised periods of
19 isolating the child,
20 3. any denial of the basic necessities
21 such as emotional support and adequate:
22 food, clothing, shelter, sleep, privacy
23 and recreation,
24 4. permit the [does not allow for the]
25 locking up of a child in any room, in

1 the house or in any part of the house,
2 5. threaten to have the child removed
3 from their home,
4 6. permit the use of deliberate harsh
5 or degrading measures that could
6 humiliate a child or undermine a
7 child's self-respect."

8 And then we followed with the consequences
9 if this policy was not followed, and that is there as well,
10 and we'll be touching on allegations against foster parents
11 later.

12 The policy then continues and is now
13 imbedded in both our Foster Parent Policy, which is found
14 on Tab 17 and page 44 of that document, titled "Ensuring
15 Appropriate Discipline for Children in Care". Again it
16 lays out what is permitted and not permitted and how foster
17 parents will be dealt with should they cross the line.
18 It's also in the Child Care Policy for Children in Care and
19 that's on Tab 44, page 18, titled "Right to Appropriate
20 Discipline". It covers much the same material.

21 When a child is admitted to care, there are
22 several regulations as to the contacts that the agency will
23 have with that child. First of all, following placement,
24 the worker must see the child in the foster home within
25 seven days of the placement of the child. The worker must

1 discuss with the child, his rights and responsibilities.
2 That's usually done within the first 21 days of placement,
3 definitely within the first 30 days. And that depends, you
4 have to allow the child to settle in and some children need
5 to have those rights and responsibilities presented very
6 early; others, when they have settled down and can
7 understand and take the time to go through it.

8 I've included those rights and
9 responsibilities under Tab 45 and 46. The first one is an
10 English one and the second one is French. This particular
11 pamphlet was first produced by the Ottawa Children's Aid --
12 the Children's Aid Foundation of Ottawa-Carleton, actually.
13 It was originally -- the original publication was by the
14 Halton Children's Aid Society. So it's one that's used in
15 a variety of agencies. We did a collection of rights and -
16 - of various pamphlets, rather than producing our own and
17 found that this one covered the rights and responsibilities
18 very adequately.

19 If the child is under the age of six or
20 lacks capacity, these rights and responsibilities are
21 presented to the caregiver and very generally in reviewing
22 their rights, youth are told of the care that they can
23 expect, the type of discipline that they can expect and
24 what is expected of foster parents.

25 I don't think there's a need to go into the

1 detail of the rights, but they're very general motherhood
2 statements to things that every child in society, in our
3 community should expect.

4 The -- after the Rights and Responsibilities
5 and the Rights and Responsibilities have to -- the
6 legislation states that it has to be done every six months.
7 We practice because of the very -- of the difficulty of
8 just enforcing this and the Ministry has approved us to
9 give the rights once a year. We also give the rights every
10 time a child moves. So within 30 days of placement and
11 then every move thereafter within 30 days and annually is
12 the general policy of giving the Rights and
13 Responsibilities.

14 We're also required to visit the child and
15 to review with the child his Plan of Care within 30 days of
16 placement and to visit the child privately a minimum of
17 every 90 days.

18 If you read the detail of our Crown ward
19 review, you will see that we average visits every six weeks
20 -- once every six weeks and that is well within the
21 guideline laid down by the Ministry. It's also -- I lost
22 my train of thought -- excuse me, Your Honour.

23 **THE COMMISSIONER:** No. That's fine.

24 You were talking about the child's -- what
25 you do with the child. You visit privately with them and -

1 --

2 **MR. MacLEAN:** That's correct. Yes.

3 Every ninety days, there has to be a private
4 visit and that's a visit with the child and the social
5 worker, and that's done -- we ask foster parents to provide
6 a place in the home, not necessarily the bedroom, we don't
7 feel that that's a place to visit, so foster parents
8 provide a back porch that is free of traffic or a room in
9 the home that is comfortable and whereby the worker can
10 visit that child on a private basis and where the child
11 would feel comfortable to be open and direct with the
12 worker.

13 For older children, the worker will see the
14 child at school or in a restaurant, take him out for lunch
15 and have that private visit.

16 **MR. DUMAIS:** And if they're seen in the
17 home, are they seen without the foster parents?

18 **MR. MacLEAN:** That's correct.

19 **MR. DUMAIS:** All right.

20 **MR. MacLEAN:** Yes. It definitely has to be
21 private, away from the foster parents.

22 We have a policy that our Executive Director
23 has laid down that there will be no missed 90-day visits,
24 and so these are tracked very definitely and reported to --
25 as I was the Director of Residential Services, I received a

1 report from the two supervisors ensuring me that this
2 policy was being adhered to 100 per cent of the time.

3 There were occasions when a worker missed
4 and they would miss on -- the ones that missed because they
5 had not marked it in their book received a discipline
6 letter -- a letter of -- it was a letter of discipline, and
7 those -- the other reason that sometimes they were missed
8 was that the -- an appointment was made and the child was
9 not there or failed to show up, didn't come home from
10 school or something like that. But, definitely, the
11 appointment was there, and it was still recorded as a
12 missed visit, but there was a reason behind that.

13 Within the first 30 days, in fact, within
14 the first seven days, there's a preliminary Plan of Care
15 and then with that, takes the child through and the foster
16 parent through the first 30 days of placement. This Plan
17 of Care directs the foster parent to the immediate needs --
18 addressing the immediate needs of the child.

19 Usually, it will list the access that the
20 child will have, within those first 30 days, with his
21 natural family. It will also talk about the need to
22 register the child in school, it could talk about the need
23 for a medical, a dental exam and things like that, very
24 basic because we're still getting to know the child.

25 **MR. DUMAIS:** And that's revised every 90

1 days?

2 **MR. MacLEAN:** And that is revised at the 30-
3 day mark from admission. It's revised and that Plan of
4 Care carries the child for the next 60 days, and then from
5 that, it's the end of the first 90 days from placement and
6 then it's every 90 days thereafter.

7 **MR. DUMAIS:** Yes.

8 **MR. MacLEAN:** I've included, for the
9 purposes of the record, the evolution of the plans of care.
10 There's -- under Tab 49 is the Plan of Care established in
11 1985.

12 **THE COMMISSIONER:** I'm sorry. Forty-nine
13 (49)?

14 **MR. MacLEAN:** Tab 49.

15 **THE COMMISSIONER:** Yes.

16 **MR. MacLEAN:** That's right, Your Honour.

17 You will see that the -- it begins -- the
18 first two pages is a review. So you put down what has
19 happened in the last 90 days and under "Contacts and Dates"
20 the Face to Face private visits have to be marked by a
21 "(P)", "Face to Face - Worker and Family", "Face to Face -
22 Worker and Resource", and then the "Current Situation" of
23 what's happening with the child now; "Goals Achieved", the
24 note there, and then the "Plan of Care", which is the next
25 page that outlines identified needs of the child and

1 through to who's going to do what.

2 This is signed off by the social worker, the
3 supervisor and the foster parent, and the child if the
4 child is over 12 years of age and we involve the children
5 in the plans of care, over 12.

6 Tab 50 is the next generation of plans of
7 care. This was established in 2000. This is giving more
8 detail and goes through the very specific areas of -- that
9 we want workers to examine each time they develop a Plan of
10 Care.

11 So you have an examination of the "Health
12 Objective", "Education Objectives", "Identity Objectives" -
13 - that's not in order, I'm sorry -- the "Education and
14 Identity", yes, and the "Family and Social Relationships
15 Objectives" and the "Emotional and Behavioral Development
16 Objectives".

17 So, again, an assessment of where the child
18 is at, the checklist is done, and then a plan -- a goal is
19 established and a plan of how to reach that goal.

20 The next generation is on Tab 51, which is
21 the Plan of Care established very recently, in 2006, and
22 you'll note there the seven dimensions of P.R.I.D.E. -- I'm
23 sorry -- of OnLAC, which I will explain at the -- in
24 another section here. Looking After Children, anyway, and
25 it's a program that we've initiated; again, it's an initial

1 -- it's a provincial initiation.

2 And that -- the seven dimensions are the
3 "Health Objectives", looking at the "Health, Education,
4 Identity, Family and Social Relationships, Social
5 Presentation, Emotional and Behavioral Development and
6 Self-Care Objectives".

7 So looking again at where the child is at in
8 all of these areas, developing a Plan of Care to address
9 any areas that need improvement or areas that the child
10 wants to work on or the foster parent wants to work on.

11 And, again, the last piece, in each of the
12 plans of care, or the last two generations of the plans of
13 care, are the Documentation Requirements and there's just a
14 review in the last two pages, of when the Face to Face
15 visits were made; when medical, dental dates were, the last
16 ones; when were the last Rights and Responsibilities; if
17 the child is on psychotropic drugs, what those
18 prescriptions are and the medication dosage levels, who the
19 prescribing physician is; the annual school reports; and so
20 it provides for a very easy tracking system for our
21 workers, as they work and meet the very numerous guidelines
22 that are set forth for them.

23 **MR. DUMAIS:** I understand the Ministry has
24 setup as well a Residential Placement Advisory Committee.

25 **MR. MacLEAN:** That's correct, and that's

1 referred to in the Rights and Responsibilities on page 7.

2 A child who is discontented with his
3 placement and not approving of his placement has the
4 opportunity to ask for a review by the Residential
5 Placement Advisory Committee, and this is a Ministry review
6 team. It meets regularly out of the Ottawa office, I
7 believe, and they come to Cornwall as well, and would hear
8 any appeals or any complaints.

9 We have not had a youth, in my memory, who
10 has gone to the RPAC review, but that doesn't say that
11 there are none that have been discontented with their
12 placement. Those are usually worked out between the
13 worker, the supervisor and a review team that could be
14 within the agency, consisting of the worker, the worker's
15 supervisor, and the Director of Residential Services.

16 **MR. DUMAIS:** And the RPAC review has been in
17 place since when?

18 **MR. MacLEAN:** Since 1985, and it also
19 reviews children who have been placed in group care
20 facilities, and I believe the number is over eight, where
21 there's more than eight children in a home. That's just
22 coming from memory. But, again, those are mandatory
23 reviews and so when we place a child in a large group home,
24 such as our local Laurencrest, there's an RPAC review
25 looking at the reasons that we chose Laurencrest, the needs

1 for that child, and what effort has been made to care for
2 that child in a less intrusive environment.

3 **MR. DUMAIS:** The Ministry also conducts and
4 annual Crown Ward Review on a yearly basis?

5 **MR. MacLEAN:** That's correct.

6 Since 19 -- well, the Ministry has -- when I
7 started in child welfare in Metropolitan Toronto, there
8 were file reviewers and these were Ministry folks that came
9 into the office and read files and, I would assume, would
10 give the agency a report.

11 The Crown Ward Reviews go back, I believe
12 that they were being done as early as in the '70s, but more
13 formalized now, and it comes in -- they come in and they
14 ask in January for -- I'm sorry -- in December of the year,
15 they ask for a total listing of all our Crown wards and
16 then they will select all the Crown wards that have been in
17 care for more than two years.

18 And, last year, we had -- I refer to Tab 47
19 -- and this is the Agency's report concerning our Crown
20 Ward Review.

21 The numbers of youths that were reviewed
22 were 124 Crown wards; 30 of those Crown wards, on page 2 of
23 that report, were reviewed for the first time, and 94 Crown
24 wards reviewed previously.

25 Again, this is very detailed, they come in -

1 - a team of about five members come in and read the files
2 very carefully. They have interviews with foster parents.
3 They have interviews with staff, with management. They
4 also have interviews with youth in care. They send out a
5 questionnaire and the questionnaires are to all the
6 children that are being reviewed and the questionnaires are
7 returned privately, directly by mail from the youth.

8 The results -- I'd just draw attention to
9 page 10, Table 10 -- the results, as it relates to the
10 questionnaires and interviews of the youth, and we see
11 there that in 2005, 124 files were reviewed. The number of
12 questionnaires submitted, 60, which is a very high
13 percentage; 48 per cent of our youth returned their
14 questionnaires and out of that, the number of interviews
15 requested were three. So these are three youths in care
16 wanting to have an interview with the reviewers.

17 The commentary there indicates that 60
18 children again completed the investigation -- the
19 questionnaires. From the questionnaires it notes that
20 that the majority of children were pleased with their
21 placements. They felt cared for, were aware of their
22 rights and responsibilities and trusted their caseworkers.
23 The concerns expressed by the children and youth included
24 wanting more information about their birth families;
25 worries about their parents, brothers and sisters; concern

1 about their health and school; being unhappy and what would
2 happen to them when they turn 18 years of age and left the
3 care of the agency."

4 We take these comments very seriously and
5 the Board, our Board, having seen the last report, what
6 would happen to them when turned 18, met with the youth and
7 discovered that they needed a greater degree of support for
8 post-secondary education and as a result the Board, our
9 local Board has decided to pay tuition fees for all the
10 youth going on to beyond our secondary school and they also
11 supply them with a computer. They also supply them with
12 books, and this is in addition to the ECM allowance of
13 \$750, I believe, that we give to them on a monthly basis.
14 So youth have now, in the past little while, been highly
15 supported by our Board.

16 **MR. DUMAIS:** And you receive a copy of this
17 Crown Ward Review report from the Ministry after it's
18 completed?

19 **MR. MacLEAN:** That's correct. And they give
20 recommendations. You'll see the recommendations at the
21 back. We have to respond within 60 days to those
22 recommendations and to the directives. There are some that
23 have directives as well and you'll see that summary on page
24 12 of the report.

25 **MR. DUMAIS:** I understand that the Ministry

1 also conducts an annual licensing review for foster homes -
2 --

3 **MR. MacLEAN:** Yes, and I related ---

4 **MR. DUMAIS:** --- and related programs?

5 **MR. MacLEAN:** --- to that before, but I
6 would just draw your attention to the results of that and
7 that's on Tab 37.

8 **MR. DUMAIS:** Page 3?

9 **MR. MacLEAN:** Page 3 -- I'm sorry, page 5
10 and number five. Again, it's in reference to the foster
11 children and this is a report by the Ministry, the person
12 doing the licensing review. They have randomly selected a
13 group of foster children and it states that:

14 "The foster children interviewed
15 reported that they had been informed of
16 their rights and of the fire evacuation
17 procedures in their foster homes. The
18 children interviewed related being well
19 cared for in their foster homes and
20 appeared to be comfortable and happy in
21 their placements."

22 We do follow these commentaries and if
23 there's any questions or concerns that are raised through
24 them, through these reports, we certainly follow them up.

25 Item 6 talks about the foster parents that

1 were interviewed and they reported their appreciation of
2 the information sessions, the training workshops provided
3 by the agency and being -- a feeling of being well
4 supported and a good working relationship.

5 **MR. DUMAIS:** And again, you're provided with
6 a copy of this licensing review on a yearly basis as well?

7 **MR. MacLEAN:** That's correct, yes.

8 The Children's Treatment Centre is the next
9 point that I make as an opportunity in our community for
10 youth who have been abused to receive treatment and to talk
11 about the situation that has brought them to where they are
12 at the moment. It's a -- I've said that it's a very
13 established program -- organization in our community. It's
14 totally funded by the community and it supports the youth
15 and children of our community of SD&G who have been abused
16 or neglected.

17 **MR. DUMAIS:** Your next bullet deals with
18 credits being offered to foster parents who complete
19 training. It's an incentive for them to obtain as much
20 training as possible?

21 **MR. MacLEAN:** That's correct, yes, and
22 that's been a process since 1985 and they have the
23 opportunity of being -- they're given credits for skill and
24 experience and the skill is the training. The experience
25 is the number of years that they have been fostering with

1 us.

2 I've also mentioned the employment of the
3 CYCWs, the child and youth care workers, and with that
4 function in our agency the youth in our care are exposed
5 to, again, many opportunities of getting together, talking
6 together, relating and we've re-established in the last
7 year and a half the Youth in Care Network. They meet
8 outside in a clubhouse in the community, a youth centre, on
9 a monthly basis with our child and youth workers and enjoy
10 a good time together. They do various activities besides
11 discussing the issues of being children in care.

12 There's also opportunity for group work that
13 would allow children to be exposed to independence skills
14 and a variety of other needs that they have from time to
15 time.

16 **MR. DUMAIS:** Then your last bullet discusses
17 the OnLAC Program which is a pilot project which you've
18 referred to previously.

19 **MR. MacLEAN:** That's correct. And that's
20 under Tab 48, and if I could just briefly look at a couple
21 of paragraphs there explaining OnLAC.

22 *"Looking After Children (LAC), is an*
23 *approach to assessing the development*
24 *of children being cared for by child*
25 *welfare agencies and enhancing their*

1 progress towards important
2 developmental goals."

3 The child's progress is assessed on a yearly
4 basis through the Assessment and Action Record. This is a
5 very, very detailed assessment tool that looks at the seven
6 dimensions that are now embedded in the plans of care. The
7 child's progress is measured there and plans of care
8 developed from that assessment.

9 On page 2, the OnLAC Guiding Principles are
10 -- the four noted: child-centered; it wants to promote
11 good parenting; it promotes working in partnerships with
12 the foster parents and all professionals; and working
13 towards -- with a focus on positive outcomes for our
14 children in care.

15 One of the items that I neglected to include
16 in this -- I included it, Your Honour, in my Book of
17 Documents, but I didn't make comment in my presentation and
18 I'd like to present it as number 14, and that's the
19 reporting of serious occurrences to the Ministry.

20 We find that under Tab 17 in my Book of
21 Documents, the regulation, and it's Tab 17, page 69 and
22 following. And on page 7, it very clearly lists the
23 incidents, the types of incidents that we must report to
24 the Ministry within 24 hours of us being alerted to it, and
25 that includes the death of a client which occurs while

1 participating in a service; any serious injury to a client
2 which occurs while participating in service; any injury to
3 a client caused by a service provider; any alleged abuse or
4 mistreatment of a client; fourth, any situation where a
5 client is missing for a significant period of time and the
6 service provider considers the matter to be serious; any
7 disasters such as fire on the premises where the service is
8 being provided. So this would include if a foster home had
9 a fire, unfortunately, that type of disaster would have to
10 be reported; any complaint concerning operational, physical
11 or safety standards of the service as considered by the
12 service provider to be a serious nature; and over on the
13 right-hand side, that includes adverse water quality
14 reports from OPRs. Foster parents are not required to
15 report that, only group homes; any complaint made by or
16 about a client and any use of physical restraint on a
17 client in a residence licensed as a children's residence
18 under the *Child and Family Services Act*.

19 So quite a number, and the number 8 was a
20 recent one. I forget now the year that that was brought
21 in; that needed to report any incidents of restraint. I
22 believe it would be in the last two years anyway that that
23 was brought in.

24 I bring a report then, which I included, to
25 our Board of Directors for 2004, and that's under Tab 40.

1 It's page 5 of that. I'm sorry; it's not page 5. It's
2 page 3 and 4 and it was number 4 in my Director of
3 Residential Report to the Board in April 2005, a year ago,
4 and it reports that there was one death. There was a
5 serious -- there were numerous injuries. Of particular
6 interest was the 153 clients missing and the use of
7 physical restraint which was 698, which seemed to be a huge
8 number.

9 However, if you read down in my report --
10 and I won't take the time to go there -- but there is an
11 explanation. There were two youths in particular that I
12 draw attention to that had very high complex needs and they
13 were in settings that -- these youths were beyond the
14 capacity of the setting that we had the child placed in
15 and, as a result of -- and we've monitored this and we were
16 taking the action before we saw the detail of any reports,
17 but the action that we took there was to really go in and
18 work with the operator. In one case the operator changed
19 the approach. There was a lot of psychological and other
20 intervention taken and the numbers of restraints
21 dramatically dropped for that young child.

22 Another operator couldn't meet the needs and
23 that child was moved on to another resource where he
24 immediately started progressing very favourably and -- so
25 there's, again, this is a -- the point that I'm making is

1 that although it's an onerous job to report all the
2 incidents within the time limits it's done, we look at the
3 trends, we develop programs to address needs that come out
4 of those trends for the betterment of the children.

5 **MR. DUMAIS:** Perhaps, Commissioner, it's an
6 appropriate time for a break.

7 **THE COMMISSIONER:** We should take a short
8 break.

9 **MR. DUMAIS:** Thank you.

10 **THE COMMISSIONER:** Thank you. Come back in
11 15 minutes.

12 **THE REGISTRAR:** Order; all rise. À l'ordre;
13 veuillez vous lever.

14 The hearing will reconvene at 11:35 a.m.

15 --- Upon recessing at 11:19 a.m./

16 L'audience est suspendue à 11h19

17 --- Upon resuming at 11:35 a.m./

18 L'audience est reprise à 11h35

19 **THE REGISTRAR:** Order; all rise. À l'ordre;
20 veuillez vous lever.

21 This hearing of the Cornwall Public Inquiry
22 is now in session. Please be seated; veuillez vous
23 asseoir.

24 **IAN MacLEAN, resumed/Sous le même serment:**

25 --- **EXAMINATION-IN-CHIEF BY/INTERROGATOIRE-EN-CHEF PAR MR.**

1 MacLEAN (CONT'D):

2 MR. DUMAIS: Now, Mr. MacLean, if we can now
3 move to the management and supervision of workers and
4 foster parents.

5 MR. MacLEAN: I've mentioned earlier in
6 my presentation that every foster parent now has a Resource
7 Support Worker and there is no need to go into the tasks of
8 that type. I've covered that already. The reporting there
9 is -- the Resource Support Worker reports to the Supervisor
10 of Resources who reports to the Service Manager and that on
11 to the Clinical Director, the Executive Director and the
12 Board of Directors.

13 The tradition in residential services for
14 the past number of years since I've been Director of
15 Residential Services has been that workers would have the
16 availability of a supervision period every two weeks with
17 their supervisor. The supervision period would usually
18 last two hours at a minimum. Minutes are kept, notes are
19 taken in those minutes. Then you review, again I've gone
20 over that but it's a quality assurance. An annual review
21 of every foster home is done for each of our foster homes.
22 It is done by the Resource Support Worker and it assesses
23 the foster parents' ability in four areas

24 "1. to provide physical and emotional
25 care [for the child] placed in their

- 1 home.
- 2 2. to communicate with birth parents
- 3 unless its(sic) is contraindicated.
- 4 3. to communicate with the society
- 5 staff.
- 6 4. ...[All] the policies and procedures
- 7 of the CAS..."

8 All the children in the home, including the

9 foster parents and natural children are interviewed in the

10 annual reviews, at least the ones that are 10 years of age

11 and over, as indicated there. Feedback is received, as

12 I've said, from the foster parents and also the foster

13 parents hear any concerns from us. At the end of that

14 review, a service agreement is signed.

15 A similar and we've gone over that one -- a

16 similar review, an annual review is conducted on an outside

17 paid resource. Again, that is referred to in Tab 39 of the

18 Book of Documents. It is the procedure to review outside

19 paid resources, and this report when it is completed and in

20 its entirety is shared with the outside paid resource as

21 well as any agency phoning and asking our experience with

22 that outside paid resource.

23 **MR. DUMAIS:** As well, we've looked at the

24 annual licensing review, which is your next bullet.

25 **MR. MacLEAN:** That's correct. Yes.

1 The other notable piece, the next bullet,
2 and since 2000, we've had what we call the Foster Parent
3 Association Working Committee, known as the FPA Working
4 Committee. This is a joint effort. It follows the whole
5 philosophy and tone of our partnership relationship with
6 our foster parents. It consists of the members of the
7 executive of the Foster Parent Association as well as
8 members of management and frontline workers.

9 We try to have a senior service manager,
10 will in the future. I have chaired this committee in the
11 past, but a senior service manager will chair it from now
12 on. It is an opportunity for us to work with our partners,
13 the foster parents, in addressing any issues as they arise
14 both as they're identified by foster parents or if they are
15 identified by ourselves outside of the annual reviews and
16 various other things. If there are trends that are noted,
17 these are brought to the committee.

18 We also discuss any revisions to the service
19 plan and any revisions to the compensation package that is
20 annually done with our foster parents.

21 **MR. DUMAIS:** And I take it with your new
22 inclusion philosophy with your foster parents, you now
23 invite them as well to participate in different committees?

24 **MR. MacLEAN:** That's right.

25 And my belief is, and it's the belief of the

1 Agency, that where our foster parents -- if we have active
2 foster parents, and they should be active at all levels of
3 our organization, and so we've brought them on to several
4 committees and, again, it just indicates what I believe is
5 a very healthy and strong foster parent group that we have
6 in SD&G.

7 And you see the ten areas that they are
8 involved in. The foster parent themselves have set many
9 firsts for the Province of Ontario. For example, they've
10 established their own Employee Assistance Program whereby
11 they've purchased from our local hospital employee
12 assistance.

13 This does not indicate in any way that
14 foster parents are employees of the Children's Aid Society,
15 but they've been able to get a parallel service for them,
16 and any foster parent, without our knowledge, that may be
17 running into financial difficulties, that may be running
18 into marriage difficulties, relationships, whatever, has
19 the opportunity to access this anonymously and use it for
20 four sessions. It is used, I've seen bills in the Foster
21 Parent annual budget reports. And in financial reports
22 they give and share with us -- I see bills in around -- one
23 year, it was \$87, I know, that one stands out in my mind.
24 Again, another year, it was a couple of hundred dollars.
25 It is a service that is there and is well-used.

1 We were finding -- and then the discussion
2 came up with us in I suppose the mid-80s -- we were finding
3 that we were the last to know when foster parents were
4 running into difficulties. They have a tendency of putting
5 on a very brave front and a very strong front and, hence,
6 relationship difficulties, financial difficulties, we would
7 be the last to be notified. This has helped greatly in
8 this area.

9 Another area, it's not a first, but they
10 were the second agency in the Province of Ontario to
11 develop a communication committee, A Communicator's
12 Committee, it's called. This is a group of peers, foster
13 parents, that have been trained to advocate on behalf of
14 other foster parents. When we instituted this in 1992, it
15 was a decision at the Board level to include a communicator
16 in any discussions that we had within our Agency concerning
17 the services of a foster home. It has been an excellent
18 supportive resource for our foster parents.

19 The legal fund was again a first in the
20 Province of Ontario planned and developed here for an
21 immediate financial assistance. They are covered under our
22 liability insurance claws for the agency, but this is an
23 immediate response that services can be obtained -- legal
24 advice can be obtained through a process through the Foster
25 Parent Association and through the legal fund for an

1 immediate response.

2 And again, the social committee is very
3 active in promoting activities and mainly activities
4 centred around children: Christmas parties, summer camps,
5 camp-outs, this kind of thing that is done between the
6 foster parents and the children.

7 **MR. DUMAIS:** And I believe the next topic
8 you've introduced earlier on, which is the evolution of
9 internal investigations.

10 **MR. MacLEAN:** That's correct.

11 And I will just very quickly -- as far as
12 the evolution of this, I'll refer to Tab 52, pages 2 and 3.

13 Again, this is a written document. It's the
14 minutes of a staff meeting of March 20th, 1957. At the
15 bottom of page 2, it's a mention of a complaint and how the
16 agency staff would handle a complaint concerning a foster
17 parent. It was suggested when a complaint is received
18 about a foster home,

19 "It should be determined whether the
20 person who made the complaint can be
21 relied upon. Mr. O'Brien [who was the
22 director at the time] suggested that if
23 the Society ever had a complaint, that
24 it should be considered if the child is
25 making any progress in the home. It

1 was decided that the parents should be
2 informed of [any] reason the child [was
3 removed from] the home..."

4 But very little discussion as to how the
5 complaint would, in fact, be addressed.

6 During the late '70s early '80s, we
7 developed the practice of notifying the police and jointly
8 conducting an investigation or proceeding to interview with
9 police; approval planning for the safety of the victim was
10 a top priority. If the perpetrator was still in the home,
11 the children were removed, and statements were carefully
12 recorded and shared with the police. But in that era, the
13 results of such investigations were rarely and certainly
14 not consistently shared with the foster home. They very
15 frequently did not -- or the non-perpetrator in the home
16 would not know the results of that.

17 In 1992, we developed the policy that we
18 have at hand today and for the investigation of child
19 protection allegations, I developed this along with my
20 partner, Mr. Carriere, and this is the one that is found at
21 Tab 17, page 56.

22 Very briefly, it involves a planning
23 conference. When an allegation against a foster home is
24 received, there is a brief discussion, usually between Mr.
25 Carriere and myself, that time, as to whether it was a bad

1 practice concern, which would be below the line and would
2 be involving a complaint concerning the services of a home
3 or whether it was a child protection allegation.

4 If it was a child protection allegation, Mr.
5 Carriere would call a planning meeting of the parties that
6 I've indicated and if it was a service complaint against
7 the home then I would chair the investigation into that.

8 On the allegations against foster parents,
9 if it was a protection matter, the decision points I've
10 noted there was the notification of police, the safety plan
11 for the victim and any other children in the home,
12 notification to the foster family that an investigation was
13 occurring. That was a commitment that we had made that
14 within 24 hours of determining that a home was under
15 review, there's a requirement to notify the foster parent
16 and then the rest of the planning would be scheduling
17 interviews.

18 Following that planning meeting, the
19 resource supervisor was obliged to phone the foster parent
20 and indicate to them that their home was under review, and
21 very frequently -- well, all the time, that was all the
22 information that we could share with them, that their home
23 was under review and they knew, unless they had signed a
24 waiver, that they did not want a communicator present.
25 They know that a communicator was present and would be

1 available to them. We would notify them of the name of
2 that communicator and that that individual would be
3 available to them to walk through the investigation with
4 them.

5 The communicator cannot disclose any of the
6 detail of the allegations, but they can discuss and remind
7 the foster parent of the process of the investigation. And
8 very frequently in such very strenuous circumstances as
9 occurs at this time, the communicator is left to just offer
10 coffee and to offer support in a very concrete way to the
11 foster parent.

12 Following the planning conference, an
13 investigator is appointed and his supervisor, and that
14 could be an individual from the Investigations Department,
15 and a plan is put in place as to how to investigate this.

16 At the conclusion of the investigation,
17 there's a disposition conference followed by a follow-up
18 meeting with the parties and with the foster parents.

19 There's a typo on page 25 that I should
20 correct for the Commission, and that is number 5, following
21 number 4, and then there's I, II, III, IV. Number V should
22 be the fifth Roman numeral. Is that clear?

23 **THE COMMISSIONER:** Is that Resource Unit
24 Review?

1 **MR. MacLEAN:** So Resource Unit Review should
2 be under "Disclosure of File Information". And then the
3 fifth step is the resolution conference. That just
4 clarifies.

5 At the end of the day, when the
6 investigation is complete and the disposition, the follow-
7 up meetings have been held, the foster parent receives a
8 summary report, and that indicates to them the type of
9 complaint that was made against their home, the steps taken
10 by the agency to investigate the conclusion of that
11 investigation and recommendations made by the investigators
12 and by the Resource Unit.

13 **MR. DUMAIS:** Now, if I can turn your
14 attention to Tab 40, page 5, this is a stats and trends
15 analysis, a report.

16 **MR. MacLEAN:** That's correct.

17 And Tab 53 is a report on allegations from
18 1989 to 2000, and this one is on allegations from 2001 to
19 2005. I'm sorry I didn't have those two together.

20 And looking at the one under Tab 40 that you
21 referred to, just looking at the first line -- and I'll
22 interpret that and then individuals can read it through,
23 but in the year 2001-2002, we had 113 homes open with 152
24 children in placement, and that would -- the date of the
25 report would be at the end of 2002. So at March 31st, there

1 would be 152 children in care -- in placement in those 113
2 homes.

3 In that year there were 14 allegations in 11
4 homes, reading across, which is 9.7 per cent of the total
5 homes open.

6 There were eight child protection
7 allegations. One was substantiated and seven
8 unsubstantiated.

9 There were six service-related results --
10 investigations, two substantiated and four unsubstantiated.

11 And a service-related complaint could be a
12 report received by the agency that a foster father was or
13 is continuing to speed or to -- another one might be that -
14 - they're service complaints. They're issues that don't
15 directly cause a child to be at risk, but is something that
16 we don't want to see our foster parents doing and having.
17 If we got a complaint from a neighbour saying that on
18 Saturday night there was a real noisy party and we know
19 that that home is a foster home, that could be a service
20 complaint, which we would go in and investigate at the
21 service level. So just as an example of service complaints
22 versus the child protection complaints.

23 Reading on then out of the next category is
24 homes closed. In this case there was one home closed and
25 it was a service-related closure.

1 And then the next is one which foster
2 parents are very keenly aware and want to go as quickly as
3 possible is the average length of time to complete the
4 investigation. In this case, it was completed within an
5 average of 32.8 days, 72 days at the longest and one day at
6 the shortest. And that, you can read the rest of the
7 report.

8 **MR. DUMAIS:** All right.

9 If I can take you back to your policy, Mr.
10 MacLean, which is at Tab 17, page 56, first line under
11 "Policy" and I'll read it for you:

12 "All non-historical child protection
13 allegations, Level 1 service
14 complaints, to be responded to in a
15 fair, consistent and timely fashion."

16 Is there a separate policy for historical
17 child protection allegations, or how are they dealt with?

18 **MR. MacLEAN:** No, there isn't a separate
19 policy. Historical child protection allegations would be
20 dealt with -- I'm not sure that I can answer that question
21 appropriately. Mr. Carriere, I think, alluded to that in
22 his presentation.

23 **MR. DUMAIS:** All right.

24 Now, your last topic, Mr. MacLean, is a
25 description of the operation, management and supervision of

1 different types of foster homes, group homes. Can you take
2 us firstly to the different types of foster homes?

3 **MR. MacLEAN:** Yes. And again, I've just got
4 a little reference there to some material I found in a
5 staff meeting book, and it appears that the Society has
6 recruited and screened foster parents since the 1930s, when
7 they were still reliant on local orphanages for the
8 majority of placements of children.

9 And in April 1939, the statistic shows a
10 total of 201 children in care under the direct supervision
11 of the CAS and there were placements. And again, I alluded
12 to this in my earlier comments yesterday, 64 were in
13 boarding homes, 22 in adoption probation, 98 in free homes
14 and 17 institutions. So those were the kinds of facilities
15 that the record shows were being used at that time.

16 I think I've given a clear outline of the
17 kind of foster home program that we offer. Again, just
18 referring to the fact that there are six resource support
19 workers doing a -- having a very generic caseload of
20 recruiting, training and staffing and supporting our foster
21 homes since 1985. Those numbers have grown consistently
22 since the early 1980s.

23 Again, I've alluded to the fact that the
24 Foster Home Program is fully licensed by the Ministry.

1 **MR. DUMAIS:** So the first type of group
2 homes are the CAS-operated staff group homes?

3 **MR. MacLEAN:** Yes. I've listed the two
4 homes that we're aware of that existed historically. One
5 was around the early '70s. It was a home for teenage
6 girls. It was a staffed home. It was operated and owned
7 by the CAS. It was likely a rental home. It was staffed
8 by a nun that was a staff on the CAS of SD&G, operated very
9 briefly in the '70s. This is just anecdotal kind of
10 comments that I hear historically from staff that were
11 around at that time, and it was closed when the co-ed home,
12 which is referred to as Group Home Number 2, was opened.
13 Other than it being a home for adolescent females, the
14 admission criteria is unknown.

15 Group Number 2 was a home that was in
16 operation in 1976 when I arrived. It opened apparently
17 late in 1975 and it was for four latency age males and four
18 females between the ages of six to fifteen.

19 I was hired to liaise with this -- between
20 the Society and the group home. It was opened to reduce
21 placements in facilities outside our jurisdiction, again in
22 an attempt to place children locally rather than outside
23 our jurisdiction. It accepted youth whose needs and
24 behaviours were such that they were not conducive to family
25 life in a foster home.

1 From its closure in January '76 on -- I'm
2 sorry, from January '76 on until its closure, there were
3 awake overnight staff. That's in my memory and in my
4 experience. Prior to that, there may have been overnight
5 staff awake as well. And on evening and weekend shifts, the
6 child/staff ratio was 4 to 1.

7 But following several attempts, I've stated
8 there, to adequately staff the home and to provide a
9 program to meet the needs of these homes, this home was
10 closed in the spring of 1977.

11 I have them listed as a group home but next
12 door there was also another rented home to -- and it was
13 for four late adolescent, early -- so they would be likely
14 in the neighbourhood of 17 to 19-year-old females who had
15 the ability to live on their own. This was not staffed.
16 There was a staff appointed to oversee and to meet with
17 them, but these were young women who had the ability to
18 begin living on their own and to develop their independence
19 skills with the assistance of a staff from the Society.

20 Then the next category is the "CAS/SDG
21 Operated Parent-Model Group Homes". When Group Home #2
22 closed, there was a decision by the Board to promote the
23 opening of parent-model group homes and basically what I
24 did at that time was I sat down with the home finder of the
25 day and asked her to identify homes, both in the City of

1 Cornwall and rural, that were large country homes owned by
2 foster parents in good standing with the Agency, with a
3 good Agency track-record.

4 And as a result of listing eight or nine
5 homes, I approached Group Home #3, 4, 5 and 6 to see if
6 they would be interested in developing a parent-model group
7 home. Parent-model group home basically at that time was a
8 home that was large, could house children up to -- and I've
9 indicated Group Home #5 -- Group Home #3, rather, had as
10 many as 13 youths placed in at any one time, located in the
11 Martintown area. And other than that, that home, Group
12 Home #3 I've referred to, cared for -- it was a co-ed
13 environment. They took boys and girls, 13 years of age --
14 they would average from 12 to 16 years of age.

15 Group Home #4 was opened and operated by a
16 couple near Ingleside and they were mainly for boys -- they
17 were only for boys between 10 and 16 years of age. They
18 could care for six or seven children.

19 Group Home #5 was operated by a variety of
20 family members, opened originally by an older lady and then
21 she had assistance from a daughter and then there were
22 other child care workers in that family that took over the
23 operation of that home. That home went on to become a
24 licensed parent-model group home under our agency, and the
25 only one, and took a very high degree of complex-needs

1 children.

2 Group Home #6 again opened as foster parents
3 in 1976. They bought another home and renovated and opened
4 as a parent-model group home. When regulations were
5 established, they made application or we made application
6 on their behalf, but the group home licence was never
7 achieved basically because of health reasons within the
8 family and they later moved to Cornwall and continued their
9 career as specialized foster parents.

10 So after the Ministry introduced the group
11 home standards and licensing requirements in the early
12 '80s, the Agency maintained the licence on the one home,
13 which was #5, and pursued one application, which was #6.
14 The remaining homes were developed as specialized foster
15 homes with a capacity of four children.

16 My next category is the "Privately Operated
17 Staffed Group Homes Located within the Jurisdiction of
18 Stormont, Dundas and Glengarry". And this is from memory,
19 in consultation with a variety of people.

20 There was a home known as Sunrise Home. It
21 was for developmentally physically handicapped children,
22 severe handicapped children and this home was privately
23 operated. I believe it could care for eight to 10 children
24 at any one point, but shortly in the '80s, that home
25 closed.

1 The one that remains open and licensed -- or
2 the two, I'm sorry, that remain open and licensed that were
3 not directly involved with on a continuous basis is Open
4 Hands. And again, Open Hands, when I arrived, to my
5 recollection, was owned and operated by a couple who had
6 the dream of looking after developmentally delayed
7 children. That home now is now in the Ministry's hands and
8 licensed by the Ministry under the organization known as
9 Open Hands, and that's operated by a Board of community
10 volunteers.

11 We periodically have children placed in that
12 home but at the moment, to my knowledge, we don't have any
13 children in that home.

14 The Akwesasne Group Home is located on
15 Cornwall Island and has been operating, I believe, since
16 mid to late '90s, and that's again my recollection. It's
17 for 12 to 18-year-olds, and I believe it's for nine
18 adolescents. It's co-ed and the descriptors for the youth
19 and the referral requirements are there. The child ratio
20 is four to one. They have overnight staff.

21 I have referred to our effort to develop
22 local resources and the following six homes -- six
23 operators provide seven homes at a total of 44 beds to this
24 organization for youth in need of outside paid resource or
25 a staff-model group home.

1 The first one is the Cornwall Youth
2 Residence, Laurencrest it's called, and it's a staff group
3 home licensed for 18 adolescent males 12 to 17 years of
4 age. The program and operation is under the leadership of
5 the Executive Director. It's located in Cornwall. It's
6 governed by a community volunteer Board of Director; houses
7 a classroom now. Recently the classroom has been added in
8 the last three or four years with a teaching staff from the
9 Upper Canada School Board and a staff support person,
10 classroom support person, provided by Laurencrest. The
11 admission criteria to Laurencrest is youth with conduct
12 disorder. It has 10 beds for open custody and open
13 detention and two for mental health youth, children that
14 would be paid for by Child and Family Intervention dollars,
15 and six beds for Child Welfare. We have a contract with
16 Laurencrest to provide Child Welfare beds and are very
17 satisfied with the program that they offer. Their staff
18 ratio is four to one, and they have two awake overnight
19 staff.

20 Westwinds is operated by Kids Kare in
21 Ottawa. They originally moved to the Morrisburg area and
22 operated a group home. At our recommendation, they
23 downsized the group home to a girls' residence for four
24 adolescent females with very high complex needs, hence
25 requiring quite a small group setting for them. The child

1 ratio there, when fully operational, is two to one, and the
2 staff are supervised by a house leader who reports to the
3 Program Supervisor at Kids Kare in Ottawa.

4 Children's First -- Children First, I should
5 say, operate two homes, one a boys group home and the
6 second one, a girls group home. The boys group home is for
7 eight to 12-year-old males with high complex needs again.
8 The program is specifically designed for a client
9 population of boys suffering from conduct disorder, ADHD,
10 oppositional defiance disorder, or other behaviour
11 disorders. They're also equipped to deal with neurological
12 disorders such as Asperger's Syndrome or other high
13 functioning autistic psychopathy. Their child-staff ratio
14 is three to one with awake overnight staff.

15 Their Girls Group home is also located in
16 Cornwall. It was originally located in Ingleside as well
17 and it's licensed -- both of these homes again are
18 licensed. It's a licensed group home for six adolescent
19 females. Again, it's privately operated. The admission
20 criteria is conduct disorder, ADHD, oppositional defiance
21 disorder. It's got a child-staff ratio of three to one
22 with awake overnight staff.

23 Our newest partner, moving into the area, is
24 Strides. They've just recently in the last year located to
25 the Cornwall area and when I said that we have purposely

1 hand-chosen operators, this is an operator that has another
2 group home in Napanee, and we had referred numerous
3 adolescent -- latency age females to that home in Napanee
4 and liked the results that we were getting from that
5 operator and hence asked the operator to develop a group
6 home in our area, which is done. Again, the client group
7 is for eight to 13-year-old females. It's got a capacity
8 of six or seven -- usually the licences will allow for six
9 full-time and one that is on an emergency basis. The
10 client group served is pre-adolescent females, as I said.
11 It's a very structured, high-structured environment that
12 provides them with the life skills that they require.

13 The main focus is females dealing with
14 issues such as abuse, neglect, deprivation and trauma,
15 abandonment, anger management, behavioural difficulties.
16 Again, the staff ratio of three to one and awake overnight
17 staff.

18 LifeSprings is the final one. It opened in
19 November of 2003 and provided care for eight adolescent
20 males 12 to 17 years of age. Again, I've got the -- from
21 the literature that I received:

22 "All staff are directly responsible to
23 the Management Director. Day to day
24 supervision of the staff is provided by
25 the Program Manager. Admission

1 Criteria is: Male adolescents, wards
2 of the CAS requiring life skill
3 training, social skill development,
4 structured environment, exhibiting
5 antisocial behaviours, aggression,
6 school violence, etc."

7 It's got a child-staff ratio of three to one
8 with overnight awake staff.

9 We meet every six weeks. In fact, our next
10 meeting is this Friday and we gather the supervisors, the
11 manager -- the operators and usually their frontline
12 supervisor meets with us every six weeks and we bring to
13 their attention and they bring to our attention the needs
14 of service that they have of us or that we have of them.
15 And there's an agreement to -- they will adjust their
16 programs and we will adjust ours accordingly so that our
17 youth get the services that they require and that their
18 beds are used to the capacity that will keep them in
19 business here.

20 That concludes the group home presentation.

21 **MR. DUMAIS:** The next point you look at is
22 the Community Family Care Program and I think you mentioned
23 that ---

24 **MR. MacLEAN:** I mentioned that earlier, yes.
25 This is a program that was developed in 1982 and existed in

1 this community until 2001. It came about as a -- when the
2 Ministry overseeing Child Welfare and the Ministry
3 overseeing Young Offenders made available \$150,000 to this
4 community, a competition was run and we presented a couple
5 of presentations, programs suggested. Ministry was more
6 interested in a residential program and chose what then
7 became known as the Community Family Care Program.

8 It consisted, at the beginning, of six
9 highly-trained, highly-specialized and highly-supported
10 foster parents that provided care for four children from
11 mental health and two children from young offenders, open
12 custody youth.

13 The foster parents then were trained to meet
14 the supervision requirements for young offenders on open
15 custody and the program existed.

16 We had a -- on contract, a consulting
17 psychologist that assisted the parents in their development
18 -- their skill development and assisted the staff to assess
19 the needs of the youth and to develop programs to meet
20 those needs.

21 Over the course of the 10 years that the
22 program was in -- the 20 years that the program was in
23 operation, we serviced 180 youth and on closing, the
24 program had grown to 12 community parents and had a
25 capacity, I believe, of 18 youth. In total, there were 34

1 approved community homes in the history of the program.

2 This program was hosted by the Children's
3 Aid Society in that staff were seconded from the Children's
4 Aid of SD&G. The budget was separate. In setting it up,
5 the community made its needs known to the Ministry that
6 this should be kept separate from the Children's Aid
7 Society and so it was set up and organized and managed in
8 that fashion.

9 I directly supervised the program for about
10 16 years of its existence.

11 **MR. DUMAIS:** When it closed down, it was
12 replaced by four new programs?

13 **MR. MacLEAN:** That's correct and I've listed
14 those. The Child and Youth Care Worker Treatment Program
15 and that was initiated in 2001. We brought on four child
16 and youth care workers.

17 I might add before I leave the Community
18 Family Care Program, the foster parents or the community
19 parents, they were called, that were in existence at that
20 time, the majority of them transferred over and became
21 foster parents with our agency. We did a mini-screening.
22 We had a transfer of records and they entered the foster
23 care licence that now exists within our agency.

24 So to replace that, we hired the child and
25 youth care workers. Again, they were assigned cases,

1 referred cases and worked with cases that were having
2 difficulty in foster home placements, and so they would go
3 in and assess the needs of that child and develop programs,
4 make suggestions to the foster parents on how to care for
5 these children, how to interact with them. At times, they
6 would, in fact, model for the foster parent how to
7 communicate and how to manage the child's behaviour.

8 In addition to the Child and Youth Care
9 Program, the Foster Success Program, and I've mentioned
10 that development in July of 2004 with the three very --
11 driven by three very basic principles; flexibility. We
12 wanted to develop a program that was flexible enough to
13 meet the variety of needs of children coming out of outside
14 paid resources. We wanted our workers to be available. So
15 we have a very low case assignment to these workers, these
16 child and youth care workers. Most of them carry a maximum
17 of four children so that they are available to them if a
18 youth is having -- if a child is having difficulty with
19 morning routine and the foster parent is asking assistance,
20 the CYCW can -- is flexible and available to go in, assist
21 with morning routine until no longer needed, or they may
22 help with programs -- homework programs or evening
23 activities. Any part of the child's day, they're available
24 for hands-on consultation and modelling for the foster
25 parent.

1 We've also, as I've mentioned before, had a
2 change of philosophy for the usage of outside paid
3 resources. I won't go into that anymore.

4 And with -- and again I've stressed with the
5 function of the CYCW, they brought a tremendously increased
6 service to the agency and I've noted that the research and
7 developing programs for special and high needs children
8 such as autism, Asperger Syndrome, Fetal Alcohol Syndrome,
9 Obsessive-Compulsive Disorder, and the explosive child.

10 They provide after-hours service for the
11 foster parents with children involved in their programs.
12 On a rotation basis, they share a paging system and are
13 available and are greatly appreciated by foster parents who
14 phone and use that service.

15 Additional group support and training for
16 foster parents; they're getting foster parents together,
17 possibly a group of foster parents that have high -- babies
18 that have intense needs, physical handicaps, they would
19 bring that group of foster parents together to share and
20 support in the caring of those children.

21 The Youth in Care Network has been
22 developed. It meets monthly as I said in the local youth
23 centre and is of tremendous assistance to the youth.

24 The specific groups to address identified
25 needs of youth in care such as financial planning,

1 independence training, social skills. Again, as the need
2 arises, groups will be gathered together to address some of
3 those issues and it's a support to youth as they leave care
4 and re-integrate with the community. Youth that are in
5 extended care maintenance that are making their plans for
6 independence, a CYCW worker will accompany them to hunt for
7 apartments, to look for jobs and help them with interviews;
8 that kind of service.

9 **MR. DUMAIS:** On that point, I have no
10 further questions, Commissioner.

11 **THE COMMISSIONER:** All right. We'll take
12 the lunch break and we'll come back at 2:00 for cross-
13 examination.

14 Thank you.

15 **THE REGISTRAR:** Order; all rise. À l'ordre;
16 veuillez vous lever.

17 The hearing is now adjourned.

18 --- Upon recessing at 12:28 p.m./

19 L'audience est suspendue à 12h28

20 --- Upon resuming at 2:06 p.m.

21 L'audience est reprise à 14h06

22 **THE REGISTRAR:** Order; all rise. À l'ordre;
23 veuillez vous lever.

24 This hearing of the Cornwall Public Inquiry
25 is now in session. Please be seated; veuillez vous

1 asseoir.

2 **IAN MacLEAN, Resumed/Sous le même serment:**

3 **THE COMMISSIONER:** Thank you.

4 How was your lunch?

5 **MR. DUMAIS:** Very well. Thank you.

6 **THE COMMISSIONER:** Great. So I think -- Mr.

7 Manson, do you have any questions of this gentleman?

8 **MR. MANSON:** I have no questions, Mr.

9 Commissioner.

10 Thank you, Mr. MacLean.

11 **THE COMMISSIONER:** Thank you.

12 Mr. Lee?

13 **MR. LEE:** I have no questions either, Mr.

14 Commissioner.

15 And again, thank you very much.

16 **MR. MacLEAN:** Thank you.

17 **THE COMMISSIONER:** Okay.

18 Mr. Bennett?

19 **THE REGISTRAR:** He's not here.

20 **THE COMMISSIONER:** He doesn't have any

21 questions.

22 **(LAUGHTER/RIRES)**

23 **THE COMMISSIONER:** Mr. Cipriano? He doesn't

24 have any questions.

25 Mr. Chisholm is for last.

1 Probation Services?

2 **MR. ROULEAU:** We have no questions.

3 **THE COMMISSIONER:** Thank you.

4 Sir, maybe you had a nervous lunch for
5 nothing.

6 (LAUGHTER/RIRES)

7 **THE COMMISSIONER:** For the Attorney General?

8 **MR. SCHARBACH:** No, sir, I have no
9 questions. Thank you.

10 **THE COMMISSIONER:** For Mr. Jacques Leduc?

11 Not here. For the Diocese? Not here.

12 Cornwall Police?

13 **MS. LALJI:** We have no questions, Mr.
14 Commissioner.

15 **THE COMMISSIONER:** Thank you.

16 OPP?

17 **MR. KOZLOFF:** I would be remiss if I didn't
18 repeat what I said yesterday.

19 **THE COMMISSIONER:** And one of the things
20 about the privilege of speaking is you get a little bit of
21 exercise on going up to the mike.

22 **MR. KOZLOFF:** I need it. Thank you, Mr.
23 Commissioner.

24 **THE COMMISSIONER:** Not as much as I do.

25 **MR. KOZLOFF:** I would be remiss, Mr.

1 Commissioner, if I didn't say the same thing to Mr. MacLean
2 as I said to Mr. Carriere yesterday.

3 Thank you for the excellence of your
4 presentation and for the materials that you prepared and I
5 must tell you that, from a personal point of view, it's a
6 comfort to know there are people like you looking after the
7 needs of our most needy children.

8 Thank you.

9 **MR. MacLEAN:** Thank you very much.

10 **THE COMMISSIONER:** All right.

11 OPP Association?

12 **MR. CARROLL:** No questions, Mr.

13 Commissioner.

14 **THE COMMISSIONER:** Thank you.

15 Mr. Chisholm?

16 **MR. CHISHOLM:** No questions, Mr.

17 Commissioner.

18 **THE COMMISSIONER:** I think it's a reflection
19 of the quality of your presentation, sir, that everything
20 was crystal clear and very well prepared and I echo Mr.
21 Kozloff's comments that your contribution to the City of
22 Cornwall into the area is a great one and greatly
23 appreciated.

24 **MR. MacLEAN:** Thank you very much, Your
25 Honour.

1 **THE COMMISSIONER:** Thank you.

2 Well, that being said, we could spend the
3 afternoon discussing new case law or anything like that,
4 but barring any such motion, I think we'll call it a day.

5 I believe -- I don't think the next witness
6 is ready to go, is he?

7 **MR. DUMAIS:** That's correct, Commissioner.
8 Mr. Kevin Morris will be ready tomorrow morning at 10:00.

9 **THE COMMISSIONER:** All right.

10 **MR. DUMAIS:** That's the next witness.

11 **THE COMMISSIONER:** So do we have any
12 forecast as to how long we will be with this gentleman?

13 **MR. DUMAIS:** I don't expect that we will be
14 more than two hours in-chief.

15 **THE COMMISSIONER:** All right. And so people
16 have received some disclosure about this gentleman?

17 Do people anticipate any lengthy cross-
18 examination? I'm just trying to figure out so that we can
19 plan our escape plans because tomorrow is Thursday. Is it?
20 Tomorrow is Thursday.

21 **MR. DUMAIS:** If I can make a suggestion,
22 Commissioner? Perhaps we can just, tomorrow, when we
23 start, just forge on until we're done and I don't expect
24 even with cross-examinations that we'll be more than three
25 hours.

1 **THE COMMISSIONER:** Terrific.

2 Thank you very much. And if we are, well
3 then you get to pay the beverages after.

4 Thank you.

5 **THE REGISTRAR:** Order; all rise. À l'ordre;
6 veuillez vous lever.

7 The hearing is now adjourned.

8 --- Upon adjourning at 2:10 p.m./

9 L'audience est ajournée à 14h10

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

C E R T I F I C A T I O N

I, Sean Prouse a certified court reporter in the Province of Ontario, hereby certify the foregoing pages to be an accurate transcription of my notes/records to the best of my skill and ability, and I so swear.

Je, Sean Prouse, un sténographe officiel dans la province de l'Ontario, certifie que les pages ci-hautes sont une transcription conforme de mes notes/enregistrements au meilleur de mes capacités, et je le jure.



Sean Prouse, CVR-CM