

I N D E XP a g e (s)

Video is played - William English	1
Discussion	1 - 2
Mr. William English,	
Cross-Examined by Ms. Victoria Wicks	2 - 42
Discussion	43 - 44
Mr. William English,	
Cross-Examined by Ms. Victoria Wicks	
(Cont'd)	44 - 98
Cross-Examined by Catherine Boyde,	
K.C.	99 - 139
Mr. William English is heard	139 - 141
Discussion	141 - 143
Mr. William English,	
Examined by Commissioner Devine	143 - 149
Discussion	149 - 152
Video is played - Dr. Fallon & Dr. Black	152
Dr. Barbara A. Fallon, Affirmed	153
Dr. Tara Black, Affirmed	153
Dr. Barbara Fallon & Dr. Tara Black,	
Examined by Ms. Molly Churchill	154 - 218
Discussion	219 - 221
Dr. Barbara Fallon & Dr. Tara Black,	
Cross-Examined by Catherine Boyde,	
K.C.	221 - 230
Cross-Examined by Ms. Haritha Popuri	231 - 309
Re-Examined by Ms. Molly Churchill	309 - 313
Discussion	313 - 317
Certificate	
Key Word Index	

REQUESTS & UNDERTAKINGSPage(s)

1. Haritha Popuri would like to ask Commission counsel to work with the Province to obtain those spreadsheets, if possible, redact them for private information and confidentiality, and disclose them to the parties with general standing, if that is possible within the time remaining for the Inquiry. 236 - 237

Page 2

- 1 at the time it's played back. Thanks.
 2 MICHAEL COLLINS:
 3 Okay. That will be one break in an hour or
 4 slightly more than an hour?
 5 WILLIAM ENGLISH:
 6 Yeah. Sounds reasonable.
 7 BEN BROOKWELL:
 8 Okay. Well, thanks for going over the logistics.
 9 We'll turn things over now to Ms. Wicks.
 10 VICTORIA WICKS:
 11 Thank you, Ben. As Mr. Brookwell mentioned, my
 12 name is Victoria Wicks. I'm one of the other
 13 lawyers at OKT, representing the Innu
 14 organizations today.

MR. WILLIAM ENGLISH,CROSS-EXAMINED BY MS. VICTORIA WICKS

- 18 Q. So thank you, Judge English, for your report. I
 19 just want to start off sort of quite broad. In
 20 the Executive Summary, you had mentioned
 21 travelling to Labrador to meet with various
 22 people who had been working in the child
 23 protection system, and also others who had been
 24 involved in the delivery of child protection.

Page 1

- 1 April 22, 2026 Formal Hearings Day 2
 2 (Video is played - William English)
 3 CATHERINE BOYDE, K.C.:
 4 I think my, say, cross will take probably as long
 5 as OKT's. I do have a few questions on a few of
 6 the points brought up by Judge English. But I
 7 don't think -- I might go an hour. But that's --
 8 you know. And also, there might be some
 9 duplication with what OKT plans to ask. So that
 10 could, of course, cut things down, as well. So I
 11 think if we went up to lunch with OKT -- let's
 12 say, I take another 45 minutes, we should
 13 certainly be able to do this this afternoon from
 14 our end.
 15 MICHAEL COLLINS:
 16 Federal Kathryn?
 17 KATHRYN HILL:
 18 Hi. It's Federal Kathryn. I think I'm going to
 19 go with that in all my matters going forward. I
 20 actually don't anticipate having any
 21 cross-examination questions. I'm going to speak
 22 to the rest of my team after today. And if
 23 there's anything that we do want to follow up on
 24 or clarify, then we reserve the right to ask that

Page 3

- 1 I'm just wondering if you could walk us
 2 through how you identified who you were going to
 3 speak to for the preparation of your report?
 4 WILLIAM ENGLISH:
 5 A. Yes. Thank you. I was -- I asked that question
 6 of the Inquiry organizers. And I was provided a
 7 list of people who -- and initially, it was a
 8 fairly long list of people who I might want to
 9 talk to, both in Happy Valley-Goose Bay, in
 10 Wabush, and in Sheshatshiu, and in Natuashish.
 11 And I did travel there for about 10 days for that
 12 purpose.
 13 I ended up talking to people in Wabush. And
 14 there was, primarily, Judge Trahey, who had a
 15 large part of the responsibility for matters in
 16 Goose Bay and Sheshatshiu. And I also, of
 17 course, went to Sheshatshiu. And I talked to
 18 people at IRTS. And also, to some of the people
 19 who travel to Natuashish from St. John's. Now,
 20 that I did in St. John's.
 21 While I was in Happy Valley-Goose Bay, I had
 22 occasion to speak to the Provincial Court judges
 23 briefly about some of this. And also, more
 24 intensively, to the Legal Aid lawyers who were

Page 4

1 dealing with the cases on a day-by-day basis.
 2 And there were a couple of those, both with long
 3 experience. I mean, they were individuals who
 4 had been there when I was there and before that.
 5 So they had long experience, in-depth experience
 6 in both communities and frequently involved with
 7 hearings.

8 So those were the principal people. The
 9 social workers in Natuashish or the individuals
 10 in Natuashish ultimately came down to the social
 11 workers who rotate in and out of the community on
 12 a regular basis. And I had a very good meeting
 13 with them here in St. John's because that's where
 14 they happened to be at that time. And we
 15 discussed, well, a wide range of things. And
 16 they were extremely helpful to me -- give me some
 17 insight.

18 Because, as I said, that was an innovation,
 19 the idea of having completely rotational social
 20 workers in one of the communities. That was an
 21 innovation since the time when I was there
 22 dealing with it regularly. And I wanted to know,
 23 you know, what their work involved and how they
 24 found it all and how they got accommodated and

Page 5

1 how they interacted with the court and all this
 2 kind of thing. So those were the -- those were
 3 the primary conversations, I guess.

4 VICTORIA WICKS:

5 Q. Okay. Great. That's quite helpful. Thank you.
 6 And I just wanted to clarify, were you able to
 7 speak to any staff at Innu organizations?

8 WILLIAM ENGLISH:

9 A. IRTS, yes.

10 VICTORIA WICKS:

11 Q. Great.

12 WILLIAM ENGLISH:

13 A. I spoke a couple of times with some of the staff
 14 there. Most of my conversations were with the
 15 supervisors. Because when I did go there on a
 16 couple of occasions, they were -- everybody else
 17 was busy doing other things. And I was told --
 18 and that, you know -- I could get an oversight by
 19 talking to the supervisors who dealt and had been
 20 dealing with this. Some of them with very, very
 21 long service in Labrador.

22 VICTORIA WICKS:

23 Q. Okay. Great. So I want to now shift over to the
 24 particular recommendations in your report. And

Page 6

1 I'll just kind of go in order.

2 WILLIAM ENGLISH:

3 A. Okay.

4 VICTORIA WICKS:

5 Q. So the first recommendation about expanding Legal
 6 Aid, you had described some difficulties that,
 7 you know, Innu parents have in accessing Legal
 8 Aid. And I think, also in your presentation this
 9 morning, noted your concern that there are some
 10 cases where Innu parents can be unrepresented or
 11 don't have a lawyer in these complex proceedings.

12 And I take it your view is that these parties
 13 should have legal representation. Have I
 14 characterized that all correctly?

15 WILLIAM ENGLISH:

16 A. Yes. Yes. Whatever the mechanism may be. And I
 17 was made aware of that, really, through those
 18 conversations. And it -- now, I think I'm
 19 dealing, you know -- I'm speaking here of this
 20 minority of cases. And I want to make that
 21 clear. I think that, in practice, the Legal Aid
 22 system and the way it works now does end up
 23 representing most individuals. But I was
 24 concerned about two groups -- well, perhaps,

Page 7

1 three.

2 I was concerned about the group of parents who
 3 have some income. And the example given to me in
 4 conversations was people who have employment
 5 insurance, for instance. They receive employment
 6 insurance. And when their child is removed from
 7 the -- from their care, they're basically -- if
 8 they have no other children, they're treated as
 9 single individuals. And often, they're living
 10 with family, so they don't have high living
 11 expenses themselves, you know. Someone else is
 12 helping them out.

13 I know from my long experience with Legal Aid
 14 and the way these things were evaluated that it's
 15 quite possible those parents would be designated
 16 as having excess income. Particularly if their
 17 employment insurance income is not at the lowest
 18 amount. If it's at the lowest amount, probably
 19 not.

20 But if they had good work, well-paying work,
 21 and now, their on employment insurance, and that
 22 covers a fair number of people in the Innu
 23 communities. Because there is -- more than there
 24 used to be in years gone by. There's lots of

Page 8

1 people working whenever the work is available to
2 them. And it might be reasonable -- reasonably
3 paid work.

4 So I was concerned about that group. Because
5 I know that eligibility in those circumstances
6 depends on income versus expenses. And that
7 evaluation is done by Legal Aid. So I had reason
8 to believe that there might be some people who
9 fall through the cracks that way.

10 The second group I was concerned about -- and
11 again, this is based on my own experiences.
12 Because I lived with all this in practice. And
13 then I saw it happening in front of me as a
14 judge. There are some people who do not do well
15 as clients. They have their own problems. They
16 may be, you know, addiction issues. They may be
17 mental health issues. They may be all kinds of
18 issues.

19 They do not communicate well. They do not
20 keep in touch, you know. You know, that's the
21 nature of many people who are in court for all
22 reasons. And so from a Legal Aid lawyer's point
23 of view, they do their absolute best to represent
24 those people and to stay on the case.

Page 9

1 But I realize there are certain instances
2 where, for instance, that person doesn't want
3 them anymore on the case. And yet, they're the
4 -- they are the lawyer who, you know, would
5 normally do that work, or the lawyer has, for
6 some reason, had to withdraw. And then the
7 person ends up unrepresented. So I was concerned
8 about that group. Because I know that will
9 happen on occasion.

10 And then the third group is -- it could be a
11 subset or an overlap. It's the parent who is
12 struggling to maintain the ability to
13 participate. And often, those are -- more often
14 in my experience, they are the women. Often, the
15 men opt not to participate, the fathers of many
16 of the children. They -- or they're reluctant to
17 it. And they come into it, and they go. They
18 come and go, you know. They don't...

19 But the mothers always have a direct interest.
20 But if they are struggling, generally, in their
21 own lives -- and then, of course, on top of that,
22 there's a removal of their child, they often have
23 a very hard time responding to the lawyers,
24 participating, applying, just following through.

Page 10

1 And then, of course, if they -- and I have
2 seen this happen more than a few times. If they
3 -- they're entitled to disclosure. And so
4 they're not represented at that point, and they
5 get disclosure themselves. They can't -- they
6 cannot handle it. They cannot handle reading it.
7 It's often confusing, often redacted. It's
8 technical language. There's all kinds of
9 abbreviations. I mean, it's social workers
10 talking to their file and to one another, of
11 course, you know.

12 And so it's extremely difficult. And I've
13 often -- I made the comment, which came from a
14 senior person on the Innu side. I made the
15 comment that the overwhelming response that that
16 person gets from parents is "I feel alone," even
17 when they have a lawyer, and "I feel totally
18 isolated. I feel like nobody's helping me."

19 Now, that's a perception sometimes. Sometimes
20 it's the reality. But it's often a perception.
21 And this is a reflection of the difficulty
22 they're having taking part.

23 So there's those three groups. I mean, I
24 could, you know, go on more. But those are

Page 11

1 groups where, if they fall through the cracks,
2 Legal Aid has done everything they can for them,
3 but they're still before the court with no
4 lawyer. I'm concerned about that minority of
5 people.

6 Supposing, of those 120 children that I
7 referred to earlier, that was 10. That's 10
8 parents or 10 sets of parents, depending on the
9 situation. Right? Ten parents who might have to
10 go before the court for a hearing or for a
11 presentation hearing, whatever, complicated as
12 they are with all the jargon and the disclosure
13 and the technical language, and have to survive
14 that process. I think that's extremely
15 difficult.

16 And I -- so I talked about the question of
17 State-funded counsel. Because it comes out in
18 the Supreme Court of Canada cases, in the New
19 Brunswick cases. It's clearly available. It's
20 clearly available if the Charter applies.

21 But there is no system. There is no fund.
22 There's -- and if there was a fund, it would be
23 probably within government, not within the
24 communities. So that you'd have to have -- well,

Page 12

1 a number of things would have to happen. Someone
2 would have to apply to the court to appoint
3 State-funded counsel.

4 Now, in the criminal context, when that
5 happens in Labrador, at least my experience was,
6 the person have been rejected for Legal Aid. But
7 when they're going forward to their trial, the
8 judge would say they need counsel. They
9 definitely need counsel for this. And they would
10 order the counsel to be appointed. It would be a
11 Legal Aid lawyer. So Legal Aid became the
12 residual or default provision of counsel, even if
13 the person didn't qualify.

14 And that could happen, too, in the child
15 protection cases. In effect, the court would be
16 providing counsel to assist the person the best
17 way they can, either as full counsel or as, what
18 we used to call amicus curiae, a friend of the
19 court, whatever. The point is, you do not want
20 the person there alone without the access to
21 legal advice.

22 So I will be quick to -- straight with you
23 because it was made straight with me. That from
24 the Legal Aid point of view, this is a very small

Page 13

1 number of people. But the problem is that when a
2 person stops participating -- like, when a parent
3 stops showing up and is not in touch with the
4 Legal Aid office, you don't know whether, if they
5 had counsel, they would show up.

6 And of course, there's nobody there to apply
7 for the State-funded counsel. There's no one
8 there to set out their financial circumstances,
9 their personal circumstances. So we don't have a
10 system for that.

11 Now whatever system you set up, people may
12 still want legal advice, even if it didn't
13 involve the courts directly. And so we need to
14 always keep in mind that there are people who
15 will, through no fault of their own, fall through
16 those cracks.

17 And courts are very conscious of this in the
18 criminal cases. There's a mighty struggle that
19 goes on in criminal cases of any significance to
20 get the person to have a lawyer for all kinds of
21 reasons that you fully understand. But -- and
22 there isn't, certainly, an effort made in the
23 child protection cases.

24 But what happens when the person simply kind

Page 14

1 of gives up? Backs off, gives up? And I was,
2 you know -- I won't identify by whom. But I was
3 told of instances like that that people working
4 in the system were concerned about. That the
5 person had sort of emotionally given up -- well,
6 practically given up on the court case, and yet
7 had something to say. Something that should be
8 before the court but wasn't going to be. So
9 those -- that's the scope of it.

10 VICTORIA WICKS:

11 Q. Thank you. That was a very comprehensive answer,
12 and answered a few of my next questions. So I
13 appreciate that.

14 WILLIAM ENGLISH:

15 A. Okay.

16 VICTORIA WICKS:

17 Q. And so I understand, from your report, you've
18 identified sort of four possible options to
19 potentially address this gap. And I know you
20 know them. But just for the transcript, I'm
21 going to go over -

22 WILLIAM ENGLISH:

23 A. Yeah.

24

Page 15

1 VICTORIA WICKS:

2 Q. - the four of them.

3 So extending Legal Aid to allow for full
4 representation of all Innu parents in all child
5 protection cases.

6 Two, extend Legal Aid to cover advising and
7 assisting the parent on the application for
8 State-funded counsel.

9 Three, taking steps, including the application
10 to the appropriate court to compel the
11 responsible provincial authorities to establish
12 the funding mechanism to fill this gap.

13 Or four, establish a funding mechanism to be
14 administered to an Innu agency, such as IRTS, to
15 pay for new counsel once all Legal Aid options
16 have been exhausted.

17 Now, I'm just wondering if -- of the four
18 options, if you have a personal preference, or
19 you had some thoughts about why one might be
20 better than the other?

21 WILLIAM ENGLISH:

22 A. Yeah. Under the current system, the first one
23 would be the best. And I -- the reason is,
24 again, you've got this group of highly qualified,

Page 16

1 highly experienced available lawyers through
 2 Legal Aid and even a specialist office. And if
 3 they were available to all parents -- and now,
 4 there might be conflicts, so there'd be conflict
 5 counsel brought in. But if their services,
 6 through Legal Aid, were available to all parents,
 7 then that would give you ready, willing, and able
 8 lawyers.

9 When I worked with Legal Aid, there was a
 10 different system, which doesn't exist anymore.
 11 And that was, you could provide Legal Aid to
 12 parents who had some income. So in other words,
 13 they had some means. And maybe the means wasn't
 14 minimal. But it certainly wasn't enough to allow
 15 them to bring a lawyer to Labrador.

16 And Legal Aid would enter into an agreement
 17 with them. It's called a payment agreement. And
 18 the payment agreement meant that the parents
 19 would agree to pay a certain cost, a certain
 20 portion of the cost of the Legal Aid services.
 21 That was defined and there was a payment schedule
 22 put in place and so on.

23 And parents would sign that. It was very
 24 formal. And that way, Legal Aid went forward

Page 17

1 knowing they were going to get some reimbursement
 2 to the Legal Aid fund, which is a provincially
 3 managed fund.

4 Some time ago, after I was done with that and
 5 all that was abolished. And so you either
 6 qualified or you didn't qualify. There was no
 7 grey area of partial payment that was involved.

8 And so you don't have that option available
 9 anymore, although I don't know why it couldn't
 10 come back, frankly. Because I think many parents
 11 wouldn't feel badly about contributing to their
 12 representation if they had means. And that means
 13 can be assessed in the same way that their
 14 general means can be assessed. The Legal Aid has
 15 intake workers who do all those assessments, the
 16 financial assessments. And they're quite capable
 17 of it.

18 But anyway, the current method doesn't allow
 19 for that, so it's all or nothing. You're either
 20 in -- but that's the main reason why I've been
 21 concerned. The thing about the State-funded
 22 counsel, it's -- theoretically, it's a very good
 23 idea. And the Supreme Court has approved it, and
 24 other courts have approved it as an option.

Page 18

1 In fact, in the New Brunswick case, they
 2 mandated it. They mandated that there be some
 3 system. And I think what happened after is that
 4 New Brunswick Legal Aid started doing those cases
 5 that they weren't doing before. And that's how
 6 they handled it, you know, using their existing
 7 people.

8 But the State-funded counsel, it doesn't give
 9 you -- it won't necessarily give you experienced,
 10 knowledgeable people about the communities. And
 11 that's my only concern. You can pick a lawyer in
 12 St. John's or Corner Brook and say, "You're
 13 willing to do it. Thank you very much. You're
 14 the State-funded counsel." But they go to
 15 Labrador, and they start from scratch, unless
 16 they're doing a lot of that work.

17 So that's my main concern. Because they're
 18 ready. They're willing. But do they have the
 19 local knowledge, the cultural knowledge, you
 20 know, to do the work right? So theoretically,
 21 it's a great solution. But the best solution and
 22 the cleanest solution is for Legal Aid.

23 As I said, in the criminal context, this is
 24 what happens. When the judge makes a formal

Page 19

1 order under the Criminal Code for appointment of
 2 counsel, it goes straight to the Legal Aid
 3 office. And the local person -- one of the local
 4 lawyers takes it on. So they're the default
 5 provider anyway.

6 Now, the reasons why they don't do it, of
 7 course, as you know, there are federal-provincial
 8 Legal Aid agreements. And they define, pretty
 9 succinctly and in great detail, exactly who
 10 can -- who the Legal Aid fund can be used for.

11 But civil Legal Aid's totally provincial in
 12 Newfoundland. And you know, family, in
 13 particular, is totally provincial. So all of the
 14 funding, all of the cost is from the Province.
 15 So that's a, you know -- that's a burden on the
 16 Province, no doubt. There is no -- unless
 17 there's federal money coming in through other
 18 programs that I'm not aware of, there's no
 19 federal money that comes into that.

20 So one possibility - and I didn't go into it
 21 in general because it's not directly related - is
 22 that there could be a federal component for
 23 Indigenous people for child protection matters.
 24 Because that's where the federal interest hits

Page 20

1 most solidly. The federal component to the Legal
2 Aid fund -- which is specifically to augment what
3 Legal Aid can provide, what the Province can
4 provide.

5 I mean, we are the poorest province in the
6 country. Fiscally, we're in not a great
7 situation. Everybody knows that. So any fund
8 augmentation from a special program or from other
9 funding would make a big difference.

10 Because you're not talking about a large
11 number of cases here, you know. You're talking
12 about, I would estimate, maybe 10. And that's
13 just a guess, really, per year, would fall into
14 that. So it wouldn't be terribly expensive.

15 And if you use the existing people, well,
16 they're salaried workers. Because now, all of
17 our Legal Aid lawyers in Newfoundland, unlike
18 other provinces, are employees, staff solicitors.
19 And so they -- they're paid by salary anyway. So
20 it's just a question of they may have to bring in
21 other people from other places from time to time,
22 which does involve some expense.

23 So I think that number one would be my first
24 choice. I have tremendous respect -- not just

Page 21

1 because I dealt with it, but because I saw it for
2 40 years. I have tremendous respect for the work
3 that Legal Aid does and the lawyers do,
4 particularly in Labrador. And the fact that some
5 people have been doing it now for well over a
6 decade, doing the same work, makes them -- brings
7 them up even in my estimation.

8 VICTORIA WICKS:

9 Q. Thank you. That is very helpful. I wanted to
10 move specifically to the option three, which is
11 the taking steps, including an application to the
12 appropriate court to compel the Province.

13 I just want to clarify, if you can help me
14 understand. Am I correct in understanding this
15 option is suggesting, like, a potential lawsuit
16 against the Province?

17 WILLIAM ENGLISH:

18 A. Well, it's -- and I can't remember the name of
19 the New Brunswick case. But it's similar to what
20 happened in the New Brunswick case. Because the
21 parent -- New Brunswick, at that time,
22 specifically did not cover child protection
23 matters through its Legal Aid system. Because,
24 as I said, in most provinces, that is totally

Page 22

1 funded by the Province. So the Province has an
2 interest in that. And they determined they
3 didn't want it covered.

4 So when this person went to court, they made
5 an application. And they -- of course, the
6 application, in effect, was, I guess, the
7 government and Legal Aid. For an order from the
8 court using Charter principles that -- it was
9 required.

10 And yes. So it is a lawsuit. That's the kind
11 of thing I'm thinking about.

12 Now, that application could be made, arguably,
13 to either Provincial Court or Supreme Court, you
14 know. For instance, in -- many of our child
15 protection matters and other parts of the
16 province are heard by the Supreme Court. And the
17 Supreme Court can certainly make that order if
18 they feel the merits -- the application is
19 properly made and so on.

20 So yes. That's -- that is -- it could be an
21 application made through a court in the context
22 of an ongoing child protection proceeding. If
23 there's counsel, say, for the parents, and they
24 feel for some reason, Legal Aid's put

Page 23

1 limitations. One of the things I used to run
2 into as Legal Aid counsel -- I'll give you this
3 example now. It's just an analogy.

4 As Legal Aid counsel on serious criminal
5 charges, we would often need to hire experts.
6 And under the Legal Aid rubric in every province,
7 you have to make a special application with Legal
8 Aid to get authorization for the cost. Because
9 in the criminal context, that could be many
10 thousands of dollars. And so we would do that.
11 But then they would make -- they would put a
12 limit on it. Right? And then you'd get into the
13 case, and then you'd realize that that limit
14 undercut, you know. It went well under what the
15 cost was going to be for various reasons. And
16 then you'd have to go back.

17 Well, if you would reach -- I didn't. I
18 always got that worked out. But if you reached a
19 point where you needed an expert or you needed
20 help, maybe even co-counsel, who knows? During
21 your proceeding, first -- and that could happen
22 in a child protection proceeding. Legal Aid may
23 not authorize it.

24 However, you can make an application to the

Page 24

1 court, saying that this -- and laying out your --
2 it had to be a serious application, laying out
3 your reasons, asking the court to make an order
4 that this expert be retained, and that the cost
5 of it be borne by somebody, either through Legal
6 Aid fund or by the Province. Because, of course,
7 the Province is the other party, through the
8 Manager, to these proceedings.

9 So it's that kind of application. That
10 application where there's counsel can be made.
11 Now, as far as I know -- I did ask a number of
12 people. There hasn't been such an application
13 made in this province. And that may be because
14 most people are being taken care of through the
15 Legal Aid system and taken care of well. But I
16 am concerned about the ones who aren't.

17 And so I can see it being made -- for
18 instance, you can make it to Provincial Court.
19 The Provincial Court judge then refuses it, you
20 know, on the merits, you can take an appeal on
21 that issue to a higher court, to the Supreme
22 Court, and of course, the Court of Appeal and so
23 on, on that very issue. Because that very issue
24 may be essential to having a fair trial.

Page 25

1 So that hasn't been done. It may never have
2 to be done. But it's all theoretically possible.
3 And in an appropriate case, finding someone to
4 argue it -- now, the way to do it is -- and I
5 would even argue, actually, that I can conceive
6 the case where the Manager, Manager's lawyer,
7 Manager's counsel might look at a case and say,
8 "Okay. I'm here to represent the Manager. This
9 person doesn't have counsel for whatever reason.
10 I don't think it's going to be a fair process.
11 It's going to be a process that might be
12 challenged later if this person doesn't have
13 counsel."

14 The Manager can certainly make such an
15 application that counsel be appointed for the
16 parent. And the parent then -- then, at least,
17 you'd have some more assurance of a fair process.
18 Right? When that counsel's appointed, then
19 they'll decide what needs to be done.

20 So again, this is, perhaps, a niche area. But
21 I always think of minority interests being the
22 easiest ones to forget. And so if this is one,
23 two, three, four, five people a year, the whole
24 community knows about this. And they see this

Page 26

1 person not going to court or going to court by
2 themselves, coming back, you know, despairing and
3 whatever they're going through. And they say,
4 "What is this process?" I understand why they
5 would say that, you know.

6 So again, out of respect for the community and
7 the individuals involved, I think we need to have
8 some kind of recourse, where a person falls
9 through those cracks. And we'll see if that ever
10 becomes real.

11 Now, if you go outside -- if you go outside to
12 a system which is -- does not involve the
13 Provincial Court, you're probably still going to
14 need access to lawyers. So the same issues,
15 theoretically, could come up. Whether the
16 adjudicator or the court, whatever the tribunal
17 is that would be deciding on the difficult cases,
18 will have the power to appoint counsel.

19 This is an important point, you know.
20 Because, again, those cracks can occur in any
21 setting, any tribunal, no matter how local it is
22 or how governmental it is. And I would like to
23 see the tribunal have the power to do the same
24 thing that any judge would have, as well. And

Page 27

1 when you're constructing the system, this could
2 be considered.

3 VICTORIA WICKS:

4 Q. Thank you. In terms of the obstacles to this
5 problem, in your view, is funding the main issue,
6 or are there other obstacles to access?

7 WILLIAM ENGLISH:

8 A. That's a really good question. Funding's always
9 an issue in justice. It never has not been an
10 issue. So we'll leave that where it lies.

11 But at the same time, a lot of it is cultural
12 -- what I will call community burden, cultural
13 burden. What I mean by that is that you're
14 dealing with, as I described earlier, a young --
15 a group of young, Indigenous, perhaps
16 undereducated parents with a lot of burdens,
17 personal and otherwise, economic, and so on. A
18 group that comes out of probably very low-income
19 community and a low-income portion of that
20 community.

21 And their ability to function in the legal
22 context is impaired anyway. So the need is
23 greater. And the interest that they have -- the
24 interest in their children is even greater, you

Page 28

1 know.
 2 You know, like, we don't have capital
 3 punishment in Canada. And I always thought that
 4 in the family law context, the equivalent is the
 5 permanent removal of children. You cannot do
 6 anything worse to a person, you know, in our
 7 society, than take the children away permanently.
 8 And yet, that's what the system potentially could
 9 result in. And there may be excellent reasons
 10 for it, but, you know, it's a very high-stake
 11 game.

12 And so I've always thought that the burden and
 13 the onus that lies on the parents there to try to
 14 keep up with what's happening, to try to
 15 understand it, and to try to participate in it is
 16 much, much greater than it is in the criminal law
 17 context. And we worry about it all the time in
 18 the criminal law context, you know. Is this
 19 person adequately represented, et cetera, et
 20 cetera? Do they understand what's happening?

21 But in the child protection context, this --
 22 the case can be made even more strongly for
 23 ensuring that a person has ready, willing, and
 24 able counsel. And so that was my concern.

Page 29

1 And I mean, I have interacted with parents in
 2 that situation in all the Indigenous communities
 3 in Labrador. And they all struggle to
 4 understand. And that's if they don't have
 5 overwhelming personal issues, you know. They
 6 struggle to understand how this could happen.

7 Could -- and this is even more true, of
 8 course, as you know, in the Innu context.
 9 Because the Innu, from my familiarity with what
 10 I've heard in court and from Elders and what I've
 11 read, for many, many years, the Innu took care of
 12 all their family issues, difficult as they might
 13 be, themselves.

14 They might have got a little bit of help from
 15 this one and that one. And maybe if the churches
 16 would help occasionally; maybe they wouldn't.
 17 But their provision of food and care and safety
 18 was always in their own hands.

19 If you read -- I'm sure you have. If you read
 20 -- and I have this book here now. One second.
 21 Excuse me.

22 Excuse me. Yeah. George Gregoire's book,
 23 *Walk With My Shadow*. Now, of course, I know
 24 George Gregoire, well, because he always was

Page 30

1 there to speak to the court and help the court in
 2 Natuashish. So I know him. But it's a wonderful
 3 book.

4 And what he talks about is the terrible onus
 5 that often rests on people in the Innu
 6 communities, you know, of dealing with the social
 7 issues around them and the family issues and the
 8 trauma and so on. And yet, at the same time,
 9 being responsible for their own children. And
 10 George is very graphic in this book about how he
 11 struggled with that and some of his thoughts
 12 about it. And he's very candid about it.

13 But I think it just goes to show -- and he's
 14 one of the most intelligent man I ever met in
 15 Labrador, and one of the most resourceful and one
 16 of the most forceful if he wants to be. George
 17 is not a shy man.

18 But I give that example because he struggled
 19 with that responsibility. And there's no
 20 reference to child protection matters. None.

21 So all I'm saying is that I'm well aware that
 22 Innu have done everything they can for centuries
 23 and -- to take care of their families. And all
 24 of a sudden, in the child protection context,

Page 31

1 you're presented with a situation where, not only
 2 do you not have the care of your children, but
 3 you're told you may not have them. And here are
 4 the many, many reasons why.

5 And I think that that is -- that hits home
 6 with an Innu parent in a way. As bad as it is
 7 for all parents in that context, you know, to
 8 cope with, it's much worse for the Innu.

9 And I compared them to the Inuit. And the
 10 Inuit always had the protection and oversight of
 11 Moravian culture. And for -- since 1771 in
 12 Labrador. And so their communities were
 13 organized by an outside group who did not come
 14 from their culture. Whereas the Innu were
 15 resourceful, self-sufficient.

16 And so that's the reason why everything in the
 17 Innu communities around child protection, I
 18 think, to me has always seemed escalated. It's
 19 always been more intense. And I, you know -- I'm
 20 speaking from my own observations in my dealings
 21 with people.

22 But I think we have to remember that we're
 23 dealing with a people who are struggling to be in
 24 the modern age. And yet, at the same time, only

Page 32

1 a few generations back, they were expected to be
2 totally self-reliant for everything, every day.
3 And that -- that's like the yin and yang of being
4 Innu in Labrador, from my observation from the
5 outside, how difficult that is for them, when
6 they get there and they're sitting in front of
7 the judge, and they trying to figure out what's
8 going on.

9 So they need all the help they can get. They
10 deserve all the help they can get. Their
11 children deserve it.

12 Because I used to say this to parents. It's
13 self-evident under our child protection law. But
14 when they're 16 or 17, they're on your doorstep.
15 And the same parents that couldn't take care of
16 them at 12, now must help them at 17. And so you
17 cannot destroy the parents. You cannot allow a
18 process that doesn't support the parents.

19 And that -- that's -- was one of my main
20 concerns as we were watching it occur, is that
21 they need support. Even if it goes a way they
22 don't want it to go, they need that support.

23 VICTORIA WICKS:

24 Q. Thank you. I think I -- I definitely appreciate,

Page 33

1 and I hope the Inquiry does, as well, the
2 repeated sort of emphasis that you put on the
3 broader context to understand the issues that are
4 arising in the legal system. I think it's very
5 helpful to understand that context and constantly
6 be reminded of that.

7 I'd like to move to recommendation two now -

8 WILLIAM ENGLISH:

9 A. Yeah.

10 VICTORIA WICKS:

11 Q. Which is about the need for a thorough review of
12 child protection hearing timelines and
13 potentially consider other timelines. I think
14 you've covered quite a lot of this issue in your
15 report and the presentation, as well.

16 But I wanted to just focus in on -- you made a
17 specific, I think, comment in your report that
18 there used to be sort of much longer delays that
19 were common in the court system. But this has
20 improved substantially over the last decade?

21 And I'm wondering if you can just speak a
22 little bit more about the delays that have been
23 eliminated. What type of delays are those ones
24 that you see having been eliminated?

Page 34

1 WILLIAM ENGLISH:

2 A. Yes. Thank you. That's a great question.

3 One of the big delays that we had, when I was
4 both counsel and on the bench, was disclosure.
5 You had a system where, before you really made
6 any progress, you know -- you had the
7 application, of course. The application can be
8 quite detailed, you know. But it never gives you
9 the direct flavour of the incidents that are
10 concerning. And so disclosure does that.

11 And it would take months and months and months
12 and months. Sometimes six months. And
13 disclosure would not even be begun. And I have
14 to say, I banged my head. Damage was done, I
15 suspect. I banged my head many times, you know,
16 metaphorically, trying to figure a way to get it
17 done.

18 But the reason was bureaucratic. The reason
19 was that it was expected to be done locally,
20 first. And there was never any staff to do it.
21 Because it meant transcribing enormous amounts of
22 material and copying material and redacting
23 material and so on.

24 And so the resources were never there in

Page 35

1 Labrador. Everybody was way too busy. And so we
2 had to -- we put up with it. I mean, we didn't
3 like it. But often, you could count many months
4 before you even got to a position where a lawyer
5 was fully informed or could sit down with their
6 client.

7 So my understanding, from talking to the Legal
8 Aid lawyers in particular, is that disclosure --
9 and I said it in my report, has now been
10 centralized. And to that extent,
11 professionalized. And it does mean shipping
12 around files. And electronic files are more
13 easily shipped around than physical ones. And of
14 course, now, the files are mostly electronic, as
15 you know.

16 So all of that -- but they were physical files
17 when I started out on the bench. And they were,
18 you know -- just getting them somewhere was
19 difficult. So that big source of delay has
20 largely gone.

21 But of course, disclosure is an ongoing
22 responsibility. And the case has to stop because
23 the children are still in care. Social workers
24 are still doing their work. Reports are still

Page 36

1 being written. They need to be disclosed and so
 2 on.
 3 But once the bulk of the historical disclosure
 4 has been done, then the lawyer has a pretty good
 5 idea. And can inform their parent client of what
 6 the details are and what you need to respond
 7 to -- first of all, understand. And then respond
 8 to either by, you know, agreeing or qualifying or
 9 mitigating, whatever it is. So that was one big
 10 delay.
 11 The other delay that we had was conflict
 12 counsel. Now, I think you saw in my report, I
 13 went into the fact that I was part of the
 14 original protocol -- devising the original
 15 protocol for Legal Aid as to providing conflict
 16 counsel. Because all Legal Aid lawyers are
 17 employed by the government, they all work under
 18 the one roof, really, even though they're
 19 geographically separated, there can -- there was
 20 a concern about conflicts, when there's, say, two
 21 parents involved, or two parties involved either
 22 in the civil -- or either in the criminal or
 23 family context. And who would you -- how would
 24 you arrange that? Well -- anyway, that was all

Page 37

1 -- that was all put to paper. And a protocol was
 2 put in place.
 3 But what we found in Labrador is that almost
 4 all of the conflict counsel, in most of my years
 5 there, came from outside. St. John's, Corner
 6 Brook, Grand Falls, wherever, you know --
 7 wherever they could. Because the demand was so
 8 high. We had so many cases, particularly in the
 9 child protection context in those years.
 10 And it would take months. You would often get
 11 a name, you know, fairly early on, like a month
 12 in, you know. So and so is conflict counsel for
 13 the father. Because the mother already has
 14 counsel. And -- but then no involvement.
 15 So you come back the next month and the month
 16 after and ask the -- I did, anyway, ask the
 17 parents, "Have you spoken to your lawyer?"
 18 And the answer was, "So I don't know who my
 19 lawyer is."
 20 And I said, "Well, I've got a note here from
 21 two months ago, it was so and so."
 22 "No. I don't know where my lawyer is. And I
 23 haven't spoken to my lawyer."
 24 And so the provision of conflict counsel meant

Page 38

1 that the party -- the parent who had a lawyer was
 2 slowed down by the parent who didn't. And both
 3 parents were affected by it. Because disclosure
 4 hadn't been sent out. They were waiting for the
 5 lawyer. They were told there was a lawyer.
 6 Their request had to come.
 7 But that lawyer was busy. That lawyer might
 8 be on three criminal trials. They might be doing
 9 three murder trials in three months. And they
 10 are now the lawyer on the child protection
 11 matter.
 12 So however, I understand -- again,
 13 conversation with the Legal Aid lawyers and
 14 officials. Because I did talk to the officials
 15 in St. John's, as well as the lawyers in
 16 Labrador, that they've now expedited that.
 17 And certainly, at the early stages, they
 18 provide counsel to both parties. And if there's
 19 any appearance of conflict at all, they provide
 20 two lawyers, one to each of the parents. And
 21 they're there for the presentation hearing, which
 22 is really important. After that, of course, then
 23 they have to go through the formal process. So
 24 we've avoided some of that delay, as well.

Page 39

1 It can come up. Because a conflict can become
 2 evident, as you know, somewhere in the
 3 proceeding. You can be six months into it. And
 4 all of a sudden, there's a conflict for the
 5 lawyers or a -- the common one that came up is
 6 that the parents were together as a couple at the
 7 beginning. But then, as matters went on, they
 8 were no longer a couple. And so all of a sudden,
 9 their interests are quite different. And
 10 their -- what they want is quite different. And
 11 then you'd need a separate counsel for them.
 12 But my understanding is that Legal Aid now
 13 responds to this fairly well. Because they've
 14 got the special office in Goose Bay, which is
 15 separated, the conflict office. But they've got
 16 the other lawyers there, who can participate and
 17 represent another party in Labrador. So they
 18 know the Labrador. They know the communities.
 19 They might even know the individual. It works
 20 much better. So, we've avoided that. And those
 21 were huge, huge elements in delay.
 22 But as I said, at the end of my presentation,
 23 circuit courts are fragile. And when, for
 24 whatever reason, the ability to go to the

Page 40

1 community and deal with these matters disappears
2 for a month or a year, all of a sudden, you're
3 making -- you were making great progress, and
4 you're not making great progress anymore, because
5 you can never -- you can never get that hearing
6 that you need, you know, that issue that comes
7 up.
8 For instance, one of the issues that used to
9 come up and was frequently raised is, while the
10 proceeding is going on, the parents want either
11 more or some or better access to their children.
12 So the children are somewhere else being cared
13 for, but parents want to see the children. And
14 they're trying to negotiate that with the social
15 workers, but they can't. And even though
16 Provincial Court judges were -- are very
17 reluctant to get into that, because they realize
18 there's all kinds of factors that they can't
19 control, it will come up a lot. And a judge
20 would have to at least speak to it, you know,
21 once the issue was raised, would have to address
22 it, if not make a court order, or at least try to
23 urge the parties to work something out, because
24 it seemed to be sensible.

Page 41

1 I found that that was often very difficult if
2 the parent didn't have a lawyer, because they
3 would have to speak to the court to explain their
4 personal circumstances and, you know, what kind
5 of contact they wanted. And that was often
6 extremely difficult, and not always for
7 linguistic reasons. So at that point, you
8 really, really missed having the other lawyer
9 there to help the person, because maybe they were
10 motivated this month, you know, because they had
11 time, free time, or they had money or whatever.
12 And then the next time they come back, their
13 circumstances have changed, they're not so
14 motivated, they're not asking, they've missed the
15 opportunity, you know, and you realize that you
16 have to grab these opportunities as they occur.
17 So the absence of counsel will slow it down,
18 but the absence of going to -- and I'm thinking
19 particularly of Natuashish here, the absence of
20 going to the communities and trying to deal with
21 these things over the telephone, that -- it's
22 very difficult to have people heard. And there
23 must be tremendous frustration within the
24 parents. I've heard some of it, but you know,

Page 42

1 they're incredibly polite.
2 I will tell you, the parents put up with
3 things, they listen to things that would be very
4 hard to listen to, but the degree of politeness
5 in these proceedings, and I dealt with this for
6 so long, but even the 14 years I was hearing them
7 all the time, I don't think I had anyone ever
8 talk out of turn. Sometimes I wanted them to
9 talk more, but they didn't. But there were
10 frustrations they kept within themselves, and
11 they carried on as best they could.
12 So yeah, it's very important to go to the
13 communities and to have the lawyers there for any
14 kind of a hearing anyway. If you're getting into
15 -- you know, if you're getting to merits and
16 evidence and long submissions and all that kind
17 of thing, you need to be there.
18 VICTORIA WICKS:
19 Thank you. I feel you have a great ability to
20 anticipate what my next question is and answer it
21 as you go, so that is very helpful.
22 WILLIAM ENGLISH:
23 Okay.
24

Page 43

1 VICTORIA WICKS:
2 I appreciate that.
3
4 (Video stops)
5
6 KELSIE LOCKYER:
7 All right. Everybody, thank you for your
8 attention to that video this morning. We will
9 now have a quick five-minute break. So we'll
10 start just before 10:00 with the next video, and
11 that will be the final of Bill English's
12 testimony. That one will be two hours. So we'll
13 have a quick five-minute break now, and then come
14 back for a longer video.
15 COMMISSIONER IGLOLIORTE:
16 Good.
17
18 (Off the Record)
19
20 KELSIE LOCKYER:
21 All right. Welcome back, everybody. We are now
22 going to resume with the final video of Retired
23 Judge Bill English's testimony.
24 As I said before, this one is two hours, so

Page 44

1 we'll do the two-hour video now, and after which
 2 time I expect we'll take our lunch break. So
 3 enjoy the final bit.
 4 VICTORIA WICKS:
 5 Great. Thank you.
 6 WILLIAM ENGLISH:
 7 We're all good.
 8
 9 (Video is played - William English)
 10
 11 MICHAEL COLLINS:
 12 We're all good to resume?
 13 WILLIAM ENGLISH:
 14 Whenever you're ready.
 15 VICTORIA WICKS:
 16 Q. Okay. So if we can move to your third
 17 recommendation, which I understand is to improve
 18 and professionalize Innu interpretation services.
 19 I take it from your report and presentation
 20 this morning that you see some gaps in the
 21 support and training for interpreters. So in
 22 particular, the inability to trade off with other
 23 interpreters, the absence of mental health
 24 supports, and perhaps room for improvement in

Page 45

1 terms of compensation for the interpreters.
 2 So I just wanted to confirm that those are
 3 elements that you see needing to be addressed and
 4 wondering if there are any sort of other supports
 5 that you might recommend for interpreters.
 6 WILLIAM ENGLISH:
 7 A. Yes, thank you. That's a very important
 8 question.
 9 The way the current system -- justice system
 10 works in Labrador, interpreters are needed for a
 11 lot of different purposes. And obviously, we're
 12 not talking about the criminal caseload, but
 13 that's an enormous demand right there. But the
 14 family law side of it is equally urgent. And the
 15 lack of training, I think, is the other aspect,
 16 the lack of initial training. Although we have
 17 very experienced people there, they tend to be
 18 older. If I look at the average of the age --
 19 age of the ones that I know about now, they're in
 20 their 40s and 50s and 60s, and maybe even older.
 21 So you can foresee a time when you will need -
 22 well, we need it now - younger people coming up,
 23 people who maybe look at this as a career
 24 opportunity. Because whatever they learn -- the

Page 46

1 way it works in Labrador now, whatever they learn
 2 as interpreters for one area spills over to their
 3 advantage and the community's advantage to
 4 another area.
 5 So I see this as a somewhat larger problem,
 6 really, in the effort to preserve the language
 7 and continue to preserve the language there has
 8 to be a move within the entire community. And I
 9 would like to see it led, obviously, by the
 10 people who lead the communities to recruit and
 11 train these people as professionals.
 12 I mean, I think the room is there for it. I
 13 don't know much about the dealings between the
 14 Innu and the provincial government, but I would
 15 think both translators and interpreters could be
 16 very, very, very important there. And I'm sure
 17 they are, and they will provide as much as they
 18 can. But this is a big issue. And the family
 19 protection cases, child protection cases, are
 20 just one example. And as I said earlier, perhaps
 21 the most difficult area in which to recruit and
 22 keep people.
 23 So I would like to see, I recommend, I think,
 24 a pilot project. And I thought, since this is a

Page 47

1 niche area where you don't need ten interpreters
 2 for each community, you may need two trained and
 3 qualified or three trained and qualified
 4 interpreters. This might be an area where the
 5 communities could start experimenting with proper
 6 training and recruitment and all that. And yes,
 7 compensation is definitely a part of it,
 8 including very, very important to have time off.
 9 Some of the people who acted as interpreters for
 10 us over the years, I said they were brave.
 11 They're more than brave, because some of them had
 12 their own personal issues. And they were dealing
 13 with those while they were also trying to be of
 14 assistance to the court, you know, when the court
 15 needed them. And it wasn't easy to balance. So,
 16 yeah, I think that this is really important.
 17 And now, if you had a completely
 18 Innu-controlled child protection hearing system
 19 and service system, then, of course, the need for
 20 interpreters would be reduced, and the expense of
 21 it. Because within that system, everybody who
 22 functions would come from the community or be
 23 sufficiently attached to the community that
 24 language would not be the barrier that it is now.

Page 48

1 Language is a barrier, because the people like
 2 myself and others don't have the language. But
 3 if you carve out or create a system where that
 4 becomes secondary, then the only reason you need
 5 those people is perhaps to, you know, convey
 6 information to others outside who need to have
 7 that information about the system. So that's
 8 another advantage of having a completely
 9 Innu-created, derived, and operated system is
 10 that this burden would disappear.

11 Now, mind you, you still need it over there
 12 for the criminal cases, because they're probably
 13 staying where they are. And so, it's still an
 14 issue for the community.

15 VICTORIA WICKS:

16 Q. And in your answer and in your report, of course,
 17 you mentioned this pilot project. You've just
 18 noted that you'd like to see it Innu-run. I know
 19 in the report, you suggested specifically -- you
 20 had suggested IRTS, I believe, to run the pilot
 21 project.

22 Do you have a strong view on IRTS doing it
 23 versus having maybe just the two First Nations do
 24 it? Or was your observation more general, more

Page 49

1 that it would just be preferable to have an Innu
 2 organization lead it?

3 WILLIAM ENGLISH:

4 A. Yeah, I think that's the first thing. An Innu
 5 organization, you could create -- you could
 6 create one whose responsibility is
 7 interpretation. You notice that it's buried in
 8 one of my footnotes I mentioned way back in the
 9 '70s, that there was a training program for Innu
 10 and Inuit Indigenous court workers. And that
 11 came out of the grant program. And it was around
 12 for at least five or six years. It was an
 13 example of how you can set up a local agency,
 14 which provides an absolutely essential service,
 15 but have it run, you know, by professionals or by
 16 people who are able to deal with the needs of
 17 that program, but accountable to the community.
 18 And I think that that's the model I'm talking
 19 about.

20 And how you would do it is debatable, but I'm
 21 sure it can be done. And you don't need a huge
 22 enterprise, but you need a focused, a focused
 23 enterprise, you know.
 24

Page 50

1 VICTORIA WICKS:

2 Q. And I believe your comment about the 2007 program
 3 was that, you know, a sort of longer term
 4 sustainable approach would be necessary moving
 5 forward.

6 What would you -- what are the things that you
 7 see are necessary to make sure that any sort of
 8 pilot program, if successful, is sustainable in
 9 the long term?

10 WILLIAM ENGLISH:

11 A. Yeah, that's a very good question. I think it
 12 would lead to have a term of operation at least
 13 five years. I would start with five years
 14 because you really can't do training and
 15 recruitment and then a little bit of operations
 16 in less than that.

17 A lot of the spade work was done in 2007. I
 18 mean, the way that that was done was good. The
 19 only thing I would change is that since you have
 20 the two main communities, I would do the training
 21 in the communities. I would bring the trainers
 22 to the communities because it was very difficult.
 23 We had -- there were people who had to drop out,
 24 fall by the wayside because of family

Page 51

1 responsibilities, which they really couldn't
 2 handle for long periods of time being out of the
 3 community. So -- but you could do that. Once
 4 you put your training module in place, you've got
 5 some experienced interpreters within the
 6 community now who could become part of your
 7 training program. You've got the glossaries that
 8 were devised in 2007, which might need to be
 9 updated, but not by much. And that was a
 10 tremendous effort. That took two years, at
 11 least, of solid effort. And that had never been
 12 done before. So, you know, that was a -- that's
 13 an asset.

14 But I would say at least five years, and you
 15 need some degree of independence to the group.
 16 Not in the sense that they don't communicate or
 17 report, but once they're set up and they're
 18 trusted to do the job, then, you know, they'd be
 19 given a budget, and they'd be able to carry on
 20 more or less independently and with maybe annual
 21 reports or something of that kind.

22 In other words, it's kind of like setting up a
 23 non-profit agency, but with a very specific,
 24 limited mandate. The biggest question would be

Page 52

1 funding, because, you know, there had to be a
2 proposal for funding with a detailed budget as
3 much as you can, and then mechanisms put in place
4 to -- especially in the first year or two, to
5 make them accountable for that budget. Because
6 these costs can spiral out of control.

7 But one of the great things is we do have the
8 technology now to do training. Like, for
9 instance, it's nice to go into the communities
10 and do the training, but you can do supplementary
11 training and experience, and work experience
12 through technology with the courts. You don't
13 need to create it all in person. We didn't have
14 those things back in 2007, not to the level we do
15 now. So I see a proposal that would amalgamate
16 both those delivery mechanisms.

17 VICTORIA WICKS:

18 Q. Even when there are, let's say, interpreters
19 available and translated court documents or legal
20 resources, would you agree that there likely
21 needs to be some additional support needed to
22 explain the significance or the meaning of the
23 steps in the legal process?

24 So, for instance, as you may be aware, there

Page 53

1 are Indigenous court workers, for instance, in
2 other jurisdictions that play this sort of
3 navigator role, not necessarily giving advice,
4 but just sort of explaining where to find things,
5 what the process is, what the steps are.
6 Similarly, in the health context, you've got
7 patient navigators to break down sort of the
8 steps in a complex system.

9 Do you think a similar sort of court navigator
10 or court worker role would be useful for Innu
11 parents?

12 WILLIAM ENGLISH:

13 A. Yes, and we have the model in Labrador now in the
14 health system, because they have health
15 navigators in both the Inuit and -- on the Inuit
16 side and the Innu side, who help people when
17 they're dealing with hospitals, for instance, and
18 medical care providers. Yes, I think that will
19 be excellent.

20 Now, Legal Aid, of course, has its community
21 service workers in each community. And in the
22 Innu community, they have one, I think, now that
23 helps them in both communities, but they could
24 have one in each. And that's their function.

Page 54

1 Their function is because they're speaking
2 Innu-aimun because they know the communities,
3 they go in, and they assist the Legal Aid
4 lawyers, but they also do their own independent
5 work before, for instance, a court circuit to
6 answer questions, or as questions come up, they
7 field the questions, they do their best. If it
8 requires talking to the lawyer, they also do
9 that. And then they communicate back.

10 But whether you put it inside the Legal Aid
11 apparatus, or whether you create it outside, you
12 know, that -- it's sort of the function that in
13 our criminal law system, the Victim Services
14 worker performs, where it updates, it's supposed
15 to anyway, I'm not sure it's working well here
16 these days from what I can... But they're
17 supposed to keep victims informed of the progress
18 of the case. And these are minimal expectations,
19 but you could do it separately.

20 I know some provinces have Indigenous
21 advocates, you know, in a sort of a larger scale,
22 Manitoba has something like that. And their job
23 is, again, to keep members of the Indigenous
24 community informed, and aware and to field their

Page 55

1 inquiries.

2 Lawyers can do it. But you know, lawyers are
3 very, very, very busy. And the ones in Labrador
4 are super busy. So it can be hard to pin them
5 down to get an answer to your question. And even
6 the court worker, who I did have occasion to meet
7 with a couple of times, and who I know very well
8 from my involvement there, you know, he sometimes
9 says he gets like many, many calls at home at
10 night, you know, with important questions, right?
11 And there's only so much one person can do. So
12 they've been trying, Legal Aid's been making an
13 effort. And there isn't really anything at the
14 court, attached to the court these days, that
15 does that, except the court clerks in their
16 ordinary -- you know, their ordinary duties will
17 try to answer questions. But they can't really
18 go into it in depth, for the same reason, they
19 don't have the time either.

20 So I think that would be an excellent idea.
21 And you could -- you know, that could be
22 generalized, Legal Aid's budget could be added to
23 because they could use one or two more community
24 service workers, community social workers or

Page 56

1 service workers. And they would reach a lot of
2 people, particularly if they were able to go into
3 the community independently.

4 Like, for instance, if they were to say, I'm
5 going to be at such and such a place for two
6 hours on a Tuesday afternoon. And anybody who
7 has any legal questions whatsoever can come and
8 talk to me. That -- there's no time right now in
9 the current scheme for anyone to do that. But I
10 can, and when they're done -- when it's done in a
11 crisis situation, of course, it's a crisis. So
12 there's a lot of frustration and trying to pin
13 people down. But a lot of the questions can come
14 up both on the civil side -- criminal side and
15 the family side, that could be fielded. So I
16 would like to see that service extended.

17 VICTORIA WICKS:

18 Q. Yeah. And returning, just briefly, to the need
19 for interpreters in the pilot program and hoping
20 to get sort of the professionalization set up on
21 a more long-term basis. Do you see any
22 legislative change that's necessary in order to
23 implement that kind of program?
24

Page 57

1 WILLIAM ENGLISH:

2 A. Well, I pointed out that in the current child
3 welfare legislation in this province, there is no
4 mandate, no linguistic or interpretive mandate.
5 Now, there are all kinds of things about the
6 cultural and linguistic needs of the child. And
7 those are fairly recent, but they're very
8 important. But there isn't anything in there
9 that would either require or encourage the
10 current providers, the courts, justice, so on, to
11 maintain an interpretive service.

12 I mean, they do it. You know, the payment
13 comes from government and all that kind of thing.
14 There is a fund there for that. But if they
15 decided tomorrow that somebody else should do it,
16 you know, it wouldn't be there. And it can be
17 difficult in the family law context to get that
18 authorized or arranged in the same way because
19 there isn't the demand. It's more occasional, if
20 you know what I mean. Its not -- in the criminal
21 context, there's an interpreter need every day
22 that the operates in Labrador, every single day.

23 I mean, I once sat down and just before I
24 left, I took a month's docket, court docket, and

Page 58

1 I sat down with it in Happy Valley-Goose Bay,
2 because that's where all the court was then for
3 that area. And I went through it to see what was
4 the likely community of origin for the people who
5 were appearing before the court. And you can
6 pretty well go by last name, although not always.
7 And it came to 65 percent of the people appearing
8 in court in Happy Valley-Goose Bay were from Innu
9 communities, primarily Sheshatshiu, but not just,
10 also Natuashish. But, of course, people come and
11 go in the community a lot. And that was --
12 surprised even me. I would have thought maybe 50
13 percent, but it was 65 percent. And that was a
14 typical month.

15 So the need on the criminal side is huge, and
16 the family side is smaller. I mean, ideally, you
17 would create one training -- if it could be
18 organized, one training for all interpreters who
19 deal with Innu people. And of course, it could
20 be also done for Inuit groups. But the urgency
21 is on the Innu side in every day of the week, by
22 comparison. And so I -- you know, if there's an
23 initiative to be taken, I would take it on that
24 side.

Page 59

1 VICTORIA WICKS:

2 Q. Okay. I'd like to move to Recommendation 4 now,
3 which is about having more full-time Innu social
4 workers to be recruited and trained for both Innu
5 communities. I want to put an idea to you and
6 want to get your feedback on it.

7 I'd like to suggest that this recommendation
8 can be understood, or maybe is best understood as
9 sort of two different sub-recommendations. So
10 one being about the need for full-time social
11 workers -

12 WILLIAM ENGLISH:

13 A. Yeah.

14 VICTORIA WICKS:

15 Q. - to address the issue of sort of the fact that
16 staff are not staffed on a full-time basis, but
17 rather rotational for Innu communities. And then
18 the second sort of part is transitioning to a
19 greater composition of social workers being Innu
20 to address sort of more of the cultural
21 familiarity issue and some of the issues of being
22 in community.

23 Does that -- would you agree that you can
24 understand Recommendation 4 as sort of these two

Page 60

1 recommendations?

2 WILLIAM ENGLISH:

3 A. Yes, absolutely. Yeah. There are two issues,

4 two problems you could say, or challenges. But

5 yes, you're quite right, because right now, not

6 all the workers are full-time. And sometimes

7 there's a trade-off there, because I met with

8 some of the rotational people, I'll call them,

9 and they're incredibly experienced and astute and

10 concerned. And so you're getting experience,

11 which you don't always get, particularly with new

12 social workers. I mean, we went through that,

13 and that's a familiar trope in the North, where

14 people come at the beginning of their career and

15 they're learning on the job and they're working

16 hard and so on, but they don't always bring with

17 them the experience or the advanced education.

18 So ideally, you'd get both. But really, I

19 think if I had to say which one I'd want, I'd

20 want the full-time workers. And that's no

21 comment on anybody. It's simply because they get

22 to know the community better, they have a higher

23 stake in the community if they live there, and

24 the community respects them for living there,

Page 61

1 regardless of where they come from. I mean, if

2 they're Innu and they're living in an Innu

3 community, of course, they'll have connections

4 anyway. But even if they're from another

5 community, the fact that they live there makes a

6 tremendous difference.

7 And you can -- if you look at, for instance,

8 Natuashish, and you look at the people who've

9 been living there full-time from outside, and I'm

10 thinking of some of the nurses and nurse

11 practitioners and so on, who've been there

12 from -- were there or have been there for many,

13 many years, the degree of respect in the

14 community for them is at a high. So I think

15 full-time is good. And there ought to be

16 incentives to turn two years into three years or

17 three years into four years. But it should be at

18 least a two-year commitment, because anything

19 less than that, you probably haven't figured out

20 a lot of things by the time you're finished.

21 So yes, full-time is important. And then the

22 fact that there'd be a higher proportion who are

23 Innu and Innu speaking, to me is, I mean, it's

24 where it's all headed. It is all headed there.

Page 62

1 And the reason why that's so important is because

2 I don't know how you communicate through an

3 interpreter over the long haul with people who

4 speak a different language than you and not lose

5 a lot of connotation and nuance and all that kind

6 of thing. And so having the language, being an

7 Innu person, speaking to an Innu person, can't

8 replace that. Nobody can replace that.

9 And, you know, we know, because of the new

10 training program that's been put in place, that

11 the raw material is there. There are more

12 children now graduating high school in both Innu

13 communities than ever has happened before. And

14 so that gives them the basic qualifications to

15 move on, to either be fully qualified social

16 workers or in an assistance role, sort of a

17 social work clerk or social work assistant. I

18 mean, you don't have to have a full degree to be

19 extremely useful in the social work field in a

20 small community.

21 So, I mean, I'm thinking in terms of that, I'm

22 thinking in terms of both. You want someone

23 who's qualified to make decisions, but you also

24 need someone to do all the legwork. And

Page 63

1 sometimes that'll take more than one person. But

2 I can't tell you how impressed I was when I heard

3 about the training program.

4 And yes, they may lose a few people along the

5 way because that's the way training programs are.

6 But with encouragement, the new people, the young

7 people who have already had some academic success

8 will come by because you see, this is one of

9 those great jobs that you can get in your home

10 community where you have a lot of responsibility.

11 Hopefully you're paid well and you will over time

12 gain respect.

13 There -- you know, there are not a lot in the

14 Indigenous communities like that, other than such

15 as with the band council or with treatment

16 organizations and so on. But this one is -- this

17 one is particularly important. So I would see a

18 lot of young people being quite willing to give

19 this a try.

20 VICTORIA WICKS:

21 Q. And so on the Innu training program, you'd agree

22 that it will -- you know, they've made some good

23 strides and it's great that you were able to see

24 that. But you'll agree that it would take --

Page 64

1 it'll take some time to get sort of more people
2 through the program and qualified as social
3 workers. But there is an immediate need right
4 now for changes to the staffing model to ensure
5 full-time coverage. Have I got that right?
6 WILLIAM ENGLISH:
7 A. Um-hm. Oh, yes. I mean, that was the feedback I
8 got. Everybody is overloaded. They're all
9 working flat out. And they're giving it
10 everything they have, but you can only be one
11 place at a time. And they're simply not thick
12 enough on the ground.
13 So, yes, I agree with you completely. There
14 needs to be support. I mean, a lot of what
15 social workers do is documentation. And to the
16 extent -- I know that's been -- it's now
17 computer-based, you know, it's electronic in many
18 ways. But even having assistance, you know, if
19 you had two social workers and one assistant
20 whose job it was to do a lot of the more mundane
21 things that the social worker doesn't need to be
22 doing, that in itself would be a tremendous help.
23 I know they do have some staff, but again,
24 they're not very thick on the ground.

Page 65

1 So, yes, there is an urgent need. There
2 always has been. There's a lot of turnover. I
3 can't -- I mean, I can't tell you how many -- you
4 know, I just get to know the last name of
5 somebody sitting at the back of the courtroom.
6 And the next thing I know, they had moved on to
7 something else. And that happened the whole 14
8 years that I was there. So I wasn't keeping
9 track, but I couldn't help but notice that there
10 was a lot of turnover.
11 So, yes, that has to be a priority. And if
12 they can be Innu-speaking, great. And if not,
13 they have to be comfortable with whatever process
14 allows them to do the job. If that's using
15 interpreters, then yes, they need those people or
16 people in the office who are willing and able to
17 do it. Because unlike a court, the thing about a
18 court is, and I meant to make this point earlier,
19 you know, you have to create a court record. All
20 court proceedings have to create a court record
21 for all kinds of reasons. One of them is appeal,
22 the other one is review. And of course, the
23 other thing is it helps all the parties to know
24 what was said and not said.

Page 66

1 When you're in an interview, you don't need to
2 create that kind of record. You know, you don't
3 need the level of interpretation, but the social
4 workers need to be able to be free to record what
5 happened and understand it. So interpretation
6 becomes important there in a different way. If
7 it's an Innu-speaking person, it's also a bit of
8 a support for whatever parent is involved or
9 extended family members involved, because they
10 will probably know that person. And once they
11 get over the initial embarrassment of talking
12 about their family, you know, which is real, I
13 would expect them to have a degree of comfort
14 that they can talk in their own language and be
15 understood.
16 So there's a lot of things that are needed,
17 but in the decision-making side of it, you need
18 social workers, you need trained social workers
19 who meet the criteria to be able to make these
20 difficult decisions. They are very hard
21 decisions. Even the decision about a visit can
22 be hard between parents and child. That can be
23 hard. And I have a lot of sympathy for them
24 because they frequently have to say no. And, you

Page 67

1 know, you need a trained person who knows how to
2 do it and to deal with the saying no part as much
3 they can.
4 VICTORIA WICKS:
5 Q. I'd like to move to your next two
6 recommendations. I think they're quite related
7 so I'd like to talk about them together.
8 WILLIAM ENGLISH:
9 A. Yeah.
10 VICTORIA WICKS:
11 Q. Recommendation 5, that parents must be fully seen
12 and heard during court appearances and child
13 protection matters.
14 And Recommendation 6, that absent full
15 consent, substantial hearings and child
16 protection matters must be held in their home
17 community.
18 So, I'm not sure if you're aware, Sheshatshiu
19 First Nation has been advocating for the return
20 of the circuit court to the community.
21 WILLIAM ENGLISH:
22 A. Yes, I am aware of that. Yeah.
23 VICTORIA WICKS:
24 Q. Okay. And is working on plans for a space for

Page 68

1 this to be hosted. Do you think that the return
 2 of circuit court to the community, having a
 3 dedicated use space for it fits with
 4 Recommendations 5 and 6?
 5 WILLIAM ENGLISH:
 6 A. Oh, absolutely. Absolutely. It's only because
 7 those things have been absent that I -- you know,
 8 that this became an important part of my report,
 9 obviously. Having access to justice when all of
 10 it takes place outside your community is
 11 problematic. And, you know, I won't go into what
 12 I understand to be, you know, the governmental
 13 policy behind those restrictions. It's a policy
 14 throughout the province. Our province is pretty
 15 well connected by roads. And of course,
 16 Sheshatshiu is well connected to Goose Bay by
 17 roads. But when you look at the makeup and the
 18 issues and the difficulties, the childcare
 19 responsibilities alone in Sheshatshiu that people
 20 who are parents have to deal with, the care of
 21 elders, the care of parents and grandparents,
 22 it's all falling on younger people. And they're
 23 often parents themselves. When you look at that,
 24 I think the whole scenario of saying to somebody,

Page 69

1 you must come out of -- we're sending a week for
 2 your hearing, and you must be here for that
 3 entire week away from your -- everything else
 4 that is part of your life is not fair. It's
 5 really not fair.
 6 And so, yes, I agree that if -- and I was
 7 aware that there was some move towards this, and
 8 I was hoping that it would advance, it would
 9 cover off an awful lot of the worry, I think that
 10 people have. I mean, you know, it's bad enough,
 11 and I issued an awful lot of arrest warrants for
 12 people who did not show up from Sheshatshiu to
 13 court in Goose Bay. And then, you know, you'd
 14 issue the arrest warrant in the morning, and the
 15 person would show up in the afternoon, because it
 16 took them that long to get a ride. I know how
 17 that works. And if they get a ride, it often
 18 costs some money, and sometimes a lot of money.
 19 So, you know, unless you live with that, and you
 20 see it every day, you might think, oh, well, it's
 21 just a ride. You know, it's a reasonable
 22 highway, it's this and that. But for these
 23 matters, it's very important.
 24 And I'll tell you how I learned that. When we

Page 70

1 used to sit in Sheshatshiu, and mostly, most of
 2 our time was criminal matters, we'd often have a
 3 witness who wouldn't show up. You know, we'd be
 4 in the middle of a trial, we'd need to move
 5 ahead, the Crown was ready for the witness, and
 6 they wouldn't be there. Well, we would simply
 7 take a 10-minute break, and we would ask the
 8 officer, who usually volunteered, to go and knock
 9 on the door. I wouldn't issue a warrant. They
 10 would go and knock on the door, took them two
 11 minutes to do it, and seven minutes later, the
 12 witness was right there.
 13 I mean, that sounds simplistic, but actually,
 14 that's how it works in a small community. You
 15 know, sometimes the person's there doing
 16 something else, they've forgotten, or they're
 17 reluctant, or whatever, whatever, and you have to
 18 make that personal contact. Well, if you're in
 19 the community, that works. You know, not
 20 everybody has a helicopter, like I spoke to
 21 earlier. We can't always drop in and take
 22 someone in a helicopter.
 23 So, I mean, I call it humane treatment. It's
 24 humane to require someone to come to court within

Page 71

1 a reasonable distance. And if they're
 2 Indigenous, and they're poor, then a reasonable
 3 distance is not 50 kilometres away, in my humble
 4 opinion. It's in your community, you know,
 5 within five or ten minutes' walk or drive,
 6 depending on the situation.
 7 So, yeah, I think that if the hearing spaces
 8 were created, and they had all the technology
 9 that was required, and a good feed line, you
 10 know, whatever way it's set up, it should be --
 11 it should be as good as it is in Happy
 12 Valley-Goose Bay. And I think that would help a
 13 lot. There may be -- there may be cases where
 14 parents will agree to something else, and the
 15 lawyers will recommend they agree to something
 16 else, but that will be the exception.
 17 VICTORIA WICKS:
 18 Q. And so you've suggested a pilot project for -
 19 WILLIAM ENGLISH:
 20 A. Yeah.
 21 VICTORIA WICKS:
 22 Q. - hearing rooms and justice spaces in
 23 Sheshatshiu. I just wanted to confirm that the
 24 recommendation, the discussion, the need for the

Page 72

1 spaces, it's equally applicable to Natuashish.
 2 WILLIAM ENGLISH:
 3 A. Oh, absolutely. More difficult, more
 4 challenging, more expensive. But the principles
 5 are exactly the same. You can't hold a hearing
 6 unless people can see and hear one another. I
 7 mean, that's, you know, it's so basic that I even
 8 hesitate to say it that way. But that's the
 9 truth of the matter.
 10 And somebody made the point to me after the
 11 report that even when people are on the phone,
 12 and I know this is true too, and it's not just
 13 because my ears are old, but trying to hear and
 14 understand and to be heard and understood is a
 15 challenge for almost every conversation, every
 16 part of a hearing, or even if it's a 10-,
 17 15-minute hearing. I would often ask people, you
 18 know, after we go through something, and
 19 something to be said, and there was something to
 20 be done, sort of steps to be taken, I'd often ask
 21 whoever was on the phone, now, can you tell us,
 22 you know, what steps you're going to take? And
 23 sometimes I got exactly the right answer or what
 24 it was, you know, but other times I say, well, I

Page 73

1 didn't really hear that part. And so the whole
 2 point of having the hearing was lost, because
 3 there was no hearing, there was no understanding.
 4 Some of it may have been linguistic, but I think
 5 a lot of it was just the technical difficulties
 6 of not having a good steady Wi-Fi signal that
 7 would then connect to your cell phone, you know,
 8 or other interferences.
 9 So yeah, I -- to me, going to Natuashish,
 10 having an adequate place to sit... And I did
 11 comment a bit at length about the current
 12 situation there, when the court does go there is
 13 to sit in the school. I did that myself as a
 14 judge for, I'd say, five years, four or five
 15 years. And it's really -- it's the only
 16 alternative right now, but it is totally
 17 inadequate for a whole bunch of reasons that I
 18 outlined in the report. And it's not dignified.
 19 I'm not thinking about my dignity, I'm thinking
 20 about someone coming in talking about intimate
 21 family stuff. That's -- you know, to sit in a
 22 music room, really. Lovely room for that. But
 23 for a courtroom, you know, you need to have a
 24 place where there are not children coming and

Page 74

1 going in the area. And, you know, it's even
 2 worse for the criminal matters. You can only
 3 imagine how ugly that gets. But for the child
 4 protection matters to -- some solution needs to
 5 be.
 6 And I'm well aware of the challenges. I know
 7 about the fires that happened up there recently,
 8 you know, the band council office and so on. I
 9 mean, I know there are terrific challenges for
 10 the people running the community. I know that.
 11 And I know the expense of trying to build
 12 anything new in any of the communities. So --
 13 but at the same time, if you're going to require
 14 people to come to court, and subject them to
 15 having somebody decide their future, I think the
 16 least you can do is make them reasonably
 17 comfortable and secure. And yeah, so I have very
 18 strong feelings about that.
 19 And I don't think it's going to change, we're
 20 not going to have a road to Natuashish anytime
 21 soon. The boat only runs -- and doesn't really
 22 solve our problem. It only runs part of the
 23 year. Doesn't solve the problem. Airline
 24 tickets are incredibly expensive and

Page 75

1 unpredictable. So, you know, I think this is I
 2 was trying to get a handle on the population of
 3 the communities. And I didn't spend much time on
 4 it in the last few days. But those communities
 5 are growing anyway. And the last census -- we'll
 6 get new figures now after this year. The last
 7 census 2021, the proportion of young people under
 8 18 was about three and a half times what it is in
 9 the rest of the province. There -- you know, the
 10 size of the -- the part of the community that was
 11 that young.
 12 So, these communities are only growing. And
 13 to not prepare for that, you know, because these
 14 social issues that unfortunately, everybody's
 15 labouring under, I -- everybody's working very
 16 hard on it, but we know they're not short term,
 17 so -- any more than they're short term in
 18 downtown St. John's, I can assure you. I roam
 19 around this city and I hear stories from
 20 everybody and I see people. So I know that these
 21 social issues are really -- you know, they're
 22 entrenched, and they need to be allowed for.
 23 VICTORIA WICKS:
 24 Q. I'd like to talk a bit more about how to sort of

Page 76

1 get this off the ground, assuming -- you know,
 2 funding is a huge issue, and you've spoke to
 3 that. Assuming that is secured, are there any
 4 other non-financial barriers that you see to
 5 setting something like this up, getting the pilot
 6 program going and having it continue on a more
 7 sustainable basis?

8 WILLIAM ENGLISH:

9 A. That's an interesting one. There's lots of
 10 expertise out there and experience. So that -- I
 11 don't think that's an obstacle. I mean, in terms
 12 of advice and how to set the program up, there's
 13 lots of experience and intelligence and knowledge
 14 within the communities. People who've been
 15 involved with the court, dealing with the court,
 16 they know what the challenges are. I don't
 17 see -- nothing jumps to mind anyway, at this
 18 point. I think in the back of my mind, there's
 19 another thought, and that is because preventive
 20 measures are stepped up. And every indication I
 21 was given is that the number of cases will
 22 diminish. The cases that actually have to go to
 23 a full court hearing will diminish in coming
 24 years, is that the burden of this should also

Page 77

1 diminish, which means that whatever resources you
 2 put in place now will probably continue to be
 3 adequate for a number of years. So even -- no
 4 matter what budget you come up with.

5 It's like the situation with our schools now,
 6 where we have fewer and fewer children in the
 7 province, not in Labrador, but on this part of
 8 the province, you know, every year, the school
 9 population goes down and the number of teachers
 10 stays the same. And so there's more resources
 11 available over a stretch of years.

12 I think the same way about anything like this.
 13 If you set up a pilot project now and you did it
 14 reasonably, it should carry through and be
 15 adequate for five to ten years, if you gave it
 16 that much of a tenure.

17 But no, unless there's some particular thing
 18 that you're thinking of, I don't see any
 19 non-financial barriers. I mean, obviously, you'd
 20 need the cooperation of the province. This would
 21 be something that would be done by agreement.
 22 And whatever is determined by the province will
 23 dictate what the courts can do and what Legal Aid
 24 can do. Because they're all -- you know, the

Page 78

1 courts as administrative bodies are complete
 2 creatures of the province. And Legal Aid, aside
 3 from the funding agreements with the federal
 4 government, Legal Aid is also an agency of the
 5 province. So if you get them on side and you
 6 have those professionals there, then I don't know
 7 why it wouldn't work.

8 In other words, what it would be, it'd be like
 9 reinstating a full circuit court only with very
 10 adequate facilities. Because we never had that,
 11 even when we sat in Sheshatshiu and in
 12 Natuashish, we didn't have -- yes, we had a
 13 little console, you know, for phone calls and
 14 stuff like that. But sometimes that worked and
 15 sometimes it didn't. We never had a video that
 16 worked in our courtroom. Now, they do in Goose
 17 Bay and they do in Wabash, of course, but we
 18 never had it on circuit. So it was never
 19 properly equipped. So if you had a witness or a
 20 lawyer who was in St. John's or Corner Brook or
 21 even Goose Bay, who didn't need to be there for
 22 other reasons, that lawyer can make an appearance
 23 and be quite willing to make that appearance by
 24 technology. So we -- you know, this would be an

Page 79

1 improvement on the circuit courts that we did
 2 operate previously. So I couldn't see why it
 3 wouldn't work, really.

4 VICTORIA WICKS:

5 Q. And so in addition to making sure there's enough
 6 sort of technical support or technology, would
 7 there also be a need to ensure sort of the
 8 adequate administrative support to run the court
 9 system, essentially?

10 WILLIAM ENGLISH:

11 A. Now, are you thinking about the existing court
 12 system operating within the communities, the
 13 existing apparatus?

14 VICTORIA WICKS:

15 Q. Yes. Like, in order to sort of get the pilot
 16 project going and ensuring that it maintains
 17 itself for a longer period.

18 WILLIAM ENGLISH:

19 A. Yeah. Well, I mean, in that sense, once you
 20 bring the court and you bring the lawyers,
 21 particularly Legal Aid and, of course, the
 22 Manager's lawyers as well, and whether they're
 23 present in person or by video for certain
 24 hearings only matters depending on whether the

Page 80

1 hearing is significant or less significant. But,
 2 you know, they're self-operating. Court clerks,
 3 they work magic every single day. Like, I cannot
 4 tell you how many times a court clerk bailed us
 5 all out of some technical, functional,
 6 operational airline mess. You know, they're
 7 incredibly adept. And I know several of them,
 8 they're still there. But it wouldn't matter. I
 9 mean, they just have a knack. That's why they
 10 are in the job.

11 So they make it work in the sense that when
 12 the -- if you arrange the court and you set it up
 13 on a schedule, they will make sure that everybody
 14 has notice. They will make sure that everybody
 15 knows that when they go there, for instance,
 16 lawyers, they can either appear in person or they
 17 can appear, and here's the technology that is
 18 available. You know, that's their job. They
 19 make this all known. And of course, after a
 20 while, it will be self-reinforcing.

21 But I don't think you need a lot of
 22 administrative support. I mean, you need the
 23 mandate from the Inuit communities and from the
 24 provincial government. That's really what you

Page 81

1 need. And I would think -- well, perhaps one
 2 thing that would be very useful would be a kind
 3 of a protocol. Because there are court rules
 4 now, but we're not talking about court rules.
 5 We're talking about a protocol where each of the
 6 main parties will agree that this is likely to
 7 work. And that would be an operational protocol
 8 where you would say, you know, we -- as lawyers,
 9 we expect these facilities to be there. As
 10 judges, we expect these facilities to be there.
 11 As Innu, in the Innu community and the social
 12 workers and whoever's supporting the parents, we
 13 expect these things and we all agree on what they
 14 will be.

15 I mean, I think an actual protocol that has to
 16 be negotiated, reduce the writing and can be
 17 updated from time to time, I think that'd be very
 18 helpful because that's where -- when lawyers want
 19 to know what's going to happen in court, they
 20 call up the court clerk. But this is a bit
 21 different because you've got three major entities
 22 involved, you know, the community, the court and
 23 the parents as well. Four, I guess, if you sort
 24 of categorize them. You know, you need to have

Page 82

1 it laid out in advance. And that way, when a
 2 parent, for instance, two weeks before a hearing,
 3 calls someone up and says, well, what's going to
 4 happen at that hearing? They can tell them.
 5 Your lawyer can appear by phone, your lawyer can
 6 appear by video if they're not around. You can
 7 go there and you will be able to see the judge
 8 because either the judge will be there or the
 9 judge will be there by video and et cetera, et
 10 cetera, et cetera. In other words, everybody has
 11 a -- since you're creating something a little bit
 12 different, everybody has to know what that thing
 13 is.

14 VICTORIA WICKS:

15 Q. I'd like to move now, last bit of questions,
 16 Recommendation 7, having dispute resolution
 17 methods expanded and employed in child protection
 18 cases. You talked a bit about this in your
 19 presentation this morning as well. You know,
 20 there's different sort of options, judicial case
 21 conference, mediation.

22 To your knowledge, have there been any
 23 examples of alternative dispute resolution being
 24 used in an Innu community or in an Innu context

Page 83

1 in a child protection -- for child protection
 2 matter?

3 WILLIAM ENGLISH:

4 A. I think there have been some case conferences
 5 which involve the social workers and the parents
 6 and sometimes the lawyers are directly involved
 7 as well. I was told that there have been a
 8 number of those, although not a great number, but
 9 that when they were done, they were very much
 10 appreciated. And I got that from the social
 11 workers as well as from the lawyers.

12 When they occurred and everybody was there and
 13 they got to thrash out either final issues or
 14 more likely, what I would call interim issues,
 15 like, for instance, one of them was -- one of the
 16 frequent problems is that the social workers work
 17 very hard to follow up with the clientele while
 18 they're in the middle of the proceeding, you
 19 know, to see what's happening. But the parents
 20 are not comfortable anymore because now there's a
 21 proceeding ongoing. And so they often either are
 22 reluctant to go, they don't -- you know, they're
 23 not prepared to go and meet with the social
 24 worker, or they go and it doesn't go well. And

Page 84

1 so the breakdown of communication is a -- and
 2 again, it's not just in Innu communities, this is
 3 common child protection all over. There's always
 4 a risk of a breakdown of communication,
 5 particularly between the social worker and the
 6 parents, once the proceeding is ongoing, because
 7 then they're in a -- you know, they're in a
 8 slightly different -- the social worker is in a
 9 slightly different role and the parents feel a
 10 little more threatened.

11 So, you know, any opportunity for the parents
 12 to feel empowered, because I see these as
 13 empowerment moves, if you think about it, all
 14 case conferences are voluntary. If the parent
 15 says absolutely no, then they won't go. And you
 16 can't make them go to that kind of thing.

17 Same with mediation. Mediation is a voluntary
 18 process. People have to be saying, I want to
 19 make progress, or I want to resolve something,
 20 you know, they have to be sending the positive
 21 vibe. Otherwise, none of these processes work.

22 So, but at the same time, when a parent goes
 23 and is listened to, not in a courtroom, that's
 24 one thing, but in a conference with the social

Page 85

1 workers there and the support of their lawyers,
 2 they have to -- because I have gone to those as a
 3 lawyer in years gone by, in child protection
 4 cases. And it never came out perfect, but it
 5 always came out slightly better. And I always
 6 ensured that my client, even if they spoke only
 7 for 30 seconds, that they spoke, because they
 8 heard people listening to them. So the human
 9 side of it is very much supported by alternative
 10 dispute resolution.

11 Now, of course, we had lots of experience on
 12 the criminal side with sentencing circles,
 13 particularly in the early years. And then
 14 various things happened where the sentencing
 15 circles weren't occurring. But they're still
 16 being done occasionally. And even the Supreme
 17 Court has done some. So it's the same process.
 18 People gather around, perhaps in a circle, and
 19 they get heard. They get a chance to speak, they
 20 get heard, and they take -- it's an organized
 21 effort to do that.

22 So that's the main reason why I emphasize
 23 dispute resolution methods, both the ones that
 24 exist and then other mediation-type methods. And

Page 86

1 the judicial case conference is the in-between
 2 with the element being the presence of a judge.
 3 And the presence of a judge generally will be a
 4 very positive influence, because the judge is a
 5 neutral. Like a mediator, the judge is a
 6 neutral. No stake in the outcome. And the
 7 parents kind of know that. Everybody else kind
 8 of has to have a stake in the outcome. But a
 9 mediator doesn't, and a judge on a case -- a
 10 judicial case conference doesn't.

11 Again, why -- I can't speak exactly, I never
 12 really got to discuss that with the people
 13 involved, why there aren't judicial case
 14 conferences. It seemed to come down to how busy
 15 everybody is, and how difficult it is. It's the
 16 same reason, ultimately, why we didn't do so many
 17 sentencing circles at the end. Often they would
 18 involve like 13, 14 people. And to organize
 19 anything with 13, 14 people is difficult. And it
 20 often fell down on the organization part of it.
 21 So it does need some support.

22 But I think -- as I say, because my
 23 involvement with mediation organizations, and my
 24 experience with it, I know that people, if they

Page 87

1 can only resolve one issue, supposing it's a
 2 visit, they have a whole other mindset about the
 3 whole process, if they do it voluntarily. And
 4 unfortunately, that doesn't happen in court.
 5 Because in the final analysis -- they may reach
 6 agreement. But often they're looking, they're in
 7 court, because they're looking for a judge to
 8 resolve it for them.

9 But I'm a great proponent of having parents
 10 have as much involvement in the decision-making,
 11 and particularly in this context, about their
 12 children as can be. You can't give the full
 13 decision-making if they're, you know, concerns.
 14 But you can give them a voice and you can give
 15 them a forum. And courts are not always the best
 16 one.

17 And I'll tell you, the other thing is under
 18 the current system, and I did remark on this, I
 19 think in the footnotes, the laws are about to
 20 change in Canada somehow. And so all the
 21 criminal matters that we have now are going to
 22 get way, way, way, way more complicated. And I
 23 foresee that the Provincial Court which deals
 24 with those, whatever burden it has now, the

Page 88

1 burden is going to at least increased by 50
 2 percent because of various changes to the
 3 criminal law. And yet that's under our current
 4 system. That's where family matters end up
 5 competing for time and attention. So, you know,
 6 this is going to get more urgent because of that.
 7 That's out of our control, but it's all
 8 happening. And I don't see it as making lawyers'
 9 jobs easier, or courts' jobs easier.

10 We frequently had to bump child protection
 11 matters to deal with criminal matters in Goose
 12 Bay. This was an everyday thing. And the only
 13 thing I wouldn't bump was a full hearing. If we
 14 had a full hearing, nobody could persuade me to
 15 adjourn it unless they were also asking to be
 16 adjourned. Because, you know, you don't miss
 17 your chance. But it's a competition of time.
 18 And it shouldn't be. But that's the realistic
 19 side of it.

20 VICTORIA WICKS:

21 Q. So you've outlined quite a few benefits, I think,
 22 of going through the mediation process, but also
 23 I think importantly highlighted that
 24 participation is voluntary. And a lot of the

Page 89

1 times participants may be suspicious or, you
 2 know, there's no -- there's not really buy-in to
 3 the process.

4 From your perspective and experiences as a
 5 judge, do you have any thoughts on how to get
 6 that buy-in from participants? How to, you know,
 7 yeah, maybe present that option in a way that is
 8 appetizing for participants?

9 WILLIAM ENGLISH:

10 A. Oh, that's a terrific question. Thank you for
 11 that one. We recently had a conference here on
 12 mediation a few months ago, and we had some
 13 national people, lawyers, who've been working in
 14 this field for 40 years. And what they
 15 emphasized was the flexibility of these processes
 16 in comparison to litigation or court processes.

17 So one example of that is, for instance, when
 18 you're in a mediation context -- and this can
 19 also happen with a judicial case conference too,
 20 and so on, you can do what's called shuttle
 21 mediation. And what that really means is
 22 particularly if you've got, say, a young couple
 23 who've had some interpersonal problems between
 24 themselves. So they've got problems because

Page 90

1 their children are, you know, in care or about to
 2 go in care, but they've also got problems between
 3 themselves. They may have a history. They may
 4 have a history which is not -- you know, which
 5 causes one or more of them to be concerned about
 6 being in one another's presence. Well, in a
 7 courtroom, unfortunately, they're sitting right
 8 there. You really can't change it, you know.

9 In a mediation process, and the good mediators
 10 that I know right across the country, when they
 11 see this kind of dynamic, and they go out of
 12 their business to screen out cases where there
 13 may be some history that's concerning, they
 14 simply meet with the parties individually. I
 15 mean, they do the shuttle thing. Now, they may
 16 bring them together, particularly if they're
 17 close to reaching an agreement, but you don't
 18 have that flexibility in a courtroom. And so the
 19 buy-in may come from the fact that person says, I
 20 don't want to sit down at that table with that
 21 other person for whatever reason. And you
 22 explain to them, well, then we can ask the
 23 mediator so they have meetings with the two of
 24 you back and forth and discuss the issues.

Page 91

1 Supposing it is something like a visitation, you
 2 know, will you go together? Will you go
 3 separately? Who's going to pay for the visit?
 4 If there's a money issue, all that kind of thing.
 5 And that's the other thing. If you can sell to
 6 people that they have a certain amount of control
 7 over the environment in which it happens.

8 Now, we -- the group that I'm involved with,
 9 we've been trying to sell this to lawyers because
 10 lawyers deal with these people. I mean, they
 11 know the law and they know the practice and they
 12 have the experience. We've been trying as much
 13 as we can to promote this whole idea of
 14 recommending it.

15 As you probably know, in 2021, the federal
 16 government massively changed the responsibility
 17 of lawyers in the divorce context and put on them
 18 a requirement to recommend counselling and
 19 dispute resolution and mediation to their
 20 clients, whatever facilities were available.
 21 This was a major change. It took 20 years for it
 22 to happen. And so now in certain family law
 23 contexts, a lawyer has to have that discussion
 24 with their client. And not only that, they have

Page 92

1 to sign off that they did it.
 2 So we've been trying to promote an awareness
 3 among lawyers that this is an option in family
 4 law context. And I don't see any reason why, in
 5 child protection, it couldn't have a role. As I
 6 said, it may be in a limited number of cases, but
 7 those cases are the ones that eat up so much of
 8 the time of the courts and the lawyers involved.
 9 They are what often -- sometimes they are high
 10 conflict cases. And sometimes they're cases that
 11 may involve a kind of personal animosity that
 12 hasn't yet come to conflict, but does interfere
 13 with agreement. And so you have to find ways to
 14 do that.
 15 So I think you sell it -- you sell it to
 16 people as it will give them more control over the
 17 outcome, and as certainly more of a place to be
 18 heard that isn't as formal, as intimidating as a
 19 judge.
 20 When you go into a courtroom, what do you have
 21 present? Besides the judge and lawyers, all
 22 dressed up, et cetera, et cetera, you have a
 23 Sheriff's Officer. And we don't think about
 24 that. Those who work in the courts, they don't

Page 93

1 even think about that. But if you're a civilian
 2 walking in off street, that's an intimidating
 3 environment. When you have a mediation, unless
 4 there's some special concerns, you don't have
 5 that. You're sitting in a room having a meeting.
 6 Maybe you're in a circle, and everybody can talk
 7 in their turn. And you can set up -- you can set
 8 up the rules. Usually the mediator or whoever
 9 convenes the conference establishes the ground
 10 rules up front. So everybody knows. One person
 11 talks at a time. You don't interrupt. You know,
 12 we used to use the feather in circles. And when
 13 the feather was passed to you, it was your turn.
 14 There are mechanisms like that, which are very
 15 easy and work. So I would like to see that used
 16 more because I think it will reduce what I call
 17 the burden on everybody involved. And you only
 18 need to have one successful, and then you'll have
 19 two.
 20 When we did sentencing circles and they went
 21 fairly well, we got requests for more sentencing
 22 circles. So I see this as something that's
 23 certainly worth an effort. And there's lots of
 24 training available in mediation and mediation

Page 94

1 methods for lawyers. The Law Society has
 2 frequent programs for lawyers. And the group
 3 that I'm involved with also does free webinars
 4 and so on for lawyers in certain areas, certain
 5 topics. We haven't done one in child protection
 6 yet, but that might be for the future.
 7 VICTORIA WICKS:
 8 Q. Thank you. And I think this will probably be my
 9 last question. You've talked a bit about how we
 10 can get buy-in from participants and lawyers.
 11 I'm wondering, do you see anything we can do to
 12 get buy-in from the courts or judges?
 13 WILLIAM ENGLISH:
 14 A. Yeah, I think -- I don't want to give away any
 15 conversations here, but I know for a fact that
 16 within the administrative arm of the Provincial
 17 Court, there's a great deal of support for many
 18 of the things that we're talking about. And I've
 19 made some people there aware of some of these,
 20 obviously not my report, but some of these
 21 general discussions about using mediation
 22 methods, referring to mediation, encouraging the
 23 parties to do that. And of course, the case
 24 conference and judicial conference. And in other

Page 95

1 contexts, they have settlement conferences.
 2 So I would anticipate -- I'd be very surprised
 3 if there wasn't a great deal of welcome for any
 4 initiatives that allow the courts to deal more
 5 efficiently with this troublesome and burdensome
 6 caseload. So I think that that would be fine.
 7
 8 In terms of how to encourage them, well, I think
 9 we need -- this is where having the correct
 10 facilities in your hearing spaces is so
 11 important. Because I know there are judges, I
 12 know all the Provincial Court judges or almost
 13 all of them, and I don't think there's one of
 14 them that wouldn't volunteer to preside over a
 15 judicial case conference, say out of Corner
 16 Brook, or maybe even come up for it to Labrador.
 17 But if their schedule didn't allow them to do
 18 that, they would be present, fully present on a
 19 video case conference. And they would give an
 20 hour, two hours, a half day, whatever it turned
 21 out to be to that effort, you know. And I don't
 22 -- I know the court would support that. I --
 23 it's just everybody has to be on the same page
 24 that it's a possibility. And once you set it up,

Page 96

1 maybe as part of your protocol, you set up that
 2 the court will cooperate to make judges who are
 3 willing to do this work available in whatever way
 4 is possible, the best way possible, using the
 5 best technology possible. And so if you set that
 6 down as a principle.
 7 And then the other thing I would say, and this
 8 is not a criticism at all, because I've been
 9 there in every respect, lawyers have to be
 10 willing to ask. You'd be surprised what you get
 11 if you ask. And sometimes judges are up there
 12 thinking about X, Y and Z, and they're forgetting
 13 about A, B, C. But they get reminded, well, have
 14 we thought about doing this way? Have you done a
 15 judicial case conference? Could we schedule one,
 16 say, within the next month? Would it -- you
 17 know, would it -- well, if the judge you're
 18 talking to is too busy, is there a mechanism to
 19 request a judge from elsewhere.
 20 So I mean, I think once we establish this as
 21 an available resource, then I rely on the
 22 lawyers, because they're very experienced. And
 23 they don't want to do this the long way, if they
 24 can do it a better short way. I would expect

Page 97

1 them to start asking for these things.
 2 And now the outside mediation, if you had
 3 private mediators who were involved in these
 4 matters -- well, obviously, there has to be some
 5 kind of arrangement for them to be retained and
 6 compensated. But the way that they work, just
 7 for -- if you haven't dealt with them, the way
 8 that they work is they say, I'm available for a
 9 half day. And then everybody knows they got a
 10 half day. If you need to continue it after that,
 11 and everybody wants to, then they'll continue.
 12 But they're not open-ended. You know, they give
 13 you allocation of time because they're all very
 14 busy, mostly lawyers, and they're very busy with
 15 what they do. So I think the complication there
 16 will be coming up with a retainer and
 17 compensation mechanism.
 18 But if you're dealing with judicial resources,
 19 you don't have to worry about that. You just
 20 have to worry about getting them there. And
 21 their only problem is time. I think right now
 22 that each of the provisional court judges in
 23 Labrador is travelling up to 80 days a year, and
 24 that's a lot. You know. So making it easier for

Page 98

1 them to be there in some way and still be fair to
 2 everybody, nothing wrong with it.
 3 VICTORIA WICKS:
 4 Thank you. I think if I could just check with my
 5 -- Mr. Brookwell.
 6 WILLIAM ENGLISH:
 7 Yes.
 8 VICTORIA WICKS:
 9 Okay. It looks like we are all good from our
 10 perspective. Thank you again for your time and
 11 your answers.
 12 WILLIAM ENGLISH:
 13 Oh, no, thank you. Those were great questions.
 14 CATHERINE BOYDE, K.C.:
 15 I'm ready to go. So, Michael, am I up next? I
 16 don't know if the Feds had anything to ask or...
 17 MICHAEL COLLINS:
 18 I think it's a matter of form, that the Feds
 19 should go first, so you have the opportunity to
 20 respond to whatever they have.
 21 Federal Kathryn?
 22 KATHRYN HILL:
 23 I'm sorry, can you repeat the question?
 24

Page 99

1 MICHAEL COLLINS:
 2 Any questions?
 3 KATHRYN HILL:
 4 No, we have no questions at this time. Thank
 5 you.
 6
 7 MR. WILLIAM ENGLISH,
CROSS-EXAMINED BY CATHERINE BOYDE, K.C.
 8
 9 CATHERINE BOYDE, K.C.:
 10 Q. All right. And thank you very much, Judge
 11 English. Your report was very, I thought,
 12 comprehensive. As someone who practiced with
 13 Legal Aid for a number of years in Labrador,
 14 certainly a lot of things resonated with me.
 15 WILLIAM ENGLISH:
 16 A. Right. They would.
 17 CATHERINE BOYDE, K.C.:
 18 Q. Yes, they certainly did. And you've covered a
 19 few things I was going to ask you about in your
 20 answers to Ms. Wicks, so hopefully I'll try to
 21 narrow this down as much as possible.
 22 WILLIAM ENGLISH:
 23 A. Okay.
 24

Page 100

1 CATHERINE BOYDE, K.C.:
2 Q. And my first -- I'm also going to go through the
3 recommendations in order. And just with regards
4 to that first recommendation about expanding
5 coverage with Legal Aid, and you indicated, I
6 think, your preference of -- or of the four
7 options you suggested, the most elegant seems to
8 be that Legal Aid just accepts members of the
9 Innu community, with, you know, a blanket sort of
10 acceptance.

11 So my understanding, the issue with that, as
12 of now, is the Legal Aid Act itself, which does
13 not allow a mechanism for Legal Aid to waive the
14 financial requirements.

15 In your discussions with Legal Aid management,
16 did they discuss whether or not any efforts are
17 being undertaken to change the legislation?

18 WILLIAM ENGLISH:

19 A. No, no, I'm not aware of any efforts at the
20 present time. They certainly didn't mention them
21 to me. We did talk about the idea of the gaps in
22 coverage, particularly when I was talking about
23 -- talking with a couple of the administrators,
24 the executive director and another administrator.

Page 101

1 And I was more concerned about individuals who
2 were -- who fell between the cracks. And
3 particularly this question of the person with
4 limited income in Labrador.

5 I mean, they were well aware of the practical
6 problem of trying to retain a private lawyer to
7 come to Labrador for a child protection matter,
8 and the enormous expense that would be involved.
9 But they were mandated to consider only income
10 versus expenses, and you know, the family status
11 or family demands of dependents. And often, a
12 person who has had their children removed, their
13 situations changed. You know, they may have full
14 income or some subsidy coming to them. And then
15 all of a sudden, the children are gone, either
16 the subsidy is reduced, or totally eliminated.
17 But if they're in the ambiguous position of
18 having some income, then that's what presents a
19 -- I mean, it's a judgment call for Legal Aid.
20 And I know that, because I went through that
21 system myself, many of the appeals from denial of
22 Legal Aid eligibility, you know, centre around
23 this whole question of, do you have assets
24 sufficient to retain counsel, or reasonably

Page 102

1 sufficient to obtain counsel.

2 But I have to say, in my experience, in child
3 protection cases, I almost saw nobody who was in
4 a position to do that, you know, because I was --
5 I often asked if they'd spoken to lawyers, and
6 they said, yes. I said, were you able to make
7 any arrangements? And they tell me some figure
8 that had been quoted to them, and of course, you
9 know, it wasn't something that they could afford.

10 So the reason why -- it's obvious to you, I'm
11 sure, the reason why I thought the first
12 alternative of Legal Aid covering it, this was
13 the analogy to the criminal cases, where even
14 where the person doesn't qualify, if the court
15 appoints, then Legal Aid steps in, and not all
16 cases, but 99 percent of them anyway, Legal Aid
17 is then, you know, mandated to provide counsel.

18 So it's kind of like it's a default arrangement.
19 I realized on the civil side, you've got other
20 concerns, and you've got the act itself.

21 I mean, I really think that the -- I'm not
22 sure why the payment agreement arrangement was
23 eliminated. I think there was an administrative
24 burden on Legal Aid to either put those in place

Page 103

1 or collect the money and all that, because, you
2 know, the way things are then, if you're owed
3 money, you're supposed to collect it if you're
4 government, and often that was very, very
5 difficult to do. But I really think in the
6 Indigenous context in Labrador, where people
7 often have money for a short period of time, like
8 this six months, they have a decent job, they're
9 making decent money, and then all of a sudden,
10 they're down to whatever the employment insurance
11 gives them. But meanwhile, coming after that is
12 nothing. You know, that's not totally different
13 than the Newfoundland context, because there's
14 lots of people deal with that in all of
15 Newfoundland. But I think because of the
16 remoteness and the very, very hard, the difficult
17 task of trying to recruit or retain a lawyer to
18 stick with the child protection matter, because,
19 you know, they go on for a while, and there's no
20 money at the pot. There's no money in the pot at
21 the end of the day, as a result of it. So, you
22 know, lawyers are business people, most of them,
23 the private lawyers. And so I didn't think it
24 was realistic to expect private lawyers to step

Page 104

1 into the breach.
 2 So yes, it might require either the
 3 resurrection of the payment agreement arrangement
 4 before -- and I would think this could apply. I
 5 mean, the merits of it are there for all people
 6 who live in Labrador, and have a serious legal
 7 issue, because of the remoteness and the cost and
 8 the travel and all this kind of thing. I mean, I
 9 think that could apply to any resident of
 10 Labrador. And if they were carved out, so that
 11 Legal Aid perhaps could consider an arrangement,
 12 a payment arrangement.
 13 Now, the other thing that was mentioned to me,
 14 and I didn't talk about this earlier, is that
 15 there had been cases where somebody in a child
 16 protection proceeding had no counsel, and
 17 somebody stepped in from the community. I don't
 18 know if it was a community agency, or a community
 19 person, or whatever, and simply, it could have
 20 been a relative, but simply financed the
 21 representation. Maybe they had connections, they
 22 knew a lawyer, the lawyer was willing to do, you
 23 know, there are many things like that. So there
 24 were occasionally private lawyers that came up.

Page 105

1 I would consider that to be very exceptional.
 2 So -- but my main reason for the first
 3 alternative being the preferable one is the
 4 expertise of the lawyers who are already there.
 5 They're already there. And I mean, and they --
 6 nobody will ever know what they know. I mean, I
 7 have been out of there now 12 years. And what I
 8 don't know about their daily work, I tried to
 9 learn as much as I could. But it has changed.
 10 The thing is constantly changing. What's going
 11 on in the community is changing. You know, being
 12 there and knowing all this is an indispensable
 13 resource in a lawyer. So thinking about how much
 14 benefit you would get out of having counsel, you
 15 know, whether it was through Legal Aid extending
 16 or through a state-funded counsel model,
 17 something that allowed that to happen, as
 18 discussed in the New Brunswick case, having those
 19 same people on the ground, they wouldn't have to
 20 work half as hard. Because they already know,
 21 they know who all the people are. They know who
 22 -- all the social workers. They have the
 23 wonderful assistance of the community liaison.
 24 They have their own social worker, who also knows

Page 106

1 the social workers. So when you -- when you
 2 bring the Legal Aid lawyers into it, you bring
 3 all this expertise and this resources, which is
 4 unique to Labrador. I mean, it's indispensable,
 5 but it's also unique. That was my main reason,
 6 because you could spend twice as much money and
 7 not get as much out of a different model.
 8 The state-funded model, for instance, if you
 9 were -- if you were financing private lawyers to
 10 come up, could be very, very expensive. Or to
 11 deal with the cases. You know, that, depending
 12 on how that's all worked out on the details,
 13 could be awkward. And of course, they're free
 14 agents, so they can say tomorrow, no. Whereas
 15 the Legal Aid lawyers, they're employed, they
 16 have a regular gig, and they're committed. They
 17 wouldn't be there if they weren't. And so the
 18 chances are they would start it and finish it.
 19 And nothing more important than that.
 20 If you're a parent who has to strike up a
 21 relationship with a lawyer, you really don't want
 22 to be -- it happens sometimes, but you really
 23 don't want to be changing lawyers any more than
 24 you have to.

Page 107

1 So those are the merits of it. But yes, if it
 2 required an amendment to the Act, I think it
 3 would be a fairly simple one. And I would
 4 recommend that it either be carved out just for
 5 child protection as a kind of a legislative pilot
 6 project, I suppose. And that the Legal Aid
 7 apparatus be given discretion to -- a mandate to
 8 fund, at least on some -- like you could have a
 9 sunset law. You could say this is in place for
 10 five years. This will be reviewed in five years,
 11 much like happens with child protection
 12 legislation. That way, if it spins out of
 13 control in some way, or people find it's not
 14 working, you know, there's a way to review it.
 15 You wouldn't be stuck with it on a permanent
 16 basis.
 17 But I think it would work very well, because I
 18 know how devoted and dedicated the lawyers up
 19 there are. And even if they move on and someone
 20 else comes in, it'll be because they want to do
 21 this work. So, yeah, but it is really important.
 22 It is very important. And I mean, just the
 23 practical side of it.
 24 One of the other parts of my duties in

Page 108

1 Labrador, as you know, was the other parts of
2 family law, child support, and custody cases, and
3 so on. And in those contexts, we often had to
4 have people prepare financial disclosure. And I
5 can assure you, it was more than pulling teeth.
6 And yet, this seems to be the most obvious part
7 of that area of the law, preparing a statement of
8 your financial expenses and your financial
9 income, and then providing verification, much
10 like happens for Legal Aid. And yet, it could
11 take a year, even with lawyers involved. I
12 cannot tell you how frustrating it is to not see
13 your financial statement after six months, when
14 there's been a lawyer on the case. But this did
15 happen.

16 But when individuals were representing
17 themselves, which in about 70 percent of our
18 cases, family law cases, they were, I wasn't at
19 all surprised. The person would just look at the
20 form and say, I have no idea what this is all
21 about. And they would say it over and over
22 again.

23 And so what I'm getting at is that the
24 difficulty of individuals, particularly

Page 109

1 unrepresented, trying to negotiate an eligibility
2 scenario should not be underestimated. Even
3 though our Act requires it, the Legal Aid Act
4 does require it. It's been in place a long time.
5 But I can remember many times sitting down with
6 clients and helping them fill out the form once
7 they brought in the documents, and that might
8 take several weeks, when I was a lawyer.

9 And you know, every lawyer who's dealt with it
10 knows, we have the highest level of illiteracy in
11 the entire country. We've had it now since we
12 entered Confederation. And nobody talks about
13 it. I talk about it occasionally, because I used
14 to see it every day. You would give a person a
15 note saying your next court appearance date is.
16 And then when I was being very attentive, I would
17 say to the person, now, you have your note? Yes.
18 What does the note say? And they would just look
19 at me. They had the note in front of them. I
20 knew they couldn't read it. Right?

21 So, you know, you add that to other
22 circumstances that affect Indigenous people in
23 Labrador and you create delay and you create
24 frustration. And nobody gets more frustrated

Page 110

1 than the lawyers when they're trying to move it
2 forward and the client's not able to help them
3 much. And then, of course, the demands of the
4 system are on top of that.

5 So, yeah, I have a lot of sympathy for
6 everybody involved, you know, trying to do what
7 they're supposed to do. But I would like to see
8 a change that would allow people with a small
9 amount of money to qualify on some basis, whether
10 that's blanket or case-by-case, you know.

11 I think -- put it this way, the Legal Aid
12 office in Happy Valley-Goose Bay, at least, the
13 one that I observed, is very well equipped now to
14 do that. I mean, they have a very professional
15 staff up there. They're well set up. They have
16 supports. And whereas maybe 20 years ago,
17 whenever that arrangement went away, they might
18 have found this quite onerous to go through this
19 kind of setting up a financial payment
20 arrangement or something like that. That might
21 have been very difficult for them. I think
22 they're more than capable now of doing that.

23 They have long-term employees. They've been
24 dealing with these things for a good while. So,

Page 111

1 yeah, it is a problem, but not an insurmountable
2 one, for sure.

3 CATHERINE BOYDE, K.C.:

4 Q. And in my -- so currently the only, I guess,
5 class of people who can currently get Legal Aid
6 representation without having to provide
7 financial disclosure would be youths who, if
8 their parents, or if they sign an affidavit, or
9 if the parents sign an affidavit saying they're
10 not prepared to provide their financial
11 disclosure, they will automatically be approved
12 for Legal Aid, which is, I can't remember how
13 many years that has been in place, but the last
14 maybe 10 to 15 years.

15 So something of that nature, do you think that
16 would be beneficial? Some sort of affidavit
17 evidence from an applicant saying that I'm a
18 member of the Innu community at Natuashish or
19 Shesh. Is that something you would recommend?

20 WILLIAM ENGLISH:

21 A. Yes, I think something like that. And even if
22 you require them to have somebody from the
23 community vouch for them, sort of not a
24 guarantor, but you know what I mean? Someone who

Page 112

1 would say, I support this application. I think
 2 that that would be -- because you need something,
 3 you need something to document the circumstances.
 4 And I had forgotten about that. You're quite
 5 right. The youth situation got resolved that
 6 way, because that was the impediment. I know
 7 back in the '70s and '80s, that was a tremendous
 8 impediment until that solution came about.

9 CATHERINE BOYDE, K.C.:

10 Q. Moving on, because I'm sure the two of us could
 11 talk about Legal Aid in Labrador all day.

12 WILLIAM ENGLISH:

13 A. Right.

14 CATHERINE BOYDE, K.C.:

15 Q. The recommendation about timelines, and you've
 16 discussed a bit the most recent appellate
 17 decision or the L.B. decision. My experience has
 18 been that Family Division, the Supreme Court has
 19 interpreted that very strictly. They've been
 20 taking the position that these timelines now have
 21 to be adhered of -- adhered with very strictly.

22 Is that the case in your observation in
 23 Provincial Courts, especially in Goose Bay, or
 24 are they still taking a more fluid approach?

Page 113

1 WILLIAM ENGLISH:

2 A. I can't -- they're well aware of it. I have
 3 discussed it. They're well aware of the L.B.
 4 decision and the imperative. The problem they
 5 have is the criminal caseload. And I mean, it's
 6 a part of their job. It's a problem because it's
 7 every day.

8 And then on top of that -- and I've had
 9 occasion to write on this, so I won't say much
 10 more. But on top of that, there's the tremendous
 11 in-custody challenge and the bail hearing
 12 challenge, which occurs in Happy Valley-Goose
 13 Bay, because it often involves people from all
 14 over Labrador, of course, and the court in Goose
 15 Bay ends up dealing with it. And that can be
 16 anything from one person on a Monday morning to
 17 22. And I have experienced the 22, rarely
 18 experienced the one, but it's a tremendous burden
 19 because you have a mandate there. Under the
 20 Criminal Code, you have 72 hours to do something
 21 unless you get consent. It gets problematic, you
 22 know, because not all situations lend themselves
 23 to consent.

24 But yes, the judges are aware of it, but it's

Page 114

1 that competition for time that I was talking
 2 about and the competing mandates that exist in
 3 the criminal cases. And you've got the added
 4 element in the criminal cases, which, even though
 5 it's in the back of the mind of every judge, and
 6 that is that if you're dealing with violence,
 7 particularly in criminal matters, you always have
 8 a victim and witnesses, sometimes the same
 9 people. And so you've got -- the clock is
 10 ticking for everybody, and it is causing problems
 11 in that respect. So the judges are well aware of
 12 it.

13 There is an ability, I mentioned it a couple
 14 of times in the contexts -- other contexts, there
 15 is an ability to have judges from outside
 16 Labrador, when needed, to preside over child
 17 protection matters. I mean, Judge Trahey
 18 basically, when she took on that responsibility,
 19 it wasn't at that time directly her
 20 responsibility, but you know, she agreed as the
 21 judge in Wabash that she would. And she has done
 22 that now for quite a number of years. It's a lot
 23 of work, and it does involve some travel for her.

24 But I would think, with the support of the

Page 115

1 court, that you could have other judges who would
 2 be available. For instance, you could set a day,
 3 just one full day, not to be interrupted, for
 4 child protection matters in Happy Valley-Goose
 5 Bay court, or if it affects Sheshatshiu, and
 6 there was a court on circuit in Sheshatshiu, or
 7 in Natuashish, well, it would be that docket.
 8 And then you could have a judge from outside, who
 9 is there basically to move these matters along in
 10 the way that the judge in Goose Bay would, or the
 11 judge in Wabash. That would allow them to do all
 12 the other things they have to do, and bring in
 13 additional judicial resources.

14 I mean, I think that that is doable.
 15 Provincial court judges are busy, but not all
 16 judicial centres are equally busy, and the
 17 numbers -- you know, the reflect that, and they
 18 all know it. So I think you could, with
 19 appropriate scheduling, bring in additional
 20 resources, and that would allow the judges then
 21 to, you know, sort of double up their time, I
 22 guess the best way to have it, allow a matter to
 23 be heard.

24 What I didn't like, and what nobody likes, is

Page 116

1 the interruption, the constant competition and
 2 interruption. It should drive lawyers crazy,
 3 particularly in family matters, and in child
 4 protection matters. It should, and it probably
 5 did.
 6 CATHERINE BOYDE, K.C.:
 7 Q. It does.
 8 WILLIAM ENGLISH:
 9 A. It does. It does frequently. And really, you
 10 know, we have to acknowledge, since they say you
 11 can't cure the problem until you acknowledge the
 12 problem. Well, we have to acknowledge the
 13 problem. It is a genuine, everyday problem. And
 14 the only solution I see, you know, in the current
 15 Provincial Court world, is to bring in other
 16 judges.
 17 And since most of the appearances, as I said
 18 in my report, almost, you know, I would say 80
 19 percent of the court appearance dates in child
 20 protection matters are brief matters. You know,
 21 presentation hearings can be brief. They can be
 22 longer. They vary all over the place. But most
 23 of them are what we would otherwise consider case
 24 management-type appearances, where the judge

Page 117

1 wants to know things, and the parties want to
 2 know things, and they need to start scheduling
 3 the next move, the next step. This is not
 4 complicated, but the problem is, as I said, when
 5 you've got other things that are jumping out at
 6 you from the cells and taking up your time, you
 7 know, you have to make a choice. And that's a
 8 difficult choice, and the judges, sometimes they
 9 go one way, sometimes they go the other way. But
 10 the point is it creates unpredictability for
 11 everybody, and I think particularly the parents,
 12 yes, I do think about the parents. They often
 13 don't understand what's going on, so they're
 14 spared some of the frustration. But the lawyers
 15 understand it all, and they're honestly trying to
 16 move the thing ahead, but the thing that would
 17 move it ahead is not available.
 18 So yeah, I think the Provincial Court would be
 19 amenable to that if it could all be done with
 20 effectively working technology, particularly
 21 videoconferencing. You need to be able to see
 22 people, I'm a believer in that. And if that were
 23 set up properly, there are judges who would say,
 24 I'll do this day, I'll do that day. And before

Page 118

1 you know it, you've got six months of case
 2 management-type matters set.
 3 Now, if there's something on that docket that
 4 one of the resident judges should deal with for
 5 whatever reason or wants to, well, that can be
 6 set aside. That can be put into the Happy
 7 Valley-Goose Bay docket. But not all 20 matters,
 8 you know. In other words, we need to dodge the
 9 bullet. I tried to dodge the bullet the whole
 10 time I was there, but you know, it's difficult.
 11 And there are competing pressures, and they're
 12 very real.
 13 But I think it can be done with all the
 14 goodwill that's there, and there's a lot of
 15 goodwill, but you need the facilities. And of
 16 course, I go back to the points we were
 17 discussing earlier about having as many of these
 18 matters take place in a way that everybody can be
 19 seen and heard without breakdown, you know. Once
 20 that's taken care of, then I think everybody will
 21 step -- because then you've got an efficient
 22 system. If you've got an efficient system,
 23 nobody minds stepping into it. When you have an
 24 inefficient system in the ways that the current

Page 119

1 system sometimes is, then it's a strain on
 2 everybody to step into it. And understandably,
 3 you know, because they're not making it up. It
 4 really is happening that nothing is happening.
 5 And yeah, so I have a lot of sympathy for the
 6 current situation.
 7 But the timelines thing in general, I mean, I
 8 found that actually one of the most difficult
 9 parts of the mandate to look at. I mean, the
 10 L.B. case makes it look simple, but you know, it
 11 isn't simple. And these -- so I suggested, for
 12 instance, that a timeline for an outside date for
 13 completion could be enacted. And I'm there, I'm
 14 thinking of the quasi, you know, the similar
 15 timelines in criminal matters where you have, you
 16 know, 12 months for this, and 18 months for that,
 17 or 30 months for that, and -- I guess 18 and 30,
 18 and you could have something similar. But as I
 19 was discussing earlier in response to one of the
 20 questions, I suppose then you get to the, well,
 21 what are the consequences if they're not met?
 22 Now, I don't think there are a whole lot of
 23 cases that don't meet -- that wouldn't meet, say,
 24 a 12- or 18-month time limit. Twelve months, to

Page 120

1 my mind, seems reasonable if you're dealing with
 2 a young child. And you could even do it
 3 according to the age of the child to some extent,
 4 because with infants, obviously, there are all
 5 kinds of implications, and toddlers. And then
 6 once you get to ten years old, you know, children
 7 are probably in school. In some ways, their life
 8 is largely controlled by that, I mean, a large
 9 part of their life, and they're moving ahead in
 10 that respect, so you don't need to be as
 11 concerned about the disruption to their life.

12 So I could see constructing it like that with
 13 an outside time limit, but then you would have to
 14 give the judge, along the lines of our earlier
 15 discussion, power to apply some consequences.
 16 But I would sternly say it should be without
 17 prejudice, because I know how quickly things can
 18 change in these cases, and what looks really good
 19 for six months can totally go off the rails in
 20 three months in a family situation. And if the
 21 children are put in danger, well, obviously,
 22 somebody's going to have to intervene and start a
 23 process of investigation, which is, in effect --
 24 I've always thought child protection cases were

Page 121

1 investigations, inquisitions in a sense, but we
 2 don't like that word, so we'll say
 3 investigations, where the court is also
 4 investigating to see how deep a problem it is.
 5 At the same time, the social workers and the
 6 lawyers are also doing that. And while that
 7 process is going on, you know, the children had
 8 to be safe.

9 So I can see giving a court a dismissal of
 10 power if for some reason -- and I'm thinking of
 11 this kind of case, and this did happen a few
 12 times. So there's a key witness to some incident
 13 in a child protection case that's quite
 14 concerning, and that key witness has given -- has
 15 made a referral, the referral has been
 16 investigated, and there seems to be some
 17 substance to it. But then as the matter goes
 18 along, the key witness is no longer available or
 19 cooperative, and this can happen, and all of a
 20 sudden, you know, reasonably, the lawyers
 21 representing the Manager are quite concerned
 22 about bringing the case forward for a full
 23 hearing, because they're not sure that they can
 24 finish what they thought they were going to be

Page 122

1 able to finish. And so the matter sometimes
 2 drags on, because they're hoping that that person
 3 will settle on a point of view, and time is
 4 ticking. So I can see in that kind of a case,
 5 where a judge should have the power to say, look,
 6 you know, we've waited long enough, these
 7 children have waited long enough, I now need to
 8 make an order, which terminates this proceeding.
 9 And if the parents are in a position and want to
 10 make an application to control the care of the
 11 child, if not to be fully responsible of it, then
 12 the judge should have the power to do it,
 13 applying the best interests of the child.

14 So I mean, I think that would be -- and I know
 15 there is, or there has been a review of the Act
 16 going on, and I don't see any reason to not
 17 include something like that. I think doing what
 18 we're doing with the shorter timelines, you know,
 19 I can see the one week and the 30 days and so on,
 20 these seem reasonable. But once you put in an
 21 outside time limit, say a year, then everybody
 22 will know the clock is ticking, and even judges
 23 need to be prepared. You know, if you're -- if
 24 it's 11 and a half months, and you've got your

Page 123

1 hearing date coming up, you're going over that
 2 file thoroughly to see what the heck has been
 3 happening, and you know, to be prepared to deal
 4 with any application that you get.

5 So yeah, I think I would rather have the
 6 outside time limit. And because now you've got
 7 the L.B. case, which says you've got to move
 8 expeditiously anyway, right? And one of the
 9 great encouragements up there, and I heard this
 10 repeatedly, is that the lawyers are all talking
 11 to one another.

12 I can tell you in other areas of family law,
 13 that is not happening, not universally, and not
 14 generally. But in child protection, and
 15 particularly in Labrador, the lawyers are
 16 communicating with one another. They're talking
 17 about what they have to, they're negotiating.
 18 And they all know one another very well, and that
 19 helps a lot. They do their job. But I think if
 20 you didn't have that kind of communication, then
 21 you would expect delays. But where you do have
 22 it, then all you have to do is give somebody a
 23 clear rule, much like we have in the criminal
 24 cases, you know, clear rules, clear timeline.

Page 124

1 The problematic part of that is when the
2 parties represent to the court that they need
3 treatment. And of course, the problem with
4 treatment is that it's frequently not available,
5 no matter how devoutly it's sought. And that
6 becomes then an open-ended source of delay, and
7 you know, I think the timeline should be the
8 timeline. If you determine if it's going to be
9 18 months, that's one thing, it's going to be 12
10 months, that's another thing, whatever it is, it
11 ought to be the timeline regardless of
12 circumstances. And there will be -- there will
13 be people for whom that doesn't work, but we're
14 talking about children who don't control that.
15 And so, you know, the court has to pursue what's
16 in the best interest of children, which is
17 usually getting the matter resolved one way or
18 the other.
19 So I can see there still will be dilemmas.
20 There always will be dilemmas in these things.
21 And the lawyers have, you know, difficult
22 dilemmas to do -- to make too, because sometimes
23 they want to speed it up, and sometimes they want
24 to slow it down, yeah.

Page 125

1 CATHERINE BOYDE, K.C.:
2 Q. Well, what we often see happen is, I'm sure
3 you're aware, in the criminal context, is people
4 will waive their Jordan deadlines for various
5 reasons, they want to get reports, they want to
6 do programming themselves. I mean, would you
7 foresee something similar being -- that being
8 built into the system of child protection, where
9 you have these hard lines, but if the parents are
10 saying I need an extra couple of months to get
11 housing, I need -- you know, a hearing right now
12 would be bad for me, but in two months, like, you
13 know, would you foresee that flexibility there?
14 WILLIAM ENGLISH:
15 A. I wouldn't want to see that for younger children.
16 I think if -- you know, if you're dealing with
17 younger children, you need to have a
18 hard-and-fast deadline. Because I know, and we
19 all know, how much is lost, particularly in the
20 Indigenous communities, by having a child -- and
21 I mean, I was up -- I was there long enough to
22 see the grandchildren of my clients from the '70s
23 in child protection. And, of course, no -- way
24 too much, I suppose, about, you know, some of the

Page 126

1 things they had to deal with, when they were very
2 young. And then not wanting -- my own preference
3 was not to see them subjected to any more
4 trauma-related delay, cut off from family, cut
5 off from community, and so on.
6 Now, again, those were the bad old days, when
7 children were shipped out in large numbers, to
8 places far away. I know some of that happens
9 now. But then that was the rule, rather than the
10 exception. And so the consequences of delay were
11 really enormous. And we often heard about it
12 from the parents when they met with the kids a
13 year after they'd gone, and they could not speak
14 their language. There was no hope that they --
15 you know, they would have to learn the language
16 back again, because they had gone from being two
17 to three, and they just lost it. So, you know,
18 those are very stiff prices to pay.
19 So if I had -- if something had to pay a
20 price, I would think would have to be the adults.
21 And, but if you had older children, I can see
22 where the court could have a discretion. That
23 needs a lot of careful thought. And I'm sure a
24 lot of thought is going into it. I would be very

Page 127

1 interested in how the Innu communities would feel
2 about that. You know, and I can't speak for
3 them. So -- but I think that their feelings, on
4 whether they want these matters dealt with
5 sooner, or they want to have -- the Innu are very
6 forgiving people. I know that from my
7 experience. And they forgive all kinds of
8 unfortunate circumstances, because they've
9 survived them. But would they, for the sake of
10 younger children, want these matters dealt with
11 sooner or later? That would be a very important
12 thing to know. And the Inquiry can know that,
13 I'm sure. Probably already knows something.
14 CATHERINE BOYDE, K.C.:
15 Q. I'm going to move on and ask just very briefly
16 about the issue of interpretation, which I don't
17 think anyone takes issue with the fact that
18 interpretation needs to improve.
19 You had recommended in your report, I guess, an
20 independent agency, perhaps spearheaded by the
21 IRT or by Innu stakeholders.
22 Has the court ever employed interpreters
23 directly?
24

Page 128

1 WILLIAM ENGLISH:
 2 A. Yes. Yes. There was a period of years, I think
 3 it was -- and I can't be sure, but I think it was
 4 a period of, maybe, four or five years in Happy
 5 Valley-Goose Bay, where we had on staff, an Innu
 6 interpreter. And this is a person who lived in
 7 Sheshatshiu, and came up each day, like all the
 8 clerks. And basically had the status of a court
 9 clerk, but was primarily expected to do
 10 interpretation work.

11 Now, if that was slow, then that person did
 12 other things. But they were employed by -- in a
 13 civil service mechanism. And it was wonderful.
 14 I can only describe it as wonderful. We happened
 15 to have a very good person, very bright, very
 16 intelligent. Had the wonderful gift of
 17 detachment, because that was not easy. But
 18 personality, in terms of personality, you know,
 19 could deal with these difficult things, and both
 20 the criminal cases and the family cases, and then
 21 go home and lead her life, and stand up to it,
 22 you know.

23 Now, after about three or four years, she was
 24 on to something else. But we had another person

Page 129

1 or persons for a while, who also were good, and
 2 also were from Sheshatshiu, and came up every
 3 day. And there were certain days they couldn't
 4 for some reason or other, but we managed to come
 5 by.

6 So yes, that model has been used. And it was
 7 very good. We were extremely pleased when it
 8 came about, the judges I can speak for. Because
 9 if we -- for instance, sometimes we'd have -- on
 10 the criminal side, we'd have an Innu person
 11 appearing, and they would say they understood
 12 everything. But you could tell they didn't. And
 13 so we -- even though the word had been sent that
 14 this person didn't need an interpreter, we had
 15 the interpreter there. Within 30 seconds, they
 16 were in the courtroom. We'd explain it again.
 17 They would -- and then they would verify, you
 18 know, to us. So it was a great asset.

19 And they generally didn't -- they did do some
 20 work in family cases. But, and, you know, some
 21 family hearings that were longer. But primarily,
 22 they were used on the criminal side.

23 CATHERINE BOYDE, K.C.:

24 Q. Would that be something that you would recommend

Page 130

1 again, if, you know, not necessarily to rule out
 2 any sort of independent agency or IRT
 3 involvement, but if the court could make funding
 4 available and have a person perhaps trained
 5 through an IRT initiative, working directly with
 6 the court, you think that would be...

7 WILLIAM ENGLISH:

8 A. You just said the magic word "training."

9 CATHERINE BOYDE, K.C.:

10 Q. Yeah.

11 WILLIAM ENGLISH:

12 A. Because if there's somebody new, if they're not
 13 one of the current interpreters, you know, and if
 14 there's only one of them, it is onerous. But if
 15 you were able to have two, the great thing is
 16 that, you know, they -- between the two of them,
 17 they can make up one full-time position. Or they
 18 could both come, because there are two courts in
 19 Goose Bay that regularly can operate
 20 simultaneously. And often they will need
 21 interpretation in both. And of course, there's
 22 the online matters too.

23 So the training is really, really important.

24 And well, I've spoken to that otherwise. But it

Page 131

1 prepares them for what they're about to do.
 2 Because even though they have the goodwill, and
 3 they have the language, and they have the smarts,
 4 I'll call it that, they need a certain degree, a
 5 good degree of training in what an interpreter
 6 does and what an interpreter doesn't do. And,
 7 you know, what kind of cues you're going to get
 8 and what kind of cues you have to follow, and
 9 what kind of cues you're going to ignore.
 10 Because sometimes we used to see the accused
 11 would get into a conversation with the
 12 interpreter in the middle of the case. And some
 13 of the interpreters would think, well, I'm not
 14 going to be impolite, I'm going to have a
 15 conversation. So, you know, that part of the
 16 training is just boundaries, really. Rules and
 17 boundaries and expectations. So as long as they
 18 got that, yeah, they would be -- they would be
 19 equipped. And, you know, I still think that the
 20 need is greater because of the enormous criminal
 21 caseload. And of course, the circuit
 22 responsibility.

23 So if you go and you're doing circuits, you
 24 know, if you're going on circuits, you're going

Page 132

1 to need an interpreter with you there too, and
 2 they can't be two places at once. So I would say
 3 a core group starting with three who've received
 4 the training. And then -- because you can always
 5 count on one person for some, you know, sincere
 6 reason having to opt out. If you give yourself
 7 that core group, then you're fine.

8 This is what happened in 2007 with the
 9 training program. This was to create a core
 10 group on both the Inuit and Innu sides. And it
 11 did, it really did. And they were high as kites
 12 at the end of that program because they felt,
 13 well, they were certified. They all got
 14 certification. And it was -- they got
 15 recognition and they got training and they got
 16 tools. I mean, those people were -- they were
 17 off to the races. And for about a year or two,
 18 we -- you know, we got solid dividends out of
 19 that program. So I would expect the same thing
 20 to happen if you started a new one.

21 CATHERINE BOYDE, K.C.:

22 Q. On the issue of social worker recruitment, which
 23 has also, of course, been a, I guess, I would say
 24 a major theme of the Inquiry writ large -

Page 133

1 WILLIAM ENGLISH:

2 A. Yeah.

3 CATHERINE BOYDE, K.C.:

4 Q. - there are -- I don't know if you have done any
 5 research or spoken to anyone about programs
 6 offered at other schools, such as the First
 7 Nations University in Saskatchewan, they have a
 8 social work program. Is that anything that --
 9 you know, the setting up of scholarships,
 10 bursaries, et cetera, through the IRT to send
 11 students to these programs, is that something
 12 that you've discussed with IRT members or anyone
 13 else?

14 WILLIAM ENGLISH:

15 A. No, I haven't. I haven't discussed that with
 16 them, but I think incentives are required for
 17 retention and maintenance. And -- because it is
 18 difficult work. I mean, the social work that
 19 you're doing in the child protection context is a
 20 creature unto itself. And usually when they're
 21 new, when they're newly trained, you know,
 22 they're able to start, but they need a lot of
 23 support and a lot of encouragement and perhaps
 24 incentive to stick with it. Because once they're

Page 134

1 trained, I'm here to tell you, because you all
 2 know what happens, they become very attractive to
 3 be lured away to anything else.

4 I mean, this is the old -- the phenomenon
 5 among Indigenous people. When you have highly
 6 qualified people, they're in demand. And so to
 7 keep them in the work, once you've invested in
 8 the training, you know, you have to have
 9 incentives, either financial -- and I think, you
 10 know, in Innu communities, one of the incentives
 11 will be family time, you know, some system for
 12 giving them family time, the usual annual leave
 13 or whatever, however you do that. And that's why
 14 really why you need more than one. Because they
 15 will be pinch hitting for one another. And
 16 they'll be happy to do it because they know when
 17 their turn comes -- they carry huge family
 18 responsibilities. In Natuashish, the family
 19 responsibilities of the average female in
 20 Natuashish exhausted me when I heard about them.
 21 I mean, it's not unique to them. But it is --
 22 you know, grandparents are caring for
 23 grandchildren and children, children are caring
 24 for parents and grandchildren, and they're all in

Page 135

1 the same house and the burden falls fully on
 2 them. So anybody you get, you know, will
 3 probably be of that age or that situation. And
 4 so you need at least two in each community. So
 5 that will be a core group of four. And then with
 6 the use of technology -- notwithstanding the
 7 dialect difference, with the use of technology,
 8 and after training, they would be able to pinch
 9 hit a little bit in both communities too through
 10 the technology. Just what I described, you know,
 11 with the Supreme Court matter I sat in on, I
 12 mean, there was somebody who was somewhere else
 13 and was being present by technology to interpret
 14 in a murder trial.

15 So I mean, you know, but at least that
 16 alternative was there. And with a core group of
 17 four, properly trained, yeah, I think that would
 18 be a good start. The separate agency only has
 19 this advantage. Separate agencies tend to get
 20 multi-year mandates. And, you know, I mean,
 21 because there's a lot of work to set them up and
 22 get the right people to run it and all this kind
 23 of thing.

24 And one of the advantages -- one of the

Page 136

1 reasons I mentioned IRTS as possibly an agency is
 2 that, first of all, they impressed me as having
 3 accomplished a lot and being very much plugged
 4 into this issue. But the second thing is, is
 5 they're there and they know everybody and you
 6 wouldn't have to invent the wheel of
 7 organization. They have a wheel of organization.
 8 They -- I mean, they're doing the job now. They
 9 would have to create a subset, you know, a
 10 department of interpretation or whatever they
 11 would choose to call it. And then, you know,
 12 under their umbrella, set up the agency. That
 13 was the main reason why I did it, because of
 14 their presence in the community and their -- and
 15 it seems to be largely expanding involvement.
 16 You know, they need the -- I mean, they need
 17 the support of the band council and the grand
 18 chief and chief. They need all that too. But
 19 they have established a presence, which if it
 20 isn't permanent, is as close as it comes for
 21 management agencies. You know, they seem to be
 22 there unless there's a transition to something
 23 different. They seem to be there with their
 24 mandate for a fairly long haul.

Page 137

1 But yes, other than that, we could go back to
 2 the -- attached to the court model. And as long
 3 as those people are willing to travel when the
 4 court did go to the community or they already
 5 live in the community, that's the other -- that's
 6 even better alternative, because that's what we
 7 did with interpretation. We go to Natuashish.
 8 We had to rely on people who lived in Natuashish.
 9 And we hoped -- you know, we always arranged it.
 10 The clerks arranged it well in advance. But then
 11 when you get there, there have been a medical
 12 emergency. And, you know, your interpreter was
 13 gone somewhere because they had to. And so you
 14 fall back on the next, hopefully available,
 15 person. Usually we could find someone, but it
 16 was a bit ad hoc.
 17 So having these people there on salary and
 18 getting the training they need, whether it's in
 19 person or remotely. Yeah. See, that's what we
 20 didn't have. We had people, but then that was
 21 after the training was done. And then when the
 22 training was done, we had people for a while.
 23 And then after a while, we had no training and no
 24 people. At least not -- you know, they're all

Page 138

1 volunteers. Right? And they were basically ad
 2 hoc contractors. And when that worked, it worked
 3 great because they were good people. But when it
 4 didn't work, everybody was stymied.
 5 And the one thing I heard about the child
 6 protection matters, about the only thing now that
 7 will stop the hearing up there is no interpreter.
 8 They will do their best, you know, to get the
 9 hearing going and keep it going and complete the
 10 thing. But if there's no interpreter, it's
 11 usually a dead stop. And it's hard -- it's hard
 12 to imagine otherwise. So I see this as a huge
 13 problem in the child protection context with
 14 Innu, because I expect the Innu to use their own
 15 language. I've seen that that's their strength,
 16 one of their strengths, and I wouldn't want to
 17 see it diminished in any way.
 18 CATHERINE BOYDE, K.C.:
 19 Q. Judge English, I don't think I have any other
 20 questions. I'm just going to quickly look here.
 21 But a lot of what I was going to ask you, you've
 22 already covered, so.
 23 WILLIAM ENGLISH:
 24 A. Okay.

Page 139

1 CATHERINE BOYDE, K.C.:
 2 Q. No, I don't believe I have any more questions.
 3 So thank you. Thank you very much.
 4 WILLIAM ENGLISH:
 5 A. All right. Thank you.
 6 I just have one thing I wanted to add. There
 7 was a point I noted this morning. We haven't
 8 talked much about the ongoing huge efforts to
 9 prevent matters going to child protection
 10 proceedings. But -- and I'm no expert in that.
 11 But I did certainly talk to people about it. And
 12 I was encouraged by it. But -- and it's still
 13 the measure of choice to deal with these safety
 14 issues for children. Prevention will always be
 15 cure.
 16 The only thing I would -- the only caveat I
 17 would say is that however you go about the
 18 prevention, or the litigation, if it gets there,
 19 is that we're always going to have to ask the
 20 question, is this fair? Whatever the outcome is,
 21 has this been a fair process for the families
 22 involved, you know, particularly the parents?
 23 Because we all know, we've been around long
 24 enough to know that every bureaucratic measure

Page 140

1 that was ever created can be fair, probably
2 designed to be fair. But over time - and if
3 you've read the Hughes Inquiry, and you've read
4 the Turner Inquiry, I mean, you know, and I lived
5 through all those things, and so I know - you
6 know, there can be a measure of unfairness, even
7 arbitrariness, that creeps into any, I'll call it
8 bureaucratic, and I don't mean that negatively,
9 but any bureaucratic answer to a problem. And
10 the same thing is true with prevention, because
11 you never want to have things going on in your
12 prevention scheme. And I'm talking about a
13 minority of cases, of course, but -- which is
14 unfair.

15 And so any system that is developing - and I'm
16 sure there is one, and I'm sure it'll be good in
17 the Innu communities - always has to keep that in
18 mind. That if you're making decisions about
19 people, or you're leading them to decisions, you
20 have to do it in a way that's fair to everybody.
21 I mean, this is not law. This is -- but if you
22 look at the international conventions on the
23 rights of indigenous people, and you look at our
24 own Charter, it's all about that.

Page 141

1 So that's the only other point I would make.
2 It's quasi-legal, it isn't legal. But it's
3 really, really important, because there are
4 shortcuts, but they're not necessarily fair
5 shortcuts. And that's the -- that's my last
6 point on that.

7 CATHERINE BOYDE, K.C.:

8 I don't have anything else to add there, Michael.

9 MICHAEL COLLINS:

10 Does anyone else have any follow-ups flowing from
11 that? I do not.

12 Okay. Well, thank you. Thank you, everyone.

13 Thank you very much, Judge English, for your
14 report.

15 WILLIAM ENGLISH:

16 Thank you.

17 MICHAEL COLLINS:

18 We'll see each other again soon.

19
20 (Video ends)

21
22 KELSIE LOCKYER:

23 Hello again, everybody. Thank you for your
24 attention there that time.

Page 142

1 I know that initially I had indicated that
2 after this video, we would take our lunch break.
3 But in discussions with the Commissioners, they
4 just have a few short questions for Mr. English.
5 So we'll give him just a moment and then have the
6 Commissioners do their questions. Then that way,
7 when we return after lunch, it'll just be
8 Dr. Fallon and Dr. Black for us to watch. And
9 that way we can hopefully get out of here a
10 little sooner than we did yesterday.

11 So I'll turn it over to the Commissioners now
12 to just have some appreciation and some questions
13 for Retired Judge English. Yeah.

14 COMMISSIONER IGLOLORTE:

15 Okay. Thank you, Bill. Probably more comments
16 than questions.

17 And the first one goes to Nastash,
18 Commissioner Qupee.

19 COMMISSIONER QUPEE:

20 Hello. I'd just like to say that I want to thank
21 you for the work that you did on the research and
22 your dedication. Also, going to visit the
23 communities as well. And I appreciate that. So
24 again, that this will help us with our work in

Page 143

1 the Inquiry. So I want to say thank you.
2 Tshinashkumitin.

3 UNIDENTIFIED MALE:

4 Yes, thank you very much. I hope you can see me
5 and hear me. Yes, thank you. And it's been a
6 fascinating process for me as well.

7 COMMISSIONER IGLOLORTE:

8 Thank you. And we'll move on now to Professor
9 Devine for a question or comment. Oh, okay.

10

11 MR. WILLIAM ENGLISH,

EXAMINED BY COMMISSIONER DEVINE

12

13 Q. Hi, how are you today, Bill?

14 WILLIAM ENGLISH:

15 I'm very good. Thank you.

16 COMMISSIONER DEVINE:

17 Q. Good to see you again.

18 WILLIAM ENGLISH:

19 A. Yes, you too.

20 COMMISSIONER DEVINE:

21 Q. The first thing -- I had a few questions, but you
22 covered them one way or another, either through
23 answering other questions or in your presentation
24 or in writing. So I just have one point of

Page 144

1 clarification, if you will, and -- because I'm
2 very interested in alternate dispute resolution
3 kind of models.
4 And you talked in particular about mediation
5 services. You also mentioned case conferencing,
6 that you had some familiarity with that, if I
7 remember correctly?
8 WILLIAM ENGLISH:
9 A. Yes, that's true. When I was a lawyer doing
10 child protection cases, I was involved in a
11 number of them, particularly in the '90s, between
12 '95 and 2000, before I went to the bench. They
13 were routinely done in the St. John's area. And
14 I encouraged my clients to go and they almost
15 always agreed.
16 So that was that -- the case conference
17 without a judge, I found them to be very good.
18 Usually we were able to resolve some minor
19 issues. Occasionally, we resolved entire cases.
20 But usually we were trying to resolve things
21 like, for instance, certain conditions that have
22 been placed on parents while a matter was
23 proceeding through the courts or whatever the
24 process was. Often involved relationships they

Page 145

1 had and, you know, certain limitations on them or
2 access to the children.
3 And that could be very difficult for people.
4 So we would have a case conference to talk about
5 really the pros and cons of that and whether
6 there was a compromise or a resolution. And we
7 were able to resolve that sometimes.
8 So I had good experiences with it, and I
9 highly recommend it. I know that the lawyers in
10 Goose Bay are using that mechanism from time to
11 time.
12 COMMISSIONER DEVINE:
13 Q. Thank you. My specific question is, I'm trying
14 to imagine how mediation would look different
15 than case conferencing model. And in particular,
16 when you're talking about basically the State and
17 parents, that's what -- that's how I'm thinking,
18 like a social worker and parents.
19 How would you see that working in practice?
20 WILLIAM ENGLISH:
21 A. Well, it works if you have a skilled, trained
22 mediator. I mean, that's -- it's the core
23 element in mediation. And the reason why that
24 helps is because that person has experience and

Page 146

1 abilities to get people to focus on -- not on
2 their dispute, but on their common interests.
3 It's the common interests that will resolve a
4 matter. And usually, of course, in child
5 protection, that's the children.
6 Sometimes, though, it's more than the
7 children. Sometimes the relationship with third
8 parties, grandparents, other siblings, other
9 stepchildren, you know, you never know what can
10 motivate a person to resolve something.
11 Sometimes it's because they want to bring other
12 people together with themselves and the children.
13 So a skilled mediator knows about that and they
14 know how to direct people towards that common
15 interest. You know, you -- in a -- in a case
16 conference, you have -- and I hesitate to say
17 "adversarial" because I know that, strictly
18 speaking, child protection is not adversarial.
19 But you do have people who are coming from a
20 different position. You have the social workers
21 who have a concern or a series of concerns. You
22 have the parents who may share some of those
23 concerns, but they have other worries, too.
24 And they're sitting across the table. And, you

Page 147

1 know, there can be two solitudes involved in that
2 conversation.
3 What you don't have in a case conference is
4 the neutral. And you have that in a settlement
5 conference with the judge. You have that in a
6 judicial case conference. You do have the
7 presence of the neutrals. What I think I called
8 and what's known as, with the judge, the power of
9 the sash. In other words, kind of the influence.
10 It's the influence of someone who's not only
11 known to be neutral, but also be independent.
12 And that can have a tremendous influence.
13 But a mediator, trained, skilled, experienced
14 mediator knows how to talk to people either in
15 the same room together or individually. So
16 that's what I think.
17 But if you don't have a certified, trained
18 mediator with experience in these things,
19 certainly in family, family law dynamics and
20 social sciences and so on, then it'd be very
21 difficult to make the mediation process work.
22 As you know, we do have Family Services which
23 provides mediation in certain family law contexts
24 in the province. And it's free and it's a good

Page 148

1 service, very good service. But it doesn't reach
2 into child protection. It doesn't reach into
3 some other things as well. And that's simply, I
4 think, because you'd have to give a degree of
5 training and experience to those people that they
6 cannot or do not currently have and would need a
7 significant investment to get.

8 So I'm thinking of a model where -- and I
9 think of this, again, for a minority of the
10 sticky cases. I call them that for want of a
11 better word. I'm talking about the cases where
12 the lawyers who know their clients, know the
13 case, say, "You know something? If we brought in
14 a trained mediator of this kind and we set aside
15 a half day, we might make some progress in this
16 that we haven't been able to make so far."

17 So I see this being selective. But if you
18 solve one of those cases -- sometimes they can
19 involve two, three children. And you've made
20 progress. Whatever the resolution is, you've
21 made progress by doing that.

22 So that's the model I'm thinking about. That
23 would have to be adopted. I think right now it's
24 possible for a judge to not to order it but to

Page 149

1 approve it. In other words, to encourage the
2 people to do it, and the parents and the other
3 parties. But they would have to say they're
4 willing. They would have to see this as a
5 positive step.

6 And it usually is because it can be arranged
7 fairly quickly. And as I said earlier, it can be
8 quite flexible how you do it. It can be done
9 remotely if you -- if the mediator is willing to
10 do that. You have to have a good private
11 confidential space. But once you've got that,
12 that model could work.

13 And I'd just like everybody to be aware that
14 that's an option. As long as there's some
15 mechanism, you know, because these are private
16 mediators so they have a private practice. Some
17 of them are lawyers. You know, you'd need to
18 have a system set up for them.

19 COMMISSIONER DEVINE:

20 Okay. That's helpful. So thank you for that.
21 But it's the only question I have at this point.

22 So the last thing I just want to say is thank
23 you for your report, your research and
24 presentation. And, you know, one of the things

Page 150

1 that really stood out for me in listening to you
2 was your great empathy that you have for the
3 Innu. And how much you care from, I guess, your
4 experience down there and getting to know them
5 and that. So I just wanted to also add that.

6 Thank you very much, sir.

7 WILLIAM ENGLISH:

8 Thank you. Appreciate it.

9 COMMISSIONER IGLOLIORTE:

10 Okay. Thank you, Judge. From the Commission, my
11 observation will be the final one. You were
12 asked to deal with Section 4, Subsection 1,
13 paragraph O and P. And you've done so admirably.
14 You've covered a lot of the issues.

15 Of course, as an Inquiry, we are obliged to
16 look further at the opportunity now given by
17 Canada to apply Bill C-92. And it begs the
18 question, given that you've raised some issues
19 and recommendations about the court system, how
20 the Innu might fashion a system of Innu law and
21 child protection and recognize that the
22 recommendations that you've made are points that
23 we will apply in determining. And as Innu have
24 already worked at so much now in determining

Page 151

1 where they go from here.

2 So thank you for your input. We will
3 definitely use your recommendations and your
4 learned observations.

5 WILLIAM ENGLISH:

6 Thank you to the Commissioners and staff for
7 being so helpful.

8 KELSIE LOCKYER:

9 Thank you very much. Thank you, everybody, for
10 your attention this morning.

11 Thank you very much, Mr. English, for your
12 contributions. You are now free to go. So
13 you're done with your questioning. You're more
14 than welcome to come back for the afternoon
15 session if you'd like, but you won't be required
16 to be called on anymore.

17 As for the rest of us, we'll take an hour
18 break now. So we'll come back at 1:15 to resume
19 with the afternoon session, which will be
20 Dr. Fallon and Dr. Black's videos.

21 Thank you very much.

22 COMMISSIONER IGLOLIORTE:

23 Thank you.

24

Page 152

1 (Off the Record)
2
3 KELSIE LOCKYER:
4 All right. Welcome back, everybody. I hope you
5 had a nice lunch break. We'll resume now with
6 the afternoon session.
7 So this afternoon, we will be watching four
8 videos of Dr. Fallon and Dr. Black's testimony.
9 They're broken down into four, but we're going to
10 watch them in two chunks.
11 So the first is an hour and four minutes, and
12 the second video is 25. We're going to watch
13 those two together before we have a short break.
14 After which we'll watch the last two portions,
15 which are an hour and 15, and 43 minutes.
16 So we'll watch those together as well.
17 So we'll go ahead now with the first portion,
18 which, again, it'll run for approximately an hour
19 and a half here now before we have a break.
20
21 (Video is played - Dr. Fallon & Dr. Black)
22
23 MOLLY CHURCHILL:
24 Good morning. All rise. This Commission of

Page 153

1 Inquiry is now open. And everyone can be seated.
2 All right. Good morning. We're here today
3 with two witnesses who have been called for -- to
4 appear before the Inquiry Respecting the
5 Treatment, Experiences and Outcomes of Innu in
6 the Child Protection System. Dr. Barbara Fallon
7 and Dr. Tara Black. I'm going to take a moment
8 to affirm each witness. I'll start with
9 Dr. Barbara Fallon.
10
11 DR. BARBARA A. FALLON, AFFIRMED
12
13 DR. TARA BLACK, AFFIRMED
14
15 MOLLY CHURCHILL:
16 Great. Thank you very much. I should perhaps
17 introduce myself too. My name is Molly
18 Churchill, and I'm a lawyer who is working with
19 the Commission of Inquiry with our legal team.
20 And I will be asking some questions today, and
21 giving Dr. Fallon and Dr. Black the opportunity
22 to share the work that they've done for the
23 Inquiry to share some of their findings with us
24 today.

Page 154

1 DR. BARBARA FALLON & DR. TARA BLACK
2 EXAMINED BY MS. MOLLY CHURCHILL
3
4 MOLLY CHURCHILL:
5 Q. We have -- I'm going to start by pulling up a CV
6 that Dr. Fallon provided to us. It's proposed
7 Exhibit No. P-447. And I suppose I should share
8 my screen here so make sure we're all looking at
9 the same thing. Okay. Are you able to see what
10 I'm sharing here? And -- okay. Great.
11 And, Dr. Fallon, can you confirm this is a
12 copy of a CV that you provided to the Inquiry? I
13 can see it's dated March 2026, and a total of 88
14 pages there?
15 DR. BARBARA FALLON:
16 A. Yes, that's correct.
17 MOLLY CHURCHILL:
18 Q. Thank you. And so you're a tenured professor at
19 the Factor-Inwentash Faculty of Social Work at
20 the University of Toronto?
21 DR. BARBARA FALLON:
22 A. Correct.
23 MOLLY CHURCHILL:
24 Q. And also an Associate, the Associate
25 Vice-President of Research at the University of

Page 155

1 Toronto?
2 DR. BARBARA FALLON:
3 A. Right.
4 MOLLY CHURCHILL:
5 Q. And we can see on page 2 of your CV -- one
6 moment. No, I'm on the wrong -- sorry.
7 DR. BARBARA FALLON:
8 A. That's fine. I think that's Tara's.
9 MOLLY CHURCHILL:
10 Q. Yeah, that is. My apologies. That you're also
11 the Canada Research Chair in Child Welfare, Tier
12 II from 2016 to 2021, and again 2021 to 2026?
13 DR. BARBARA FALLON:
14 A. I am. As of today I am not. It's a ten-year
15 appointment and it's April 1st. So as of today I
16 am not, but I have been Canada Research Chair in
17 Child Welfare for ten years.
18 MOLLY CHURCHILL:
19 Q. Okay. Thank you. And we can see that your
20 thesis for your post-doctoral work was about
21 factors driving case decisions in child welfare
22 services, and it was nominated for a prize in
23 2006?
24

Page 156

1 DR. BARBARA FALLON:
 2 A. Yes, for my doctoral dissertation, yes, correct.
 3 MOLLY CHURCHILL:
 4 Q. Okay. Thank you.
 5 And then you've clearly published extensively,
 6 and I just -- there was one publication in
 7 particular that I wanted to highlight because it
 8 has already been entered as an exhibit previously
 9 for this Inquiry, and that is the report
 10 entitled, "Denouncing the Continued
 11 Overrepresentation of First Nations Children in
 12 Canadian Child Welfare: Findings from the First
 13 Nations/Canadian Incidence Study of Reported
 14 Child Abuse and Neglect-2019."
 15 DR. BARBARA FALLON:
 16 A. Correct. Yeah, I was the chief science principal
 17 author of that paper, what was a study led by the
 18 Assembly of First Nations and the Public Health
 19 Agency of Canada.
 20 MOLLY CHURCHILL:
 21 Q. Thank you. And just for the Commissioners'
 22 reference, that report was previously entered as
 23 Exhibit P-087. Rather than continuing further
 24 through your CV et al., I'd like to just give you

Page 157

1 the moment to introduce yourself to the
 2 Commissioners, to the Innu public explaining a
 3 bit of your background and areas of research,
 4 expertise, and the experience you bring to their
 5 -- on the work you've prepared for the
 6 Commission.
 7 DR. BARBARA FALLON:
 8 A. Okay. Thank you, Molly. And I think both Tara
 9 and I are very honoured to be here today and
 10 certainly this, our contribution to doing better
 11 for children, particularly First Nations children
 12 in Canada, can be meaningful in any small way.
 13 That that is -- it's really such a privilege and
 14 an honour for us to be welcomed to this
 15 auspicious group and to make a contribution to
 16 the Innu children and families.
 17 For over 30 years, I have worked either
 18 through primary data collection efforts with the
 19 incidence studies, both nationally and
 20 provincially, to report on the incidents of
 21 investigations for children and families
 22 identified to the child welfare systems in
 23 Canada. Those are the incidence studies. There
 24 have been four national incidence studies.

Page 158

1 The reference that you made earlier was the
 2 First Nations Canadian Incidence Study which was
 3 conducted in 2019 and '20 at the request of the
 4 Assembly of First Nations. The other -- in
 5 addition to primary data collection, I work very
 6 closely with Tara to pull administrative data,
 7 extract, to inform, and load the data onto what
 8 we call our Ontario Child Abuse and Neglect Data
 9 System so that agencies and partners can access
 10 their own data in response to their questions
 11 about children and families.
 12 So we have -- I would say it's not enough
 13 expertise, but we certainly have substantial
 14 expertise in trying to understand how
 15 administrative data can answer some questions
 16 folks have about children and families identified
 17 to child welfare systems.
 18 In my child welfare lab, of which Tara is a
 19 really important member, we always say that we
 20 work in service to children. That is our first
 21 accountability to children, to agencies we work
 22 with, and then if we can publish it in the
 23 academic literature certainly we do, but only in
 24 partnerships with communities. So we can see

Page 159

1 that because I'm very senior, I've published a
 2 lot in the academic literature and certainly
 3 worked very closely with agencies and governments
 4 to collect these data, so.
 5 And I'm happy to answer any more questions if
 6 something is unclear in my CV, or I can clarify
 7 any other expertise that I would have.
 8 MOLLY CHURCHILL:
 9 Q. Thank you. No, that's very helpful. And we
 10 appreciate you being here today.
 11 I'd like quickly to -- Dr. Black, to bring up
 12 your CV, which I realize I did accidentally bring
 13 up earlier. So let's bring it up for real here.
 14 It's proposed Exhibit P-446. I'll share it on my
 15 screen here. And can you confirm that this is
 16 the copy of your CV that you provided recently to
 17 the Inquiry, starting with your education? And
 18 you can see it's a 34-page document.
 19 DR. BARBARA FALLON:
 20 A. That's correct, yes.
 21 MOLLY CHURCHILL:
 22 Q. Okay. Great. You know, rather than walking
 23 through any of the specific qualifications or
 24 positions, as I did with Dr. Fallon, maybe I'll

Page 160

1 just start with letting you introduce yourself as
 2 it's a bit more natural. And it would be great
 3 to hear from you to introduce yourself to the
 4 Commissioners and to the Innu public.
 5 DR. BARBARA FALLON:
 6 A. Sure. Thank you so much for having me today. My
 7 name is Tara Black. I'm an Associate Professor
 8 at the Factor-Inwentash Faculty of Social Work in
 9 a position called CLTA, which is a contractually
 10 limited-term appointment. And I have been in
 11 that position since 2013. I have about 20 years'
 12 experience working with administrative and large
 13 datasets to help our community agencies and
 14 partners answer questions about the services and
 15 programs available to children and families
 16 involved with child welfare.
 17 I specialize in intimate partner violence and
 18 have been involved with administrative data
 19 directing OCANDS, the Ontario Child Abuse and
 20 Neglect Data System since 2012. So almost 15
 21 years I'm working with administrative data in
 22 child welfare.
 23 MOLLY CHURCHILL:
 24 Q. Thank you. And can you give us just a -- sort of

Page 161

1 describe the OCANDS project to us in a way that
 2 us non-researchers could understand, ideally in a
 3 way that I could, you know, then explain to my
 4 11-year-old niece.
 5 DR. BARBARA FALLON:
 6 A. Sure.
 7 DR. BARBARA FALLON:
 8 A. Over to you, Tara.
 9 DR. BARBARA FALLON:
 10 A. Now I'm wishing I had a flag on you (phonetic).
 11 DR. BARBARA FALLON:
 12 A. We can do it. We can do it. We can do it.
 13 DR. BARBARA FALLON:
 14 A. So Ontario Child Abuse and Neglect Data System,
 15 we work in partnership with agencies. We assign
 16 data sharing agreements with participating
 17 agencies leaving data ownership with them. So we
 18 don't own the data, we don't publish with this
 19 data unless they want to. We answer questions
 20 and touch the data only when they want us to.
 21 So we work directly with vendors, meaning in
 22 this case we worked with Matrix. In other cases,
 23 we've worked with Coyote, Penlu, CPEN, AS/400,
 24 probably ten different IT vendors. And we

Page 162

1 extract those data, push them securely to our
 2 server. We typically work in something called
 3 SAS, which is a statistical software program,
 4 doing data integrity, tainted cleaning, and then
 5 answer questions about those data in partnership
 6 with our participating agencies. And, yes, then
 7 we can push those data to a secure OCANDS.org
 8 where that agency have a secure login and can
 9 access different tools available to them to query
 10 their own data in different ways.
 11 MOLLY CHURCHILL:
 12 Q. And when you talk about an agency, can you --
 13 what do you mean when you're working with an
 14 agency? Is that basically as service provider?
 15 DR. BARBARA FALLON:
 16 A. The child welfare organization or government,
 17 yes.
 18 MOLLY CHURCHILL:
 19 Q. Okay. So child welfare organization or the
 20 government themselves?
 21 DR. BARBARA FALLON:
 22 A. Yes. Or (inaudible).
 23 MOLLY CHURCHILL:
 24 Q. Great. Great. Thank you for that clarification.

Page 163

1 And then the other item I wanted to highlight
 2 from your CV is again that publication that we
 3 discussed briefly with Dr. Fallon, that you're a
 4 co-author of the report, *Denouncing the Continued*
 5 *Overrepresentation of First Nations Children in*
 6 *Canadian Child Welfare: Findings from the First*
 7 *Nations/Canadian Incidence Study of Reported*
 8 *Child Abuse and Neglect-2019*. I believe that's
 9 on page 12 of your CV.
 10 DR. BARBARA FALLON:
 11 A. Correct.
 12 MOLLY CHURCHILL:
 13 Q. Okay. Thank you. All right. So I know that you
 14 have a presentation that you will be presenting
 15 to us. We have that marked as a proposed
 16 exhibit, P-449. And I'd like to briefly share
 17 that just to make sure that we're looking at the
 18 same thing, that our records are the same as what
 19 you are using. So this is the --
 20 DR. BARBARA FALLON:
 21 A. Correct.
 22 MOLLY CHURCHILL:
 23 Q. Can you see the slide deck up there?
 24

Page 164

1 DR. BARBARA FALLON:
 2 A. Correct.
 3 MOLLY CHURCHILL:
 4 Q. Okay. Great. And again, dated March 2026.
 5 Before we jump into that, I'd just like to ask a
 6 few questions to set the context and then I'm
 7 going to hand it over to you to tell your -- to
 8 share your findings, to share your research and
 9 your findings. I was hoping that you would start
 10 by just explaining what your research mandate or
 11 objectives were?
 12 DR. BARBARA FALLON:
 13 A. So we took instructions from the Commission and
 14 from the community about what would be helpful in
 15 an administrative data pull for the purposes of
 16 the Commission, and we matched that with the
 17 experience and skills that we could bring to some
 18 of the questions the community had about their
 19 children and families. As we can see from our
 20 report, we've really carved out the limitations
 21 and the knowledge came (phonetic) quite carefully
 22 in order to respect that the data represent some
 23 things, but really only a piece of the puzzle.
 24 What we did was to try and represent the

Page 165

1 service continuum. So typically in child welfare
 2 systems, there would be a call from the concerned
 3 community member or professional about a child,
 4 about a family. A child protection system would
 5 make the determination of whether or not it is
 6 appropriate for assessment. There's lots of
 7 different words used, but assessment for an
 8 investigation which there is a conclusion about
 9 the veracity of the concern. So that would be
 10 whether or not the case is opened for
 11 investigation.
 12 At the end of the investigation period, which
 13 varies according to province and territories, and
 14 in child protection systems that assessment
 15 period varies considerably, the investigating
 16 worker or social worker would make a
 17 determination about whether or not the child or
 18 the family needed ongoing child protection
 19 services. There's another disposition kind of
 20 layered onto that which is the decision to place
 21 the child in out-of-home care. It's a very rare
 22 event. Nationally it's around 3 percent of all
 23 investigations. And certainly, as the report
 24 indicates, and as the document you referenced for

Page 166

1 the FNCIS indicates, that placement differential
 2 depends on indigeneity and race. So we would
 3 also look at whether or not the worker decided to
 4 place a child in an out-of-home care at the end
 5 of the investigation, whether or not if the data
 6 would be available, the worker used child welfare
 7 court.
 8 Some of the other systems requirements are how
 9 long does the case stay open. If the worker
 10 makes that determination, if a child is placed in
 11 care, how long does the child stay in care.
 12 Sometimes we're asked to assess how many moves
 13 the child would make in care.
 14 And if a file is closed at any point during
 15 investigation, after ongoing services, after
 16 placement, we're able to make a determination
 17 about whether or not that case is re-opened at
 18 any point. And that's because we really
 19 constructed data longitudinally.
 20 So one of the rationales for OCANDS is that
 21 sometimes it's very hard to respond to questions
 22 that communities have, that agencies have about
 23 trajectories in child welfare. It's really a
 24 (inaudible) in child welfare research and queries

Page 167

1 that folks can use that the front end of their
 2 information systems sometimes don't give them
 3 that ability to describe the trajectory of a
 4 child or group of children. And so with our
 5 brilliant programmers that's what we do, to take
 6 those raw data, use different tables, and
 7 construct trajectories for children and families
 8 so that systems, governments, can reflect on some
 9 of the interceptions about service continuum to
 10 potentially locate interventions, to reduce
 11 disparity, to increase efficacy, whatever the
 12 intention is.
 13 So I'm hoping that that -- I'm thinking of
 14 your 11-year-old niece, Molly. So I'm hoping
 15 that I did a good job at explaining it. But
 16 maybe she should come on and query too.
 17 MOLLY CHURCHILL:
 18 Q. Thank you. I would just sort of in that, when
 19 you used the word "longitudinal," is that -- kind
 20 of what you mean is that trajectory or that
 21 pathway. So looking at a specific individual or
 22 family and following their pathway through the
 23 system?
 24

Page 168

1 DR. BARBARA FALLON:
 2 A. Exactly. And you can do that through first
 3 contact, with entry cohort and follow them until,
 4 you know, there's a final disposition, or you can
 5 do that -- as an exit, you can follow them after
 6 the system has closed a file and just see whether
 7 or not the family has come back. And that would
 8 be an exit cohort. It really depends on your
 9 question. And typically in Canada you're used to
 10 looking at data that are cross-sectional. So a
 11 point in time. So on March 31st how many
 12 children are in care, which is certainly an
 13 important measure but one that doesn't tell you
 14 about, you know, duplication, how many times that
 15 children has been in care, how long that child
 16 has been in care. So the constructed data
 17 longitudinally really gives you the ability to
 18 describe a child's journey or interaction or
 19 interception with the child welfare system.
 20 MOLLY CHURCHILL:
 21 Q. Okay. Thank you. And in the research report
 22 that you've prepared for the Inquiry, it analyzes
 23 data about a few different stages or
 24 decision-making points within the life of a child

Page 169

1 protection file. So along that pathway or
 2 trajectory.
 3 And without getting into the findings
 4 themselves, could you just give an overview of
 5 which -- walk us through the decision-making
 6 points or stages that are considered and
 7 discussed in your report.
 8 DR. BARBARA FALLON:
 9 A. Thank you. So the first thing we did is to look
 10 at the screening decision. So when a community
 11 member or professional calls with a worry or
 12 concern or a challenge for a child or a family we
 13 did sensitivity and specificity analyses. So
 14 looking at that screen decision, essentially
 15 trying to understand, through a series of
 16 proxies, the appropriateness of that screening
 17 decision. So there's lots of methodological
 18 considerations and limitations to the way that
 19 we've constructed those data, but systems really
 20 like it, agencies really like it to give them
 21 some indication about the front door of their
 22 child welfare system.
 23 Then we went on to assess their rate of
 24 investigation relative to a non-Indigenous

Page 170

1 population and the Innu population to look at how
 2 many at a population level children are receiving
 3 and investigation in seven fiscal years. I think
 4 there's six or seven fiscal years that we looked
 5 at. Whether or not that child was placed in
 6 care, how long that child stayed in care.
 7 We also looked at the recurrence of
 8 investigation. So when an investigation was
 9 closed we then said, okay, what percentage of
 10 investigations come back within a specific time
 11 period. And, again, these are not outcomes,
 12 these are dispositions that can give folks some
 13 insight into how well systems are serving
 14 children and where the interception of disparity
 15 -- where those service continuum decision points
 16 really increase or decrease disparities.
 17 Tara, is there anything that I have missed?
 18 DR. BARBARA FALLON:
 19 A. No.
 20 DR. BARBARA FALLON:
 21 A. Okay.
 22 MOLLY CHURCHILL:
 23 Q. Okay. I guess sort of a follow-up question of
 24 that is the -- actually, what I'm going to do,

Page 171

1 I'm going to let you just get into your slide
 2 deck, but there is a piece in terms of
 3 terminology that I'm hoping we can clarify at the
 4 beginning before we jump in, that I think will
 5 hopefully make it easier to digest the
 6 information.
 7 And this is -- you talked recently about at
 8 the screening point. So a referral comes in, and
 9 then it is screened for the decision of whether
 10 an investigation is going to occur or whether
 11 there's not going to be an investigation. The
 12 referral doesn't warrant investigation. And
 13 you've used the terms "sensitivity" and
 14 "specificity." And for those of us who aren't
 15 immersed in the world of statistics and child
 16 welfare data analysis, these terms can be a bit
 17 confusing. I'm speaking for myself at least. So
 18 I was hoping up front to get, again, that, like,
 19 layperson's explanation of these terms, and
 20 again, keeping in mind sort of an 11-year old
 21 niece. So starting with the term "sensitivity,"
 22 can you describe that to me, to an 11-year old
 23 niece?
 24

Page 172

1 DR. BARBARA FALLON:
 2 A. So it's a way of interrogating whether or not the
 3 decision to investigate the concern was correct.
 4 And sensitivity is essentially the proportion of
 5 correct decisions. So the ability to detect
 6 cases that need an investigation. So that's
 7 sensitivity.
 8 Specificity is the --
 9 MOLLY CHURCHILL:
 10 Q. Okay. I'm just going to go -- so I'm just going
 11 to say back to make sure we're understanding.
 12 Sensitivity basically means at that screening
 13 point a case that gets screened in for
 14 investigation, it's later determined that there
 15 were, in fact, child protection concerns?
 16 DR. BARBARA FALLON:
 17 A. Exactly. The sensitivity rate also includes how
 18 many times you get that wrong. Right? So it's
 19 not just like true positive. So that -- if --
 20 what you just described is a true positive. So
 21 sensitivity is the overall decision-making
 22 process. So how many times do you detect a
 23 concern that needed an investigation. And we
 24 interpreted that through the verification

Page 173

1 decision where the concern was verified.
 2 MOLLY CHURCHILL:
 3 Q. Okay.
 4 DR. BARBARA FALLON:
 5 A. Specificity is the other way, around where the
 6 case is screened out. So the intake worker or
 7 (inaudible) worker hears from the community
 8 member, the professional about the worry or the
 9 concern for the child and decides this case is
 10 not eligible for an investigation or it's not
 11 appropriate for an investigation, or what I'm
 12 hearing is inappropriate for investigation. So
 13 it's specificity is the ability to detect those
 14 investigations that don't need one. And that
 15 rate is also measured by how many times you get
 16 that call. Right?
 17 So it's -- that is a true negative, right? So
 18 we're dealing with true positives. We did
 19 investigation for the kids with the concerns. A
 20 true negative is if we did not do an
 21 investigations for kids that didn't need them,
 22 and then because their -- that decision, there's
 23 four different outcomes. The calculation for
 24 sensitivity and specificity is a ratio between

Page 174

1 those four different outcomes. And that's what
 2 we're measuring over time.
 3 It really reflects what I would say is the
 4 challenge for child protection workers and
 5 systems is this over-inclusion, under-inclusion
 6 tension, right? We would never want to miss a
 7 child that needed protection. And we would never
 8 want to investigate a concern where a child
 9 protection worker wasn't warranted. And so the
 10 sensitivity and specificity analyses is kind of a
 11 way of adding data onto that tension in child
 12 welfare. Given the tools available to systems,
 13 how well do we do in making that determination,
 14 which are very -- it's a very, very challenging
 15 decision.
 16 MOLLY CHURCHILL:
 17 Q. Okay. So when you're talking there about
 18 over-inclusion and under-inclusion it sort of -
 19 when you're looking -- considering the -- so a
 20 referral comes in, the screening decision is
 21 being made and if the goal is really, okay, we
 22 want to make sure we don't miss a single
 23 investigation where there are true child
 24 protection concerns, you'd be potentially

Page 175

1 over-inclusive. So investigating a lot of
 2 referrals to make sure you're not missing one
 3 where there are true concerns. But the downside
 4 to that is you might end up casting the net so
 5 wide that you do investigations and have that
 6 interference that, you know, is very intrusive
 7 interference in families where actually there
 8 aren't child protection concerns.
 9 Is that -- in terms of when you talk about
 10 over-inclusivity, am I understanding that?
 11 DR. BARBARA FALLON:
 12 A. Yeah. That's a very fair way to describe it.
 13 Right.
 14 MOLLY CHURCHILL:
 15 Q. And then -- I'm sorry. Go ahead.
 16 DR. BARBARA FALLON:
 17 A. (Inaudible) those tensions, yes.
 18 MOLLY CHURCHILL:
 19 Q. Okay. And then the under-inclusivity would be
 20 the opposite of that. If your concern is, okay,
 21 we have been -- we don't want this level of
 22 intrusion in families' lives where there aren't
 23 child protection concerns, so we want to make
 24 sure -- we want to not do that. And the risk is

Page 176

1 that you end up not also investigating cases
2 where ultimately it's later determined, through a
3 further referral and investigation, that there
4 were child protection concerns for that family
5 that was initially screened out?

6 DR. BARBARA FALLON:

7 A. Absolutely. Yes. It's a very fair way of
8 describing it, yeah.

9 MOLLY CHURCHILL:

10 Q. Thank you for walking me through that.

11 DR. BARBARA FALLON:

12 A. I just did so that your 11-year old niece is
13 going to be proud of her answer.

14 MOLLY CHURCHILL:

15 Q. Yeah. No, I appreciate you walking me through
16 that. Okay. What I would like to do now is hand
17 it over to you to present your slide deck. And
18 this is P-449 for us.

19 DR. BARBARA FALLON:

20 A. Tara, we -- do you just want to take yourself off
21 mute so we can do this together?

22 DR. TARA BLACK:

23 A. Absolutely.

24

Page 177

1 DR. BARBARA FALLON:

2 A. We haven't practiced, but we're a pretty good
3 team. So again, this is really -- what we try to
4 do is just to produce a brief synopsis of the
5 report as a kind of an additional way to describe
6 the takeaways in addition to our executive
7 summary, so.

8 And to Molly's point, what were our
9 instructions. That really was to work on behalf
10 of the Commission to try and better understand
11 some of the disparities between Innu and
12 non-Indigenous children in Newfoundland and
13 Labrador using administrative data as a
14 contribution to the very important work that
15 everyone here is so committed to.

16 And so we try and -- in any data table that we
17 present, one of the instructions that we work on
18 the national level and the provincial level with
19 First Nations Advisory Committees. And, you
20 know, about 20 years ago what really resonated
21 with me was that the data should never be
22 unpacked from the impact of -- the devastating
23 impact of colonialism. Because really what we're
24 seeing in these data and some of the differences

Page 178

1 is a manifestation of colonial practices of the
2 residential school system or the Sixties Scoop.
3 And so, you know, we take that instruction very
4 carefully and we try to frame the data tables
5 similarly.

6 We then, in doing so, we highlighted the OCAP
7 principles and we described our methodology and
8 then we painstakingly made every table note clear
9 about what assumptions we used, because we want
10 to make sure that the knowledge claims are clear
11 and transparent and correctly interpreted.

12 We looked at investigation rates. So what are
13 some of the differences, Innu investigation rates
14 using child population. So it really is
15 investigation per 1,000 children. So we used
16 census data to establish the rate of an
17 investigation. We looked at some of the -- in
18 those fiscal years, we looked at some of the
19 investigation recurrence data.

20 Again, it can be a useful system proxy for the
21 efficacy of it. There's lots of caveats and
22 things to discuss. But essentially, sometimes
23 it's a (inaudible) metric to again assess, okay,
24 if we close an investigation and there's a very

Page 179

1 high rate of recurrence, then there may be some
2 additional work to do to think about how we've
3 met that family's challenge or issue.

4 We looked at out-of-home placements.
5 Certainly, that's a key. It was -- the placement
6 decision was certainly for one of the calls to
7 action for the Truth and Reconciliation
8 Commission, and a key decision point for this
9 Commission.

10 We looked at placement types in order to kind
11 of understand if a child had to be removed from
12 their families of origin, where is the child
13 placed, and then time to discharge. So how long
14 does that child stay in that placement?

15 We've had a robust discussion around screening
16 accuracy, and that kind of tension between, you
17 know, screening in the children for investigation
18 that have a concern where potentially the child
19 welfare system can assist that family or child
20 versus screening in where there is no verified
21 concern. And then with very careful
22 methodological considerations, we documented what
23 we think are some key takeaways.

24 So, Tara, did I miss anything?

Page 180

1 DR. TARA BLACK:
 2 A. I don't believe so.
 3 DR. BARBARA FALLON:
 4 A. I have to make -- I think I have to move over
 5 here. Okay. I'm just going to -- I'm going to
 6 shrink the box. So why this research was
 7 commissioned, certainly a formal Inquiry into the
 8 Treatment, Experiences and Outcomes of Innu
 9 Children in Newfoundland and Labrador. We began
 10 talking with the Commission and other -- and many
 11 other great partners represented here in August
 12 of 2023. We really -- on our part, we wanted to
 13 ensure that we would be helpful to the process.
 14 We're very cognizant of when child welfare
 15 systems spend funds, that it should be to -- very
 16 clear, the -- it should be to help children to --
 17 particularly for research, to really inform
 18 systems and systems reform.
 19 And then from our perspective, we wanted to
 20 look at the historical trends, give you a
 21 snapshot of present-day data, potentially
 22 identifying any data gaps that we saw. And then
 23 hopefully this report has some good findings as
 24 the Innu exercise jurisdiction and develop their

Page 181

1 own information systems.
 2 And just to the right of the screen, we just
 3 try to highlight the establishment of the Innu
 4 Round Table, the working relationship between the
 5 Innu and the Newfoundland province when the ISM
 6 data system was implemented. And that's really
 7 our jumping-off point. The protocol agreement
 8 that included data sharing provisions that we
 9 were engaged about three years ago. And we sort
 10 of had -- you know, we were happy to work with
 11 folks to see if our skill set would be helpful.
 12 And if they were interested in what we thought,
 13 we would -- we were happy to engage in
 14 discussions.
 15 And then I think formally in the last year we
 16 had resources for our programmers to begin to
 17 work with matrix folks, to begin to work with the
 18 Commission and the Province to produce a report
 19 that's hopefully helpful to your larger purposes.
 20 Tara, I can't see you anymore, but if you have
 21 - please just interject.
 22 DR. TARA BLACK:
 23 A. I will.
 24

Page 182

1 DR. BARBARA FALLON:
 2 A. So again, as I mentioned, the OCAP principles are
 3 something that we think about and I always
 4 describe them as they're not -- you know, we
 5 don't -- we're like, okay, we did those. It's
 6 something that we can do a better and better job
 7 at. As we work with First Nations communities,
 8 thinking about how to operationalize those, we're
 9 very clear that the data belongs collectively to
 10 the Innu folks. That the discussions with the
 11 Commission, with the Innu community really shaped
 12 the research questions and our scope. And of
 13 course, you know, our scope is also limited about
 14 what we can contribute.
 15 Access. So that we're hoping that this data,
 16 I mean, that they're helpful in meaningful ways.
 17 And the possession is that we're very respectful
 18 of data and privacy concerns. And at the
 19 University of Toronto, we take it very seriously,
 20 these data, to ensure their protection. So this
 21 is the way we thought about the OCAP principles
 22 for the purposes.
 23 Molly has already asked for some clarification
 24 about OCANDS. But it is a system that's

Page 183

1 probably, I think, to about 20 years in the
 2 making and reflects that need from our agency
 3 partners to think about data longitudinally and
 4 the challenge of querying that in an information
 5 system. So we do the -- and all the data experts
 6 and the phone (phonetic) is ETL (extract
 7 experiment load).
 8 Functionality, we -- you know, we stage the
 9 data. We validate the data. We ensure that we
 10 have the right tables for the question. And then
 11 the production of the tables here is for our
 12 agency partners that we work with every day, we
 13 push those to the website for this purpose. We
 14 put those data in a report.
 15 Just to note that the data do come from
 16 Newfoundland's Integrated Service Management
 17 System. And we defined "Innu" as any person in
 18 the family unit that reported as Innu. So 2018
 19 fiscal year to '24-'25 fiscal year, the measures
 20 we used were counts, proportions that we looked
 21 at, you know, how many, what portion did that
 22 represent, relative to the child population in
 23 the community. What were some of the disparities
 24 based on a population rate. And the sensitivity

Page 184

1 and specificity, which we've had a lot of
 2 conversation around, is a way to think about the
 3 screened-in decision or to help assess the
 4 veracity of the screened-in decisions.
 5 The population of Innu children, we went back
 6 and forth with the province about what that count
 7 was. This was the number that we used to
 8 calculate some of the disparities, 1170 Innu
 9 children versus 64,030 non-Indigenous children.
 10 So that was based on kind of a 2021 census and
 11 provincial reports. That's something that we can
 12 talk about and folks can query those numbers as
 13 well.
 14 And so again, these are takeaways, rate for
 15 1,000 children. So we're looking at service
 16 population relative to the population -- the
 17 population in the community. And we see that for
 18 the investigation decisions. So once that
 19 screening decision has been assessed, how many
 20 children are investigated, just over two times in
 21 2018-'19 and just under three times in '24-'25.
 22 So that disparity between Innu and non-Indigenous
 23 children has grown.
 24 And then the rate of investigation for Innu

Page 185

1 children is 170.94 for 1,000 children. I always
 2 think of that as, you know, about 17 percent of
 3 Innu children were the subject of a child
 4 protection investigation in '24-'25.
 5 I'm just pausing, Tara, in case I've missed
 6 anything.
 7 DR. TARA BLACK:
 8 A. No.
 9 DR. BARBARA FALLON:
 10 A. And so then we looked at, okay, when an
 11 investigation is closed what is the percentage
 12 that come back for an investigation within those
 13 12 months. And again, this could be a helpful
 14 systems measure if folks think it is.
 15 Certainly, the peak disparity is in '21-'22,
 16 which was, you know, almost a 17 percent
 17 recurrence versus a 7.5 percent recurrence for
 18 non-Indigenous families. So that's kind of
 19 double the proportion. This -- you know, it
 20 corresponded to COVID. These data are not
 21 causal, so they're -- we've interpreted that as
 22 potentially an influencer and it's potentially
 23 influencing that doubling. But certainly, I know
 24 that -- Tara, maybe wanted to speak to it. Maybe

Page 186

1 that the system also did a better job at
 2 recording whether or not any member of the family
 3 unit was Innu.
 4 So anything that's not causal data is subject
 5 to interpretation. So that may be part of where
 6 you see that order of magnitude, that doubling.
 7 In '24-'25 you can see that the Indigenous
 8 recurrence declined to 8.2 percent. So it's
 9 approaching the non-Indigenous level of 5.2
 10 percent. And then just to remind us folks that
 11 it's a proxy which means it's not -- like, it can
 12 be used as a proxy or an indicator of
 13 efficaciousness for the decision and the systems
 14 in response to ongoing need. Tara?
 15 DR. TARA BLACK:
 16 A. So one of the things we had asked the province --
 17 and this was part of our validation process is
 18 asking these questions. And one of the things
 19 that came up was asking about this '21-'22
 20 increase. And one of the things that government
 21 had said was that there was some point around
 22 that time that in Matrix, in their information
 23 system, they had made the field mandatory to
 24 complete as opposed to workers being able to

Page 187

1 leave that blank.
 2 There was a point during this time period
 3 where data quality might be the reason for
 4 increase rather than a true increase, and more
 5 Innu families being investigated or being
 6 verified.
 7 DR. BARBARA FALLON:
 8 A. So we've labelled this the most dramatic
 9 improvement in the data. And so this is where
 10 we're looking at the out-of-home placement
 11 decision. We see an 82 percent decrease in Innu
 12 placement rate, a 77 percent reduction in the
 13 placement and disparity. So when we initially
 14 assessed the data it was 6 or close to 7
 15 difference or -- sorry, 6.7 per 1,000 children
 16 versus 1.55 for non-Indigenous children. So
 17 there's certainly been -- sorry, for Innu
 18 children -- sorry, the disparity is decreased
 19 from 6.7 to 1.5. And that's the fiscal years
 20 being assessed, the seven fiscal years being
 21 assessed. The remaining disparity is 1.5.
 22 Equity would be zero. So certainly, from the
 23 out-of-home placement decision where the
 24 disparities have been declining in the years that

Page 188

1 we assessed.
 2 MOLLY CHURCHILL:
 3 Q. Can I just ask a clarification question on that
 4 slide? So that's basically saying of cases where
 5 there is an investigation, though that -- I'm
 6 looking at the middle one there where you talk
 7 about the disparity ratio going from 6.76 down to
 8 1.55.
 9 DR. BARBARA FALLON:
 10 A. Yes.
 11 MOLLY CHURCHILL:
 12 Q. That essentially, in 2018-2019, an Innu child was
 13 -- where there was an investigation, was 6.76
 14 times more likely than a non-Indigenous child
 15 where there is an investigation to be placed out
 16 of the home? And then --
 17 DR. BARBARA FALLON:
 18 A. Right.
 19 MOLLY CHURCHILL:
 20 Q. Okay. And then by '24-'25, they were still more
 21 likely but now it was about 1.5 times rather than
 22 about 6.7 times more likely?
 23 DR. BARBARA FALLON:
 24 A. Exactly, yeah.

Page 189

1 MOLLY CHURCHILL:
 2 Q. Okay. I just wanted to make sure I understood
 3 that. Thank you.
 4 DR. BARBARA FALLON:
 5 A. So we then looked at placement type. And I know
 6 this is from the first draft to the second draft,
 7 this was where we worked with our partners to get
 8 a better understanding of placement type. And so
 9 what we've represented in these slides is that
 10 Innu placement days in 2018-'19 to Innu placement
 11 days in '24-'25. So kinship care rose from 56 to
 12 66 percent of those placement days, which is
 13 really a consistent trend towards family-based
 14 care. And you see that trend also reflected in
 15 other child welfare systems.
 16 Foster care declined from 32 to 21, reducing
 17 non-Indigenous, non-related placements. And that
 18 non-Indigenous children use group care at a
 19 higher rates, 5 percent versus 2.3, suggesting
 20 growing complexity in the non-Innu cases.
 21 So there are some changes in placement type
 22 that folks may want to think about or to question
 23 as well.
 24 I'm just going to make it smaller so I can see

Page 190

1 again. And this is the percentage of children
 2 discharged within 12 months by admission cohorts.
 3 So again, we've censored the data at 12 months.
 4 When we work with an agency for 15 years, we can
 5 look at the discharge rate for 24 months, 36
 6 months, depending on what our partner wants to
 7 say, but, or is interested about. And so this
 8 line graph compares Innu children 12-month
 9 discharge to non-Indigenous children 12-month
 10 discharge. So the bottom line is non-Indigenous
 11 children. The top line are Innu children. Innu
 12 children were more likely to be discharged within
 13 12 months than non-Indigenous children, from 2019
 14 to 2022. And then in 2023-'24, there was a sharp
 15 decline. So that rate dropped from 21 to 32.
 16 And certainly, it warrants more investigation
 17 into the case complexity, reunification practice
 18 and resources.
 19 So those are things that we've highlighted
 20 that we really can't comment on from these data,
 21 but it occurred to us that those may be things
 22 that folks want to talk about a little more.
 23 One interpretation is that fewer admissions
 24 and longer stays could mean that the system is

Page 191

1 now admitting only the most complex cases and
 2 successfully diverting others through prevention
 3 and other kinds of collateral services.
 4 And here is the sensitivity and specificity,
 5 which has already been highlighted in lots of
 6 conversations. So again, the higher the
 7 sensitivity means fewer missed protection
 8 concerns, as Molly so aptly explained. And the
 9 higher specificity means fewer unnecessary
 10 investigations. And this is where -- and this
 11 line graph perfectly illustrates the tension
 12 between the two. So when you're not
 13 investigating the new cases, you're worried that
 14 we don't want to miss a child that needs an
 15 investigation. And so there are certainly --
 16 that tension is reflected in this screening
 17 decision. This is for the overall system, so all
 18 families. So we put them together to kind of get
 19 our bearings before we looked at differences.
 20 And then for the specificity improvement, so
 21 the percentage of non-maltreatment cases
 22 correctly screened out in 2018, it was about 27
 23 percent, and '24-'25 is about 69 percent. So
 24 that's a very interesting finding. For

Page 192

1 non-Indigenous specificity, it was around 58
2 percent, and -- in 2018-'19. And in '24-'25, it
3 was around 80 percent.

4 So between 2018-'19 and 2021, 70 to 80 percent
5 of Innu cases without verified concerns were
6 still investigated versus 40 to 43 for
7 non-Indigenous families.

8 In '24-'25, you see that gap narrowing,
9 depending on the year, between 30 and 53
10 percentage points. But -- and the end result is
11 that Innu families still remain
12 disproportionately investigated. And that the
13 false negative rate, so meaning that he's got
14 screened out and should have been screened in,
15 rose slightly from 6.6 percent to 9.6 percent.

16 So just to note that it may be missing some
17 legitimate rejection concerns, but again, we
18 don't want to overinterpret this data. They are
19 proxies, but we thought it would helpful.

20 And then this is the summary slide. I mean,
21 again, there are some variations in the fiscal
22 years that we examined, but we just thought we
23 would take the end points of the data, the 2018
24 data to the '24-'25 data, and to look at some of

Page 193

1 the key metrics. So the disparity --
2 investigation disparity -- disparity, sorry,
3 ratio has increased. The recurrence rate for
4 Innu folks are -- is very similar. The placement
5 disparity has certainly declined. The Innu
6 placement rate for investigation is also
7 declined, maybe a 2 percent decrease in the rate
8 per 1,000 children. The use of kinship care has
9 certainly improved in those intervening fiscal
10 years. The specificity has also improved and the
11 sensitivity, slight decline.

12 So as we -- as we are -- we kind of screen out
13 more cases, there's a slight decline and the
14 false negative rate, there's a slight increase
15 that folks may want to look at.

16 And so again, these are key implications that
17 we thought would be helpful. I'm certainly happy
18 to have questions or any kinds of -- any
19 questions about our thinking.

20 So we think systemic change is possible. The
21 77 percent reduction in placement disparity
22 certainly, and improved screening specificity, is
23 really a positive trend. And I think a good
24 indication that these kind of collaborations can

Page 194

1 produce measurable equity themes. The Innu
2 disparities are now three times more likely to be
3 investigated and that certainly is something that
4 warrants a little -- more investigation.

5 There's a difficult trade-off in screening.
6 So as we've talked about, like improved
7 specificity. So the cases that don't need an
8 investigation come with a higher false negative
9 rate for Innu families.

10 And again, right back to how we frame the
11 data. Administrative data cannot capture
12 colonialism and structural impacts. They say
13 nothing about the cultural appropriateness of
14 services or a community's perspective. And so we
15 just really are very cognizant that these data
16 have to be interpreted alongside Innu knowledge
17 and the lived experience of communities.

18 The data were not designed for Indigenous
19 realities. Systems are designed to capture
20 service activity, not the structural causes
21 behind the data. Critical decision-making
22 cultural fit, colonial context really only exist
23 in the narrative notes and it's impossible to
24 analyze.

Page 195

1 In this research report, the data don't show
2 why the investigations occur. Whether decisions
3 are culturally appropriate, we can tell you that
4 it did. We can't tell you whether it was a right
5 or wrong decision to place a child in out-of-home
6 care. And certainly, the social determinants of
7 health, which we -- in every room, I'm sure we're
8 all in, talk a lot about it. But there is very,
9 very clear and cogent research that poverty,
10 housing, and intergenerational trauma impacts
11 family functioning and the ability of caregivers
12 to meet the needs of their children.

13 The quality of the kinship care support, these
14 are things that this data cannot show. And
15 certainly, what is hopeful is that, you know,
16 future systems are really going to be co-designed
17 with Innu leadership to capture variables that
18 are meaningful to communities, that support that
19 jurisdiction and really reflect the understanding
20 of families and well-being.

21 And then the recommendations and path forward,
22 we sort of summarize those in 6. But the ability
23 to kind of maintain longitudinal tracking across
24 all decision points, we view it as helpful.

Page 196

1 That's where you can monitor those disparities
2 and kind of in real-time understand whether or
3 not there are interventions that you can employ
4 to, at that point in the service continuum, where
5 your -- really, your theory of change is to
6 reduce that disparity.

7 The growing gap and investigation rate,
8 certainly again, we kind of have to look at the
9 screening-in practices. One of the things that
10 we didn't do is to look at referral sources and
11 the potential biases at the front door in that
12 screening decision.

13 The growth in kinship care is really positive.
14 And just -- this is really a kind of nod to the
15 literature. Caregivers. Kin caregivers really
16 need that ongoing financial support, training
17 services. And data systems can't really capture
18 the quality of the care.

19 The Indian registration numbers and reserve
20 residency really must be captured consistently.
21 Community levels of segregation I think between
22 the two issues is not currently possible. So
23 that's certainly a limitation in the report.

24 We've already mentioned it, but really that

Page 197

1 partnership of designing a new information
2 system, a new data system really has to reflect
3 Innu values, priorities and knowledge. These
4 data are one form of evidence, but then they
5 really only are helpful if they're contextualized
6 with that lived experience and community-based
7 knowledge folders.

8 So, Tara, I think I've talked a lot. And you
9 are probably best suited to talk about the data
10 limitations. So did you want to do this slide?

11 I'm happy to, but...

12 DR. TARA BLACK:

13 A. I'm happy to continue.

14 DR. BARBARA FALLON:

15 A. Over to you.

16 DR. TARA BLACK:

17 A. So some of these things we've mentioned before,
18 but some of the data limitations, particularly
19 with administrative data we've noted here. So
20 missing identity data, again, not knowing or not
21 being able to disaggregate these findings by a
22 First Nations community, which we would love to
23 do, if possible. That the administrative data
24 does not capture colonialism's role, cultural

Page 198

1 appropriateness of these services or community
2 decision-making.

3 That the system transitioned. The province
4 adopted Matrix in 2018, and we were unable to
5 assess data pre-2018, given how those data were
6 migrated or merged.

7 Just to note, two small sample sizes,
8 especially when it comes to the placement of Innu
9 children, that those are fairly low. So when we
10 talk about time to discharge at 12 months, that
11 those sample sizes can be relatively small. So
12 just to be as cautionary note for interpreting
13 proportions.

14 The 12-month verification window in assessing
15 sensitivity and specificity is a proxy measure.
16 So we're looking at all those cases that were
17 either screened in or screened out. Our proxy
18 measure for getting it right is a verified
19 investigation within 12 months.

20 So just a cautionary note there that this is a
21 proxy measure and it is limited to the
22 verification decision.

23 And finally, we do have some incomplete
24 follow-up, because there wasn't the time to

Page 199

1 follow those certain cohorts. So, for example,
2 for the children who were admitted into care in
3 '22-'23, we were able to follow those children
4 for 12 months into '23-'24, but cannot follow
5 them to the 24- or 36-month mark.

6 So I will just conclude with, I guess, now
7 what is clear, that certainly the placement
8 disparity is to be applauded. The Innu families,
9 though, remain nearly three times more likely to
10 be investigated. It does certainly -- and this
11 is kind of a systems finding. In other
12 jurisdictions, we were able to work with agencies
13 or jurisdictions to analyze their data.

14 As rates in out-of-home placement declined,
15 what -- the children being admitted are really
16 ones with significant needs and intersectional
17 needs. The children that are -- or weren't
18 admitted into care, it's worth understanding how
19 prevention services are keeping that child with
20 that family. And again, we're just -- we're
21 always very careful to make sure that these data
22 are really one form of evidence and the need for
23 other considerations when we're trying to
24 interpret what they mean.

Page 200

1 So I am going to stop sharing.
 2 MOLLY CHURCHILL:
 3 Thank you very much for that. I think it's
 4 really helpful to get that perspective over the
 5 years from 2018-2019 forward on differences at
 6 the various decision-making points looking at
 7 Innu children versus non-Indigenous children.
 8 I do have some follow-up questions I'd like to
 9 ask. But I'm also wondering if people thought
 10 this might be a good time for maybe a ten-minute
 11 break and people can...

(Video stops)

(Off the Record)

16 MOLLY CHURCHILL:
 17 So I think we have everyone back. And it's been
 18 10 minutes. And I'd like to just jump right in
 19 with a few follow-up questions that I have.
 20 BY MOLLY CHURCHILL:
 21 Q. And I'd like to start with the question, I know
 22 you've addressed some of the limitations of the
 23 data, and things that the data itself might not
 24 be able to explain. But from your perspective

Page 201

1 that -- the investigation rate, so you've
 2 identified that -- in the most recent fiscal
 3 year, that an Innu family is almost three times
 4 more likely than a non-Indigenous family to be
 5 subject to a child protection investigation. And
 6 I was wondering if you could provide your
 7 thoughts on the potential why of that?
 8 DR. BARBARA FALLON:
 9 A. Well, I mean, that's where the interpretation, I
 10 think, is something that should be done in
 11 concert with communities. One of the -- one of
 12 the research responsibilities is to rule out
 13 anything that could explain it. Like, better
 14 identification of new families. So if there's
 15 been a change in practice from 2018 to this year,
 16 or '24-'25, I guess, the last fiscal year, then
 17 that is going to potentially impact that rate as
 18 well. Right? So we kind of have to rule out
 19 that explanation which is not -- in this data are
 20 not (inaudible), so it's challenging. And the
 21 drivers of child protection investigations
 22 certainly have to do with structural
 23 inequalities. And that is clear to me that
 24 Indigenous First Nations children across Canada

Page 202

1 have profound structural disadvantages that are
 2 often reflected in the kinds of data that we
 3 would collect in the incidence studies where we
 4 can see families struggle, children struggle.
 5 The driver is around neglect or around, you know,
 6 risk of something happening, given those
 7 structural deficits. So I would purport that the
 8 disparity in the investigation rate, you know,
 9 reflects if we rule out any methodological
 10 considerations, certainly reflects those
 11 structural disadvantages.

12 We -- I think, the other thing to think about
 13 is, and it's very clearly in the placement
 14 decision there is something happening in
 15 Newfoundland and Labrador that is important. If
 16 families only have one place to go, which is the
 17 child welfare system, that's also going to drive
 18 the investigation rate.
 19 If there's an ability to meet what is a chronic
 20 need or a family-functioning issue for that
 21 family, without the child protection system,
 22 that's, I think, the hope for child welfare
 23 systems in general. How can we work with
 24 families to assess and support them?

Page 203

1 But the data, I think we ended it probably
 2 three or four times or -- you know, require other
 3 kinds of interpretation and we're pretty clear
 4 about the limitations as well.
 5 MOLLY CHURCHILL:
 6 Q. Thank you.
 7 DR. BARBARA FALLON:
 8 A. Tara, I don't know if you have anything to...
 9 DR. TARA BLACK:
 10 A. Nothing to add what we didn't already present in
 11 terms of methodological considerations (phonetic)
 12 as well.
 13 MOLLY CHURCHILL:
 14 Q. I'm going to ask sort of the same question
 15 regarding the reduction in out-of-home
 16 placements. Again, if you're to comment on
 17 potential lies (phonetic) on, based on your
 18 experience.
 19 DR. BARBARA FALLON:
 20 A. No, I think there's a -- I mean, in other systems
 21 as well, I mean, there's a real clear
 22 understanding that, wherever possible, children
 23 need family-based care. And so the attention on
 24 what services can be provided to families in the

Page 204

1 home, I think, means that the results in data
 2 show that fewer children are being placed in
 3 care.
 4 Again, there is a very intentional policy to
 5 look for kin and (inaudible). When a child can't
 6 remain with their families of origin for a
 7 temporary period of time or longer, then how can
 8 that child remain connected to their community
 9 with families in ways that, you know, allow
 10 caregivers to address whatever concerns there are
 11 and keep children connected to communities and
 12 their culture, their families.

13 So I think, you know, that the -- hopefully
 14 child protection systems are understanding that,
 15 you know, family-based care. And, you know,
 16 Paul Steinhauer was one of our great child
 17 pediatricians at Sick Children's Hospital. And
 18 in his 70s he said -- I think, and it really
 19 resonates with me in my career. He said
 20 something very simple, which is, you know, "If
 21 you don't have to place a child in out-of-home
 22 care, don't place a child." Right? Which is --
 23 you know, which is really, like it's just so
 24 fundamentally profound decision for that child,

Page 205

1 for that family that I think there is really an
 2 intentionality behind not placing children and
 3 looking for other kinds of ways to keep that
 4 child safe and supported and to work with
 5 families in their communities.

6 But in Newfoundland and Labrador, Innu folks
 7 are in a much better position to interpret what
 8 those data means for that jurisdiction.

9 MOLLY CHURCHILL:

10 Q. I'd like -- so we've referred to a report that
 11 you have prepared. And the latest version that
 12 we have is a March 5th, a draft report, which
 13 we've identified for our purposes as P-448. I do
 14 want to just bring that up and make sure you can
 15 identify it, ensure that we are referring to the
 16 same document. So let me share my screen here.

17 The report for the Inquiry, draft report by
 18 the OCANDS team, March 5th, 2026. This is the
 19 latest draft -- this is the latest report.

20 DR. BARBARA FALLON:

21 A. Thank you, Molly. Yeah, both Tara and I have it
 22 in front of us.

23 MOLLY CHURCHILL:

24 Q. Thank you. I was hoping again, this is just

Page 206

1 going to a terminology piece. If you could -- in
 2 the preface you talk a little bit about the data
 3 and you talk about the data being unduplicated.
 4 For those of us who aren't in the data world, can
 5 you just explain to us what that means?

6 DR. BARBARA FALLON:

7 A. That we only count a child or family once in a
 8 data line.

9 MOLLY CHURCHILL:

10 Q. Okay. Thank you. Another term I was hoping to
 11 get some clarification on is, you used the term
 12 "outcomes." You talk about child welfare
 13 outcomes over time. For example, you discuss the
 14 OCANDS, that data system as enabling system level
 15 analysis of child welfare outcomes over time.

16 When you use that term, what do you mean?
 17 Because I think there are different ways of
 18 understanding the word "outcome," and it would
 19 just be helpful to get clarity.

20 DR. BARBARA FALLON:

21 A. Yeah. And I guess the modifier is the systems
 22 outcome. Because we can tell you again, and I
 23 think we've concluded our presentation with, you
 24 know, we can tell you what the system did, but we

Page 207

1 can't really talk meaningfully about an outcome
 2 for a child in ways that would be accountable to
 3 a community or to a family. We're all wanting to
 4 make decisions for families and children that are
 5 responsive to their needs, address the problem,
 6 ameliorate any downstream impacts. That's some
 7 of the challenges.

8 So we use systems outcomes together because
 9 we're talking about how the system responded, as
 10 opposed to did the intervention result in a
 11 meaningful change to the caregiver. Was the
 12 issue for the family co-identified? Was the --
 13 you know, the concern around the child in school
 14 addressed? Did we set that child for success in
 15 school? That was the challenge.

16 Did we -- you know, even the -- you know, the
 17 prevention of victimization is very challenging
 18 in administrative systems. So whether or not
 19 this child was a victim of maltreatment is very
 20 hard to assess for these data and whether or not
 21 the recurrence meant that they were re-victimized
 22 or that the family concern was still present.

23 Again, it's challenging to interpret.

24 So I take your point, Molly. It's really

Page 208

1 about a systems outcome and where, I guess, our
 2 -- and our conclusion of the presentation is that
 3 if you want to get a kind of meaningful outcomes
 4 that respond to children, to families, to their
 5 communities, then you kind of have to marry the
 6 two. We were looking at dispositions by systems,
 7 and work that is done which is very challenging
 8 work. Child protection systems and workers have
 9 very challenging decisions to make about families
 10 and children, but that's what this report
 11 reflects.

12 MOLLY CHURCHILL:

13 Q. Thank you. I've had a question, as well, in the
 14 section of your report where you talk about some
 15 of the data limitations. I'm going to bring up
 16 your report. On page 37, towards the bottom,
 17 under the field "Missing and Inconsistent Data
 18 Fields." There's a sentence here about
 19 "Information indicating whether a child was
 20 placed specifically to access essential services
 21 is only partially available and not consistently
 22 captured within structured data fields."

23 And that sort of jumped out at me. And I was
 24 wondering, are you able to speak to what the data

Page 209

1 -- what you did learn from the data about that
 2 type of occurrence, and also if you have
 3 recommendations about how that could be better
 4 captured?

5 DR. BARBARA FALLON:

6 A. So we -- if it's a limitation, I'm not sure we're
 7 going to integrate it. That would be something
 8 that we would want to be very conservative
 9 around.

10 Tara, did you want to talk a little bit about
 11 it? I know this is work that (inaudible)
 12 identified. Do you want to talk a little bit
 13 about it?

14 DR. TARA BLACK:

15 A. I think in this report in the context here, we
 16 are talking about we couldn't get at the why, why
 17 the child was placed. We are specifically
 18 talking about admissions to care, time to
 19 discharge, days of care for Innu and
 20 non-Indigenous children. But other than that, we
 21 are not able to say anything about why they're
 22 placed, either whether there was access to
 23 services or some other concern.
 24

Page 210

1 DR. BARBARA FALLON:

2 A. There may be opportunities, information systems
 3 to include that if -- you know, if that is of
 4 interest to you to include it so it can be
 5 reliably populated, right, for every placement.
 6 You want to -- the trick, of course, is that
 7 those fields have to be reliably populated in
 8 order to have it be meaningful with respect to
 9 interpretation of it, right? So that's the
 10 challenge for information systems.

11 MOLLY CHURCHILL:

12 Q. So basically, a question of what data a worker is
 13 required to collect and enter into the
 14 administrative data system?

15 DR. BARBARA FALLON:

16 A. Absolutely, yes.

17 MOLLY CHURCHILL:

18 Q. Thank you. And now I'd like - so we've pulled up
 19 this March 5th draft report. I'd like you to
 20 speak to why it is that you consider it a draft
 21 report?

22 DR. BARBARA FALLON:

23 A. Sure. So we -- respecting the timelines for the
 24 Commission, which I know is accountable to

Page 211

1 families, we kind of -- we're confident with our
 2 last data poll not until January. Mid-January, I
 3 think, Tara? And we quickly kind of confirmed
 4 our findings and wrote the report and we received
 5 some feedback from folks and we incorporated
 6 those into the next draft, which is the March 5th
 7 report.

8 Tara and our programmers have been working
 9 with the province to verify the data. So what we
 10 would like to do is to be able to work with the
 11 province to just make sure that the
 12 interpretation of it, given our assumptions and
 13 things -- like we constructed the data in
 14 cohorts, we unduplicated the data, we censored
 15 the data when the verification decision was made,
 16 that we have made consistent interpretations and
 17 that's what we call the validation process. So
 18 we were hoping to have a little bit more
 19 interaction with the province and it looks like
 20 that can happen. So that's terrific.

21 The other two things we thought would be
 22 helpful was in your initial request of me was to
 23 kind of describe the service continuum. And so
 24 one of the very important decision points that

Page 212

1 the child welfare systems make is the decision to
2 transfer a case to ongoing service at the end of
3 the investigation.

4 So we went from invest to placement. And
5 certainly (inaudible) can be placed for an
6 investigation, but they can also be placed when a
7 case is opened for ongoing services. And so
8 missing that, like that kind of -- like almost
9 when we look at other First Nations data kind of
10 step diagram, right, where what's the rate of
11 investigation? What proportion of investigations
12 get transferred to ongoing services?

13 We have some questions about the
14 interpretation of that field at the back end, and
15 we're hoping that that would kind of fill in the
16 service continuum.

17 And the other one is the maltreatment
18 typologies. So we typically are used to
19 assessing data where we ask workers what's the
20 overriding concern for, you know, this
21 investigation? What's the... At the end of it,
22 what do you remain concerned about? And those
23 data have a one to many relationship in the
24 information system, in the Newfoundland

Page 213

1 information system, where multiple concerns are
2 listed. And we would love to have a
3 conversation. Is there a way to think about what
4 is the overriding concern for this family?
5 Because again, it doesn't tell you about the
6 experience of the child, of the family, of the
7 community. But it can be helpful in trying to
8 kind of understand at a global level what
9 families are struggling most with.

10 So for those reasons we labelled it draft.
11 We're -- we did begin by saying how we're very
12 honoured that you would want to work with us to
13 help with this data. So if we're able to do
14 anything that would be important for the
15 Commission, for the Innu, for the Province we
16 will endeavour to continue on.

17 MOLLY CHURCHILL:

18 Q. Thank you for that. I have another question
19 relating to the data. And that was, your view in
20 working with the data that you had, whether there
21 were data gaps that stood out to you in reviewing
22 the data?

23 DR. BARBARA FALLON:

24 A. So I guess that the -- just to note, and Tara

Page 214

1 spoke to it on this slide, that when we're
2 constructing the data longitudinally that we are
3 unable to kind of look at the 12-month recurrence
4 rate for most fiscal years. For a 12-month
5 recurrence rate, you need two years of data. So
6 that's just something that if -- and we'll hand
7 over our scripts to the Province, to the Innu
8 folks. If they're helpful, we're happy to hand
9 over the scripts if these data constructed this
10 way have been happy -- helpful.

11 Tara also spoke to the -- and so did our
12 slides about, you know, and this is endemic, I
13 think, to information systems that it's -- you
14 know, they're not -- they're good at capturing
15 service events, but they're not good at kind of
16 illuminating, like, the clinical context for why
17 this family was investigated or transferred to
18 ongoing services where the child is placed. And
19 so, you know, those data fields, I mean, just
20 globally we -- and we struggle to kind of, you
21 know, approximate them or we say proxy, or like
22 have a parallel information system that really
23 looks at service outcomes for children and
24 families.

Page 215

1 The clinical concerns for families and the
2 documented needs that are reliably populated
3 again, you know, are retrievable so that you can
4 say something about children or populations or
5 differences is something that we are continually
6 challenged by. That's one of the rationales we
7 do for -- with the incidence studies, because we
8 have a really hard time finding those, I mean,
9 workers. If you -- you know, you can engage with
10 them after an investigation they know
11 (inaudible), they know the concerns for the
12 family, they know the household worries around
13 economic deprivation. And so that's where we say
14 like do a file review and also consider how is
15 the child doing, how is the caregiver doing. You
16 know, did the household run out of money for
17 basic necessities in the past six months? Even
18 something like physical harm, right? So it's
19 very hard to locate it typically in information
20 systems.

21 So -- but a worker, if you -- like, after an
22 investigation is closed, we certainly know
23 whether or not there is physical harm, the nature
24 of the harm, and whether medical treatment was

Page 216

1 required.
 2 So that's -- I mean, I think, those are
 3 endemic to information systems, that contextual
 4 kind of piece. But the other thing, I guess,
 5 what, you know, First Nations say to us is that,
 6 you know, you're measuring the deficits and
 7 you're measuring the challenges and the kind of
 8 protective factors of communities, of families,
 9 of culture are nowhere to be seen in the data
 10 that you present. I think it's a fair enough
 11 point. And that's -- I mean, that's where when
 12 -- you know, the exercise of jurisdiction and
 13 development information systems, I think, really
 14 -- it kind of behooves us to create systems that
 15 present a much more balanced presentation of
 16 children.

17 MOLLY CHURCHILL:

18 Q. And I think -- some of the questions I had I
 19 think you've answered already, which is great.
 20 So I'm going to ask a final question on my end
 21 which is quite open-ended. It's just whether
 22 there is anything else that you think is
 23 important for the Commissioners or for the Innu
 24 public to hear from you today about their

Page 217

1 research that you've conducted for the Inquiry?
 2 DR. BARBARA FALLON:
 3 A. Well, you saved your hardest question to the end.
 4 Yeah, it's a really impactful one. It's -- I
 5 mean, I guess for me that the -- you know, that
 6 the impact of colonialism is so profound. And
 7 when you look at these data, I mean it's easy for
 8 us to talk about, oh, did we get it right? Here
 9 are the assumptions, here are the knowledge
 10 claims. But, you know, these are children and
 11 families. These data are children and families.
 12 And, you know, I guess why we want to ensure that
 13 communities hear from us is that we understand
 14 the burden of suffering and the legacy that
 15 colonialism has brought, and the ongoing legacy
 16 of colonialism. So I would want them to
 17 hopefully hear that we've been very respectful
 18 when representing these data. And that, I think,
 19 also, it's really a call to kind of build on --
 20 you know, we knew that family-based care is the
 21 right thing for children. We knew that children
 22 have to be served within their culture. We knew
 23 that child welfare cannot begin to ameliorate
 24 those social determinants that (inaudible) a

Page 218

1 structural disadvantages. And I think that that
 2 -- like to -- for us to all be called into that
 3 mission, that we have to do better for children
 4 in this country. We have to do better for First
 5 Nations children and serve their families and
 6 their needs in ways that are respectful. And
 7 that are part of the solution and not part of
 8 that continual discrimination and racism that we
 9 know has resulted in, you know, half the children
 10 in care in Canada being First Nations.

11 So I don't know, Tara, is there anything...

12 DR. TARA BLACK:

13 A. No, just conversations that we've had with our
 14 partner communities that what our administrative
 15 data or quantitative data does not capture is the
 16 experiences of children and families through the
 17 system. So we can talk to overrepresentation and
 18 disparity and disproportionality, but capturing
 19 how Innu children and families experience
 20 interactions with our systems and experience
 21 those different outcomes we cannot capture.

22 MOLLY CHURCHILL:

23 Thank you both very much.
 24

Page 219

1 (Video stops)
 2

3 KELSIE LOCKYER:

4 All right. Thank you, everybody, for your
 5 attention to that portion. So we are now halfway
 6 through Dr. Fallon and Dr. Black's evidence.

7 We will now take a quick five-minute break.
 8 So about five to 3:00, we'll all come back and
 9 watch the last two videos, which will play
 10 together, which will be about two hours long.

11 All right. So you're all free to go.

12 COMMISSIONER IGLOLIORTÉ:

13 Thank you.
 14

15 (Off the Record)
 16

17 KELSIE LOCKYER:

18 All right. Welcome back, everybody. I hope you
 19 enjoyed your short break. We will now watch the
 20 final two of the pre-recorded videos from
 21 Dr. Fallon and Dr. Black. The first is an hour
 22 and 15, the second is 43 minutes long. We will
 23 watch both back to back without a break just so
 24 we can get out of here a little bit earlier.

Page 220

1 So we'll watch those now, after which point
 2 we'll conclude for the day and be back tomorrow
 3 at 9 a.m.
 4 COMMISSIONER IGLOLIORTE:
 5 Perfect.
 6 MOLLY CHURCHILL:
 7 Great. Okay. So then, yes, I'd like to hand it
 8 over to the Province.
 9 CATHERINE BOYDE, K.C.:
 10 So, first of all, I just wanted to thank
 11 Drs. Fallon and Black for their report. And just
 12 by way of introduction, I have Mark Griffin here
 13 with me. He is an ADM with SSWB. We also have
 14 Sara Dow present, who's also an ADM, who's been
 15 present at some of the circles, and Edith Minty,
 16 who is a director with the department.
 17 I believe Drs. Black and Fallon probably would
 18 have met certainly with, I think, Sara and Edith
 19 before, and possibly Mark as well. I'm not 100
 20 percent sure on that. He's nodding.
 21 I know that they've all expressed to me in
 22 meetings we've had that this report is very well
 23 written and comprehensive, and should be very
 24 helpful going forward in trying to, I guess, you

Page 221

1 know, make things hopefully better wherever we
 2 can. And I know, as well, that certainly Sara
 3 Dow has indicated, and I'm sure the others would
 4 say the same, that they are more than happy to
 5 meet again with Drs. Fallon and Black to -- if
 6 there's any other information or assistance we
 7 can provide.
 8
 9 DR. BARBARA FALLON & DR. TARA BLACK,
CROSS-EXAMINED BY CATHERINE BOYDE, K.C.
 10
 11 Q. One of the first questions I have, it's noted at,
 12 I think, the second page that the scripts that
 13 were used would potentially be made available.
 14 And I think there was a question whether or not
 15 the actual data used could be made available as
 16 well to us.
 17 DR. BARBARA FALLON:
 18 A. The data, well, come from your information
 19 system, come from Matrix. So we pulled them from
 20 the back end. And the scripts are what we create
 21 to make the data talk this way in the tables.
 22 And the scripts certainly, and certainly -- hi,
 23 Mark; hi, Sara; hi, Edith -- we pledge to make
 24 them available to folks if they're helpful.

Page 222

1 The data, Tara, I don't think we can transfer
 2 the data out of OCAND as per our strict privacy
 3 protocols, but you can -- Matrix could give you
 4 the same polls and you could use the same
 5 scripts. Yeah.
 6 DR. TARA BLACK:
 7 A. Yeah. So anytime we received an extract from
 8 Matrix, my understanding is they would make sure
 9 that that extract was okay and following any kind
 10 of de-identification that needed to be done by
 11 the province. So they would have those extracts
 12 available. Yeah, good question.
 13 DR. BARBARA FALLON:
 14 For analysis. Like, yeah, they're your data from
 15 the back end rather than OCAND.
 16 DR. TARA BLACK:
 17 A. And then with the scripts, then you can reproduce
 18 these data or you can use them going forward, for
 19 sure.
 20 CATHERINE BOYDE, K.C.:
 21 Q. Okay. Thank you very much. I'm going to start
 22 by -- I'm just going to briefly mention, I guess,
 23 some suggested edits we would be suggesting
 24 before the final report is made. And I'm going

Page 223

1 to follow up with an email to the Commission and
 2 CC you guys on this. And these are just our
 3 suggestions that normally we would have provided
 4 beforehand.
 5 Starting with page 10 of your report, there is
 6 a -- the first full paragraph cites the
 7 Department of Child, Youth and Family Services,
 8 2011, which says that the -- 16 would be, I
 9 guess, the termination point of a continuous
 10 custody order.
 11 You know, we would, I guess, like it to note
 12 that the current legislation has been changed, is
 13 different. And as if -- the most recent
 14 legislation, it's now 18 years old. And I think
 15 that would go back to 2019. So -- and like I
 16 said, we'll be following up with this in an
 17 email.
 18 On page 16 of the report, it is -- states,
 19 close to the bottom of the page, under
 20 "Identification of Innu Children and Families,"
 21 it says that, "Indigenous identity is captured in
 22 the ISM people table through the standardized
 23 'Aboriginal' identity lookup codes."
 24 My understanding, the current label of the

Page 224

1 field in our system is -- highlight is Indigenous
 2 identity. And the word "Aboriginal" is not used.
 3 Again, that's a minor point.
 4 On page 17 of the report, it is noted --
 5 DR. BARBARA FALLON:
 6 A. Sorry, Catherine, I think Tara has a question.
 7 CATHERINE BOYDE, K.C.:
 8 Q. Oh, sure.
 9 DR. TARA BLACK:
 10 A. I missed the page number of that reference.
 11 DR. BARBARA FALLON:
 12 Sixteen at the bottom, Tara.
 13 CATHERINE BOYDE, K.C.:
 14 Q. Oh, it was page 16.
 15 DR. BARBARA FALLON:
 16 A. Aboriginal is in italics, again, in the lookup
 17 codes. I'm not -- maybe that's an artifact of
 18 the information system.
 19 CATHERINE BOYDE, K.C.:
 20 Q. Yeah. And that may be the case, Dr. Fallon. We
 21 just note it there.
 22 DR. BARBARA FALLON:
 23 A. We'll check, yeah.
 24

Page 225

1 CATHERINE BOYDE, K.C.:
 2 Q. On page 17, the second paragraph, "It was not
 3 possible for analyses to be further disaggregated
 4 by Sheshatshiu Innu First Nation and Mushuau Innu
 5 First Nation."
 6 My understanding is that after 2022, they were
 7 added as separate fields. So that's correct in
 8 that prior to 2022 there was no differentiation,
 9 but now there is since then. And I think that's
 10 referenced in one of the slides, slide 15 as
 11 well.
 12 And the last note is that slide 8, there's
 13 reference of a decline of foster care is reducing
 14 non-Indigenous, non-relative placements.
 15 And I think the clarification is that some of
 16 the foster placements included in that would be
 17 relative or significant other foster placements.
 18 Those placements wouldn't be captured under
 19 kinship, but they would be captured under foster
 20 care.
 21 DR. BARBARA FALLON:
 22 A. I guess the Province can give us instructions as
 23 to how we would know that in those fields.
 24

Page 226

1 CATHERINE BOYDE, K.C.:
 2 Q. Yeah. And that may be something that will
 3 require some follow-up discussion, perhaps.
 4 Because I'm, unfortunately, not able to clarify
 5 that myself right now.
 6 DR. BARBARA FALLON:
 7 A. Yeah, we didn't see that possibility, but we're
 8 happy to -
 9 CATHERINE BOYDE, K.C.:
 10 Sure.
 11 DR. BARBARA FALLON:
 12 A. - (inaudible) it. Sure.
 13 CATHERINE BOYDE, K.C.:
 14 Q. Yeah. I do have a couple questions, and -- I
 15 think I only have two questions actually. Under
 16 the findings you made about placements, I'm not
 17 sure what page that is. It's around page 20.
 18 There was a chart in your slides, and it's in
 19 your report as well, about the types of
 20 placements, foster placements, kinship, things
 21 like that. There was a question about the
 22 "other" category and what sort of placements that
 23 would encompass.
 24 And in particular, would that encompass ILA

Page 227

1 placements or to your knowledge, would they be
 2 under the group home, the groups category?
 3 DR. BARBARA FALLON:
 4 A. What is ILA?
 5 CATHERINE BOYDE, K.C.:
 6 Q. Oh, sorry. Independent living arrangements. So
 7 --
 8 DR. BARBARA FALLON:
 9 A. That would be other.
 10 CATHERINE BOYDE, K.C.:
 11 Q. That would be under other, would it? Okay. Is
 12 there any other type of, I guess, other that you
 13 can think of off the top of your head that would
 14 be that or...
 15 DR. BARBARA FALLON:
 16 A. Not off the top of my head, but I would be able
 17 to get back to you on how we mapped that. Yes.
 18 Okay.
 19 DR. TARA BLACK:
 20 A. It's pretty rare.
 21 CATHERINE BOYDE, K.C.:
 22 Q. And the other question that was put to me, to put
 23 to you, is, at the beginning of your report --
 24 let's see, I believe this would probably be

Page 228

1 around page 4, just the Executive Summary and the
2 Methodology.
3 When you're calculating the number of
4 investigations, so, you know, referring to how
5 many investigations there are, would you be
6 looking at screened in referrals or would there
7 be another, I guess, criteria you would use as to
8 what constitutes an investigation?
9 Because I think you said in your evidence, you
10 would only use one. It would only be one
11 investigation per child or per family; is that
12 correct?
13 DR. BARBARA FALLON:
14 A. For a family, but it's different than the
15 screening decision, right? So these are
16 screening -- these are concerns from a community
17 or a professional person that would have -- that
18 is directed towards the child welfare legislation
19 and authority where someone is making a
20 determination about whether the concern is such
21 that it requires an investigation or not. And so
22 I know this was a point -- given the way that
23 social and health services are constructed in
24 Newfoundland and Labrador, this was something

Page 229

1 that Tara and our programming team were -- we
2 went back and forth to try and understand that
3 inclusion criteria.
4 Tara, did you want to add anything?
5 DR. TARA BLACK:
6 A. No, just that I know we use the term
7 "investigation." I think you use the term
8 "assessment" or "PIP." So those -- that language
9 doesn't always line up.
10 But no, these are not referrals. These are
11 referrals that have been screened in for
12 protection. Not necessarily transferred to
13 ongoing services, though.
14 DR. BARBARA FALLON:
15 A. But assessed, yes. So would that be a case --
16 DR. TARA BLACK:
17 A. For protection concerns.
18 CATHERINE BOYDE, K.C.:
19 Q. Okay. So would that be like a case opening? Is
20 that what you would...
21 DR. BARBARA FALLON:
22 A. It depends. We call it an investigation opening.
23 Probably is there an assessment opening?
24

Page 230

1 DR. TARA BLACK:
2 A. Yeah.
3 DR. BARBARA FALLON:
4 A. At the end of a certain time period, the worker
5 is making a determination about verification and
6 also the need for ongoing services. So typically
7 investigations get closed. And then if
8 necessary, there's an opening for ongoing
9 services.
10 That is the disposition that we are struggling
11 to interpret and look forward to conversations
12 with your colleagues.
13 CATHERINE BOYDE, K.C.:
14 Okay. Just let me check. I think I'm good for
15 now. We may have -- this might be something that
16 needs to be followed up later. But I don't think
17 I have anything else to ask at the moment. Thank
18 you very much.
19 DR. BARBARA FALLON:
20 Happy to chime in.
21 HARITHA POPURI:
22 Okay. I'll start, Molly, if that's all right?
23 MOLLY CHURCHILL:
24 Please, that would be great. Thank you.

Page 231

1 HARITHA POPURI:
2 All right. Great.
3
4 DR. BARBARA FALLON & DR. TARA BLACK,
5 CROSS-EXAMINED BY MS. HARITHA POPURI
6 HARITHA POPURI:
7 Q. Thank you, Dr. Fallon and Dr. Black for your
8 report and your presentation earlier today. My
9 name is Haritha Popuri. I'm a lawyer at OKT.
10 And along with Judith and some other lawyers
11 here, we represent jointly the Innu
12 Representative Organizations. And that includes
13 Innu Nation, Sheshatshiu Innu First Nation,
14 Mushuau Innu First Nation. And we also represent
15 the Innu Round Table Secretariat.
16 So just like Ms. Churchill, I will be posing
17 my questions to both of you since you wrote the
18 report together. But whichever one of you wants
19 to answer, feel free to jump in. And then if you
20 have anything to add, please do so. And I'll be
21 referring to your report throughout my questions.
22 And at times I might project it on the screen,
23 but it would be helpful to have a copy available
24 with you while I ask the questions.

Page 232

1 Okay. So I'm going to start by clarifying
2 what is not in the study. And then I'll start
3 asking some questions about your specific
4 findings and analysis.
5 So looking first at the timeframe, I
6 understand that the timeframe for the data
7 analyzed is between 2018 and 2025. You mentioned
8 that the Province had a different data system in
9 place prior to 2018. And then it migrated into
10 the new system, ISM, which was run by a company
11 called Matrix. Is that correct?
12 A. (No audible answer.)
13 HARITHA POPURI:
14 Q. Okay. So can you maybe help us understand why
15 the data from before 2018 was not incorporated
16 into your analysis.
17 DR. BARBARA FALLON:
18 A. We -- it wasn't because it wasn't part of our
19 research objectives. We -- through a series of
20 conversations, we agreed that given the
21 implementation of the new administration and new
22 administrative data collection system that our
23 talents would be best suited to understanding it
24 from 2018 forward.

Page 233

1 HARITHA POPURI:
2 Q. Okay. And so is it the case that the data from
3 before 2018 just wasn't provided as part of the
4 collection you received? Or it just wasn't -
5 DR. BARBARA FALLON:
6 A. So we --
7 HARITHA POPURI:
8 Q. - because it was beyond the scope? Sorry, go
9 ahead.
10 DR. BARBARA FALLON:
11 A. Well, the data were provided with the permission
12 of the Province and the Commission through
13 Matrix, right? Through -- directly through the
14 vendor. That's the way we -- we pull the raw
15 data.
16 Data prior to 2018, Tara, did you want to
17 reference those?
18 DR. TARA BLACK:
19 A. Sure. So whenever an organization migrates from
20 one system to another, we know from previous
21 experience that getting access to those legacy
22 data can be difficult, depending on how that data
23 has migrated over. So we knew from the beginning
24 that 2018 forward, we were fairly confident that

Page 234

1 we would be able to get a good extract of those
2 data from Matrix.
3 Anything prior to that, we had no idea whether
4 we would be able to get or not, depending on how
5 those data were migrated over. Sometimes data
6 are migrated into PDFs and therefore cannot be
7 extracted from those data systems. So we did not
8 have -- we did not extract anything prior to that
9 point. However, you know, there are children in
10 the system who were placed prior to that. So I
11 mean, when you're talking about children and
12 families, so yes, there are children who were in
13 care in 2018 who were involved prior to that.
14 So that person is in those data.
15 But anything prior to 2018, we just -- we
16 don't have confidence in at this point in terms
17 of what we could extract from the current vendor,
18 which is Matrix. Okay.
19 HARITHA POPURI:
20 Q. And just to be completely clear, did you see or
21 receive any kind of administrative data that had
22 been extracted from before 2018?
23 DR. TARA BLACK:
24 A. So when we were doing validation with the

Page 235

1 Province, what had happened -- typically our
2 validation process is, we would produce tables
3 and then share those tables with the Province.
4 Say, can you run the same things? See if our
5 answers line up. And then if things are off, we
6 would then start this validation process of going
7 back and forth in terms of, well, what cases did
8 you get? What did we get? Where can we
9 consolidate these things? What had happened in
10 this case is, I believe, Mark Griffin had done a
11 ton of work before we started our analyses. And
12 they had securely transferred those data in Excel
13 format to our servers securely last summer. And
14 when we look at those data to try and kind of
15 retrospectively validate the data, what we found
16 is that there are rows in those data where the
17 child or family was involved prior to 2018.
18 Now we can't see that on our extract and we're
19 working with Matrix to try and figure that out as
20 to how maybe the Province could do that and we
21 couldn't. So that's one of the things that we'll
22 probably be talking to the Province about going
23 forward as to how we could consolidate the two.
24

Page 236

1 DR. BARBARA FALLON:
 2 A. Or whether it's possible. Yeah.
 3 HARITHA POPURI:
 4 Q. So in your view, it's not clear yet whether it
 5 would be possible to consolidate them?
 6 A. (No audible answer.)
 7 HARITHA POPURI:
 8 Q. Okay. And then those Excel spreadsheets that
 9 Mark Griffin prepared, would it be possible to
 10 provide a copy of that to the Inquiry as a
 11 follow-up?
 12 DR. TARA BLACK:
 13 A. I don't know that that would be up to me.
 14 DR. BARBARA FALLON:
 15 A. Not from us. Yeah.
 16 DR. TARA BLACK:
 17 A. Yeah. The government securely transferred those
 18 Excel spreadsheets. So I would guess that would
 19 be a government question.
 20 HARITHA POPURI:
 21 Q. In that case, I'd like to ask the Commission
 22 counsel to work with the Province to obtain those
 23 spreadsheets if possible, redacting them for
 24 private information and confidentiality and

Page 237

1 disclose them to the parties with general
 2 standing, if that is possible within the time
 3 remaining for the Inquiry. (Request 1)
 4 DR. TARA BLACK:
 5 A. I think that's something that we're very happy to
 6 just engage in those discussions with the
 7 Province and better understand what the data is,
 8 if there are any concerns, et cetera. So
 9 definitely something that we'll have a side
 10 conversation on to determine if that can be done.
 11 HARITHA POPURI:
 12 Q. By the sounds of it, those spreadsheets would be
 13 of interest to the Innu organizations,
 14 particularly if they are in Excel form rather
 15 than PDFs. So I'll just note that.
 16 Moving on. I'd like to ask about -- oh, just
 17 to be sure, for data that was collected prior to
 18 2000, do you have a sense of what shape that data
 19 is in, whether it's retrievable in any form?
 20 DR. BARBARA FALLON:
 21 A. No.
 22 HARITHA POPURI:
 23 Q. No, you don't know what shape it's in? Or no,
 24 you don't know if it's -- no, it's not

Page 238

1 retrievable?
 2 DR. TARA BLACK:
 3 A. Well, both. I mean, we don't know what shape
 4 it's in, so we can't comment as to whether it's
 5 retrievable.
 6 HARITHA POPURI:
 7 Q. Okay. All right. Now I'd like to ask some
 8 questions about disaggregating the data by
 9 essentially the home community of an inner child.
 10 So your presentation flagged as -- some as a
 11 place where improvements could be made is in
 12 tracking the community for these children, as
 13 well as with the Indian registration numbers?
 14 So just starting with the community, it sounds
 15 like from the Province that there has been better
 16 tracking of this since 2022. But I just want to
 17 be sure that in the data that you analyzed, this
 18 wasn't consistently recorded, meaning it wasn't
 19 consistently recorded if an Innu child was from
 20 Sheshatshiu or Natuashish.
 21 DR. BARBARA FALLON:
 22 A. Right.
 23 HARITHA POPURI:
 24 Q. Okay. And then with respect to Indian

Page 239

1 registration numbers, how -- what was the -- I
 2 guess, how consistently reported was that
 3 information and what would that have told you if
 4 it had been more consistent?
 5 DR. TARA BLACK:
 6 A. I don't believe we had that information. We
 7 don't have a table outlining that number.
 8 HARITHA POPURI:
 9 Q. How would it have impacted the analysis if there
 10 were Innu children who were not registered?
 11 DR. TARA BLACK:
 12 A. That would probably be a question for the
 13 Province as well, as how they would endorse Innu
 14 versus something else. If the person has to be
 15 registered in order to use that as a -- or to
 16 endorse that data field, that would probably be a
 17 question for them.
 18 DR. BARBARA FALLON:
 19 A. And yeah, and for -- to record placement with ISC
 20 and all those sorts of things, but that's not
 21 something that we were able to speak to.
 22 HARITHA POPURI:
 23 Q. Would it have been possible with the dataset that
 24 you had to look at the home address of the, I

Page 240

1 guess the family in this case and determine from
 2 that what community would have been associated
 3 with the child?
 4 DR. TARA BLACK:
 5 A. No.
 6 DR. BARBARA FALLON:
 7 A. We wouldn't have asked for that data table. And
 8 we are not -- we would not be allowed to, under
 9 our ethics agreement at the University of
 10 Toronto, to hold those data.
 11 HARITHA POPURI:
 12 Q. And maybe then the last couple of questions on
 13 this topic. My understanding is that for several
 14 years, the Province had two zones, a Sheshatshiu
 15 Innu zone and a Mushuau Innu zone. And each of
 16 them had their own zone managers that administer
 17 child protection services. Did you see any
 18 indication of that information in your dataset?
 19 DR. BARBARA FALLON:
 20 A. Thanks. So I guess the -- on page 39, the
 21 Limitations in Capturing Service Context is -- do
 22 not -- the administrative data that we received,
 23 do not capture information about service
 24 availability, worker caseloads, training,

Page 241

1 resource constraints, policy changes, et cetera.
 2 HARITHA POPURI:
 3 Q. So in general, would you say that there just
 4 wasn't enough information available, I guess, to
 5 really say with certainty what community these
 6 children were associated with?
 7 DR. TARA BLACK:
 8 A. From our vantage point, yes, that's correct.
 9 HARITHA POPURI:
 10 Q. Okay. And -- all right. I'll leave it at that.
 11 Okay. So then when it comes to determining
 12 whether a case involved an Innu child, it sounds
 13 like that category was more consistently tracked.
 14 Again, especially after 2021-'22. And I just
 15 wanted to get a better understanding of how a
 16 case was tagged as Innu, essentially?
 17 So you note, I believe at page 38 -- in the
 18 report you described that a case was tagged as
 19 Innu if any person in the family unit is Innu.
 20 And that could be a parent, it could be the child
 21 themselves, it could be a caregiver. But at page
 22 38, you note that this might not always be the
 23 most consistent or appropriate definition.
 24 I'm wondering whether you might be able to

Page 242

1 expand on why that is.
 2 DR. BARBARA FALLON:
 3 A. Well, it's a decision we made to analyze the
 4 data. So -- and it's the most expansive one,
 5 right? And it's one that when we work with
 6 communities, they give us a different
 7 instruction. Sometimes they're only looking at
 8 the identified child and their ethnoracial
 9 identity or indigeneity identity.
 10 We made the decision to broadly define Innu as
 11 any member of the family because it's the most
 12 expansive one and probably the one that, you
 13 know, is more community-based or captures the
 14 intersection with Innu communities. So it's an
 15 analyst decision. So one that we're -- I mean,
 16 yeah. Leave it at that.
 17 Tara, anything?
 18 DR. TARA BLACK:
 19 A. I don't think so.
 20 HARITHA POPURI:
 21 Q. All right. And then the last term I'll ask you
 22 about for now is just with respect to "cumulative
 23 disparity." That's coming from page 19 of your
 24 report. And I'm wondering if you could explain

Page 243

1 how that concept carries through in the rest of
 2 your report?
 3 DR. BARBARA FALLON:
 4 A. So the cumulative disparities is a concept that
 5 we really wanted to -- that we typically use --
 6 again, to our testimony earlier this morning --
 7 is it this morning? Yes, still this morning.
 8 No, it's this afternoon, but from this morning.
 9 When we -- you know, Molly kind of framed the
 10 paper looking at the service continuum. And so,
 11 we want to see where the system then kind of --
 12 when we're looking at disposition, kind of
 13 doesn't necessarily arrest the disparity, but may
 14 exacerbate it. So typically we see that in a
 15 placement decision.
 16 And certainly in the Denouncing the Continued
 17 Overrepresentation of First Nations Children in
 18 Canadian Child Welfare, that pattern of
 19 cumulative disparity where we started, you know,
 20 a three and a half times more likely to be
 21 investigated. We look at transfers, we look at
 22 court, we look at placement. We see essentially
 23 the system is not arresting those disparity
 24 points.

Page 244

1 So that's something that we kind of
 2 front-ended to say it was something that we were
 3 looking at during our analysis.
 4 HARITHA POPURI:
 5 Q. And some of those decision-making points in the
 6 continuum that you mentioned, so court
 7 applications, for example, that's not set out
 8 here in the report.
 9 DR. BARBARA FALLON:
 10 A. Yes, that's correct.
 11 HARITHA POPURI:
 12 Q. And is that because the information wasn't
 13 available in the extracts you got from Matrix?
 14 DR. BARBARA FALLON:
 15 A. It was not available.
 16 HARITHA POPURI:
 17 Q. Okay. All right. All right. I'll now turn to
 18 your findings in more detail, starting with Table
 19 1, which is at pages 20 to 21. Okay. So -- and
 20 correct me if I'm wrong, but I think maybe the
 21 takeaway, or one takeaway from this is that Innu
 22 children are more likely to be the subject of an
 23 investigation by CYFS in 2024-'25 than they were
 24 in 2018 and 2019.

Page 245

1 DR. BARBARA FALLON:
 2 A. More likely they're not -- yes. The disparity is
 3 2.87.
 4 HARITHA POPURI:
 5 Q. Right. So they're more likely than a
 6 non-Indigenous child to be investigated. Okay.
 7 So then just breaking that down a bit more in
 8 terms of how you've set out that information.
 9 What I see here is the use of a rate per 1,000
 10 children. And your chart calculates that rate
 11 with reference to population.
 12 And so you used for the Newfoundland
 13 non-Indigenous population, you used a 2021 census
 14 figure. But with respect to the Innu child
 15 population, you relied on... Could you maybe
 16 explain your source for that population figure?
 17 DR. TARA BLACK:
 18 A. Sure. For the child population, typically we use
 19 census data. The census is completed every five
 20 years. So census 2021 would be the most recent
 21 that is available at this time. And we have paid
 22 for a -- custom Statistics Canada tables because
 23 typically Indigenous status is captured by groups
 24 -- age groups instead of by single years of age.

Page 246

1 So it's hard to capture something like the
 2 location of under 16, under 18 is very hard to
 3 calculate. So we asked for single years of age.
 4 So we're able to do that for non-Indigenous.
 5 When we were looking at Innu children, the
 6 child population seemed extremely low. So that
 7 was sort of a red flag for us, for the census
 8 that perhaps, and with our experience before of,
 9 you know, 20, 30 years of doing incident study
 10 and working with child population data is that
 11 sometimes our First Nations communities do not
 12 complete the census for very good reasons. But
 13 that that can be a barrier in calculating rates.
 14 So then we started looking at other data that
 15 would be available. One of the things we came
 16 across was public health data that was calculated
 17 for both communities, again, groups. So that's
 18 the data we did use. We had to estimate the
 19 15-year-olds because they were group data. So I
 20 think if I remember correctly, it was like 10 to
 21 14 and 15 to 19 or something. So we estimated
 22 the 15-year-olds in that group and then came up
 23 with our estimate for the child population for
 24 Innu based on those two communities.

Page 247

1 HARITHA POPURI:
 2 Q. And so you mentioned that this was public health
 3 data. I understand that while you wrote in the
 4 report that this came from the Province, in fact,
 5 it came from the two First Nations public health
 6 departments. Is that your current understanding?
 7 DR. TARA BLACK:
 8 A. I think we said broadly government. And yes, I
 9 -- yes. So we can correct that to be public
 10 health representing government.
 11 HARITHA POPURI:
 12 Q. Okay. All right. And then I also note that the
 13 population data is -- for Innu children you use
 14 the data that's from 2019 for each of the years
 15 you analyzed. And then for non-Indigenous
 16 children in the province, you used the same
 17 population which comes from the 2021 census.
 18 So I just ask, if you had population numbers
 19 that were accurate for both Innu and
 20 non-Indigenous children for each year included in
 21 the study, would you have used the data specific
 22 to each year in your analysis?
 23 DR. TARA BLACK:
 24 A. Yes, if we had accurate data, but they don't

Page 248

1 exist at a population level.
 2 HARITHA POPURI:
 3 Q. Okay. And so -- and if there was a growth in the
 4 Innu child population over these seven years,
 5 would that have create -- would that create
 6 differences in the actual rate of investigation
 7 that we're maybe not seeing in the table with the
 8 data that was available?
 9 DR. TARA BLACK:
 10 A. If the child population is a bigger number, the
 11 disparity would be less.
 12 HARITHA POPURI:
 13 Q. Okay. So now just looking at the findings a
 14 little more closely. First, I'll just note that
 15 while we have been talking about rates per
 16 thousand, it might be a little bit easier for
 17 some people to understand - maybe it's
 18 Ms. Churchill's niece or just myself - if we were
 19 to use the more kind of approachable standard of
 20 percentages.
 21 So that would be, for example, in this chart,
 22 instead of saying 129 Innu -- a rate of
 23 investigations for -- sorry, 129 per thousand
 24 children, you would say 12.9 percent?

Page 249

1 DR. TARA BLACK:
 2 A. Exactly. Just under 13 percent for Innu children
 3 versus just over 6 percent for non-Indigenous
 4 children.
 5 DR. BARBARA FALLON:
 6 A. Right.
 7 HARITHA POPURI:
 8 Q. Okay. So in summary then, across the seven
 9 years, somewhere in the range of 12.5 percent to
 10 almost 19 percent of Innu children were the
 11 subject of a child protection investigation. Is
 12 that accurate?
 13 DR. TARA BLACK:
 14 A. Yes. It's, as you mentioned, the caveats around
 15 the child population, but that is our estimate.
 16 HARITHA POPURI:
 17 Q. Right. Okay. And then in contrast, I think, as
 18 you just mentioned, about 6 percent of
 19 non-Indigenous children in the province were the
 20 subject of an investigation in each year?
 21 DR. TARA BLACK:
 22 A. Correct.
 23 HARITHA POPURI:
 24 Q. Okay. Now, I'd just like to turn to the report

Page 250

1 from 2022 that was mentioned earlier. This is
 2 entered as an Exhibit P-087. This is the -- so
 3 this is -- the full title is "Denouncing the
 4 Continued Overrepresentation of First Nations
 5 Children in Canadian Child Welfare. Findings
 6 from the First Nations Canadian Incident Study of
 7 Reported Child Abuse and Neglect-2019.
 8 So as we heard from you earlier, this is a
 9 report that both of you are familiar with. Yes?
 10 DR. BARBARA FALLON:
 11 A. Yes.
 12 DR. TARA BLACK:
 13 A. Yes.
 14 HARITHA POPURI:
 15 Q. Okay. And I'm just going to share that document
 16 for a moment and ask you a couple of questions
 17 about that. So just bear with me here. Okay.
 18 Okay. Can you both see the document?
 19 DR. BARBARA FALLON:
 20 A. Yes.
 21 HARITHA POPURI:
 22 Q. All right. So this report provides an analysis
 23 of the treatment of Indigenous children in the
 24 child welfare system as compared to

Page 251

1 non-Indigenous children nationally.
 2 DR. BARBARA FALLON:
 3 A. So I'll just correct you, that this figure is
 4 Indigenous and non-Indigenous. Most of the
 5 tables are for First Nations children because we
 6 had a First Nations Advisory Committee.
 7 HARITHA POPURI:
 8 Q. Okay.
 9 DR. BARBARA FALLON:
 10 A. So the distinction is an important one. From 18
 11 Inuit children, the data are available to those
 12 communities and we work with some, but the --
 13 most of the rates are for First Nations children
 14 compared to non-Indigenous children.
 15 HARITHA POPURI:
 16 Q. Got it. Okay. And the data that was collected
 17 here for this report, which I'll refer to as the
 18 National Study, it was collected as part of a
 19 three-month sampling period towards the end of
 20 2019. Is that correct?
 21 DR. BARBARA FALLON:
 22 A. Partially. So the... Boy. Okay. I have to
 23 keep Molly's 11-year-old niece in mind, but. So
 24 the issue for this study was a complicated one.

Page 252

1 The decision to fund it was last minute. The
 2 Ontario government wanted to conduct what was
 3 then its sixth Ontario Incident Study. So the
 4 data for Ontario were collected in 2018. The
 5 government decided to go ahead and through the
 6 Assembly of First Nations and a contribution
 7 agreement through the Public Health Agency of
 8 Canada, they then elected to fund the three-month
 9 case selection period of which we designed
 10 calibration weights to do the estimate for the
 11 year.

12 And so, while we were underway, there was a
 13 high-profile death in Quebec where all research
 14 was stopped and we ended up doing a census pull
 15 from their administrative data and mapped those
 16 fields onto our data collection instrument and
 17 then weighted the data accordingly. So sorry,
 18 Haritha, for that long explanation, but that's
 19 how we did -- how we collected these data.

20 HARITHA POPURI:

21 Q. Okay. And the year to which the data relates,
 22 it's -- apart from Ontario.

23 DR. BARBARA FALLON:

24 A. It's 2019, yeah.

Page 253

1 HARITHA POPURI:

2 Q. From 2019, okay.

3 DR. BARBARA FALLON:

4 A. Yes, and the estimation would be that we -- and
 5 we can verify with other Ontario data that there
 6 wouldn't have been much of a difference in terms
 7 of volume of investigations. So the knowledge,
 8 of course, is the weight. And we want to make
 9 sure that there are terms around those and we
 10 were confident that that was a reasonable
 11 knowledge claim of 2019.

12 HARITHA POPURI:

13 Q. Okay. And so in the overview you provided, it --
 14 I think it's apparent that there were differences
 15 in the methodology that you used for the national
 16 study compared to the report that you did for the
 17 Inquiry. For one, the one you did for the
 18 Inquiry is a longitudinal analysis.

19 But would there be some basis for comparison
 20 by just looking at the data in the Inquiry report
 21 from 2018-2019 and looking at that against the
 22 national study?

23 DR. BARBARA FALLON:

24 A. Well, no. Methodologically, I would say no

Page 254

1 because the purpose and objectives are very
 2 different, right? We pulled these data to
 3 produce an estimate of Canadian child welfare
 4 services, not a provincial one with really the
 5 exception of Ontario and Quebec.

6 So the -- so methodologically, it would be
 7 challenging to say there's a basis. I think,
 8 where you could, one of the things that strikes
 9 me is that that initial investigation rate is
 10 very similar, right? And we see that in other
 11 analyses of First Nations, of Native Americans,
 12 we see that kind of initial investigation rate
 13 between three and fourfold. So methodologically,
 14 challenging to compare. These are -- this is a
 15 case file review with workers. The Newfoundland
 16 analyses that we did on behalf of the Commission
 17 is really about administrative data. And as I
 18 mentioned, challenging to get more of the
 19 context.

20 HARITHA POPURI:

21 Q. Okay. So it sounds like, if I understand you
 22 correctly, it's this disparity that was measured,
 23 let's say, with rates of investigation. Here,
 24 it's 151 per 1,000, or 15 percent for First

Page 255

1 Nations children, compared to 42 out of 1,000, or
 2 4.2 percent for non-Indigenous children, which is
 3 about just under four times greater, okay.

4 And similarly, in the rate of investigation
 5 that you set out, and I can take us to it, for
 6 the Innu, there was a disparity there, which
 7 was -- it started out around 2, and it increased
 8 to 2.87. So that disparity is something that is
 9 in common when you look at the national data.

10 DR. BARBARA FALLON:

11 A. Yes, that -- I think that's a fair statement.

12 HARITHA POPURI:

13 Q. Okay.

14 DR. BARBARA FALLON:

15 A. Methodologically, very different purposes and
 16 populations, yeah.

17 HARITHA POPURI:

18 Q. Okay. I'm then going to take us to Table 2,
 19 regarding recurrence.

20 DR. BARBARA FALLON:

21 A. Is this in -- is this in the FNCIS or the...

22 HARITHA POPURI:

23 Q. In the Inquiry report.

24

Page 256

1 DR. BARBARA FALLON:
 2 A. Okay.
 3 HARITHA POPURI:
 4 Q. And that's the -- it starts at 22, or let's see.
 5 DR. TARA BLACK:
 6 A. Yeah, just on the next page.
 7 HARITHA POPURI:
 8 Q. There we go, okay. So the table itself is on
 9 page 22, and I can probably stop sharing. I just
 10 wanted to show the national study?
 11 Okay. So we spoke about what that term means
 12 a little bit earlier today. And what I take from
 13 that is recurrence tracks where an investigation
 14 is closed at first, but then another one opens
 15 within 12 months.
 16 DR. BARBARA FALLON:
 17 A. With a verified concern.
 18 HARITHA POPURI:
 19 Q. With a verified concern. Okay. And so
 20 essentially, this is not something that we would
 21 want to see too often, because it would suggest
 22 that there are struggles within the family that
 23 were potentially missed at an earlier point. And
 24 so we would ideally want that figure to be very

Page 257

1 low.
 2 DR. BARBARA FALLON:
 3 A. It can be, that can be an interpretation, again,
 4 to my earlier testimony this morning. It's a
 5 systems indicator, potentially of efficacy. And
 6 we always encourage it to be viewed in concert
 7 with others, so.
 8 HARITHA POPURI:
 9 Q. Yes. And actually, that reminds me that earlier,
 10 you did mention that there are some caveats to
 11 treating recurrence as a proxy for the
 12 effectiveness of the system. I'm wondering if
 13 you could elaborate on that a little bit more
 14 here?
 15 DR. BARBARA FALLON:
 16 A. Well, the challenge with these data is, if we
 17 were to view recurrence as a miss, we would want
 18 to make sure that the same concern identified
 19 during the index investigation is what has come
 20 back and been verified. And so we have no way of
 21 knowing that.
 22 The other kind of, the inverse of it is that
 23 we take -- we look for a verification decision.
 24 What it doesn't measure is cases that can reoccur

Page 258

1 without it, which also could be a proxy of need
 2 that's unaddressed. So those data are not --
 3 this table wouldn't capture those instances.
 4 The -- to -- I think Molly's observations
 5 around outcomes, this is -- you know, these are
 6 service disposition outcomes. Whether or not the
 7 family has come back with a new need that wasn't
 8 identified in the investigation is not going to
 9 be answered in this table. So we really want to
 10 kind of move the field towards what did the
 11 worker assess as a family need? How was it
 12 remedied? What was the plan to ameliorate it in
 13 concert with the family, cultural connectivity?
 14 And then based on that, then how good a job did
 15 child welfare do in meeting it in concert with
 16 all of its partners?
 17 HARITHA POPURI:
 18 Q. That's helpful. Thank you.
 19 And we noted this term before, but it would
 20 help me if you could just explain a little bit
 21 about the reasons why an investigation could be
 22 closed.
 23 What would make it a closed investigation?
 24

Page 259

1 DR. BARBARA FALLON:
 2 A. Well, just globally, I would say that there --
 3 there can be a verification decision and a case
 4 would be closed because there's not an ongoing
 5 protection concern for the child. The case could
 6 be closed because the -- as we were talking with
 7 this -- the sensitivity specificity analyses,
 8 it's opened and there -- you know, there's not a
 9 verification decision. There's no concern.
 10 So it's closed.
 11 It could be that the system has met the
 12 family's needs with or without a verification
 13 decision. And typically in child welfare systems
 14 and investigations get closed, and then, if
 15 necessary, an ongoing service could be opened.
 16 So in the FNCIS, the rate of transfer, I think
 17 is 1 in 5. I have so many incident studies in my
 18 head. I think in the 2023 data in Ontario, it's
 19 less than that. It's about 18 percent of
 20 investigations get transferred to ongoing
 21 services. So typically an investigation can --
 22 you know, can be closed for lots of reasons.
 23 HARITHA POPURI:
 24 Q. And then I just wanted to know whether, when you

Page 260

1 describe on page -- let me just find it. I think
2 it might be page 21. You describe the rate of
3 recurrence for the province as low. And I'm
4 wondering whether that is an observation you made
5 with respect to kind of national data or what
6 would lead you to classify it as low versus high?
7 DR. BARBARA FALLON:
8 A. Well, given the high stakes decisions, I guess
9 that the child protection systems make for
10 children, you know, 5 percent, if we were to
11 interpret it as an error -- I'm not saying that
12 that's -- there's not lots of limitations for
13 that interpretation. It's that means that that's
14 a pretty -- 5 percent error is pretty good given
15 the kinds of high stakes decisions that are being
16 made for children and families.
17 There is enormous variation in recurrence
18 depending on the system, depending on the agency.
19 And honestly, it's a reflection of the community
20 as well. And resources in the community as well,
21 because I'm not saying for Newfoundland and
22 Labrador, but the child welfare researcher and me
23 would observe that the -- what gets called child
24 maltreatment is quite expansive. And so

Page 261

1 sometimes for child protection authorities acting
2 in a community, there may be nowhere else for a
3 family or a child to be referred to than other
4 than a child welfare system.
5 So that recurrence is also part of that
6 context that are missing in these data that we're
7 unable to measure is kind of the health and
8 social service infrastructure available to
9 families.
10 Tara, I don't know, anything to add?
11 DR. TARA BLACK:
12 A. No, just that in our experience, we've tried to
13 stay away from having benchmarks or anything like
14 that. But yes, that we've seen enormous
15 variation.
16 DR. BARBARA FALLON:
17 A. Yeah.
18 HARITHA POPURI:
19 Q. So in that case, would it be more helpful to
20 continue tracking it over time within
21 Newfoundland and Labrador in order to better
22 understand whether -- I guess, whether
23 improvements are being made, whether it's lower
24 or particularly higher in one year and that might

Page 262

1 be cause for further investigation, or it's
2 better to keep it focused within the province?
3 DR. BARBARA FALLON:
4 A. I think it is a helpful proxy if it's viewed as a
5 proxy and part of a metric that informs
6 decisions. Because as we've mentioned, there are
7 lots of limitations to it. So you really want to
8 round it out. Why are families coming back? Is
9 it for the same concern? Is it for a different
10 concern?
11 You know, some of our First Nations partners,
12 the recurrence is because there's a full suite of
13 prevention services attached. And so that may
14 manifest itself in this ever expensive definition
15 of child maltreatment. But really it's because
16 they're able to access different services. You
17 know, whether it's through a child welfare
18 system, that's not for me to decide. And you're
19 not asking me that question.
20 But what recurrence is very helpful to is if a
21 child is injured again. And any data that we've
22 ever seen, that's not why families are coming
23 back. Families are coming back because of those
24 structural issues, those social determinants,

Page 263

1 because the system is a forensic one. So it does
2 a pretty good job at preventing urgent protection
3 concerns.
4 The challenge, of course, is when a system is
5 asked to ameliorate the challenges families have
6 without the right tools and resources. And
7 that's typically, you know, why families are
8 coming back. But there's a lot to -- there's a
9 lot to unpack, I think.
10 HARITHA POPURI:
11 Q. Okay. And so maybe tying that into something you
12 write about the spike around 2021, 2022, where it
13 goes as high as, I believe, 16 percent for the
14 Innu, you suggest as one possibility that it had
15 to do with the COVID-19 pandemic. And so there
16 could have been -- the impact could have been
17 more pronounced if, during the pandemic, the CYFS
18 department was the only one that families had
19 available to get supports that are needed during
20 that time?
21 DR. BARBARA FALLON:
22 A. Absolutely, yes. That could be an explanation.
23 The -- and whenever you see those kinds of
24 differences, of course, you want to rule out a

Page 264

1 methodological one. And that's where we're
 2 saying the province at that time is saying, hey,
 3 we're really going to make sure that workers
 4 populate that field, then the number of Innu
 5 children would obviously increase from previous
 6 years. So that may be part of that increase. We
 7 can't say, right?

8 HARITHA POPURI:

9 Q. Was it possible to tell what services were
 10 offered in cases where there was recurrence?

11 DR. BARBARA FALLON:

12 A. Not with the data we received.

13 HARITHA POPURI:

14 Q. Okay.

15 DR. BARBARA FALLON:

16 Q. But that's a good -- you know, I would imagine
 17 that's the work I had for everyone, so?

18 HARITHA POPURI:

19 Q. All right. I'm now going to move on to Table 3.
 20 That's at page 24. I'll start with a few
 21 questions just to unpack the meaning of an
 22 out-of-home placement.

23 So you define -- in a couple of places you
 24 define placement as, any out-of-home living

Page 265

1 arrangement for a child, including foster care,
 2 kinship care, group care or other residential
 3 settings.

4 So you could say that the way placement is
 5 defined, it's inclusive. And in particular, it
 6 includes something like kinship, even though the
 7 Province would not call this -- it would not
 8 consider this a version of being in care.

9 DR. BARBARA FALLON:

10 A. Correct. Because we thought it would be helpful
 11 for these research objectives to -- regardless of
 12 whether it's considered in care or not, to
 13 eliminate that placement category.

14 HARITHA POPURI:

15 Q. And when a child is in kinship care, it still
 16 means that they have to change where they're
 17 living due to the involvement of the child
 18 protection system?

19 DR. BARBARA FALLON:

20 A. Correct.

21 HARITHA POPURI:

22 Q. There's a displacement from their home
 23 environment.

24

Page 266

1 DR. BARBARA FALLON:

2 A. It's a change in residence for the child. Yes.

3 HARITHA POPURI:

4 Q. Okay. So in that sense, would you agree that
 5 kinship is a less intrusive form of placement,
 6 but it is still a placement?

7 DR. BARBARA FALLON:

8 A. Well, I think the less intrusive form of
 9 placement is -- is not really one that I can
 10 answer because I'm not a child who is being asked
 11 to move residence. So even if it's to my beloved
 12 auntie or cousin, it's -- and that's not for me
 13 to decide, but it is a change in residence for
 14 that child. Maybe a necessary one, but it's a
 15 change in residence for the child.

16 The -- I mean, the theory behind kinship is
 17 that it's less disruptive. Theoretically,
 18 although this is where I think there's a dearth,
 19 particularly in Canadian child welfare research
 20 about outcomes for kinship care, right? So it
 21 can be a different -- kids that are connected in
 22 a way that enables a kinship placement are going
 23 to be different, potentially, than children who
 24 are placed in foster homes or a group home or

Page 267

1 anything like that.

2 So it's really, it's kind of challenging to --
 3 I don't think I -- I don't think it's a yes, no,
 4 agreed or not agreed. I think it's one that we
 5 have to do a better job at understanding from a
 6 child's perspective what that is.

7 Tara, anything to add?

8 DR. TARA BLACK:

9 A. No. No.

10 HARITHA POPURI:

11 Q. And then the way that placement has been
 12 conceived for this analysis, it would include
 13 Innu children who are placed within their own
 14 community. So in another home within Natuashish,
 15 for example, as well as Innu kids who were placed
 16 outside of their community. So let's say that
 17 child was placed in a home in Sheshatshiu?

18 DR. BARBARA FALLON:

19 A. We don't know where, but globally that's a
 20 sample. But we don't know where. Yes.

21 HARITHA POPURI:

22 Q. Okay. And would it have been possible at all to
 23 know whether the child was placed outside of --
 24 so somewhere else in Labrador, outside of the two

Page 268

1 communities, or whether they were placed
 2 somewhere in Newfoundland or outside of the
 3 province altogether?
 4 DR. BARBARA FALLON:
 5 A. We don't know that.
 6 HARITHA POPURI:
 7 Q. Okay. So what would need to happen in order to
 8 be able to analyze that in the future? Well, we
 9 would have to know the address of the placement,
 10 right, and the address of the child, the -- with
 11 the -- from the index event and the address of
 12 the placement. We've done those analyses for
 13 different agencies where we're looking at, you
 14 know, within their catchment area where children
 15 placed, if they are. Those are not data that we
 16 had?
 17 HARITHA POPURI:
 18 Q. And I think you mentioned before that that data
 19 was not available to you under the terms of your
 20 data sharing agreement; is that...
 21 DR. BARBARA FALLON:
 22 A. We didn't ask for those data, but nor would we be
 23 allowed to hold them at the University of
 24 Toronto.

Page 269

1 HARITHA POPURI:
 2 Q. Okay. Okay. Then one last section on this.
 3 Would there have been a way to know whether a
 4 child, an Innu child, was placed in an Innu home
 5 as opposed to a non-Innu home?
 6 DR. BARBARA FALLON:
 7 A. No, not in the data we... I mean, the kinship
 8 label or determination is a broad one, but I
 9 mean, again, maybe it's a proxy, but no, not from
 10 the data we received.
 11 HARITHA POPURI:
 12 Q. Okay. Then just looking at the information
 13 that's set out in Table 3, it looks like this is
 14 a kind of a success story in that the number of
 15 Innu kids who were going into a placement each
 16 year has gone down and gone substantially down
 17 over the seven-year period?
 18 DR. TARA BLACK:
 19 A. Correct. From these data, that is correct.
 20 HARITHA POPURI:
 21 Q. Okay. And specifically, you can see that things
 22 start out with a rate of -- rather, sorry, a
 23 count. You have 92 Innu children admitted into
 24 an out-of-home placement in 2018-2019, and then

Page 270

1 that number goes down to 30 Innu children by the
 2 end of the study.
 3 DR. BARBARA FALLON:
 4 A. Correct.
 5 HARITHA POPURI:
 6 Q. Okay. And now looking at the rate, the decline
 7 is -- if you convert it to percentages, it goes
 8 down from just over 70 percent of investigations
 9 involving Innu families to about 13 percent in
 10 2024-'25.
 11 DR. BARBARA FALLON:
 12 A. Correct.
 13 HARITHA POPURI:
 14 Q. Okay. And this is a -- this is a substantial
 15 reduction in your view?
 16 DR. BARBARA FALLON:
 17 A. Correct.
 18 HARITHA POPURI:
 19 Q. I think your presentation said 82 percent
 20 reduction?
 21 DR. BARBARA FALLON:
 22 A. I guess that's the -- yeah, that's the math.
 23 HARITHA POPURI:
 24 Q. And then in terms of the disparity between the

Page 271

1 rate of admission for Innu children compared to
 2 non-Indigenous children, that goes down as well
 3 from 6.76 to 1.55, which is about a 77 percent
 4 reduction in disparity.
 5 DR. BARBARA FALLON:
 6 A. Correct.
 7 HARITHA POPURI:
 8 Q. Okay. Nevertheless, there is still some
 9 disparity as of 2024-'25.
 10 DR. BARBARA FALLON:
 11 A. Correct.
 12 HARITHA POPURI:
 13 Q. All right. Now, I know that you would caution us
 14 against trying to compare the findings in this
 15 report against the national study.
 16 DR. BARBARA FALLON:
 17 A. I would.
 18 HARITHA POPURI:
 19 Q. Okay. So I think perhaps maybe I would ask, in
 20 general, what might make possible or what might
 21 be a future direction of research in order to be
 22 able to compare, let's say, the placement rates
 23 for Innu against the treatment of First Nations
 24 children nationally?

Page 272

1 DR. BARBARA FALLON:
2 A. Well, that would be a very expensive study, first
3 of all. So one of the differences in, you know,
4 research objectives is that in the FNCIS, we
5 looked at the number of children placed relative
6 to the population, right? So that's -- we didn't
7 control for the front door.
8 Here, it's the number per 1,000
9 investigations, right? So it's a decisions-based
10 disparity because that, I think, reflected the
11 instructions we had from the Commission and from
12 the Innu communities. So it's just
13 mathematically -- I mean, again, these are
14 children and families and these data represent a
15 burden of suffering. The sample size is small.
16 So that's -- like mathematically, then this is
17 the way that we felt it was best interpreted.
18 In the FNCIS, with -- you know, as you -- we
19 had a universal sample, it doesn't really get
20 weighted. We had the rest of Canada with these
21 calibration weights and Ontario. You know, we
22 work with a sample, unweighted sample of like,
23 roughly 40,000 to design weights that bring it up
24 to over 300,000, right? So that's why it's just

Page 273

1 really, when these data are longitudinal, the CIS
2 are, you know, point in time for the year the
3 incidents are reported. So it's a really
4 different kind of calculation.
5 That profound disparities exist for First
6 Nations children. I've never seen data that
7 don't represent that.
8 HARITHA POPURI:
9 Q. Okay. Did anything about the rate for Innu
10 children in this case, the rate that was admitted
11 into a placement, did it strike you as being kind
12 of unusually high compared to what you've seen in
13 other studies?
14 DR. BARBARA FALLON:
15 A. Sorry, the rate of placement, the rate -
16 HARITHA POPURI:
17 Yes.
18 DR. BARBARA FALLON:
19 A. - per investigations, 1,000 investigations, is
20 that unusually high?
21 HARITHA POPURI:
22 Q. And more specifically, more specifically looking
23 at 2018 and '19, where you set out that it was
24 713 per 1,000 investigations. Does that strike

Page 274

1 you as being quite unusually or significantly
2 high?
3 DR. BARBARA FALLON:
4 A. So I won't say unusually high. I will say -- I
5 mean, these are where we really need to do a
6 better job at collecting data and being
7 accountable to children and families. You know,
8 that's 70 percent of children at the end of the
9 investigation are placed in care.
10 The -- again, we don't have great Canadian
11 data, but of children in care on any given day,
12 about half of those, we estimate, again, with all
13 those caveats, are Indigenous. So, I mean, and I
14 use the word "Indigenous" intentionally. So, you
15 know, I mean, that's all I'll say, I guess.
16 HARITHA POPURI:
17 Q. Okay. Then kind of taking a step back, something
18 you noted in your presentation is how it's
19 important to be able to think about this analysis
20 against the context and sort of major shifts in
21 practice, policy, and in particular, the kind of
22 reforms that have taken shape for the Innu in
23 having a more collaborative governance model. I
24 believe that's the term you used?

Page 275

1 And so I'd like you -- like to mention or
2 reference a source that has been entered as an
3 exhibit and which speaks to that context in a
4 little more depth. This is Exhibit P-441, and it
5 is the -- entitled the Innu Services Report. I
6 can share my screen. Just to make sure everyone
7 knows what I'm referring to. Just a minute.
8 Okay.
9 I don't know whether this report has been
10 shared with you in advance or if you are familiar
11 with it, but I can provide a short description of
12 what it contains. So it provides a kind of
13 summary of the Innu organizations that have been
14 involved with this Inquiry. And in particular,
15 it describes the history of Innu prevention
16 services.
17 So that is starting around here. And what it
18 says there is that before 2017, there were no
19 prevention services to the Innu. It wasn't
20 provided by the province. And as such, it wasn't
21 funded by either the provincial or federal
22 government. But things changed in 2017. In
23 2017, the Innu started Innu Prevention Services
24 with federal funding. And that is what became

Page 276

1 Innu Prevention Services, including -- and it
2 included things like an advocacy role for Innu
3 representatives. And these Innu representatives
4 engage with families and with provincial child
5 protection services to try to get better outcomes
6 for children. The funding has increased over
7 that time, as has the staffing for Innu
8 Prevention Services.
9 In the first year, it was seven workers. And
10 further down in the report, it says that the
11 number has grown to 35 full-time staff members,
12 serving both communities?
13 So hearing that description of the emergence
14 of Innu Prevention Services at pretty much the
15 exact same period that's been covered by the
16 report, do you think that it could provide an
17 explanation for this significant decrease in the
18 placement rate for Innu children from the
19 beginning of the study period, which is 2018-2019
20 to 2024-'25?
21 DR. BARBARA FALLON:
22 A. So methodologically, we did not measure that. We
23 understand the context. And what I would say is
24 given that 700 children for every 1,000

Page 277

1 investigations were placed, which has
2 dramatically declined, the way of working with
3 communities to ensure that their children are
4 safe, that their caregivers are supported,
5 there's not a different way of thinking in my
6 opinion.
7 I know I'm an expert witness, but in my
8 opinion, that is exactly what we should be doing
9 is working with communities to support their own
10 children. And that it has impacted the data. As
11 a researcher, I have to say, you can't rule out
12 the explanation, but we didn't measure it. I
13 mean, that's the way we need to go forward with
14 communities and for children.
15 HARITHA POPURI:
16 Q. And so in working closely with communities and
17 empowering them to understand and attend to the
18 needs of their own people, would you say that it
19 helps carry out this philosophy you spoke of, of
20 not placing a child out of their home if you
21 don't have to place them out of their home? Like
22 it really --
23 DR. BARBARA FALLON:
24 Possible (phonetic).

Page 278

1 HARITHA POPURI:
2 Q. Yeah. Okay.
3
4 (Video stops)
5 (Off the Record)
6
7 HARITHA POPURI:
8 Thank you. And I'm hopeful that the last --
9 well, last sort of area that I'll be asking
10 questions should go a lot faster.
11 HARITHA POPURI:
12 Q. I'm going to move to Table 4, which is at page
13 25. And I'll just start pretty general.
14 I'm wondering if you could maybe take us
15 through how the information is organized in this
16 table and what it's presenting to us.
17 DR. BARBARA FALLON:
18 A. Sure. So one -- this was an added table from the
19 first draft to the second draft. And it was our
20 attempt to get at different types of placements
21 because we had admissions to out-of-home
22 placements, and I thought, oh, I wonder if we
23 could get at different placement types. So this
24 was our way of doing that, of looking at

Page 279

1 longitudinally the days in care that a child
2 would experience.
3 So same format. He went through different
4 fiscal years of -- from 2018 to 2024. We
5 disaggregated by Innu or non-Indigenous children.
6 And then what we were able to do is map placement
7 type table to broader categories called foster
8 care, group care, kinship care and other. And
9 what we did was then we looked at how many days
10 in care were spent in each of those types of
11 placements, how many children those represented,
12 the average days in care per child, the
13 percentage of days by placement type, and
14 finally, the proportion of children that were in
15 those placements.
16 HARITHA POPURI:
17 Q. So then just to maybe start at the very top. For
18 the fiscal year 2018-2019, with respect to Innu
19 children who had been placed in some form of care
20 during that time period, looking at foster care,
21 69 of the children who were in a placement -- of
22 the Innu children who were in a placement were in
23 foster care.
24

Page 280

1 DR. BARBARA FALLON:
 2 A. Correct.
 3 HARITHA POPURI:
 4 Q. And those 69 children collectively spent 21,793
 5 days in foster care.
 6 DR. BARBARA FALLON:
 7 A. Correct.
 8 HARITHA POPURI:
 9 Q. Okay. And so then the average is just how long
 10 each child would have spent in foster care.
 11 DR. BARBARA FALLON:
 12 A. Right.
 13 HARITHA POPURI:
 14 Q. And then the date and placement would be -- it
 15 would be -- so 21,793 days in foster care over
 16 the total number of days that all Innu children
 17 spent in all forums of care.
 18 DR. BARBARA FALLON:
 19 A. Yes, correct.
 20 HARITHA POPURI:
 21 Q. Okay. And so that works out to 32 percent of the
 22 Innu children who were in placements, and
 23 spent -- sorry, 32 percent of the time that Innu
 24 children spent in a placement was spent in foster

Page 281

1 care.
 2 DR. BARBARA FALLON:
 3 A. Correct.
 4 HARITHA POPURI:
 5 Q. Okay. And then, lastly, what we have is
 6 information that tells us that of the Innu
 7 children who were in placements, 29.8 percent of
 8 them were in foster care.
 9 DR. BARBARA FALLON:
 10 A. Correct.
 11 HARITHA POPURI:
 12 Q. All right. Great, thank you.
 13 DR. BARBARA FALLON:
 14 A. It's a complicated table. Sorry.
 15 HARITHA POPURI:
 16 Q. No. I mean, in other places we asked for a
 17 breakdown that's not there so it's actually very
 18 helpful to have these details.
 19 DR. BARBARA FALLON:
 20 A. Just thought we'd put it all out and you folks
 21 can say what's helpful or not. So, yeah.
 22 HARITHA POPURI:
 23 Q. And so I know in your presentation you kind of
 24 summarized how there was -- actually, before I

Page 282

1 ask that. I'm wondering if you can, maybe, speak
 2 to why it's important to track something like
 3 placement days?
 4 DR. BARBARA FALLON:
 5 A. Well, again, this is just a different way of
 6 looking at placement type. Typically the way you
 7 would see someone from an organization or
 8 government report on placements is that how many
 9 children are in care on this date. And you'd get
 10 a breakdown of what that would look like. Here
 11 we're able to say, longitudinally, in that given
 12 fiscal year, where are children spending time and
 13 for how long are they spending that time.
 14 It's one thing to say, you know, 60 percent of
 15 kids are in foster care, but many of those are
 16 smaller stints compared to longer times somewhere
 17 else. So we thought it was a helpful way of
 18 looking at things.
 19 DR. TARA BLACK:
 20 A. And I guess the reason I produced this metric is
 21 when -- typically systems are trying to respond
 22 to people who think that a child in care is in
 23 care forever. And one of the things we try to
 24 emphasize with this data is that, you know, most

Page 283

1 children spend less than a year in care. And I
 2 guess the inverse is that, you know, an average a
 3 child is away from their caregivers 315 nights.
 4 And so like both of those interpretations is
 5 really important with respect to accountability
 6 and the gravity of this decision that systems
 7 make for children.
 8 HARITHA POPURI:
 9 Q. So maybe looking at that. In terms -- if our
 10 concern would be a child spending more of those
 11 nights outside of their home, then it looks like
 12 consistently where they're spending the most time
 13 is in group care. Or rather when someone is in
 14 group care, they tend to stay there for longer on
 15 average than when they are in a different form of
 16 placement.
 17 DR. BARBARA FALLON:
 18 A. That's probably true. Just again that data
 19 limitation where, especially for Innu children,
 20 when we're talking about group care, we are
 21 talking about a very small number of children.
 22 So in this case in 2018-'19, we're talking about
 23 six kids.
 24

Page 284

1 HARITHA POPURI:
 2 Q. But on the flip side, you see that -- and again,
 3 I'm still just looking at 2018-2019. For those
 4 kids who are placed in kinship care, they spent,
 5 on average, the least of amount of time. But
 6 perhaps that's a function of the fact that most
 7 of the children -- the highest number of children
 8 were placed in kinship care.
 9 DR. BARBARA FALLON:
 10 A. Well, and a different population, right? So
 11 children who have a kinship care placement
 12 available to them are probably going to look
 13 different than children where the placement is
 14 group care. And there may be -- you know,
 15 behavioural issues make multiple challenges for
 16 that child and the result is that they stay in
 17 that placement for longer for that (inaudible).
 18 MS. HARITHA POPURI:
 19 Q. And so just one last question on this table.
 20 Well, rather, on page 28, you write that
 21 "Extended stays in group care are generally
 22 associated with poorer outcomes for children."
 23 I'm wondering if you can talk a little bit more
 24 about what you mean by that.

Page 285

1 DR. TARA BLACK:
 2 A. That would be the same comment as what Dr. Fallon
 3 just said, was that typically what we see, given
 4 our research is that children who are placed in
 5 group care are more complex. I see that term
 6 being thrown around quite a bit these days,
 7 either behaviourally, internalizing,
 8 externalizing behaviours. And so that group of
 9 children do not tend to do well and tend to have
 10 overlap with criminal justice. You hear about
 11 crossover children, and that's what we're making
 12 reference to there.
 13 DR. BARBARA FALLON:
 14 A. Okay. So the question -- it's the attribution,
 15 right, is the challenge. Right? So children who
 16 are placed in group care tend to have
 17 intercepting crisis kind of situations. The
 18 group care presumably should ameliorate some of
 19 it. But prior to entering group care, the
 20 challenges for that child exists and so the poor
 21 outcomes, of course, we -- as child welfare
 22 professionals, we need to understand the rule
 23 that group care can play in ameliorating those.
 24 The attribution, again, is not only to the type

Page 286

1 of care but to the supporting services around
 2 that youth, that child, that family.
 3 HARITHA POPURI:
 4 Q. So just by measuring time spent on average in
 5 group care doesn't necessarily tell us what the
 6 quality of that care was and how it may have
 7 ameliorated the challenges that a child was
 8 facing or not?
 9 DR. TARA BLACK:
 10 A. Right, exactly.
 11 DR. BARBARA FALLON:
 12 A. Right. And right back to what Molly said. You
 13 know, we need to do a better job at understanding
 14 the outcomes of that placement for that child
 15 based on the reasons why that child was placed in
 16 the group home, the service plan, and what
 17 professionals around that child and family
 18 expected to have happened -- to have happened
 19 for, you know, him or her or they.
 20 HARITHA POPURI:
 21 Q. All right. I'm going to shift now to Table 5.
 22 And that's at page 29. So discharge essentially
 23 means that they were in a placement before and
 24 then they no longer are.

Page 287

1 DR. BARBARA FALLON:
 2 A. Correct.
 3 HARITHA POPURI:
 4 Q. Okay. And then kind of similar to what I did
 5 with Table 4, I'm just going to kind of take us
 6 through how the numbers work out across the
 7 categories that you have here in Table 5.
 8 So with 2018-'19 for Innu kids, you can see
 9 that in 2018-'19, 92 Innu kids were admitted into
 10 a placement. And then within 12 months or a year
 11 of that admission into placement, 36 of them were
 12 discharged. So 36 of them were no longer in a
 13 placement.
 14 DR. BARBARA FALLON:
 15 A. Correct.
 16 HARITHA POPURI:
 17 Q. And within two years of being admitted in
 18 2018-2019, an additional -- an additional 13 were
 19 discharged in that time.
 20 DR. BARBARA FALLON:
 21 A. Yes.
 22 HARITHA POPURI:
 23 Q. For a total of 49 being discharged after being
 24 admitted in 2018-2019.

Page 288

1 DR. BARBARA FALLON:
 2 A. More than half, yeah, admitted. And so that was
 3 clear, yeah.
 4 HARITHA POPURI:
 5 Q. Right. Right. And then when you look to three
 6 years or 36 months out from being admitted in
 7 2018-2019, a further 11 more Innu children were
 8 discharged in that time period.
 9 DR. BARBARA FALLON:
 10 A. Correct.
 11 HARITHA POPURI:
 12 Q. And so in total within --
 13 DR. BARBARA FALLON:
 14 A. Oh, 9. I think that's 9.
 15 HARITHA POPURI:
 16 Q. Is that... Oh, my bad. My. Yes. Yes. Okay.
 17 And so in total, within three years of being
 18 admitted into a placement, 58 out of 92 had been
 19 discharged meaning 63 percent had left their
 20 placement.
 21 DR. BARBARA FALLON:
 22 A. Correct.
 23 HARITHA POPURI:
 24 Q. Okay. And so what that leaves is -- and I may be

Page 289

1 getting the math wrong, but I think it is 34 Innu
 2 children remained in a placement longer than
 3 three years.
 4 DR. BARBARA FALLON:
 5 A. Correct.
 6 HARITHA POPURI:
 7 Q. Okay. And so one way you could determine the
 8 number of Innu kids who remain in a placement
 9 after three years would be to subtract the number
 10 in the third column from the total number of kids
 11 who had been placed or admitted, which is set out
 12 in the first -- or rather, the second column.
 13 DR. BARBARA FALLON:
 14 A. Yeah.
 15 HARITHA POPURI:
 16 Q. Okay. So then taking us through the years that
 17 we have information across the three year-period,
 18 I guess, what you can see is that 15 Innu
 19 children remained in a placement after being
 20 admitted into a placement in 2019-2020. So that
 21 would be 58 minus 43.
 22 DR. BARBARA FALLON:
 23 A. Correct.
 24

Page 290

1 HARITHA POPURI:
 2 Q. Okay.
 3 DR. BARBARA FALLON:
 4 A. I'm just doing the calculation on the Excel
 5 spreadsheets. So, yes.
 6 HARITHA POPURI:
 7 Q. All right. Great. And then the next -- for the
 8 next fiscal year, 68 Innu children were admitted
 9 that year and then that -- after three years, 21
 10 of them remained in care.
 11 DR. BARBARA FALLON:
 12 A. Correct.
 13 HARITHA POPURI:
 14 Q. Okay. And then for 2021-2022, 60 Innu children
 15 were admitted into a placement in that year. And
 16 then 24 remained in a placement after three
 17 years.
 18 DR. BARBARA FALLON:
 19 A. Correct.
 20 HARITHA POPURI:
 21 Q. Okay. So just to repeat those numbers now. That
 22 means there were 15 Innu children remaining in a
 23 placement based on 2019-2020; 21 for 2020 and
 24 2021; and 24 Innu children who remained in a

Page 291

1 placement three years after being admitted in
 2 2021-2022.
 3 DR. BARBARA FALLON:
 4 A. Correct.
 5 HARITHA POPURI:
 6 Q. So then that number goes up over time.
 7 DR. BARBARA FALLON:
 8 A. Yes.
 9 HARITHA POPURI:
 10 Q. Okay. All right. So if we leave out that first
 11 year, so 2018-2019, which is, as we discussed, 34
 12 Innu children remaining in a placement after
 13 three years, the general trend here is that it's
 14 increasing over time.
 15 DR. BARBARA FALLON:
 16 A. We (inaudible) increasing. Well, yes, if you
 17 take away the first.
 18 DR. TARA BLACK:
 19 A. Children are staying longer in care, yes.
 20 HARITHA POPURI:
 21 Q. Children are staying -- yeah.
 22 DR. TARA BLACK:
 23 A. That is what -- the number of children being
 24 admitted to care is declining.

Page 292

1 HARITHA POPURI:
 2 Q. Yes.
 3 DR. BARBARA FALLON:
 4 A. And the children are staying longer in care. I
 5 think that was the takeaway that we had.
 6 HARITHA POPURI:
 7 Q. Okay.
 8 DR. TARA BLACK:
 9 A. For both, really.
 10 HARITHA POPURI:
 11 Q. And then looking even more closely at the
 12 differences over time, it appears that there
 13 is -- there are fewer and fewer -- you know what?
 14 I think -- I think this has already been
 15 addressed so I'm going to move on to --
 16 DR. BARBARA FALLON:
 17 A. No worries. Of course.
 18 HARITHA POPURI:
 19 Q. Yes. All right. And then -- so what Table 5
 20 does not tell us is when those kids who remained
 21 in care after three years were ultimately
 22 discharged.
 23 DR. BARBARA FALLON:
 24 A. Correct.

Page 293

1 HARITHA POPURI:
 2 Q. Okay. And would the data that you have permit an
 3 analysis that would tell us whether the average
 4 time until final discharge for kids who remain in
 5 kid after three years, whether that's going up,
 6 staying the same, or is going down over time?
 7 DR. BARBARA FALLON:
 8 A. Tara --
 9 DR. TARA BLACK:
 10 A. I don't -- I don't know what it would say but we
 11 could do that.
 12 DR. BARBARA FALLON:
 13 Could but for three fiscal years, right?
 14 DR. TARA BLACK:
 15 A. Depending on the -- yeah, depending on
 16 (inaudible). Because we need two years of data
 17 for one month of inclusion, right? Yeah, for one
 18 year of inclusion we need two years of data. So
 19 we have to -- the child could be admitted on the
 20 first day of the fiscal year, right, and be
 21 discharged on the last day on -- like, halfway
 22 through the next fiscal year or the first day.
 23 So we need two full years of when the child is
 24 admitted to care in order to calculate these.

Page 294

1 HARITHA POPURI:
 2 Q. Okay.
 3 DR. BARBARA FALLON:
 4 A. So the most recent cohort we could do it for
 5 would be 2020-2021, and follow the kids that are
 6 still in care -- (crosstalk) for like another
 7 year. Yeah.
 8 HARITHA POPURI:
 9 Q. Okay. And so, I mean, if the general trend then
 10 is that Innu kids are -- while fewer of them are
 11 going into care, they are tending to stay longer.
 12 DR. BARBARA FALLON:
 13 A. Right.
 14 HARITHA POPURI:
 15 Q. Would you say that that would probably apply as
 16 well for the kids who are staying in care for
 17 longer than three years?
 18 DR. TARA BLACK:
 19 A. We would have -- I'm sorry, I guess I don't
 20 understand your question.
 21 HARITHA POPURI:
 22 Q. That's all right. I'll -- I think as long as we
 23 understand what the general trend here is with
 24 the window that you've used because of the data

Page 295

1 that you have, then I think I can move on.
 2 DR. BARBARA FALLON:
 3 A. So we could -- for three of those fiscal years,
 4 we could track two more fiscal years. That's
 5 what we're saying. Right. So -- because we need
 6 two years of data to calculate 48 and then 60
 7 months.
 8 HARITHA POPURI:
 9 Q. Okay.
 10 DR. BARBARA FALLON:
 11 A. So they're really -- and you can see that we were
 12 really limited by the last three fiscal years to
 13 look at that three-year window. So that's the
 14 challenge for us to extend that long.
 15 HARITHA POPURI:
 16 Q. Okay. Understood. Thank you.
 17 So I think, as you set out in your report, that
 18 it's possible that what's happening is that the
 19 -- as the number of placements go down but Innu
 20 children are spending longer in those placements,
 21 it could be attributed to the fact that it's the
 22 more severe or more complex cases that are going
 23 into a placement?
 24

Page 296

1 DR. BARBARA FALLON:
 2 A. That's one hypotheses, yes.
 3 HARITHA POPURI:
 4 Q. Okay. And so just looking at those terms, I'm
 5 wondering if you could explain what -- and we've
 6 touched on this a little bit with group care, but
 7 could you explain what would make a case more
 8 severe or more complex?
 9 DR. BARBARA FALLON:
 10 A. Absolutely. You know, looking at a child
 11 wholistically for a child that is symptomatic of
 12 structural racism or -- and it's manifested in
 13 behaviour, emotional, academic challenges that
 14 exceed the ability of the environment to meet
 15 those needs, that could be an explanation.
 16 It could also mean that the caregiver or the
 17 families of origin have multiple challenges that
 18 aren't solved in a way that that child can safely
 19 return. You know, there's lots of -- there's
 20 lots of kind of intersections between those kinds
 21 of concentric, ecological kinds of systems. But
 22 this is a trend where the placement rate is
 23 declining and children are staying in care
 24 longer, so the hypothesis is that, well, in order

Page 297

1 to -- for that child to have reunification that's
 2 the subset of children where it's going to take
 3 longer to ensure that the child's needs are met,
 4 caregivers needs are met, and then reunification
 5 is going to be successful.
 6 HARITHA POPURI:
 7 Q. And so would it be possible to test that
 8 hypothesis or that explanation? Meaning is there
 9 anything in the data that could help us detect
 10 whether there is more or less severity or more
 11 complex challenges associated with a particular
 12 placement?
 13 DR. BARBARA FALLON:
 14 A. Not in the data we received. And let me think.
 15 I think it's -- as we spoke earlier this morning,
 16 it's a limitation in administration data systems
 17 where those kinds of clinical concerns are very
 18 difficult to extract and interpret. So that's
 19 why it's a hypothesis that, you know, children
 20 were in situations that are more challenging
 21 stayed in care longer. And certainly, that
 22 requires an intervention with a clear theory of
 23 change of why that is in order to reduce the
 24 numbers of the days in care.

Page 298

1 HARITHA POPURI:
 2 Q. But do you think, in general, it would be
 3 possible to -- and you may not have an answer to
 4 this, but could some of the challenges
 5 potentially be managed through more intensive
 6 prevention services and family supports as
 7 opposed to having to put a child in a placement?
 8 DR. BARBARA FALLON:
 9 A. What do you mean by "prevention services"? So
 10 the situations, I guess, where a child has
 11 significant behavioural issues, I wouldn't say
 12 that's prevention, I would say that's
 13 intervention. Because the condition exists,
 14 right? So we want to make sure that we're able
 15 to intervene and work with the family and the
 16 child to ameliorate whatever that behaviour is in
 17 ways that the child can thrive at school,
 18 whatever he, she or them want to do.
 19 So the -- kind of the right -- this is where
 20 the -- like, the right assessment and supports
 21 for that child and family is really prescient in
 22 terms of understanding why children stay in care
 23 longer.
 24

Page 299

1 HARITHA POPURI:
 2 Q. All right. Then with the remainder of my time, I
 3 think I'm just going to wrap up now by asking a
 4 few questions that take us -- maybe take us into
 5 the future, get us looking at the bigger picture
 6 and kind of directions for further research,
 7 especially as the Innu shift into having
 8 jurisdiction over prevention services and
 9 ultimately all aspects of child well-being.
 10 So you noted in your presentation earlier, I
 11 believe, that ideally you would like to see this
 12 type of research in form -- reforms to systems,
 13 and I think maybe, more specifically, we could
 14 say to the way data is kept and tracked and
 15 collected for further research, for example.
 16 And so I'm wondering whether you might have
 17 any additional recommendations that haven't
 18 already been discussed about what the Province
 19 might consider doing to make its system perhaps
 20 provide more of a robust suppository of
 21 information that would be helpful for tracking --
 22 tracking the kinds of measures that you have in
 23 your report here over a longer period of time?
 24

Page 300

1 DR. BARBARA FALLON:
 2 A. Well, I guess, constructing the data
 3 longitudinally, I think, gives you a lot of
 4 information, in addition to kind of service
 5 counts and cross-sectional data. And
 6 cross-sectional data, you know, are limited in
 7 terms of what it can tell you about a system.
 8 If you collect the same metrics over time
 9 it'll tell you more. But the ability at a case
 10 level to construct cohorts and track children and
 11 families over time, I think, is really -- builds
 12 that accountability into communities. So just,
 13 in general, information systems even, you know,
 14 are -- were often shocked when they do work that,
 15 like, he feels like identity are not populated
 16 reliably.
 17 So one of the things that Molly asked us to
 18 speak to earlier in the testimony is that service
 19 continuum. So if you only start to reliably
 20 populate identity at the placement decision, then
 21 you can't really say anything about those kinds
 22 of disparity intervention points in
 23 decision-making. You really need it from
 24 screening through the placement and discharge.

Page 301

1 Because it kind -- you have to know where the
 2 system kind of can correct disparities with
 3 interventions and thoughtful theories of change,
 4 and where (inaudible) kind of checked or measured
 5 where the system exacerbates those disparities,
 6 and this is what we see so often with First
 7 Nations children where the system is, you know,
 8 exacerbating those disparities as opposed to
 9 correcting for them.
 10 So the -- reliably populating those kinds of
 11 key fields are something that we always kind of
 12 stress. The date of quality, so the challenge,
 13 in general, in information systems is that, you
 14 know, the connection between a frontline worker
 15 who is -- would be acting in really challenging
 16 and possible decisions and the data that they
 17 enter are often not clear. So, you know, we
 18 really try and work with frontline workers to
 19 return data that is meaningful to them to -- you
 20 know, to show them their work, how it's been used
 21 in advocacy, the importance of reliably capturing
 22 to the best of their abilities and the systems
 23 tools, the challenges for that family. And so
 24 that -- it's like a -- like you need to kind of a

Page 302

1 create a virtual circle, right, where the data,
 2 just as I said, these are -- this is -- these
 3 data are children and families, and like, they
 4 can have meaning if they are reliably populated
 5 and captured to the best of everybody's ability,
 6 the challenge or situation for that child and
 7 family.
 8 So that's the connecting folks to
 9 administrative data and the importance of it and
 10 its ability to not be definitive, but to provide
 11 really important metrics for conduct of their
 12 work and to be accountable to children.
 13 I mean, I always tell the story of - Tara has
 14 heard it before - where, you know, my -- that my
 15 older daughter who is ten was -- was -- we were
 16 walking home one night and I was intent on making
 17 her accountable for her privilege. And I had
 18 heard about a terrible situation of two children
 19 being placed. And I said, you know, "Clara, what
 20 would you think if someone came into your home
 21 and said that mommy and daddy weren't good enough
 22 parents, and they took you and your sister and
 23 separated and -- you know, and they said, 'Trust
 24 me, this is going to be okay?'" And my then

Page 303

1 ten-year-old daughter said, which is the answer
 2 we should always ask is, "Well, I guess I would
 3 want to know how are they going to make you a
 4 better parent?" And I thought, okay. That is
 5 the question that we all need to answer when we
 6 make -- when we knock on the front door or we
 7 decided -- we tell families they need to work
 8 with a worker or you know, we take -- or we place
 9 one of their child.
 10 And so, you know, that's the question, I
 11 think, that we, in our lab, are really tethered.
 12 And you know, it sounds lofty, but it's -- I
 13 think I always remember that moment going, hey,
 14 the ten-year-old had the right response.
 15 HARITHA POPURI:
 16 Q. Dr. Black, I don't know if you have anything to
 17 add in terms of recommendations for data keeping,
 18 I guess, by the Province?
 19 DR. TARA BLACK:
 20 A. I would just echo what Barbara said in terms of
 21 longitudinal data and -- or in addition to
 22 counting services and counting investigations
 23 conducted in a year or how many children are
 24 placed or in care in a specific day, really

Page 304

1 looking longitudinally, I think. So I'll echo
2 that.
3 We've said in the reports you know, keep
4 calculating disparities. So not just looking at
5 what's going on for Innu population, but
6 comparing it to something is always, I think, a
7 helpful measure.
8 And then Dr. Fallon has also reiterated before
9 about, you know, instead of focusing so much on
10 risk, can we talk about protective factors, talk
11 about community well-being and really work with
12 your First Nations to think about what could we
13 be collecting differently and hear from them.
14 HARITHA POPURI:
15 Q. Yeah, and sort of on that note, I'm wondering if
16 you might be able to comment generally or offer
17 recommendations on ways that the province could
18 partner with the Innu to kind of do that work of
19 continuing and deepening the research that you've
20 done and our knowledge collectively of these
21 disparities? So maybe that means partnering in
22 terms of sharing the data to begin with, but
23 also, maybe the importance of collaborating on
24 further research.

Page 305

1 So if you could, maybe, just speak to that
2 kind of partnership piece between the province
3 and communities, that would be very helpful.
4 DR. TARA BLACK:
5 A. Well, I guess, it's not quite the same thing.
6 But from our perspective, that's -- that's always
7 where we start, right? So, I mean, the provinces
8 have accountability with respect to compliance
9 for system. Right? So it's shifting the
10 conversation to accountability with respect to
11 outcomes to communities. And so we, in our child
12 welfare lab, which is not complicated, as running
13 the system, start with questions from the
14 community and see if we can answer those. That's
15 really what we would try and -- privilege always.
16 And if it's going to be helpful for a community
17 partner, then it -- typically then it's helpful
18 for our academic responsibility because we're at
19 the University of Toronto, and so our
20 responsibility is to actually produce academic
21 outputs.
22 Fortunately, we don't -- believe -- you know
23 we've turned it around. We first create the
24 community output and then we say to communities,

Page 306

1 would you like your work to be represented in
2 academic literature because, you know, it's very
3 helpful to other folks trying to understand
4 accountability to their communities.
5 So it's -- you know, it's kind of turning the
6 paradigm around and working with communities and
7 families and children is really the experts of
8 their own experiences. People love their
9 children and, you know, 99 percent of caregivers
10 just want to do their very best for children, and
11 lots of folks get in the way of that. Lots of
12 reasons get in the way of doing that. So I think
13 if you start there.
14 You know, it's a journey and it's a
15 commitment. And it's one of those things where
16 people are going to make mistakes. You didn't
17 ask me about how many mistakes I've made over 30
18 years. A lot of them. But it's just kind of
19 that commitment to doing better is really -- if
20 you lead with that, then, you know, I think most
21 people are really responsive to it.
22 HARITHA POPURI:
23 Q. And then maybe just lastly just touching on
24 something that I think you have probably heard

Page 307

1 already, which is that the Innu are working on
2 developing their own law. And with that comes an
3 opportunity for them to establish their own data
4 system.
5 So I'm wondering if you have thoughts on any
6 kind of considerations that -- considerations
7 that might uniquely apply to a First Nation that
8 is operating under its own law in terms of the
9 data, and how it would -- what it would capture,
10 how it would, what it would do with that
11 information?
12 And maybe thinking about that goal of trying
13 to improve the way we track and analyze outcomes
14 for children so that it's meaning -- more
15 meaningful to the communities.
16 DR. BARBARA FALLON:
17 A. Well, that's really a question for the community.
18 So I would probably start there. But, you know,
19 we're both social workers, trained ecologically.
20 So, you know, the context for the work, the
21 population you're serving is -- you know, it's
22 kind of those macro little factors are really
23 ones to consider. And then kind of working
24 towards the individual, I think, and constructing

Page 308

1 measures that are going to understand the
2 relationship between the macro and the
3 organization and family and the community pull
4 through. Those concentric circles are really, I
5 think, considerations in understanding how better
6 to serve families and children.

7 The -- you know, the inability -- and this is
8 where child protection workers, it's very -- you
9 hear (phonetic) for a reason, and I always say
10 it's impossible in that moment to determine is
11 this like a Tuesday morning for this family or is
12 this the worst moment in this family's life? And
13 that that ability to say what it is is not --
14 it's important. Because if it's the worst moment
15 in that family's life, nobody needs a child
16 protection worker. If it's a Tuesday morning,
17 where that child is really -- for many, many
18 reasons, their needs aren't being met in a way
19 that threatens their security or development,
20 then it may be an opportunity for caregivers to
21 seek out help and support and in some cases that
22 child may need protection. It's always the way
23 that we do things that we have to interrogate as
24 opposed to there are some moments in any child's

Page 309

1 life that are daunting and certainly for some
2 children there's no question that in that moment
3 they need another adult to step in front of their
4 caregivers and to help their caregivers better
5 understand their safety, security and well-being.

6 HARITHA POPURI:

7 Q. All right. I -- that wraps up my questions for
8 this afternoon. So thank you both very much for
9 your time.

10 MOLLY CHURCHILL:

11 Thank you.

12

13 DR. BARBARA FALLON & DR. TARA BLACK,
14 RE-EXAMINED BY MS. MOLLY CHURCHILL

15

16 MOLLY CHURCHILL:

17 Q. I'm going to ask one question that ties -- one
18 follow-up question that ties a couple of themes
19 that were addressed there, a couple of concepts.

20 In response -- so there was a question about
21 the potential of comparing placement rates for
22 the Innu against treatment of First Nations --
23 First Nations children nationally. And you
24 discussed the different methodological approaches
used in the incident study -- the First

Page 310

1 Nations incident study and the report that was
2 produced for this Inquiry.

3 One -- Dr. Fallon, one of the differences that
4 you mentioned is that in the incident study you
5 looked at the number of kids placed relative to
6 the population. And then the report that you've
7 prepared for the Inquiry you looked at the number
8 of kids placed relative to investigations that
9 occurred.

10 DR. BARBARA FALLON:

11 A. Right.

12 MOLLY CHURCHILL:

13 Q. Can you just explain that? Because I know you
14 were asked as well, the concept of cumulative
15 disparities. Does that -- does that apply here
16 in terms of the looking at the investigation rate
17 and then looking at the placement rate?

18 DR. BARBARA FALLON:

19 A. In a way -- I mean, in a way the reason why we
20 decided to interpret the data that way is because
21 it is really -- the decision-based indices is
22 really a way for our system to understand their
23 role in continuing disparity, right? It's a
24 crack for the front door in a way, controls for

Page 311

1 the front door in a way.

2 And so we can, I guess, interpret the data --
3 I mean, I think it's challenging with sample
4 sizes honestly. We could, I guess, look at
5 the -- just, the data would be sort of very hard
6 to interpret, I think, Tara, if we looked at the
7 placement relative to the -- like, this -- you
8 know, at a population, disproportionality is, you
9 know, the knowledge Indigenous -- service
10 population compared to the non-Indigenous child
11 population, versus First Nations service
12 population compared to the First Nation child
13 population, right? So what's the disparity
14 between it? And so then we -- the service
15 population we would just swap out to be the
16 placement population. You could look at it. I
17 just -- I don't think it's as helpful as saying,
18 okay, of children who are investigated what
19 happened?

20 MOLLY CHURCHILL:

21 Q. Yeah. I think maybe my question -- I was trying
22 to give too much context, maybe, in framing it.
23 But is that concept of cumulative disparity, like
24 what you've set out in the report is, in the most

Page 312

1 recent fiscal year Innu children are almost three
 2 times more likely to be investigated. And then
 3 of those who are investigated, they're almost 1.5
 4 times more likely to be placed in out-of-home...

5 DR. BARBARA FALLON:
 6 A. In the last fiscal --
 7 MOLLY CHURCHILL:
 8 Q. Year.
 9 DR. BARBARA FALLON:
 10 A. Yeah.
 11 MOLLY CHURCHILL:
 12 Q. Yeah. Is that an example of a cumulative
 13 disparity in that the 1.5 percent builds on --
 14 sorry, the 1.5 times builds on the 3 times?
 15 DR. BARBARA FALLON:
 16 A. Yes, exactly. Yeah. And the cumulative
 17 disparity also is not -- it's a way to think of
 18 it conceptually is that if we -- if we didn't
 19 have a child welfare system, then the cumulative
 20 disadvantage of a First Nations child relative to
 21 a non-First Nations child in Canada is also
 22 something to think about - right? - with respect
 23 to school, access to resources, poverty, you
 24 know, educational opportunities, access to

Page 313

1 recreation. Like, that's the cumulative
 2 disadvantage than when you meet child welfare. I
 3 mean, that's -- like, you can't just look at
 4 child welfare when we're talking about the
 5 trajectory of a First Nations child.
 6 MOLLY CHURCHILL:
 7 Okay. Thank you for that indulgence of the
 8 follow-up question. I really appreciate both of
 9 you taking the time to be here today and to share
 10 your research findings with us all, with the
 11 Commission, with the Innu public. And I'm happy
 12 to say that the Commission of Inquiry is
 13 concluded for today. So thank you.
 14
 15 (Video stops)
 16
 17 KELSIE LOCKYER:
 18 So thank you. So while Molly just said the
 19 Commission of Inquiry is done for today, I do
 20 have a few final words before I throw it to the
 21 Commissioners to close off today.
 22 So we've concluded now Dr. Fallon and
 23 Dr. Black's pre-recorded evidence, though they
 24 will be available for a half hour tomorrow for

Page 314

1 questions from the Commissioners.
 2 Also tomorrow, starting at 9 a.m., we will
 3 have family counsel giving their final
 4 submissions. So Adrienne Ding will begin as
 5 counsel for the family of Kirby Mistenapeo.
 6 As a reminder to any of the family counsel who
 7 are on the call, it will be -- you'll be
 8 appearing from your own offices or wherever you
 9 would like virtually. It's not expected or we're
 10 not really even prepared for you guys to be
 11 coming in person.
 12 If you were planning to be here in person, you
 13 can just send me an email and we'll discuss
 14 things.
 15 As a reminder, again, the parties will all
 16 have one hour maximum each and -- to give your
 17 submissions.
 18 So as I said, we'll start at 9 a.m. tomorrow.
 19 If anybody has any questions about what time
 20 they're supposed to go, just reach out and we can
 21 chat.
 22 But with that, I'll turn it over to the
 23 Commissioners to close today. Thank you.
 24

Page 315

1 COMMISSIONER IGLOLIORTE:
 2 Thank you very much. So we're so happy that you
 3 were all able to attend. And I'll ask Mike to
 4 respond, first of all, to the submissions we've
 5 had today.
 6 COMMISSIONER DEVINE:
 7 Well, thank you for -- everybody for your
 8 attendance. It's certainly been a very
 9 interesting day. Certainly Dr. Fallon's work is
 10 a bit complicated and I'm trying to tease some of
 11 the parts out that some of the people were doing
 12 today is good. It's good. It's helpful. And
 13 we'll get a chance to speak with them tomorrow,
 14 and to officially thank them for their work.
 15 And of course, we finished Bill English's
 16 today or Retired Judge English, which is also an
 17 important piece of work for the Inquiry. So
 18 thank you, and I hope you have a good evening.
 19 See you tomorrow.
 20 COMMISSIONER IGLOLIORTE:
 21 And Anastasia will be finishing our day with a
 22 prayer, but I simply want to say to
 23 Ms. Churchill, Dr. Fallon, and Dr. Black that
 24 about a year ago, as you said, in 2023 in August,

Page 316

1 we were quite anxiously hoping that Peter Ralph
2 and Caitlin Urquhart would be able to get each of
3 you, all three of you involved in the Inquiry.
4 And we're so happy, so pleased that you were able
5 to do that. The quality of your work for each of
6 you is extremely high, and we value it a great
7 deal.

8 Now I'm going to ask Nastash to also make her
9 comments as well as to close us off with a prayer
10 for the day.

11 COMMISSIONER QUPEE:

12 I'd like to say Dr. Fallon and Dr. Tara Black,
13 thank you for the presentation today. And before
14 tomorrow, I'll have some remarks to say as well.

15 So I'll do the closing prayer.

16 COMMISSIONER IGLOLIORTE:

17 Yes, we're just going to bow our heads here.

18 Thank you.

19 COMMISSIONER QUPEE:

20 (Prayer is said in Innu-aimun.) Amen.

21 COMMISSIONER IGLOLIORTE:

22 Tshinashkumitin, Nastash.

23 Also, we want to extend our prayers to Elder
24 Swashim, Joachim Nui, of Natuashish. He, of

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

C E R T I F I C A T E

I, Beverly Guest, of Elite Transcription, of
St. John's, in the Province of Newfoundland
and Labrador, hereby certify that the
foregoing pages, numbered 1 to 317, dated
April 22, 2026, are a true and correct
transcript of the proceedings which have
been transcribed by me to the best of my
knowledge, skill and ability.

Certified By:

Beverly Guest

Page 317

1 course, has guided us throughout the period of
2 the Inquiry. He's in hospital now with some bit
3 of complication issues with pneumonia. We wish
4 him all the best and our prayers are with him.

5 Thank you again.

6 COMMISSIONER DEVINE:

7 Amen.

8 KELSIE LOCKYER:

9 Thank you.

10

11 (Day 2 of Formal Hearings concludes.)

12

13

14

15

16

17

18

19

20

21

22

23

24

	190:3, 190:13, 198:10, 198:19, 199:4, 256:15, 287:10	2007 [5] - 50:2, 50:17, 51:8, 52:14, 132:8 2011 [1] - 223:8 2012 [1] - 160:20 2013 [1] - 160:11 2016 [1] - 155:12 2017 [3] - 275:18, 275:22, 275:23 2018 [20] - 183:18, 191:22, 192:23, 198:4, 201:15, 232:7, 232:9, 232:15, 232:24, 233:3, 233:16, 233:24, 234:13, 234:15, 234:22, 235:17, 244:24, 252:4, 273:23, 279:4 2018-'19 [7] - 184:21, 189:10, 192:2, 192:4, 283:22, 287:8, 287:9 2018-2019 [11] - 188:12, 200:5, 253:21, 269:24, 276:19, 279:18, 284:3, 287:18, 287:24, 288:7, 291:11 2019 [9] - 158:3, 190:13, 223:15, 244:24, 247:14, 251:20, 252:24, 253:2, 253:11 2019-2020 [2] - 289:20, 290:23 2020 [1] - 290:23 2020-2021 [1] - 294:5 2021 [11] - 75:7, 91:15, 155:12, 184:10, 192:4, 245:13, 245:20, 247:17, 263:12, 290:24 2021-'22 [1] - 241:14 2021-2022 [2] - 290:14, 291:2 2022 [6] - 190:14, 225:6, 225:8, 238:16, 250:1, 263:12 2023 [3] - 180:12, 259:18, 315:24 2023-'24 [1] - 190:14 2024 [1] - 279:4 2024-'25 [4] - 244:23, 270:10, 271:9, 276:20 2025 [1] - 232:7 2026 [5] - 1:1, 154:12,	155:12, 164:4, 205:18 21 [6] - 189:16, 190:15, 244:19, 260:2, 290:9, 290:23 21,793 [2] - 280:4, 280:15 22 [5] - 1:1, 113:17, 256:4, 256:9 24 [5] - 190:5, 199:5, 264:20, 290:16, 290:24 25 [2] - 152:12, 278:13 27 [1] - 191:22 28 [1] - 284:20 29 [1] - 286:22 29.8 [1] - 281:7	49 [1] - 287:23
'19 [1] - 273:23 '20 [1] - 158:3 '21-'22 [2] - 185:15, 186:19 '22-'23 [1] - 199:3 '23-'24 [1] - 199:4 '24-'25 [11] - 183:19, 184:21, 185:4, 186:7, 188:20, 189:11, 191:23, 192:2, 192:8, 192:24, 201:16 '70s [3] - 49:9, 112:7, 125:22 '80s [1] - 112:7 '90s [1] - 144:11 '95 [1] - 144:12 'Aboriginal ' [1] - 223:23 'Trust [1] - 302:23	12-month [5] - 190:8, 190:9, 198:14, 214:3, 214:4 12.5 [1] - 249:9 12.9 [1] - 248:24 120 [1] - 11:6 129 [2] - 248:22, 248:23 13 [5] - 86:18, 86:19, 249:2, 270:9, 287:18 14 [5] - 42:6, 65:7, 86:18, 86:19, 246:21 15 [10] - 111:14, 152:15, 160:20, 190:4, 219:22, 225:10, 246:21, 254:24, 289:18, 290:22 15-minute [1] - 72:17 15-year-olds [2] - 246:19, 246:22 151 [1] - 254:24 16 [6] - 32:14, 223:8, 223:18, 224:14, 246:2, 263:13 17 [6] - 32:14, 32:16, 185:2, 185:16, 224:4, 225:2 170.94 [1] - 185:1 1771 [1] - 31:11 18 [8] - 75:8, 119:16, 119:17, 124:9, 223:14, 246:2, 251:10, 259:19 18-month [1] - 119:24 19 [3] - 242:23, 246:21, 249:10 1:15 [1] - 151:18 1st [1] - 155:15	2007 [5] - 50:2, 50:17, 51:8, 52:14, 132:8 2011 [1] - 223:8 2012 [1] - 160:20 2013 [1] - 160:11 2016 [1] - 155:12 2017 [3] - 275:18, 275:22, 275:23 2018 [20] - 183:18, 191:22, 192:23, 198:4, 201:15, 232:7, 232:9, 232:15, 232:24, 233:3, 233:16, 233:24, 234:13, 234:15, 234:22, 235:17, 244:24, 252:4, 273:23, 279:4 2018-'19 [7] - 184:21, 189:10, 192:2, 192:4, 283:22, 287:8, 287:9 2018-2019 [11] - 188:12, 200:5, 253:21, 269:24, 276:19, 279:18, 284:3, 287:18, 287:24, 288:7, 291:11 2019 [9] - 158:3, 190:13, 223:15, 244:24, 247:14, 251:20, 252:24, 253:2, 253:11 2019-2020 [2] - 289:20, 290:23 2020 [1] - 290:23 2020-2021 [1] - 294:5 2021 [11] - 75:7, 91:15, 155:12, 184:10, 192:4, 245:13, 245:20, 247:17, 263:12, 290:24 2021-'22 [1] - 241:14 2021-2022 [2] - 290:14, 291:2 2022 [6] - 190:14, 225:6, 225:8, 238:16, 250:1, 263:12 2023 [3] - 180:12, 259:18, 315:24 2023-'24 [1] - 190:14 2024 [1] - 279:4 2024-'25 [4] - 244:23, 270:10, 271:9, 276:20 2025 [1] - 232:7 2026 [5] - 1:1, 154:12,	155:12, 164:4, 205:18 21 [6] - 189:16, 190:15, 244:19, 260:2, 290:9, 290:23 21,793 [2] - 280:4, 280:15 22 [5] - 1:1, 113:17, 256:4, 256:9 24 [5] - 190:5, 199:5, 264:20, 290:16, 290:24 25 [2] - 152:12, 278:13 27 [1] - 191:22 28 [1] - 284:20 29 [1] - 286:22 29.8 [1] - 281:7	49 [1] - 287:23
1			5	
1 [4] - 150:12, 237:3, 244:19, 259:17 1,000 [12] - 178:15, 184:15, 185:1, 187:15, 193:8, 245:9, 254:24, 255:1, 272:8, 273:19, 273:24, 276:24 1.5 [6] - 187:19, 187:21, 188:21, 312:3, 312:13, 312:14 1.55 [3] - 187:16, 188:8, 271:3 10 [10] - 3:11, 11:7, 11:8, 20:12, 72:16, 111:14, 200:18, 223:5, 246:20 10-minute [1] - 70:7 100 [1] - 220:19 10:00 [1] - 43:10 11 [2] - 122:24, 288:7 11-year [3] - 171:20, 171:22, 176:12 11-year-old [3] - 161:4, 167:14, 251:23 1170 [1] - 184:8 12 [15] - 32:16, 105:7, 119:16, 119:24, 124:9, 163:9, 185:13, 190:2,	2	2007 [5] - 50:2, 50:17, 51:8, 52:14, 132:8 2011 [1] - 223:8 2012 [1] - 160:20 2013 [1] - 160:11 2016 [1] - 155:12 2017 [3] - 275:18, 275:22, 275:23 2018 [20] - 183:18, 191:22, 192:23, 198:4, 201:15, 232:7, 232:9, 232:15, 232:24, 233:3, 233:16, 233:24, 234:13, 234:15, 234:22, 235:17, 244:24, 252:4, 273:23, 279:4 2018-'19 [7] - 184:21, 189:10, 192:2, 192:4, 283:22, 287:8, 287:9 2018-2019 [11] - 188:12, 200:5, 253:21, 269:24, 276:19, 279:18, 284:3, 287:18, 287:24, 288:7, 291:11 2019 [9] - 158:3, 190:13, 223:15, 244:24, 247:14, 251:20, 252:24, 253:2, 253:11 2019-2020 [2] - 289:20, 290:23 2020 [1] - 290:23 2020-2021 [1] - 294:5 2021 [11] - 75:7, 91:15, 155:12, 184:10, 192:4, 245:13, 245:20, 247:17, 263:12, 290:24 2021-'22 [1] - 241:14 2021-2022 [2] - 290:14, 291:2 2022 [6] - 190:14, 225:6, 225:8, 238:16, 250:1, 263:12 2023 [3] - 180:12, 259:18, 315:24 2023-'24 [1] - 190:14 2024 [1] - 279:4 2024-'25 [4] - 244:23, 270:10, 271:9, 276:20 2025 [1] - 232:7 2026 [5] - 1:1, 154:12,	155:12, 164:4, 205:18 21 [6] - 189:16, 190:15, 244:19, 260:2, 290:9, 290:23 21,793 [2] - 280:4, 280:15 22 [5] - 1:1, 113:17, 256:4, 256:9 24 [5] - 190:5, 199:5, 264:20, 290:16, 290:24 25 [2] - 152:12, 278:13 27 [1] - 191:22 28 [1] - 284:20 29 [1] - 286:22 29.8 [1] - 281:7	49 [1] - 287:23
			3	
			3 [4] - 165:22, 264:19, 269:13, 312:14 30 [10] - 85:7, 119:17, 122:19, 129:15, 157:17, 192:9, 246:9, 270:1, 306:17 300,000 [1] - 272:24 315 [1] - 283:3 31st [1] - 168:11 32 [4] - 189:16, 190:15, 280:21, 280:23 34 [2] - 289:1, 291:11 34-page [1] - 159:18 35 [1] - 276:11 36 [4] - 190:5, 287:11, 287:12, 288:6 36-month [1] - 199:5 37 [1] - 208:16 38 [2] - 241:17, 241:22 39 [1] - 240:20 3:00 [1] - 219:8	5 [9] - 67:11, 68:4, 189:19, 259:17, 260:10, 260:14, 286:21, 287:7, 292:19 5.2 [1] - 186:9 50 [3] - 58:12, 71:3, 88:1 50s [1] - 45:20 53 [1] - 192:9 56 [1] - 189:11 58 [3] - 192:1, 288:18, 289:21 5th [4] - 205:12, 205:18, 210:19, 211:6
			6	
			3 [4] - 165:22, 264:19, 269:13, 312:14 30 [10] - 85:7, 119:17, 122:19, 129:15, 157:17, 192:9, 246:9, 270:1, 306:17 300,000 [1] - 272:24 315 [1] - 283:3 31st [1] - 168:11 32 [4] - 189:16, 190:15, 280:21, 280:23 34 [2] - 289:1, 291:11 34-page [1] - 159:18 35 [1] - 276:11 36 [4] - 190:5, 287:11, 287:12, 288:6 36-month [1] - 199:5 37 [1] - 208:16 38 [2] - 241:17, 241:22 39 [1] - 240:20 3:00 [1] - 219:8	6 [6] - 67:14, 68:4, 187:14, 195:22, 249:3, 249:18 6.6 [1] - 192:15 6.7 [3] - 187:15, 187:19, 188:22 6.76 [3] - 188:7, 188:13, 271:3 60 [3] - 282:14, 290:14, 295:6 60s [1] - 45:20 63 [1] - 288:19 64,030 [1] - 184:9 65 [2] - 58:7, 58:13 66 [1] - 189:12 68 [1] - 290:8 69 [3] - 191:23, 279:21, 280:4
			4	
			4 [6] - 59:2, 59:24, 150:12, 228:1, 278:12, 287:5 4.2 [1] - 255:2 40 [3] - 21:2, 89:14, 192:6 40,000 [1] - 272:23 40s [1] - 45:20 42 [1] - 255:1 43 [4] - 152:15, 192:6, 219:22, 289:21 45 [1] - 1:12 48 [1] - 295:6	7 [2] - 82:16, 187:14 7.5 [1] - 185:17 70 [4] - 108:17, 192:4, 270:8, 274:8 700 [1] - 276:24 70s [1] - 204:18 713 [1] - 273:24 72 [1] - 113:20 77 [3] - 187:12, 193:21, 271:3
			7	
			4 [6] - 59:2, 59:24, 150:12, 228:1, 278:12, 287:5 4.2 [1] - 255:2 40 [3] - 21:2, 89:14, 192:6 40,000 [1] - 272:23 40s [1] - 45:20 42 [1] - 255:1 43 [4] - 152:15, 192:6, 219:22, 289:21 45 [1] - 1:12 48 [1] - 295:6	7 [2] - 82:16, 187:14 7.5 [1] - 185:17 70 [4] - 108:17, 192:4, 270:8, 274:8 700 [1] - 276:24 70s [1] - 204:18 713 [1] - 273:24 72 [1] - 113:20 77 [3] - 187:12, 193:21, 271:3

8 8 [1] - 225:12 8.2 [1] - 186:8 80 [4] - 97:23, 116:18, 192:3, 192:4 82 [2] - 187:11, 270:19 88 [1] - 154:12	abolished [1] - 17:5 Aboriginal [2] - 224:2, 224:16 absence [4] - 41:17, 41:18, 41:19, 44:23 absent [2] - 67:14, 68:7 absolute [1] - 8:23 absolutely [6] - 49:14, 60:3, 68:6, 72:3, 84:15, 296:10 Absolutely [5] - 68:6, 176:7, 176:23, 210:16, 263:22 Abuse [6] - 156:14, 158:8, 160:19, 161:14, 163:8, 250:7 academic [7] - 63:7, 158:23, 159:2, 296:13, 305:18, 305:20, 306:2 acceptance [1] - 100:10 accepts [1] - 100:8 access [15] - 12:20, 26:14, 27:6, 40:11, 68:9, 145:2, 158:9, 162:9, 182:15, 208:20, 209:22, 233:21, 262:16, 312:23, 312:24 accessing [1] - 6:7 accidentally [1] - 159:12 accommodated [1] - 4:24 accomplished [1] - 136:3 according [2] - 120:3, 165:13 accordingly [1] - 252:17 accountability [6] - 158:21, 283:5, 300:12, 305:8, 305:10, 306:4 accountable [7] - 49:17, 52:5, 207:2, 210:24, 274:7, 302:12, 302:17 accuracy [1] - 179:16 accurate [3] - 247:19, 247:24, 249:12 accused [1] - 131:10 acknowledge [3] - 116:10, 116:11, 116:12 Act [5] - 100:12, 107:2, 109:3, 122:15	act [1] - 102:20 acted [1] - 47:9 acting [2] - 261:1, 301:15 action [1] - 179:7 activity [1] - 194:20 actual [3] - 81:15, 221:15, 248:6 ad [2] - 137:16, 138:1 add [10] - 109:21, 139:6, 141:8, 150:5, 203:10, 229:4, 231:20, 261:10, 267:7, 303:17 added [4] - 55:22, 114:3, 225:7, 278:18 addiction [1] - 8:16 adding [1] - 174:11 addition [5] - 79:5, 158:5, 177:6, 300:4, 303:21 additional [8] - 52:21, 115:13, 115:19, 177:5, 179:2, 287:18, 299:17 address [10] - 14:19, 40:21, 59:15, 59:20, 204:10, 207:5, 239:24, 268:9, 268:10, 268:11 addressed [5] - 45:3, 200:22, 207:14, 292:15, 309:18 adept [1] - 80:7 adequate [5] - 73:10, 77:3, 77:15, 78:10, 79:8 adequately [1] - 28:19 adhered [2] - 112:21 adjourn [1] - 88:15 adjourned [1] - 88:16 adjudicator [1] - 26:16 ADM [2] - 220:13, 220:14 administer [1] - 240:16 administered [1] - 15:14 administration [2] - 232:21, 297:16 Administrative [1] - 194:11 administrative [23] - 78:1, 79:8, 80:22, 94:16, 102:23, 158:6, 158:15, 160:12, 160:18, 160:21, 164:15, 177:13, 197:19,	197:23, 207:18, 210:14, 218:14, 232:22, 234:21, 240:22, 252:15, 254:17, 302:9 administrator [1] - 100:24 administrators [1] - 100:23 admirably [1] - 150:13 admission [3] - 190:2, 271:1, 287:11 admissions [3] - 190:23, 209:18, 278:21 admitted [19] - 199:2, 199:15, 199:18, 269:23, 273:10, 287:9, 287:17, 287:24, 288:2, 288:6, 288:18, 289:11, 289:20, 290:8, 290:15, 291:1, 291:24, 293:19, 293:24 admitting [1] - 191:1 adopted [2] - 148:23, 198:4 Adrienne [1] - 314:4 adult [1] - 309:3 adults [1] - 126:20 advance [4] - 69:8, 82:1, 137:10, 275:10 advanced [1] - 60:17 advantage [4] - 46:3, 48:8, 135:19 advantages [1] - 135:24 adversarial [2] - 146:17, 146:18 advice [4] - 12:21, 13:12, 53:3, 76:12 advising [1] - 15:6 Advisory [2] - 177:19, 251:6 advocacy [2] - 276:2, 301:21 advocates [1] - 54:21 advocating [1] - 67:19 affect [1] - 109:22 affected [1] - 38:3 affects [1] - 115:5 affidavit [3] - 111:8, 111:9, 111:16 affirm [1] - 153:8 AFFIRMED [2] - 153:11, 153:13 afford [1] - 102:9 afternoon [9] - 1:13,	56:6, 69:15, 151:14, 151:19, 152:6, 152:7, 243:8, 309:8 age [8] - 31:24, 45:18, 45:19, 120:3, 135:3, 245:24, 246:3 agencies [13] - 135:19, 136:21, 158:9, 158:21, 159:3, 160:13, 161:15, 161:17, 162:6, 166:22, 169:20, 199:12, 268:13 Agency [2] - 156:19, 252:7 agency [17] - 15:14, 49:13, 51:23, 78:4, 104:18, 127:20, 130:2, 135:18, 136:1, 136:12, 162:8, 162:12, 162:14, 183:2, 183:12, 190:4, 260:18 agents [1] - 106:14 ago [7] - 17:4, 37:21, 89:12, 110:16, 177:20, 181:9, 315:24 agree [12] - 16:19, 52:20, 59:23, 63:21, 63:24, 64:13, 69:6, 71:14, 71:15, 81:6, 81:13, 266:4 agreed [5] - 114:20, 144:15, 232:20, 267:4 agreeing [1] - 36:8 agreement [13] - 16:16, 16:17, 16:18, 77:21, 87:6, 90:17, 92:13, 102:22, 104:3, 181:7, 240:9, 252:7, 268:20 agreements [3] - 19:8, 78:3, 161:16 ahead [8] - 70:5, 117:16, 117:17, 120:9, 152:17, 175:15, 233:9, 252:5 Aid [78] - 3:24, 6:6, 6:8, 6:21, 7:13, 8:7, 8:22, 11:2, 12:6, 12:11, 12:24, 13:4, 15:3, 15:6, 15:15, 16:2, 16:6, 16:9, 16:11, 16:16, 16:20, 16:24, 17:2, 17:14, 18:4, 18:22, 19:2,
9 9 [5] - 220:3, 288:14, 314:2, 314:18 9.6 [1] - 192:15 92 [3] - 269:23, 287:9, 288:18 99 [2] - 102:16, 306:9				
A a.m [3] - 220:3, 314:2, 314:18 abbreviations [1] - 10:9 abilities [2] - 146:1, 301:22 ability [18] - 9:12, 27:21, 39:24, 42:19, 114:13, 114:15, 167:3, 168:17, 172:5, 173:13, 195:11, 195:22, 202:19, 296:14, 300:9, 302:5, 302:10, 308:13 able [51] - 1:13, 5:6, 16:7, 28:24, 49:16, 51:19, 56:2, 63:23, 65:16, 66:4, 66:19, 82:7, 102:6, 110:2, 117:21, 122:1, 130:15, 133:22, 135:8, 144:18, 145:7, 148:16, 154:8, 166:16, 186:24, 197:21, 199:3, 199:12, 200:24, 208:24, 209:21, 211:10, 213:13, 226:4, 227:16, 234:1, 234:4, 239:21, 241:24, 246:4, 262:16, 268:8, 271:22, 274:19, 279:6, 282:11, 298:14, 304:16, 315:3, 316:2, 316:4				

19:8, 19:10, 20:2, 20:3, 20:17, 21:3, 21:23, 22:7, 23:2, 23:4, 23:6, 23:8, 23:22, 24:6, 24:15, 35:8, 36:15, 36:16, 38:13, 39:12, 53:20, 54:3, 54:10, 77:23, 78:2, 78:4, 79:21, 99:13, 100:5, 100:8, 100:12, 100:13, 100:15, 101:19, 101:22, 102:12, 102:15, 102:16, 102:24, 104:11, 105:15, 106:2, 106:15, 107:6, 108:10, 109:3, 110:11, 111:5, 111:12, 112:11 Aid's [4] - 19:11, 22:24, 55:12, 55:22 aimun [2] - 54:2, 316:20 airline [1] - 80:6 Airline [1] - 74:23 al [1] - 156:24 allocation [1] - 97:13 allow [12] - 15:3, 16:14, 17:18, 32:17, 95:4, 95:17, 100:13, 110:8, 115:11, 115:20, 115:22, 204:9 allowed [4] - 75:22, 105:17, 240:8, 268:23 allows [1] - 65:14 almost [13] - 37:3, 72:15, 95:12, 102:3, 116:18, 144:14, 160:20, 185:16, 201:3, 212:8, 249:10, 312:1, 312:3 alone [3] - 10:16, 12:20, 68:19 alongside [1] - 194:16 alternate [1] - 144:2 alternative [7] - 73:16, 82:23, 85:9, 102:12, 105:3, 135:16, 137:6 altogether [1] - 268:3 amalgamate [1] - 52:15 ambiguous [1] - 101:17 ameliorate [6] - 207:6, 217:23, 258:12, 263:5, 285:18, 298:16	ameliorated [1] - 286:7 ameliorating [1] - 285:23 Amen [2] - 316:20, 317:7 amenable [1] - 117:19 amendment [1] - 107:2 Americans [1] - 254:11 amicus [1] - 12:18 amount [5] - 7:18, 91:6, 110:9, 284:5 amounts [1] - 34:21 analogy [2] - 23:3, 102:13 analyses [8] - 169:13, 174:10, 225:3, 235:11, 254:11, 254:16, 259:7, 268:12 analysis [14] - 87:5, 171:16, 206:15, 222:14, 232:4, 232:16, 239:9, 244:3, 247:22, 250:22, 253:18, 267:12, 274:19, 293:3 analyst [1] - 242:15 analyze [5] - 194:24, 199:13, 242:3, 268:8, 307:13 analyzed [3] - 232:7, 238:17, 247:15 analyzes [1] - 168:22 Anastasia [1] - 315:21 animosity [1] - 92:11 annual [2] - 51:20, 134:12 another [24] - 1:12, 10:10, 39:17, 46:4, 48:8, 61:4, 72:6, 76:19, 100:24, 123:11, 123:16, 123:18, 124:10, 128:24, 134:15, 143:22, 165:19, 213:18, 228:7, 233:20, 256:14, 267:14, 294:6, 309:3 Another [1] - 206:10 another's [1] - 90:6 answer [23] - 14:11, 37:18, 42:20, 48:16, 54:6, 55:5, 55:17, 72:23, 140:9, 158:15, 159:5,	160:14, 161:19, 162:5, 176:13, 231:19, 232:12, 236:6, 266:10, 298:3, 303:1, 303:5, 305:14 answered [3] - 14:12, 216:19, 258:9 answering [1] - 143:23 answers [3] - 98:11, 99:20, 235:5 anticipate [3] - 1:20, 42:20, 95:2 anxiously [1] - 316:1 anything .. [1] - 218:11 anytime [2] - 74:20, 222:7 anyway [13] - 17:18, 19:5, 20:19, 27:22, 36:24, 37:16, 42:14, 54:15, 61:4, 75:5, 76:17, 102:16, 123:8 apart [1] - 252:22 apologies [1] - 155:10 apparatus [3] - 54:11, 79:13, 107:7 apparent [1] - 253:14 appeal [2] - 24:20, 65:21 Appeal [1] - 24:22 appeals [1] - 101:21 appear [5] - 80:16, 80:17, 82:5, 82:6, 153:4 appearance [5] - 38:19, 78:22, 78:23, 109:15, 116:19 appearances [3] - 67:12, 116:17, 116:24 appearing [4] - 58:5, 58:7, 129:11, 314:8 appellate [1] - 112:16 appetizing [1] - 89:8 applauded [1] - 199:8 applicable [1] - 72:1 applicant [1] - 111:17 application [20] - 15:7, 15:9, 21:11, 22:5, 22:6, 22:12, 22:18, 22:21, 23:7, 23:24, 24:2, 24:9, 24:10, 24:12, 25:15, 34:7, 112:1, 122:10, 123:4 applications [1] - 244:7 applies [1] - 11:20	apply [10] - 12:2, 13:6, 104:4, 104:9, 120:15, 150:17, 150:23, 294:15, 307:7, 310:15 applying [2] - 9:24, 122:13 appoint [2] - 12:2, 26:18 appointed [3] - 12:10, 25:15, 25:18 appointment [3] - 19:1, 155:15, 160:10 appoints [1] - 102:15 Appreciate [1] - 150:8 appreciate [7] - 14:13, 32:24, 43:2, 142:23, 159:10, 176:15, 313:8 appreciated [1] - 83:10 appreciation [1] - 142:12 approach [2] - 50:4, 112:24 approachable [1] - 248:19 approaches [1] - 309:23 approaching [1] - 186:9 appropriate [8] - 15:10, 21:12, 25:3, 115:19, 165:6, 173:11, 195:3, 241:23 appropriateness [3] - 169:16, 194:13, 198:1 approve [1] - 149:1 approved [3] - 17:23, 17:24, 111:11 approximate [1] - 214:21 approximately [1] - 152:18 April [2] - 1:1, 155:15 aptly [1] - 191:8 arbitrariness [1] - 140:7 area [13] - 17:7, 25:20, 46:2, 46:4, 46:21, 47:1, 47:4, 58:3, 74:1, 108:7, 144:13, 268:14, 278:9 areas [3] - 94:4, 123:12, 157:3 arguably [1] - 22:12 argue [2] - 25:4, 25:5	arising [1] - 33:4 arm [1] - 94:16 arrange [2] - 36:24, 80:12 arranged [4] - 57:18, 137:9, 137:10, 149:6 arrangement [9] - 97:5, 102:18, 102:22, 104:3, 104:11, 104:12, 110:17, 110:20, 265:1 arrangements [2] - 102:7, 227:6 arrest [3] - 69:11, 69:14, 243:13 arresting [1] - 243:23 artifact [1] - 224:17 AS/400 [1] - 161:23 aside [3] - 78:2, 118:6, 148:14 aspect [1] - 45:15 aspects [1] - 299:9 Assembly [3] - 156:18, 158:4, 252:6 assess [8] - 166:12, 169:23, 178:23, 184:3, 198:5, 202:24, 207:20, 258:11 assessed [8] - 17:13, 17:14, 184:19, 187:14, 187:20, 187:21, 188:1, 229:15 assessing [2] - 198:14, 212:19 assessment [6] - 165:6, 165:7, 165:14, 229:8, 229:23, 298:20 assessments [2] - 17:15, 17:16 asset [2] - 51:13, 129:18 assets [1] - 101:23 assign [1] - 161:15 assist [3] - 12:16, 54:3, 179:19 assistance [5] - 47:14, 62:16, 64:18, 105:23, 221:6 assistant [2] - 62:17, 64:19 assisting [1] - 15:7 Associate [3] - 154:23, 160:7 associated [4] - 240:2, 241:6,
--	---	---	---	---

284:22, 297:11 assuming [2] - 76:1, 76:3 assumptions [3] - 178:9, 211:12, 217:9 assurance [1] - 25:17 assure [2] - 75:18, 108:5 astute [1] - 60:9 attached [4] - 47:23, 55:14, 137:2, 262:13 attempt [1] - 278:20 attend [2] - 277:17, 315:3 attendance [1] - 315:8 attention [6] - 43:8, 88:5, 141:24, 151:10, 203:23, 219:5 attentive [1] - 109:16 attractive [1] - 134:2 attributed [1] - 295:21 attribution [2] - 285:14, 285:24 audible [2] - 232:12, 236:6 augment [1] - 20:2 augmentation [1] - 20:8 August [2] - 180:11, 315:24 auntie [1] - 266:12 auspicious [1] - 157:15 author [2] - 156:17, 163:4 authorities [2] - 15:11, 261:1 authority [1] - 228:19 authorization [1] - 23:8 authorize [1] - 23:23 authorized [1] - 57:18 automatically [1] - 111:11 availability [1] - 240:24 available [43] - 8:1, 11:19, 11:20, 16:1, 16:3, 16:6, 17:8, 52:19, 77:11, 80:18, 91:20, 93:24, 96:3, 96:21, 97:8, 115:2, 117:17, 121:18, 124:4, 130:4, 137:14, 160:15, 162:9, 166:6, 174:12, 208:21, 221:13, 221:15,	221:24, 222:12, 231:23, 241:4, 244:13, 244:15, 245:21, 246:15, 248:8, 251:11, 261:8, 263:19, 268:19, 284:12, 313:24 average [9] - 45:18, 134:19, 279:12, 280:9, 283:2, 283:15, 284:5, 286:4, 293:3 avoided [2] - 38:24, 39:20 aware [18] - 6:17, 19:18, 30:21, 52:24, 54:24, 67:18, 67:22, 69:7, 74:6, 94:19, 100:19, 101:5, 113:2, 113:3, 113:24, 114:11, 125:3, 149:13 awareness [1] - 92:2 awful [2] - 69:9, 69:11 awkward [1] - 106:13 B background [1] - 157:3 backs [1] - 14:1 bad [5] - 31:6, 69:10, 125:12, 126:6, 288:16 badly [1] - 17:11 bail [1] - 113:11 bailed [1] - 80:4 balance [1] - 47:15 balanced [1] - 216:15 band [3] - 63:15, 74:8, 136:17 banged [2] - 34:14, 34:15 Barbara [3] - 153:6, 153:9, 303:20 barrier [3] - 47:24, 48:1, 246:13 barriers [2] - 76:4, 77:19 based [17] - 8:11, 64:17, 183:24, 184:10, 189:13, 197:6, 203:17, 203:23, 204:15, 217:20, 242:13, 246:24, 258:14, 272:9, 286:15, 290:23, 310:21	basic [3] - 62:14, 72:7, 215:17 basis [9] - 4:1, 4:12, 56:21, 59:16, 76:7, 107:16, 110:9, 253:19, 254:7 Bay [22] - 3:9, 3:16, 3:21, 39:14, 58:1, 58:8, 68:16, 69:13, 71:12, 78:17, 78:21, 88:12, 110:12, 112:23, 113:13, 113:15, 115:5, 115:10, 118:7, 128:5, 130:19, 145:10 be.. [1] - 130:6 bear [1] - 250:17 bearings [1] - 191:19 became [3] - 12:11, 68:8, 275:24 become [3] - 39:1, 51:6, 134:2 becomes [4] - 26:10, 48:4, 66:6, 124:6 beforehand [1] - 223:4 began [1] - 180:9 begin [6] - 181:16, 181:17, 213:11, 217:23, 304:22, 314:4 beginning [6] - 39:7, 60:14, 171:4, 227:23, 233:23, 276:19 begs [1] - 150:17 begun [1] - 34:13 behalf [2] - 177:9, 254:16 behaviour [2] - 296:13, 298:16 behavioural [2] - 284:15, 298:11 behaviourally [1] - 285:7 behaviours [1] - 285:8 behind [4] - 68:13, 194:21, 205:2, 266:16 behooves [1] - 216:14 believer [1] - 117:22 belongs [1] - 182:9 beloved [1] - 266:11 BEN [1] - 2:7 Ben [1] - 2:11 bench [3] - 34:4, 35:17, 144:12 benchmarks [1] -	261:13 beneficial [1] - 111:16 benefit [1] - 105:14 benefits [1] - 88:21 best [21] - 8:23, 12:16, 15:23, 18:21, 42:11, 54:7, 59:8, 87:15, 96:4, 96:5, 115:22, 122:13, 124:16, 138:8, 197:9, 232:23, 272:17, 301:22, 302:5, 306:10, 317:4 better [33] - 15:20, 39:20, 40:11, 60:22, 85:5, 96:24, 137:6, 148:11, 157:10, 177:10, 182:6, 186:1, 189:8, 201:13, 205:7, 209:3, 218:3, 218:4, 221:1, 237:7, 238:15, 241:15, 261:21, 262:2, 267:5, 274:6, 276:5, 286:13, 303:4, 306:19, 308:5, 309:4 between [26] - 46:13, 66:22, 84:5, 86:1, 89:23, 90:2, 101:2, 130:16, 144:11, 173:24, 177:11, 179:16, 181:4, 184:22, 191:12, 192:4, 192:9, 196:21, 232:7, 254:13, 270:24, 296:20, 301:14, 305:2, 308:2, 311:14 beyond [1] - 233:8 biases [1] - 196:11 big [5] - 20:9, 34:3, 35:19, 36:9, 46:18 bigger [2] - 248:10, 299:5 biggest [1] - 51:24 Bill [6] - 43:11, 43:23, 142:15, 143:13, 150:17, 315:15 bit [33] - 29:14, 33:22, 44:3, 50:15, 66:7, 73:11, 75:24, 81:20, 82:11, 82:15, 82:18, 94:9, 112:16, 135:9, 137:16, 157:3, 160:2, 171:16, 206:2, 209:10, 209:12, 211:18, 219:24, 245:7, 248:16, 256:12,	257:13, 258:20, 284:23, 285:6, 296:6, 315:10, 317:2 BLACK [56] - 153:13, 154:1, 176:22, 180:1, 181:22, 185:7, 186:15, 197:12, 197:16, 203:9, 209:14, 218:12, 221:9, 222:6, 222:16, 224:9, 227:19, 229:5, 229:16, 230:1, 231:4, 233:18, 234:23, 236:12, 236:16, 237:4, 238:2, 239:5, 239:11, 240:4, 241:7, 242:18, 245:17, 247:7, 247:23, 248:9, 249:1, 249:13, 249:21, 250:12, 256:5, 261:11, 267:8, 269:18, 282:19, 285:1, 286:9, 291:18, 291:22, 292:8, 293:9, 293:14, 294:18, 303:19, 305:4, 309:13 black [1] - 303:16 Black [13] - 142:8, 152:21, 153:7, 153:21, 159:11, 160:7, 219:21, 220:11, 220:17, 221:5, 231:7, 315:23, 316:12 black's [1] - 219:6 Black's [3] - 151:20, 152:8, 313:23 blank [1] - 187:1 blanket [2] - 100:9, 110:10 boat [1] - 74:21 bodies [1] - 78:1 book [4] - 29:20, 29:22, 30:3, 30:10 borne [1] - 24:5 bottom [4] - 190:10, 208:16, 223:19, 224:12 boundaries [2] - 131:16, 131:17 bow [1] - 316:17 box [1] - 180:6 Boy [1] - 251:22 BOYDE [34] - 1:3, 98:14, 99:7, 99:9,
---	--	---	--	---

99:17, 100:1, 111:3, 112:9, 112:14, 116:6, 125:1, 127:14, 129:23, 130:9, 132:21, 133:3, 138:18, 139:1, 141:7, 220:9, 221:9, 222:20, 224:7, 224:13, 224:19, 225:1, 226:1, 226:9, 226:13, 227:5, 227:10, 227:21, 229:18, 230:13 brave [2] - 47:10, 47:11 breach [1] - 104:1 break [15] - 2:3, 43:9, 43:13, 44:2, 53:7, 70:7, 142:2, 151:18, 152:5, 152:13, 152:19, 200:11, 219:7, 219:19, 219:23 breakdown [5] - 84:1, 84:4, 118:19, 281:17, 282:10 breaking [1] - 245:7 brief [3] - 116:20, 116:21, 177:4 briefly [6] - 3:23, 56:18, 127:15, 163:3, 163:16, 222:22 bright [1] - 128:15 brilliant [1] - 167:5 bring [21] - 16:15, 20:20, 50:21, 60:16, 79:20, 90:16, 106:2, 115:12, 115:19, 116:15, 146:11, 157:4, 159:11, 159:12, 159:13, 164:17, 205:14, 208:15, 272:23 bringing [1] - 121:22 brings [1] - 21:6 broad [2] - 2:19, 269:8 broadly [2] - 242:10, 247:8 broken [1] - 152:9 Brook [4] - 18:12, 37:6, 78:20, 95:16 BROOKWELL [1] - 2:7 Brookwell [2] - 2:11, 98:5 brought [5] - 1:6,	16:5, 109:7, 148:13, 217:15 Brunswick [7] - 11:19, 18:1, 18:4, 21:19, 21:20, 21:21, 105:18 budget [5] - 51:19, 52:2, 52:5, 55:22, 77:4 build [2] - 74:11, 217:19 builds [3] - 300:11, 312:13, 312:14 built [1] - 125:8 bulk [1] - 36:3 bullet [2] - 118:9 bump [2] - 88:10, 88:13 bunch [1] - 73:17 burden [14] - 19:15, 27:12, 27:13, 28:12, 48:10, 76:24, 87:24, 88:1, 93:17, 102:24, 113:18, 135:1, 217:14, 272:15 burdens [1] - 27:16 burdensome [1] - 95:5 bureaucratic [4] - 34:18, 139:24, 140:8, 140:9 buried [1] - 49:7 bursaries [1] - 133:10 business [2] - 90:12, 103:22 busy [11] - 5:17, 35:1, 38:7, 55:3, 55:4, 86:14, 96:18, 97:14, 115:15, 115:16 but.. [1] - 197:11 buy [5] - 89:2, 89:6, 90:19, 94:10, 94:12 buy-in [5] - 89:2, 89:6, 90:19, 94:10, 94:12	252:10, 272:21 can.. [2] - 54:16, 200:11 Canada [16] - 11:18, 28:3, 87:20, 150:17, 155:11, 155:16, 156:19, 157:12, 157:23, 168:9, 201:24, 218:10, 245:22, 252:8, 272:20, 312:21 Canadian [9] - 156:12, 158:2, 163:6, 243:18, 250:5, 250:6, 254:3, 266:19, 274:10 candid [1] - 30:12 cannot [14] - 10:6, 28:5, 32:17, 80:3, 108:12, 148:6, 194:11, 195:14, 199:4, 217:23, 218:21, 234:6 capable [2] - 17:16, 110:22 capital [1] - 28:2 capture [11] - 194:11, 194:19, 195:17, 196:17, 197:24, 218:15, 218:21, 240:23, 246:1, 258:3, 307:9 captured [8] - 196:20, 208:22, 209:4, 223:21, 225:18, 225:19, 245:23, 302:5 captures [1] - 242:13 capturing [3] - 214:14, 218:18, 301:21 Capturing [1] - 240:21 care [109] - 7:7, 24:14, 24:15, 29:11, 29:17, 30:23, 31:2, 32:15, 35:23, 53:18, 68:20, 68:21, 90:1, 90:2, 118:20, 122:10, 150:3, 165:21, 166:4, 166:11, 166:13, 168:12, 168:15, 168:16, 170:6, 189:11, 189:14, 189:16, 189:18, 193:8, 195:6, 195:13, 196:13, 196:18, 199:2, 199:18, 203:23, 204:3, 204:15, 204:22, 209:18, 209:19,	217:20, 218:10, 225:13, 225:20, 234:13, 265:1, 265:2, 265:8, 265:12, 265:15, 266:20, 274:9, 274:11, 279:1, 279:8, 279:10, 279:12, 279:19, 279:20, 279:23, 280:5, 280:10, 280:15, 280:17, 281:1, 281:8, 282:9, 282:15, 282:22, 282:23, 283:1, 283:13, 283:14, 283:20, 284:4, 284:8, 284:11, 284:14, 284:21, 285:5, 285:16, 285:18, 285:19, 285:23, 286:1, 286:5, 286:6, 290:10, 291:19, 291:24, 292:4, 292:21, 293:24, 294:6, 294:11, 294:16, 296:6, 296:23, 297:21, 297:24, 298:22, 303:24 cared [1] - 40:12 career [3] - 45:23, 60:14, 204:19 careful [3] - 126:23, 179:21, 199:21 carefully [2] - 164:21, 178:4 caregiver [4] - 207:11, 215:15, 241:21, 296:16 caregivers [11] - 195:11, 196:15, 204:10, 277:4, 283:3, 297:4, 306:9, 308:20, 309:4 caring [2] - 134:22, 134:23 carried [1] - 42:11 carries [1] - 243:1 carry [4] - 51:19, 77:14, 134:17, 277:19 carve [1] - 48:3 carved [3] - 104:10, 107:4, 164:20 case [78] - 8:24, 9:3, 14:6, 18:1, 21:19, 21:20, 23:13, 25:3, 25:6, 25:7, 28:22,	35:22, 54:18, 82:20, 83:4, 84:14, 86:1, 86:9, 86:10, 86:13, 89:19, 94:23, 95:15, 95:19, 96:15, 105:18, 108:14, 110:10, 112:22, 116:23, 118:1, 119:10, 121:11, 121:13, 121:22, 122:4, 123:7, 131:12, 144:5, 144:16, 145:4, 145:15, 146:15, 147:3, 147:6, 148:13, 155:21, 161:22, 165:10, 166:9, 166:17, 172:13, 173:6, 173:9, 185:5, 190:17, 212:2, 212:7, 224:20, 229:15, 229:19, 233:2, 235:10, 236:21, 240:1, 241:12, 241:16, 241:18, 252:9, 254:15, 259:3, 259:5, 261:19, 273:10, 283:22, 296:7, 300:9 case-by-case [1] - 110:10 caseload [4] - 45:12, 95:6, 113:5, 131:21 caseloads [1] - 240:24 cases [67] - 4:1, 6:10, 6:20, 11:18, 11:19, 12:15, 13:18, 13:19, 13:23, 15:5, 18:4, 20:11, 26:17, 37:8, 46:19, 48:12, 71:13, 76:21, 76:22, 82:18, 85:4, 90:12, 92:6, 92:7, 92:10, 102:3, 102:13, 102:16, 104:15, 106:11, 108:2, 108:18, 114:3, 114:4, 119:23, 120:18, 120:24, 123:24, 128:20, 129:20, 140:13, 144:10, 144:19, 148:10, 148:11, 148:18, 161:22, 172:6, 176:1, 188:4, 189:20, 191:1, 191:13, 191:21, 192:5, 193:13,
---	---	--	---	--

194:7, 198:16, 235:7, 257:24, 264:10, 295:22, 308:21 casting [1] - 175:4 catchment [1] - 268:14 categories [2] - 279:7, 287:7 categorize [1] - 81:24 category [4] - 226:22, 227:2, 241:13, 265:13 Catherine [1] - 224:6 causal [2] - 185:21, 186:4 causes [2] - 90:5, 194:20 causing [1] - 114:10 caution [1] - 271:13 cautionary [2] - 198:12, 198:20 caveat [1] - 139:16 caveats [4] - 178:21, 249:14, 257:10, 274:13 CC [1] - 223:2 cell [1] - 73:7 cells [1] - 117:6 censored [2] - 190:3, 211:14 census [12] - 75:5, 75:7, 178:16, 184:10, 245:13, 245:19, 245:20, 246:7, 246:12, 247:17, 252:14 centralized [1] - 35:10 centre [1] - 101:22 centres [1] - 115:16 centuries [1] - 30:22 certain [15] - 9:1, 16:19, 79:23, 91:6, 91:22, 94:4, 129:3, 131:4, 144:21, 145:1, 147:23, 199:1, 230:4 certainly [49] - 1:13, 13:22, 16:14, 22:17, 25:14, 38:17, 92:17, 93:23, 99:14, 99:18, 100:20, 139:11, 147:19, 157:10, 158:13, 158:23, 159:2, 165:23, 168:12, 179:6, 180:7, 185:23, 187:17, 187:22, 190:16, 191:15,	193:5, 193:9, 193:17, 193:22, 194:3, 195:6, 195:15, 196:8, 196:23, 199:7, 199:10, 201:22, 202:10, 212:5, 215:22, 220:18, 221:2, 221:22, 243:16, 297:21, 309:1, 315:8 Certainly [3] - 179:5, 185:15, 315:9 certainty [1] - 241:5 certification [1] - 132:14 certified [2] - 132:13, 147:17 cetera [10] - 28:19, 28:20, 82:9, 82:10, 92:22, 133:10, 237:8, 241:1 Chair [2] - 155:11, 155:16 challenge [15] - 72:15, 113:11, 113:12, 169:12, 174:4, 179:3, 183:4, 207:15, 210:10, 257:16, 263:4, 285:15, 295:14, 301:12, 302:6 challenged [2] - 25:12, 215:6 challenges [15] - 60:4, 74:6, 74:9, 76:16, 207:7, 216:7, 263:5, 284:15, 285:20, 286:7, 296:13, 296:17, 297:11, 298:4, 301:23 challenging [14] - 72:4, 174:14, 201:20, 207:17, 207:23, 208:7, 208:9, 254:7, 254:14, 254:18, 267:2, 297:20, 301:15, 311:3 chance [3] - 85:19, 88:17, 315:13 chances [1] - 106:18 change [19] - 50:19, 56:22, 74:19, 87:20, 90:8, 91:21, 100:17, 110:8, 120:18, 193:20, 196:5, 201:15, 207:11, 265:16, 266:2, 266:13, 266:15,	297:23, 301:3 changed [6] - 41:13, 91:16, 101:13, 105:9, 223:12, 275:22 changes [4] - 64:4, 88:2, 189:21, 241:1 changing [3] - 105:10, 105:11, 106:23 characterized [1] - 6:14 charges [1] - 23:5 chart [3] - 226:18, 245:10, 248:21 Charter [3] - 11:20, 22:8, 140:24 chat [1] - 314:21 check [3] - 98:4, 224:23, 230:14 checked [1] - 301:4 chief [3] - 136:18, 156:16 Child [15] - 153:6, 155:11, 155:17, 156:12, 156:14, 158:8, 160:19, 161:14, 163:6, 163:8, 208:8, 223:7, 243:18, 250:5, 250:7 child [239] - 2:22, 2:24, 7:6, 9:22, 12:14, 13:23, 15:4, 19:23, 21:22, 22:14, 22:22, 23:22, 28:21, 30:20, 30:24, 31:17, 32:13, 33:12, 37:9, 38:10, 46:19, 47:18, 57:2, 57:6, 66:22, 67:12, 67:15, 74:3, 82:17, 83:1, 84:3, 85:3, 88:10, 92:5, 94:5, 101:7, 102:2, 103:18, 104:15, 107:5, 107:11, 108:2, 114:16, 115:4, 116:3, 116:19, 120:2, 120:3, 120:24, 121:13, 122:11, 122:13, 123:14, 125:8, 125:20, 125:23, 133:19, 138:5, 138:13, 139:9, 144:10, 146:4, 146:18, 148:2, 150:21, 155:21, 157:22, 158:17, 158:18, 160:16, 160:22, 162:16, 162:19,	165:1, 165:3, 165:4, 165:14, 165:17, 165:18, 165:21, 166:4, 166:6, 166:10, 166:11, 166:13, 166:23, 166:24, 167:4, 168:15, 168:19, 168:24, 169:12, 169:22, 170:5, 170:6, 171:15, 172:15, 173:9, 174:4, 174:7, 174:8, 174:11, 174:23, 175:8, 175:23, 176:4, 178:14, 179:11, 179:12, 179:14, 179:18, 179:19, 180:14, 183:22, 185:3, 188:12, 188:14, 189:15, 191:14, 195:5, 199:19, 201:5, 201:21, 202:17, 202:21, 202:22, 204:5, 204:8, 204:14, 204:16, 204:21, 204:22, 204:24, 205:4, 206:7, 206:12, 206:15, 207:2, 207:13, 207:14, 207:19, 208:19, 209:17, 212:1, 213:6, 214:18, 215:15, 217:23, 228:11, 228:18, 235:17, 238:9, 238:19, 240:3, 240:17, 241:12, 241:20, 242:8, 245:6, 245:14, 245:18, 246:6, 246:10, 246:23, 248:4, 248:10, 249:11, 249:15, 250:24, 254:3, 258:15, 259:5, 259:13, 260:9, 260:22, 260:23, 261:1, 261:3, 261:4, 262:15, 262:17, 262:21, 265:1, 265:15, 265:17, 266:2, 266:10, 266:14, 266:15, 266:19, 267:17, 267:23, 268:10, 269:4, 276:4,	277:20, 279:1, 279:12, 280:10, 282:22, 283:3, 283:10, 284:16, 285:20, 285:21, 286:2, 286:7, 286:14, 286:15, 286:17, 293:19, 293:23, 296:10, 296:11, 296:18, 297:1, 298:7, 298:10, 298:16, 298:17, 298:21, 299:9, 302:6, 303:9, 305:11, 308:8, 308:15, 308:17, 308:22, 311:10, 311:12, 312:19, 312:20, 312:21, 313:2, 313:4, 313:5 child's [4] - 168:18, 267:6, 297:3, 308:24 childcare [1] - 68:18 Children [6] - 156:11, 163:5, 180:9, 223:20, 243:17, 250:5 children [217] - 7:8, 9:16, 11:6, 27:24, 28:5, 28:7, 30:9, 31:2, 32:11, 35:23, 40:11, 40:12, 40:13, 62:12, 73:24, 77:6, 87:12, 90:1, 101:12, 101:15, 120:6, 120:21, 121:7, 122:7, 124:14, 124:16, 125:15, 125:17, 126:7, 126:21, 127:10, 134:23, 139:14, 145:2, 146:5, 146:7, 146:12, 148:19, 157:11, 157:16, 157:21, 158:11, 158:16, 158:20, 158:21, 160:15, 164:19, 167:4, 167:7, 168:12, 168:15, 170:2, 170:14, 177:12, 178:15, 179:17, 180:16, 184:5, 184:9, 184:15, 184:20, 184:23, 185:1, 185:3, 187:15, 187:16, 187:18, 189:18, 190:1, 190:8, 190:9, 190:11, 190:12,
---	---	--	--	--

190:13, 193:8, 195:12, 198:9, 199:2, 199:3, 199:15, 199:17, 200:7, 201:24, 202:4, 203:22, 204:2, 204:11, 205:2, 207:4, 208:4, 208:10, 209:20, 214:23, 215:4, 216:16, 217:10, 217:11, 217:21, 218:3, 218:5, 218:9, 218:16, 218:19, 234:9, 234:11, 234:12, 238:12, 239:10, 241:6, 244:22, 245:10, 246:5, 247:13, 247:16, 247:20, 248:24, 249:2, 249:4, 249:10, 249:19, 250:23, 251:1, 251:5, 251:11, 251:13, 251:14, 255:1, 255:2, 260:10, 260:16, 264:5, 266:23, 267:13, 268:14, 269:23, 270:1, 271:1, 271:2, 271:24, 272:5, 272:14, 273:6, 273:10, 274:7, 274:8, 274:11, 276:6, 276:18, 276:24, 277:3, 277:10, 277:14, 279:5, 279:11, 279:14, 279:19, 279:21, 279:22, 280:4, 280:16, 280:22, 280:24, 281:7, 282:9, 282:12, 283:1, 283:7, 283:19, 283:21, 284:7, 284:11, 284:13, 284:22, 285:4, 285:9, 285:11, 285:15, 288:7, 289:2, 289:19, 290:8, 290:14, 290:22, 290:24, 291:12, 291:19, 291:21, 291:23, 292:4, 295:20, 296:23, 297:2, 297:19, 298:22, 300:10, 301:7,	302:3, 302:12, 302:18, 303:23, 306:7, 306:9, 306:10, 307:14, 308:6, 309:2, 309:22, 311:18, 312:1 Children 's [1] - 204:17 chime [1] - 230:20 choice [4] - 20:24, 117:7, 117:8, 139:13 choose [1] - 136:11 chronic [1] - 202:19 chunks [1] - 152:10 churches [1] - 29:15 CHURCHILL [58] - 152:23, 153:15, 154:1, 154:3, 154:16, 154:22, 155:4, 155:9, 155:18, 156:3, 156:20, 159:8, 159:21, 160:23, 162:11, 162:18, 162:23, 163:12, 163:22, 164:3, 167:17, 168:20, 170:22, 172:9, 173:2, 174:16, 175:14, 175:18, 176:9, 176:14, 188:2, 188:11, 188:19, 189:1, 200:2, 200:16, 200:20, 203:5, 203:13, 205:9, 205:23, 206:9, 208:12, 210:11, 210:17, 213:17, 216:17, 218:22, 220:6, 230:23, 309:10, 309:13, 309:15, 310:12, 311:20, 312:7, 312:11, 313:6 Churchill [3] - 153:18, 231:16, 315:23 Churchill 's [1] - 248:18 circle [3] - 85:18, 93:6, 302:1 circles [8] - 85:12, 85:15, 86:17, 93:12, 93:20, 93:22, 220:15, 308:4 circuit [9] - 39:23, 54:5, 67:20, 68:2, 78:9, 78:18, 79:1, 115:6, 131:21 circuits [2] - 131:23,	131:24 circumstances [9] - 8:5, 13:8, 13:9, 41:4, 41:13, 109:22, 112:3, 124:12, 127:8 CIS [1] - 273:1 cites [1] - 223:6 city [1] - 75:19 civil [5] - 19:11, 36:22, 56:14, 102:19, 128:13 civilian [1] - 93:1 claim [1] - 253:11 claims [2] - 178:10, 217:10 Clara [1] - 302:19 clarification [6] - 144:1, 162:24, 182:23, 188:3, 206:11, 225:15 clarify [6] - 1:24, 5:6, 21:13, 159:6, 171:3, 226:4 clarifying [1] - 232:1 clarity [1] - 206:19 class [1] - 111:5 classify [1] - 260:6 cleanest [1] - 18:22 cleaning [1] - 162:4 clear [18] - 6:21, 123:23, 123:24, 178:8, 178:10, 180:16, 182:9, 195:9, 199:7, 201:23, 203:3, 203:21, 234:20, 236:4, 288:3, 297:22, 301:17 clearly [4] - 11:19, 11:20, 156:5, 202:13 clerk [4] - 62:17, 80:4, 81:20, 128:9 clerks [4] - 55:15, 80:2, 128:8, 137:10 client [4] - 35:6, 36:5, 85:6, 91:24 client's [1] - 110:2 clientele [1] - 83:17 clients [6] - 8:15, 91:20, 109:6, 125:22, 144:14, 148:12 clinical [3] - 214:16, 215:1, 297:17 clock [2] - 114:9, 122:22 close [8] - 90:17, 136:20, 178:24, 187:14, 223:19,	313:21, 314:23, 316:9 closed [14] - 166:14, 168:6, 170:9, 185:11, 215:22, 230:7, 256:14, 258:22, 258:23, 259:4, 259:6, 259:10, 259:14, 259:22 closely [5] - 158:6, 159:3, 248:14, 277:16, 292:11 closing [1] - 316:15 CLTA [1] - 160:9 co [4] - 23:20, 163:4, 195:16, 207:12 co-author [1] - 163:4 co-counsel [1] - 23:20 co-designed [1] - 195:16 co-identified [1] - 207:12 Code [2] - 19:1, 113:20 codes [2] - 223:23, 224:17 cogent [1] - 195:9 cognizant [2] - 180:14, 194:15 cohort [3] - 168:3, 168:8, 294:4 cohorts [4] - 190:2, 199:1, 211:14, 300:10 collaborating [1] - 304:23 collaborations [1] - 193:24 collaborative [1] - 274:23 collateral [1] - 191:3 colleagues [1] - 230:12 collect [6] - 103:1, 103:3, 159:4, 202:3, 210:13, 300:8 collected [6] - 237:17, 251:16, 251:18, 252:4, 252:19, 299:15 collecting [2] - 274:6, 304:13 collection [5] - 157:18, 158:5, 232:22, 233:4, 252:16 collectively [3] - 182:9, 280:4, 304:20	COLLINS [7] - 1:15, 2:2, 44:11, 98:17, 99:1, 141:9, 141:17 colonial [2] - 178:1, 194:22 colonialism [5] - 177:23, 194:12, 217:6, 217:15, 217:16 colonialism 's [1] - 197:24 column [2] - 289:10, 289:12 comfort [1] - 66:13 comfortable [3] - 65:13, 74:17, 83:20 coming [17] - 19:17, 26:2, 45:22, 73:20, 73:24, 76:23, 97:16, 101:14, 103:11, 123:1, 146:19, 242:23, 262:8, 262:22, 262:23, 263:8, 314:11 comment [12] - 10:13, 10:15, 33:17, 50:2, 60:21, 73:11, 143:9, 190:20, 203:16, 238:4, 285:2, 304:16 comments [2] - 142:15, 316:9 Commission [22] - 150:10, 152:24, 153:19, 157:6, 164:13, 164:16, 177:10, 179:8, 179:9, 180:10, 181:18, 182:11, 210:24, 213:15, 223:1, 233:12, 236:21, 254:16, 272:11, 313:11, 313:12, 313:19 commissioned [1] - 180:7 Commissioner [1] - 142:18 Commissioners [10] - 142:3, 142:6, 142:11, 151:6, 157:2, 160:4, 216:23, 313:21, 314:1, 314:23 Commissioners ' [1] - 156:21 commitment [3] - 61:18, 306:15, 306:19 committed [2] - 106:16, 177:15
--	--	---	--	---

Committee [1] - 251:6 Committees [1] - 177:19 common [7] - 33:19, 39:5, 84:3, 146:2, 146:3, 146:14, 255:9 communicate [4] - 8:19, 51:16, 54:9, 62:2 communicating [1] - 123:16 communication [3] - 84:1, 84:4, 123:20 communities [71] - 4:6, 4:20, 7:23, 11:24, 18:10, 29:2, 30:6, 31:12, 31:17, 39:18, 41:20, 42:13, 46:10, 47:5, 50:20, 50:21, 50:22, 52:9, 53:23, 54:2, 58:9, 59:5, 59:17, 62:13, 63:14, 74:12, 75:3, 75:4, 75:12, 76:14, 79:12, 80:23, 84:2, 125:20, 127:1, 134:10, 135:9, 140:17, 142:23, 158:24, 166:22, 182:7, 194:17, 195:18, 201:11, 204:11, 205:5, 208:5, 216:8, 217:13, 218:14, 242:6, 242:14, 246:11, 246:17, 246:24, 251:12, 268:1, 272:12, 276:12, 277:3, 277:9, 277:14, 277:16, 300:12, 305:3, 305:11, 305:24, 306:4, 306:6, 307:15 Community [1] - 196:21 community [91] - 4:11, 25:24, 26:6, 27:12, 27:19, 27:20, 40:1, 46:8, 47:2, 47:22, 47:23, 48:14, 49:17, 51:3, 51:6, 53:20, 53:21, 53:22, 54:24, 55:23, 55:24, 56:3, 58:4, 58:11, 59:22, 60:22, 60:23, 60:24, 61:3, 61:5, 61:14, 62:20, 63:10, 67:17, 67:20, 68:2, 68:10, 70:14, 70:19,	71:4, 74:10, 75:10, 81:11, 81:22, 82:24, 100:9, 104:17, 104:18, 105:11, 105:23, 111:18, 111:23, 126:5, 135:4, 136:14, 137:4, 137:5, 160:13, 164:14, 164:18, 165:3, 169:10, 173:7, 182:11, 183:23, 184:17, 197:6, 197:22, 198:1, 204:8, 207:3, 213:7, 228:16, 238:9, 238:12, 238:14, 240:2, 241:5, 242:13, 260:19, 260:20, 261:2, 267:14, 267:16, 304:11, 305:14, 305:16, 305:24, 307:17, 308:3 community 's [2] - 46:3, 194:14 community -based [2] - 197:6, 242:13 company [1] - 232:10 compare [3] - 254:14, 271:14, 271:22 compared [10] - 31:9, 250:24, 251:14, 253:16, 255:1, 271:1, 273:12, 282:16, 311:10, 311:12 compares [1] - 190:8 comparing [2] - 304:6, 309:20 comparison [3] - 58:22, 89:16, 253:19 compel [2] - 15:10, 21:12 compensated [1] - 97:6 compensation [3] - 45:1, 47:7, 97:17 competing [3] - 88:5, 114:2, 118:11 competition [3] - 88:17, 114:1, 116:1 complete [4] - 78:1, 138:9, 186:24, 246:12 completed [1] - 245:19 completely [5] - 4:19, 47:17, 48:8, 64:13, 234:20	completion [1] - 119:13 complex [7] - 6:11, 53:8, 191:1, 285:5, 295:22, 296:8, 297:11 complexity [2] - 189:20, 190:17 compliance [1] - 305:8 complicated [7] - 11:11, 87:22, 117:4, 251:24, 281:14, 305:12, 315:10 complication [2] - 97:15, 317:3 component [2] - 19:22, 20:1 composition [1] - 59:19 comprehensive [3] - 14:11, 99:12, 220:23 compromise [1] - 145:6 computer [1] - 64:17 computer -based [1] - 64:17 conceive [1] - 25:5 conceived [1] - 267:12 concentric [2] - 296:21, 308:4 concept [4] - 243:1, 243:4, 310:14, 311:23 concepts [1] - 309:18 conceptually [1] - 312:18 concern [30] - 6:9, 18:11, 18:17, 28:24, 36:20, 146:21, 165:9, 169:12, 172:3, 172:23, 173:1, 173:9, 174:8, 175:20, 179:18, 179:21, 207:13, 207:22, 209:23, 212:20, 213:4, 228:20, 256:17, 256:19, 257:18, 259:5, 259:9, 262:9, 262:10, 283:10 concerned [16] - 6:24, 7:2, 8:4, 8:10, 9:7, 11:4, 14:4, 17:21, 24:16, 60:10, 90:5, 101:1, 120:11, 121:21, 165:2, 212:22 concerning [3] -	34:10, 90:13, 121:14 concerns [26] - 32:20, 87:13, 93:4, 102:20, 146:21, 146:23, 172:15, 173:19, 174:24, 175:3, 175:8, 175:23, 176:4, 182:18, 191:8, 192:5, 192:17, 204:10, 213:1, 215:1, 215:11, 228:16, 229:17, 237:8, 263:3, 297:17 concert [4] - 201:11, 257:6, 258:13, 258:15 conclude [2] - 199:6, 220:2 concluded [3] - 206:23, 313:13, 313:22 concludes [1] - 317:11 conclusion [2] - 165:8, 208:2 condition [1] - 298:13 conditions [1] - 144:21 conduct [2] - 252:2, 302:11 conducted [3] - 158:3, 217:1, 303:23 Confederation [1] - 109:12 conference [18] - 82:21, 84:24, 86:1, 86:10, 89:11, 89:19, 93:9, 94:24, 95:15, 95:19, 96:15, 144:16, 145:4, 146:16, 147:3, 147:5, 147:6 conferences [4] - 83:4, 84:14, 86:14, 95:1 conferencing [2] - 144:5, 145:15 confidence [1] - 234:16 confident [3] - 211:1, 233:24, 253:10 confidential [1] - 149:11 confidentiality [1] - 236:24 confirm [4] - 45:2, 71:23, 154:10, 159:15 confirmed [1] - 211:3	conflict [12] - 16:4, 36:11, 36:15, 37:4, 37:12, 37:24, 38:19, 39:1, 39:4, 39:15, 92:10, 92:12 conflicts [2] - 16:4, 36:20 confusing [2] - 10:7, 171:17 connect [1] - 73:7 connected [5] - 68:15, 68:16, 204:8, 204:11, 266:21 connecting [1] - 302:8 connection [1] - 301:14 connections [2] - 61:3, 104:21 connectivity [1] - 258:13 connotation [1] - 62:5 cons [1] - 145:5 conscious [1] - 13:17 consent [3] - 67:15, 113:21, 113:23 consequences [3] - 119:21, 120:15, 126:10 conservative [1] - 209:8 consider [10] - 33:13, 101:9, 104:11, 105:1, 116:23, 210:20, 215:14, 265:8, 299:19, 307:23 considerably [1] - 165:15 considerations [8] - 169:18, 179:22, 199:23, 202:10, 203:11, 307:6, 308:5 considered [3] - 27:2, 169:6, 265:12 considering [1] - 174:19 consistent [4] - 189:13, 211:16, 239:4, 241:23 consistently [7] - 196:20, 208:21, 238:18, 238:19, 239:2, 241:13, 283:12 console [1] - 78:13 consolidate [3] - 235:9, 235:23, 236:5 constant [1] - 116:1 constantly [2] - 33:5,
---	---	--	--	--

105:10 constitutes [1] - 228:8 constraints [1] - 241:1 construct [2] - 167:7, 300:10 constructed [6] - 166:19, 168:16, 169:19, 211:13, 214:9, 228:23 constructing [5] - 27:1, 120:12, 214:2, 300:2, 307:24 contact [3] - 41:5, 70:18, 168:3 contains [1] - 275:12 Context [1] - 240:21 context [40] - 12:4, 18:23, 22:21, 23:9, 27:22, 28:4, 28:17, 28:18, 28:21, 29:8, 30:24, 31:7, 33:3, 33:5, 36:23, 37:9, 53:6, 57:17, 57:21, 82:24, 87:11, 89:18, 91:17, 92:4, 103:6, 103:13, 125:3, 133:19, 138:13, 164:6, 194:22, 209:15, 214:16, 254:19, 261:6, 274:20, 275:3, 276:23, 307:20, 311:22 contexts [6] - 91:23, 95:1, 108:3, 114:14, 147:23 contextual [1] - 216:3 contextualized [1] - 197:5 continual [1] - 218:8 continually [1] - 215:5 continue [8] - 46:7, 76:6, 77:2, 97:10, 97:11, 197:13, 213:16, 261:20 Continued [4] - 156:10, 163:4, 243:16, 250:4 continuing [3] - 156:23, 304:19, 310:23 continuous [1] - 223:9 continuum [9] - 165:1, 167:9, 170:15, 196:4, 211:23, 212:16, 243:10, 244:6, 300:19 contractors [1] - 138:2	contractually [1] - 160:9 contrast [1] - 249:17 contribute [1] - 182:14 contributing [1] - 17:11 contribution [4] - 157:10, 157:15, 177:14, 252:6 contributions [1] - 151:12 control [9] - 40:19, 52:6, 88:7, 91:6, 92:16, 107:13, 122:10, 124:14, 272:7 controlled [2] - 47:18, 120:8 controls [1] - 310:24 convenes [1] - 93:9 conventions [1] - 140:22 conversation [9] - 38:13, 72:15, 131:11, 131:15, 147:2, 184:2, 213:3, 237:10, 305:10 conversations [9] - 5:3, 5:14, 6:18, 7:4, 94:15, 191:6, 218:13, 230:11, 232:20 convert [1] - 270:7 convey [1] - 48:5 cooperate [1] - 96:2 cooperation [1] - 77:20 cooperative [1] - 121:19 cope [1] - 31:8 copy [4] - 154:11, 159:16, 231:23, 236:10 copying [1] - 34:22 core [6] - 132:3, 132:7, 132:9, 135:5, 135:16, 145:22 Corner [4] - 18:12, 37:5, 78:20, 95:15 Correct [16] - 154:21, 156:16, 163:11, 163:21, 164:2, 249:22, 265:10, 265:20, 269:19, 270:4, 270:12, 270:17, 271:6, 271:11, 280:7, 288:22	correct [31] - 21:14, 95:9, 154:15, 156:2, 159:20, 172:3, 172:5, 225:7, 228:12, 232:11, 241:8, 244:10, 244:20, 247:9, 251:3, 251:20, 269:19, 280:2, 280:19, 281:3, 281:10, 287:2, 287:15, 288:10, 289:5, 289:23, 290:12, 290:19, 291:4, 292:24, 301:2 correcting [1] - 301:9 correctly [6] - 6:14, 144:7, 178:11, 191:22, 246:20, 254:22 corresponded [1] - 185:20 cost [7] - 16:19, 16:20, 19:14, 23:8, 23:15, 24:4, 104:7 costs [2] - 52:6, 69:18 council [3] - 63:15, 74:8, 136:17 counsel [48] - 11:17, 12:3, 12:8, 12:9, 12:10, 12:12, 12:16, 12:17, 13:5, 13:7, 15:8, 15:15, 16:5, 17:22, 18:8, 18:14, 19:2, 22:23, 23:2, 23:4, 23:20, 24:10, 25:7, 25:9, 25:13, 25:15, 26:18, 28:24, 34:4, 36:12, 36:16, 37:4, 37:12, 37:14, 37:24, 38:18, 39:11, 41:17, 101:24, 102:1, 102:17, 104:16, 105:14, 105:16, 236:22, 314:3, 314:5, 314:6 counsel 's [1] - 25:18 counselling [1] - 91:18 count [5] - 35:3, 132:5, 184:6, 206:7, 269:23 counting [2] - 303:22 country [4] - 20:6, 90:10, 109:11, 218:4 counts [2] - 183:20, 300:5 couple [16] - 4:2, 5:13, 5:16, 39:6, 39:8, 55:7, 89:22, 100:23,	114:13, 125:10, 226:14, 240:12, 250:16, 264:23, 309:17, 309:18 course [52] - 1:10, 3:17, 9:21, 10:1, 10:11, 13:6, 19:7, 22:5, 24:6, 24:22, 29:8, 29:23, 34:7, 35:14, 35:21, 38:22, 47:19, 48:16, 53:20, 56:11, 58:10, 58:19, 61:3, 65:22, 68:15, 78:17, 79:21, 80:19, 85:11, 94:23, 102:8, 106:13, 110:3, 113:14, 118:16, 124:3, 125:23, 130:21, 131:21, 132:23, 140:13, 146:4, 150:15, 182:13, 210:6, 253:8, 263:4, 263:24, 285:21, 292:17, 315:15, 317:1 Court [22] - 3:22, 11:18, 17:23, 22:13, 22:16, 22:17, 24:18, 24:19, 24:22, 26:13, 40:16, 80:2, 85:17, 87:23, 94:17, 95:12, 112:18, 116:15, 117:18, 135:11 court [97] - 5:1, 8:21, 11:3, 11:10, 12:2, 12:15, 12:19, 14:6, 14:8, 15:10, 21:12, 22:4, 22:8, 22:21, 24:1, 24:3, 24:21, 26:1, 26:16, 29:10, 30:1, 33:19, 40:22, 41:3, 47:14, 49:10, 52:19, 53:1, 53:9, 53:10, 54:5, 55:6, 55:14, 55:15, 57:24, 58:2, 58:5, 58:8, 65:17, 65:18, 65:19, 65:20, 67:12, 67:20, 68:2, 69:13, 70:24, 73:12, 74:14, 76:15, 76:23, 78:9, 79:8, 79:11, 79:20, 80:4, 80:12, 81:3, 81:4, 81:19, 81:20, 81:22, 87:4, 87:7, 89:16, 95:22, 96:2, 97:22, 102:14, 109:15, 113:14, 115:1, 115:5, 115:6,	115:15, 116:19, 121:3, 121:9, 124:2, 124:15, 126:22, 127:22, 128:8, 130:3, 130:6, 137:2, 137:4, 150:19, 166:7, 243:22, 244:6 courtroom [8] - 65:5, 73:23, 78:16, 84:23, 90:7, 90:18, 92:20, 129:16 Courts [1] - 112:23 courts [16] - 13:13, 13:17, 17:24, 39:23, 52:12, 57:10, 77:23, 78:1, 79:1, 87:15, 92:8, 92:24, 94:12, 95:4, 130:18, 144:23 courts ' [1] - 88:9 cousin [1] - 266:12 cover [3] - 15:6, 21:22, 69:9 coverage [3] - 64:5, 100:5, 100:22 covered [7] - 22:3, 33:14, 99:18, 138:22, 143:22, 150:14, 276:15 covering [1] - 102:12 covers [1] - 7:22 COVID [1] - 185:20 COVID-19 [1] - 263:15 Coyote [1] - 161:23 CPEN [1] - 161:23 crack [1] - 310:24 cracks [6] - 8:9, 11:1, 13:16, 26:9, 26:20, 101:2 crazy [1] - 116:2 create [19] - 48:3, 49:5, 49:6, 52:13, 54:11, 58:17, 65:19, 65:20, 66:2, 109:23, 132:9, 136:9, 216:14, 221:20, 248:5, 302:1, 305:23 created [3] - 48:9, 71:8, 140:1 creates [1] - 117:10 creating [1] - 82:11 creature [1] - 133:20 creatures [1] - 78:2 creeps [1] - 140:7 Criminal [2] - 19:1, 113:20 criminal [35] - 12:4, 13:18, 13:19, 18:23, 23:4, 23:9, 28:16, 28:18, 36:22, 38:8,
---	--	---	---	--

45:12, 48:12, 54:13, 56:14, 57:20, 58:15, 70:2, 74:2, 85:12, 87:21, 88:3, 88:11, 102:13, 113:5, 114:3, 114:4, 114:7, 119:15, 123:23, 125:3, 128:20, 129:10, 129:22, 131:20, 285:10 crisis [3] - 56:11, 285:17 criteria [3] - 66:19, 228:7, 229:3 Critical [1] - 194:21 criticism [1] - 96:8 CROSS [4] - 2:16, 99:7, 221:9, 231:4 cross [5] - 1:4, 1:21, 168:10, 300:5, 300:6 cross-examination [1] - 1:21 CROSS-EXAMINED [4] - 2:16, 99:7, 221:9, 231:4 cross-sectional [3] - 168:10, 300:5, 300:6 crossover [1] - 285:11 crosstalk [1] - 294:6 Crown [1] - 70:5 cues [3] - 131:7, 131:8, 131:9 cultural [9] - 18:19, 27:11, 27:12, 57:6, 59:20, 194:13, 194:22, 197:24, 258:13 culturally [1] - 195:3 culture [5] - 31:11, 31:14, 204:12, 216:9, 217:22 cumulative [9] - 242:22, 243:4, 243:19, 310:14, 311:23, 312:12, 312:16, 312:19, 313:1 cure [2] - 116:11, 139:15 curiae [1] - 12:18 current [17] - 15:22, 17:18, 45:9, 56:9, 57:2, 57:10, 73:11, 87:18, 88:3, 116:14, 118:24, 119:6, 130:13, 223:12, 223:24, 234:17, 247:6 custody [3] - 108:2,	113:11, 223:10 custom [1] - 245:22 cut [3] - 1:10, 126:4 CV [9] - 154:4, 154:11, 155:5, 156:24, 159:6, 159:12, 159:16, 163:2, 163:9 CYFS [2] - 244:23, 263:17 D daddy [1] - 302:21 daily [1] - 105:8 Damage [1] - 34:14 danger [1] - 120:21 data [232] - 157:18, 158:5, 158:6, 158:7, 158:10, 158:15, 159:4, 160:18, 160:21, 161:16, 161:17, 161:18, 161:19, 161:20, 162:1, 162:4, 162:5, 162:7, 162:10, 164:15, 164:22, 166:5, 166:19, 167:6, 168:10, 168:16, 168:23, 169:19, 171:16, 174:11, 177:13, 177:16, 177:21, 177:24, 178:4, 178:16, 178:19, 180:21, 180:22, 181:6, 181:8, 182:9, 182:15, 182:18, 182:20, 183:3, 183:5, 183:9, 183:14, 183:15, 185:20, 186:4, 187:3, 187:9, 187:14, 190:3, 190:20, 192:18, 192:23, 192:24, 194:11, 194:15, 194:18, 194:21, 195:1, 195:14, 196:17, 197:2, 197:4, 197:9, 197:18, 197:19, 197:20, 197:23, 198:5, 199:13, 199:21, 200:23, 201:19, 202:2, 203:1, 204:1, 205:8, 206:2, 206:3, 206:4, 206:8, 206:14, 207:20, 208:15,	208:22, 208:24, 209:1, 210:12, 210:14, 211:2, 211:9, 211:13, 211:14, 211:15, 212:9, 212:19, 212:23, 213:13, 213:19, 213:20, 213:21, 213:22, 214:2, 214:5, 214:9, 214:19, 216:9, 217:7, 217:11, 217:18, 218:15, 221:15, 221:18, 221:21, 222:1, 222:2, 222:14, 222:18, 232:6, 232:8, 232:15, 232:22, 233:2, 233:11, 233:15, 233:16, 233:22, 234:2, 234:5, 234:7, 234:14, 234:21, 235:12, 235:14, 235:15, 235:16, 237:7, 237:17, 237:18, 238:8, 238:17, 239:16, 240:7, 240:10, 240:22, 242:4, 245:19, 246:10, 246:14, 246:16, 246:18, 246:19, 247:3, 247:13, 247:14, 247:21, 247:24, 248:8, 251:11, 251:16, 252:4, 252:15, 252:16, 252:17, 252:19, 252:21, 253:5, 253:20, 254:2, 254:17, 255:9, 257:16, 258:2, 259:18, 260:5, 261:6, 262:21, 264:12, 268:15, 268:18, 268:20, 268:22, 269:7, 269:10, 269:19, 272:14, 273:1, 273:6, 274:6, 274:11, 277:10, 282:24, 283:18, 293:2, 293:16, 293:18, 294:24, 295:6, 297:9, 297:14, 297:16, 299:14, 300:2, 300:5, 300:6, 301:16, 301:19,	302:1, 302:3, 302:9, 303:17, 303:21, 304:22, 307:3, 307:9, 310:20, 311:2, 311:5 Data [4] - 158:8, 160:20, 161:14, 208:17 dataset [2] - 239:23, 240:18 datasets [1] - 160:13 date [6] - 109:15, 119:12, 123:1, 280:14, 282:9, 301:12 dated [2] - 154:12, 164:4 dates [1] - 116:19 daughter [2] - 302:15, 303:1 daunting [1] - 309:1 day [33] - 4:1, 32:2, 57:21, 57:22, 58:21, 69:20, 80:3, 95:20, 97:9, 97:10, 103:21, 109:14, 112:11, 113:7, 115:2, 115:3, 117:24, 128:7, 129:3, 148:15, 180:21, 183:12, 220:2, 274:11, 293:20, 293:21, 293:22, 303:24, 315:9, 315:21, 316:10 Day [2] - 1:1, 317:11 day-by-day [1] - 4:1 days [22] - 3:11, 54:16, 55:14, 75:4, 97:23, 122:19, 126:6, 129:3, 189:10, 189:11, 189:12, 209:19, 279:1, 279:9, 279:12, 279:13, 280:5, 280:15, 280:16, 282:3, 285:6, 297:24 de [1] - 222:10 de-identification [1] - 222:10 dead [1] - 138:11 deadline [1] - 125:18 deadlines [1] - 125:4 deal [20] - 40:1, 41:20, 49:16, 58:19, 67:2, 68:20, 88:11, 91:10, 94:17, 95:3, 95:4, 103:14, 106:11, 118:4, 123:3, 126:1,	128:19, 139:13, 150:12, 316:7 dealing [17] - 4:1, 4:22, 5:20, 6:19, 27:14, 30:6, 31:23, 47:12, 53:17, 76:15, 97:18, 110:24, 113:15, 114:6, 120:1, 125:16, 173:18 dealings [2] - 31:20, 46:13 deals [1] - 87:23 dealt [7] - 5:19, 21:1, 42:5, 97:7, 109:9, 127:4, 127:10 dearth [1] - 266:18 death [1] - 252:13 debatable [1] - 49:20 decade [2] - 21:6, 33:20 decent [2] - 103:8, 103:9 decide [4] - 25:19, 74:15, 262:18, 266:13 decided [5] - 57:15, 166:3, 252:5, 303:7, 310:20 decides [1] - 173:9 deciding [1] - 26:17 decision [56] - 66:17, 66:21, 87:10, 87:13, 112:17, 113:4, 165:20, 168:24, 169:5, 169:10, 169:14, 169:17, 170:15, 171:9, 172:3, 172:21, 173:1, 173:22, 174:15, 174:20, 179:6, 179:8, 184:3, 184:19, 186:13, 187:11, 187:23, 191:17, 194:21, 195:5, 195:24, 196:12, 198:2, 198:22, 200:6, 202:14, 204:24, 211:15, 211:24, 212:1, 228:15, 242:3, 242:10, 242:15, 243:15, 244:5, 252:1, 257:23, 259:3, 259:9, 259:13, 283:6, 300:20, 300:23, 310:21 decision-based [1] - 310:21
--	---	--	--	---

decision -making [11] - 66:17, 87:10, 87:13, 168:24, 169:5, 172:21, 194:21, 198:2, 200:6, 244:5, 300:23 decisions [17] - 62:23, 66:20, 66:21, 140:18, 140:19, 155:21, 172:5, 184:4, 184:18, 195:2, 207:4, 208:9, 260:8, 260:15, 262:6, 272:9, 301:16 decisions -based [1] - 272:9 deck [3] - 163:23, 171:2, 176:17 decline [5] - 190:15, 193:11, 193:13, 225:13, 270:6 declined [6] - 186:8, 189:16, 193:5, 193:7, 199:14, 277:2 declining [3] - 187:24, 291:24, 296:23 decrease [4] - 170:16, 187:11, 193:7, 276:17 decreased [1] - 187:18 dedicated [2] - 68:3, 107:18 dedication [1] - 142:22 deep [1] - 121:4 deepening [1] - 304:19 default [3] - 12:12, 19:4, 102:18 deficits [2] - 202:7, 216:6 define [4] - 19:8, 242:10, 264:23, 264:24 defined [3] - 16:21, 183:17, 265:5 definitely [5] - 12:9, 32:24, 47:7, 151:3, 237:9 definition [2] - 241:23, 262:14 definitive [1] - 302:10 degree [8] - 42:4, 51:15, 61:13, 62:18, 66:13, 131:4, 131:5, 148:4 delay [9] - 35:19, 36:10, 36:11, 38:24,	39:21, 109:23, 124:6, 126:4, 126:10 delays [5] - 33:18, 33:22, 33:23, 34:3, 123:21 delivery [2] - 2:24, 52:16 demand [4] - 37:7, 45:13, 57:19, 134:6 demands [2] - 101:11, 110:3 denial [1] - 101:21 Denouncing [3] - 163:4, 243:16, 250:3 Department [1] - 223:7 department [3] - 136:10, 220:16, 263:18 departments [1] - 247:6 dependents [1] - 101:11 deprivation [1] - 215:13 depth [3] - 4:5, 55:18, 275:4 derived [1] - 48:9 describe [11] - 128:14, 161:1, 167:3, 168:18, 171:22, 175:12, 177:5, 182:4, 211:23, 260:1, 260:2 described [6] - 6:6, 27:14, 135:10, 172:20, 178:7, 241:18 describes [1] - 275:15 describing [1] - 176:8 description [2] - 275:11, 276:13 deserve [2] - 32:10, 32:11 design [1] - 272:23 designated [1] - 7:15 designed [5] - 140:2, 194:18, 194:19, 195:16, 252:9 designing [1] - 197:1 despairing [1] - 26:2 destroy [1] - 32:17 detachment [1] - 128:17 detail [2] - 19:9, 244:18 detailed [2] - 34:8, 52:2 details [3] - 36:6,	106:12, 281:18 detect [4] - 172:5, 172:22, 173:13, 297:9 determinants [3] - 195:6, 217:24, 262:24 determination [8] - 165:5, 165:17, 166:10, 166:16, 174:13, 228:20, 230:5, 269:8 determine [5] - 124:8, 237:10, 240:1, 289:7, 308:10 determined [4] - 22:2, 77:22, 172:14, 176:2 determining [3] - 150:23, 150:24, 241:11 devastating [1] - 177:22 develop [1] - 180:24 developing [2] - 140:15, 307:2 development [2] - 216:13, 308:19 Devine [1] - 143:9 devised [1] - 51:8 devising [1] - 36:14 devoted [1] - 107:18 devoutly [1] - 124:5 diagram [1] - 212:10 dialect [1] - 135:7 dictate [1] - 77:23 difference [5] - 20:9, 61:6, 135:7, 187:15, 253:6 differences [11] - 177:24, 178:13, 191:19, 200:5, 215:5, 248:6, 253:14, 263:24, 272:3, 292:12, 310:3 different [48] - 16:10, 39:9, 39:10, 45:11, 59:9, 62:4, 66:6, 81:21, 82:12, 82:20, 84:8, 84:9, 103:12, 106:7, 136:23, 145:14, 146:20, 161:24, 162:9, 162:10, 165:7, 167:6, 168:23, 173:23, 174:1, 206:17, 218:21, 223:13, 228:14, 232:8, 242:6, 254:2, 255:15, 262:9,	262:16, 266:21, 266:23, 268:13, 273:4, 277:5, 278:20, 278:23, 279:3, 282:5, 283:15, 284:10, 284:13, 309:23 differential [1] - 166:1 differentiation [1] - 225:8 differently [1] - 304:13 difficult [30] - 10:12, 11:15, 26:17, 29:12, 32:5, 35:19, 41:1, 41:6, 41:22, 46:21, 50:22, 57:17, 66:20, 72:3, 86:15, 86:19, 103:5, 103:16, 110:21, 117:8, 118:10, 119:8, 124:21, 128:19, 133:18, 145:3, 147:21, 194:5, 233:22, 297:18 difficulties [3] - 6:6, 68:18, 73:5 difficulty [2] - 10:21, 108:24 digest [1] - 171:5 dignified [1] - 73:18 dignity [1] - 73:19 dilemmas [3] - 124:19, 124:20, 124:22 diminish [3] - 76:22, 76:23, 77:1 diminished [1] - 138:17 Ding [1] - 314:4 direct [3] - 9:19, 34:9, 146:14 directed [1] - 228:18 directing [1] - 160:19 direction [1] - 271:21 directions [1] - 299:6 directly [8] - 13:13, 19:21, 83:6, 114:19, 127:23, 130:5, 161:21, 233:13 director [2] - 100:24, 220:16 disadvantage [2] - 312:20, 313:2 disadvantages [3] - 202:1, 202:11, 218:1 disaggregate [1] - 197:21 disaggregated [2] - 225:3, 279:5	disaggregating [1] - 238:8 disappear [1] - 48:10 disappears [1] - 40:1 discharge [9] - 179:13, 190:5, 190:9, 190:10, 198:10, 209:19, 286:22, 293:4, 300:24 discharged [9] - 190:2, 190:12, 287:12, 287:19, 287:23, 288:8, 288:19, 292:22, 293:21 disclose [1] - 237:1 disclosed [1] - 36:1 disclosure [13] - 10:3, 10:5, 11:12, 34:4, 34:10, 34:13, 35:8, 35:21, 36:3, 38:3, 108:4, 111:7, 111:11 discretion [2] - 107:7, 126:22 discrimination [1] - 218:8 discuss [6] - 86:12, 90:24, 100:16, 178:22, 206:13, 314:13 discussed [11] - 4:15, 105:18, 112:16, 113:3, 133:12, 133:15, 163:3, 169:7, 291:11, 299:18, 309:23 discussing [2] - 118:17, 119:19 discussion [5] - 71:24, 91:23, 120:15, 179:15, 226:3 discussions [6] - 94:21, 100:15, 142:3, 181:14, 182:10, 237:6 dismissal [1] - 121:9 disparities [15] - 170:16, 177:11, 183:23, 184:8, 187:24, 194:2, 196:1, 243:4, 273:5, 301:2, 301:5, 301:8, 304:4, 304:21, 310:15 disparito [1] - 193:2 disparity [35] - 167:11, 170:14, 184:22, 185:15, 187:13,
--	--	---	---	---

187:18, 187:21, 188:7, 193:1, 193:2, 193:5, 193:21, 196:6, 199:8, 202:8, 218:18, 242:23, 243:13, 243:19, 243:23, 245:2, 248:11, 254:22, 255:6, 255:8, 270:24, 271:4, 271:9, 272:10, 300:22, 310:23, 311:13, 311:23, 312:13, 312:17 displacement [1] - 265:22 disposition [5] - 165:19, 168:4, 230:10, 243:12, 258:6 dispositions [2] - 170:12, 208:6 disproportionality [2] - 218:18, 311:8 disproportionately [1] - 192:12 dispute [7] - 82:16, 82:23, 85:10, 85:23, 91:19, 144:2, 146:2 disruption [1] - 120:11 disruptive [1] - 266:17 dissertation [1] - 156:2 distance [2] - 71:1, 71:3 distinction [1] - 251:10 diverting [1] - 191:2 dividends [1] - 132:18 Division [1] - 112:18 divorce [1] - 91:17 doable [1] - 115:14 docket [5] - 57:24, 115:7, 118:3, 118:7 doctoral [2] - 155:20, 156:2 document [6] - 112:3, 159:18, 165:24, 205:16, 250:15, 250:18 documentation [1] - 64:15 documented [2] - 179:22, 215:2 documents [2] - 52:19, 109:7 dodge [2] - 118:8, 118:9	dollars [1] - 23:10 don't.. [1] - 9:18 done [44] - 8:7, 11:2, 17:4, 25:1, 25:2, 25:19, 30:22, 34:14, 34:17, 34:19, 36:4, 49:21, 50:17, 50:18, 51:12, 56:10, 58:20, 72:20, 77:21, 83:9, 85:16, 85:17, 94:5, 96:14, 114:21, 117:19, 118:13, 133:4, 137:21, 137:22, 144:13, 149:8, 150:13, 151:13, 153:22, 201:10, 208:7, 222:10, 235:10, 237:10, 268:12, 304:20, 313:19 door [8] - 70:9, 70:10, 169:21, 196:11, 272:7, 303:6, 310:24, 311:1 doorstep [1] - 32:14 double [2] - 115:21, 185:19 doubling [2] - 185:23, 186:6 doubt [1] - 19:16 Dow [2] - 220:14, 221:3 down [31] - 1:10, 4:10, 35:5, 38:2, 41:17, 53:7, 55:5, 56:13, 57:23, 58:1, 77:9, 86:14, 86:20, 90:20, 96:6, 99:21, 103:10, 109:5, 124:24, 150:4, 152:9, 188:7, 245:7, 269:16, 270:1, 270:8, 271:2, 276:10, 293:6, 295:19 downside [1] - 175:3 downstream [1] - 207:6 downtown [1] - 75:18 draft [11] - 189:6, 205:12, 205:17, 205:19, 210:19, 210:20, 211:6, 213:10, 278:19 drags [1] - 122:2 dramatic [1] - 187:8 dramatically [1] - 277:2 dressed [1] - 92:22 drive [3] - 71:5, 116:2, 202:17	driver [1] - 202:5 drivers [1] - 201:21 driving [1] - 155:21 drop [2] - 50:23, 70:21 dropped [1] - 190:15 Drs [3] - 220:11, 220:17, 221:5 due [1] - 265:17 duplication [2] - 1:9, 168:14 During [1] - 23:20 during [8] - 67:12, 166:14, 187:2, 244:3, 257:19, 263:17, 263:19, 279:20 duties [2] - 55:16, 107:24 dynamic [1] - 90:11 dynamics [1] - 147:19	118:22 efficiently [1] - 95:5 effort [8] - 13:22, 46:6, 51:10, 51:11, 55:13, 85:21, 93:23, 95:21 efforts [4] - 100:16, 100:19, 139:8, 157:18 either [28] - 12:17, 17:5, 17:19, 22:13, 24:5, 36:8, 36:21, 36:22, 40:10, 55:19, 57:9, 62:15, 80:16, 82:8, 83:13, 83:21, 101:15, 102:24, 104:2, 107:4, 134:9, 143:22, 147:14, 157:17, 198:17, 209:22, 275:21, 285:7 elaborate [1] - 257:13 Elder [1] - 316:23 elders [1] - 68:21 Elders [1] - 29:10 elected [1] - 252:8 electronic [3] - 35:12, 35:14, 64:17 elegant [1] - 100:7 element [3] - 86:2, 114:4, 145:23 elements [2] - 39:21, 45:3 eligibility [3] - 8:5, 101:22, 109:1 eligible [1] - 173:10 eliminate [1] - 265:13 eliminated [4] - 33:23, 33:24, 101:16, 102:23 elsewhere [1] - 96:19 email [3] - 223:1, 223:17, 314:13 embarrassment [1] - 66:11 emergence [1] - 276:13 emergency [1] - 137:12 emotional [1] - 296:13 emotionally [1] - 14:5 empathy [1] - 150:2 emphasis [1] - 33:2 emphasize [2] - 85:22, 282:24 emphasized [1] - 89:15 employ [1] - 196:3 employed [5] - 36:17, 82:17, 106:15,	127:22, 128:12 employees [2] - 20:18, 110:23 employment [5] - 7:4, 7:5, 7:17, 7:21, 103:10 empowered [1] - 84:12 empowering [1] - 277:17 empowerment [1] - 84:13 enables [1] - 266:22 enabling [1] - 206:14 enacted [1] - 119:13 encompass [2] - 226:23, 226:24 encourage [4] - 57:9, 95:8, 149:1, 257:6 encouraged [2] - 139:12, 144:14 encouragement [2] - 63:6, 133:23 encouragements [1] - 123:9 encouraging [1] - 94:22 end [25] - 1:14, 6:22, 39:22, 86:17, 88:4, 103:21, 132:12, 165:12, 166:4, 167:1, 175:4, 176:1, 192:10, 192:23, 212:2, 212:14, 212:21, 216:20, 217:3, 221:20, 222:15, 230:4, 251:19, 270:2, 274:8 endeavour [1] - 213:16 ended [7] - 3:13, 97:12, 124:6, 203:1, 216:21, 244:2, 252:14 endemic [2] - 214:12, 216:3 endorse [2] - 239:13, 239:16 ends [3] - 9:7, 113:15, 141:20 engage [4] - 181:13, 215:9, 237:6, 276:4 engaged [1] - 181:9 English [11] - 1:2, 1:6, 2:18, 44:9, 99:11, 138:19, 141:13, 142:4, 142:13, 151:11, 315:16 ENGLISH [62] - 2:5,
--	---	---	--	---

2:16, 3:4, 5:8, 5:12, 6:2, 6:15, 14:14, 14:22, 15:21, 21:17, 27:7, 33:8, 34:1, 42:22, 44:6, 44:13, 45:6, 49:3, 50:10, 53:12, 57:1, 59:12, 60:2, 64:6, 67:8, 67:21, 68:5, 71:19, 72:2, 76:8, 79:10, 79:18, 83:3, 89:9, 94:13, 98:6, 98:12, 99:7, 99:15, 99:22, 100:18, 111:20, 112:12, 113:1, 116:8, 125:14, 128:1, 130:7, 130:11, 133:1, 133:14, 138:23, 139:4, 141:15, 143:11, 143:14, 143:18, 144:8, 145:20, 150:7, 151:5 English 's [3] - 43:11, 43:23, 315:15 enjoy [1] - 44:3 enjoyed [1] - 219:19 enormous [7] - 34:21, 45:13, 101:8, 126:11, 131:20, 260:17, 261:14 ensure [9] - 64:4, 79:7, 180:13, 182:20, 183:9, 205:15, 217:12, 277:3, 297:3 ensured [1] - 85:6 ensuring [2] - 28:23, 79:16 enter [3] - 16:16, 210:13, 301:17 entered [5] - 109:12, 156:8, 156:22, 250:2, 275:2 entering [1] - 285:19 enterprise [2] - 49:22, 49:23 entire [4] - 46:8, 69:3, 109:11, 144:19 entities [1] - 81:21 entitled [3] - 10:3, 156:10, 275:5 entrenched [1] - 75:22 entry [1] - 168:3 environment [4] - 91:7, 93:3, 265:23, 296:14 equally [3] - 45:14, 72:1, 115:16 equipped [3] - 78:19,	110:13, 131:19 Equity [1] - 187:22 equity [1] - 194:1 equivalent [1] - 28:4 error [2] - 260:11, 260:14 escalated [1] - 31:18 especially [6] - 52:4, 112:23, 198:8, 241:14, 283:19, 299:7 essential [3] - 24:24, 49:14, 208:20 essentially [10] - 79:9, 169:14, 172:4, 178:22, 188:12, 238:9, 241:16, 243:22, 256:20, 286:22 establish [5] - 15:11, 15:13, 96:20, 178:16, 307:3 established [1] - 136:19 establishes [1] - 93:9 establishment [1] - 181:3 estimate [7] - 20:12, 246:18, 246:23, 249:15, 252:10, 254:3, 274:12 estimated [1] - 246:21 estimation [2] - 21:7, 253:4 et [11] - 28:19, 82:9, 82:10, 92:22, 133:10, 156:24, 237:8, 241:1 ethics [1] - 240:9 ethnoracial [1] - 242:8 ETL [1] - 183:6 evaluated [1] - 7:14 evaluation [1] - 8:7 evening [1] - 315:18 event [2] - 165:22, 268:11 events [1] - 214:15 everyday [2] - 88:12, 116:13 evidence [7] - 42:16, 111:17, 197:4, 199:22, 219:6, 228:9, 313:23 evident [2] - 32:13, 39:2 exacerbate [1] - 243:14 exacerbates [1] - 301:5	exacerbating [1] - 301:8 exact [1] - 276:15 exactly [7] - 19:9, 72:5, 72:23, 86:11, 277:8, 286:10, 312:16 Exactly [4] - 168:2, 172:17, 188:24, 249:2 examination [1] - 1:21 EXAMINED [7] - 2:16, 99:7, 143:11, 154:1, 221:9, 231:4, 309:13 examined [1] - 192:22 example [13] - 7:3, 23:3, 30:18, 46:20, 49:13, 89:17, 199:1, 206:13, 244:7, 248:21, 267:15, 299:15, 312:12 examples [1] - 82:23 exceed [1] - 296:14 Excel [5] - 235:12, 236:8, 236:18, 237:14, 290:4 excellent [3] - 28:9, 53:19, 55:20 except [1] - 55:15 exception [3] - 71:16, 126:10, 254:5 exceptional [1] - 105:1 excess [1] - 7:16 Excuse [2] - 29:21, 29:22 Executive [2] - 2:20, 228:1 executive [2] - 100:24, 177:6 exercise [2] - 180:24, 216:12 exhausted [2] - 15:16, 134:20 Exhibit [5] - 154:6, 156:23, 159:14, 250:2, 275:4 exhibit [3] - 156:8, 163:16, 275:3 exist [6] - 16:10, 85:24, 114:2, 194:22, 248:1, 273:5 existing [4] - 18:6, 20:15, 79:11, 79:13 exists [2] - 285:20, 298:13 exit [2] - 168:5, 168:8 expand [1] - 242:1 expanded [1] - 82:17	expanding [3] - 6:5, 100:4, 136:15 expansive [3] - 242:4, 242:12, 260:24 expect [10] - 44:2, 66:13, 81:9, 81:10, 81:13, 96:24, 103:24, 123:21, 132:19, 138:14 expectations [2] - 54:18, 131:17 expected [5] - 32:1, 34:19, 128:9, 286:18, 314:9 expedited [1] - 38:16 expeditiously [1] - 123:8 expense [4] - 20:22, 47:20, 74:11, 101:8 expenses [4] - 7:11, 8:6, 101:10, 108:8 expensive [6] - 20:14, 72:4, 74:24, 106:10, 262:14, 272:2 experience [35] - 4:3, 4:5, 7:13, 9:14, 12:5, 52:11, 60:10, 60:17, 76:10, 76:13, 85:11, 86:24, 91:12, 102:2, 112:17, 127:7, 145:24, 147:18, 148:5, 150:4, 157:4, 160:12, 164:17, 194:17, 197:6, 203:18, 213:6, 218:19, 218:20, 233:21, 246:8, 261:12, 279:2 experienced [9] - 16:1, 18:9, 45:17, 51:5, 60:9, 96:22, 113:17, 113:18, 147:13 experiences [5] - 8:11, 89:4, 145:8, 218:16, 306:8 Experiences [2] - 153:5, 180:8 experiment [1] - 183:7 experimenting [1] - 47:5 expert [4] - 23:19, 24:4, 139:10, 277:7 expertise [7] - 76:10, 105:4, 106:3, 157:4, 158:13, 158:14, 159:7 experts [3] - 23:5, 183:5, 306:7 explain [14] - 41:3,	52:22, 90:22, 129:16, 161:3, 200:24, 201:13, 206:5, 242:24, 245:16, 258:20, 296:5, 296:7, 310:13 explained [1] - 191:8 explaining [4] - 53:4, 157:2, 164:10, 167:15 explanation [8] - 171:19, 201:19, 252:18, 263:22, 276:17, 277:12, 296:15, 297:8 expressed [1] - 220:21 extend [3] - 15:6, 295:14, 316:23 Extended [1] - 284:21 extended [2] - 56:16, 66:9 extending [2] - 15:3, 105:15 extensively [1] - 156:5 extent [3] - 35:10, 64:16, 120:3 externalizing [1] - 285:8 extra [1] - 125:10 extract [10] - 158:7, 162:1, 183:6, 222:7, 222:9, 234:1, 234:8, 234:17, 235:18, 297:18 extracted [2] - 234:7, 234:22 extracts [2] - 222:11, 244:13 extremely [8] - 4:16, 10:12, 11:14, 41:6, 62:19, 129:7, 246:6, 316:6
F				
facilities [6] - 78:10, 81:9, 81:10, 91:20, 95:10, 118:15 facing [1] - 286:8 fact [13] - 18:1, 21:4, 36:13, 59:15, 61:5, 61:22, 90:19, 94:15, 127:17, 172:15, 247:4, 284:6, 295:21 Factor [2] - 154:18, 160:8 Factor-Inwentash [2] - 154:18, 160:8				

factors [5] - 40:18, 155:21, 216:8, 304:10, 307:22 Faculty [2] - 154:18, 160:8 fair [17] - 7:22, 24:24, 25:10, 25:17, 69:4, 69:5, 98:1, 139:20, 139:21, 140:1, 140:2, 140:20, 141:4, 175:12, 176:7, 216:10, 255:11 fairly [10] - 3:8, 37:11, 39:13, 57:7, 93:21, 107:3, 136:24, 149:7, 198:9, 233:24 fall [6] - 8:9, 11:1, 13:15, 20:13, 50:24, 137:14 falling [1] - 68:22 FALLON [186] - 153:11, 154:1, 154:14, 154:20, 155:2, 155:7, 155:13, 156:1, 156:15, 157:7, 159:19, 160:5, 161:5, 161:7, 161:9, 161:11, 161:13, 162:15, 162:21, 163:10, 163:20, 164:1, 164:12, 168:1, 169:8, 170:18, 170:20, 172:1, 172:16, 173:4, 175:11, 175:16, 176:6, 176:11, 176:19, 177:1, 180:3, 182:1, 185:9, 187:7, 188:9, 188:17, 188:23, 189:4, 197:14, 201:8, 203:7, 203:19, 205:20, 206:6, 206:20, 209:5, 210:1, 210:15, 210:22, 213:23, 217:2, 221:9, 221:17, 222:13, 224:5, 224:11, 224:15, 224:22, 225:21, 226:6, 226:11, 227:3, 227:8, 227:15, 228:13, 229:14, 229:21, 230:3, 230:19, 231:4, 232:17, 233:5, 233:10,	236:1, 236:14, 237:20, 238:21, 239:18, 240:6, 240:19, 242:2, 243:3, 244:9, 244:14, 245:1, 249:5, 250:10, 250:19, 251:2, 251:9, 251:21, 252:23, 253:3, 253:23, 255:10, 255:14, 255:20, 256:1, 256:16, 257:2, 257:15, 259:1, 260:7, 261:16, 262:3, 263:21, 264:11, 264:15, 265:9, 265:19, 266:1, 266:7, 267:18, 268:4, 268:21, 269:6, 270:3, 270:11, 270:16, 270:21, 271:5, 271:10, 271:16, 272:1, 273:14, 273:18, 274:3, 276:21, 277:23, 278:17, 280:1, 280:6, 280:11, 280:18, 281:2, 281:9, 281:13, 281:19, 282:4, 283:17, 284:9, 285:13, 286:11, 287:1, 287:14, 287:20, 288:1, 288:9, 288:13, 288:21, 289:4, 289:13, 289:22, 290:3, 290:11, 290:18, 291:3, 291:7, 291:15, 292:3, 292:16, 292:23, 293:7, 293:12, 294:3, 294:12, 295:2, 295:10, 296:1, 296:9, 297:13, 298:8, 300:1, 307:16, 309:13, 310:10, 310:18, 312:5, 312:9, 312:15 Fallon [24] - 142:8, 151:20, 152:8, 152:21, 153:6, 153:9, 153:21, 154:5, 154:10, 159:24, 163:3, 219:6, 219:21,	220:11, 220:17, 221:5, 224:20, 231:7, 285:2, 304:8, 310:3, 313:22, 315:23, 316:12 Fallon's [1] - 315:9 falls [2] - 26:8, 135:1 Falls [1] - 37:6 false [3] - 192:13, 193:14, 194:8 familiar [3] - 60:13, 250:9, 275:10 familiarity [3] - 29:9, 59:21, 144:6 Families [2] - 223:20, 262:23 families [59] - 30:23, 139:21, 157:16, 157:21, 158:11, 158:16, 160:15, 164:19, 167:7, 175:7, 179:12, 185:18, 187:5, 191:18, 192:7, 192:11, 194:9, 195:20, 199:8, 201:14, 202:4, 202:16, 202:24, 203:24, 204:6, 204:9, 204:12, 205:5, 207:4, 208:4, 208:9, 211:1, 213:9, 214:24, 215:1, 216:8, 217:11, 218:5, 218:16, 218:19, 234:12, 260:16, 261:9, 262:8, 262:22, 263:5, 263:7, 263:18, 270:9, 272:14, 274:7, 276:4, 296:17, 300:11, 302:3, 303:7, 306:7, 308:6 families' [1] - 175:22 family [87] - 7:10, 19:12, 28:4, 29:12, 30:7, 36:23, 45:14, 46:18, 50:24, 56:15, 57:17, 58:16, 66:9, 66:12, 73:21, 88:4, 91:22, 92:3, 101:10, 101:11, 108:2, 108:18, 116:3, 120:20, 123:12, 126:4, 128:20, 129:20, 129:21, 134:11, 134:12, 134:17, 134:18, 147:19, 147:23,	165:4, 165:18, 167:22, 168:7, 169:12, 176:4, 179:19, 183:18, 186:2, 189:13, 195:11, 199:20, 201:3, 201:4, 202:20, 202:21, 203:23, 204:15, 205:1, 206:7, 207:3, 207:12, 207:22, 213:4, 213:6, 214:17, 215:12, 217:20, 228:11, 228:14, 235:17, 240:1, 241:19, 242:11, 256:22, 258:7, 258:11, 258:13, 261:3, 286:2, 286:17, 298:6, 298:15, 298:21, 301:23, 302:7, 308:3, 308:11, 314:3, 314:5, 314:6 Family [3] - 112:18, 147:22, 223:7 family's [4] - 179:3, 259:12, 308:12, 308:15 family-based [4] - 189:13, 203:23, 204:15, 217:20 family-functioning [1] - 202:20 far [3] - 24:11, 126:8, 148:16 fascinating [1] - 143:6 fashion [1] - 150:20 fast [1] - 125:18 faster [1] - 278:10 father [1] - 37:13 fathers [1] - 9:15 fault [1] - 13:15 feather [2] - 93:12, 93:13 federal [10] - 19:7, 19:17, 19:19, 19:22, 19:24, 20:1, 78:3, 91:15, 275:21, 275:24 Federal [3] - 1:16, 1:18, 98:21 federal-provincial [1] - 19:7 Feds [2] - 98:16, 98:18 feed [1] - 71:9 feedback [3] - 59:6, 64:7, 211:5 feelings [2] - 74:18,	127:3 fell [2] - 86:20, 101:2 felt [2] - 132:12, 272:17 female [1] - 134:19 few [19] - 1:5, 10:2, 14:12, 32:1, 63:4, 75:4, 88:21, 89:12, 99:19, 121:11, 142:4, 143:21, 164:6, 168:23, 200:19, 264:20, 299:4, 313:20 fewer [9] - 77:6, 190:23, 191:7, 191:9, 204:2, 292:13, 294:10 Fi [1] - 73:6 field [11] - 54:7, 54:24, 62:19, 89:14, 186:23, 208:17, 212:14, 224:1, 239:16, 258:10, 264:4 fielded [1] - 56:15 fields [7] - 208:22, 210:7, 214:19, 225:7, 225:23, 252:16, 301:11 Fields." [1] - 208:18 figure [8] - 32:7, 34:16, 102:7, 235:19, 245:14, 245:16, 251:3, 256:24 figured [1] - 61:19 figures [1] - 75:6 file [7] - 10:10, 123:2, 166:14, 168:6, 169:1, 215:14, 254:15 files [4] - 35:12, 35:14, 35:16 fill [3] - 15:12, 109:6, 212:15 final [13] - 43:11, 43:22, 44:3, 83:13, 87:5, 150:11, 168:4, 216:20, 219:20, 222:24, 293:4, 313:20, 314:3 finally [2] - 198:23, 279:14 financed [1] - 104:20 financial [14] - 13:8, 17:16, 76:4, 77:19, 100:14, 108:4, 108:8, 108:13, 110:19, 111:7, 111:10, 134:9,
---	---	--	---	---

196:16 financing [1] - 106:9 Findings [3] - 156:12, 163:6, 250:5 findings [13] - 153:23, 164:8, 164:9, 169:3, 180:23, 197:21, 211:4, 226:16, 232:4, 244:18, 248:13, 271:14, 313:10 fine [3] - 95:6, 132:7, 155:8 finish [3] - 106:18, 121:24, 122:1 finished [2] - 61:20, 315:15 finishing [1] - 315:21 fires [1] - 74:7 first [38] - 6:5, 15:22, 20:23, 23:21, 34:20, 36:7, 49:4, 52:4, 98:19, 100:2, 100:4, 102:11, 105:2, 136:2, 142:17, 143:21, 152:11, 152:17, 158:20, 168:2, 169:9, 189:6, 219:21, 220:10, 221:11, 223:6, 232:5, 256:14, 272:2, 276:9, 278:19, 289:12, 291:10, 291:17, 293:20, 293:22, 305:23, 315:4 First [49] - 48:23, 67:19, 133:6, 156:11, 156:12, 156:18, 157:11, 158:2, 158:4, 163:5, 163:6, 177:19, 182:7, 197:22, 201:24, 212:9, 216:5, 218:4, 218:10, 225:4, 225:5, 231:13, 231:14, 243:17, 246:11, 247:5, 248:14, 250:4, 250:6, 251:5, 251:6, 251:13, 252:6, 254:11, 254:24, 262:11, 271:23, 273:5, 301:6, 304:12, 307:7, 309:21, 309:22, 309:24, 311:11, 311:12, 312:20, 312:21, 313:5	fiscal [24] - 170:3, 170:4, 178:18, 183:19, 187:19, 187:20, 192:21, 193:9, 201:2, 201:16, 214:4, 279:4, 279:18, 282:12, 290:8, 293:13, 293:20, 293:22, 295:3, 295:4, 295:12, 312:1, 312:6 Fiscally [1] - 20:6 fit [1] - 194:22 fits [1] - 68:3 five [17] - 25:23, 43:9, 43:13, 49:12, 50:13, 51:14, 71:5, 73:14, 77:15, 107:10, 128:4, 219:7, 219:8, 245:19 five-minute [3] - 43:9, 43:13, 219:7 flag [2] - 161:10, 246:7 flagged [1] - 238:10 flat [1] - 64:9 flavour [1] - 34:9 flexibility [3] - 89:15, 90:18, 125:13 flexible [1] - 149:8 flip [1] - 284:2 flowing [1] - 141:10 fluid [1] - 112:24 FNCIS [5] - 166:1, 255:21, 259:16, 272:4, 272:18 focus [2] - 33:16, 146:1 focused [3] - 49:22, 262:2 focusing [1] - 304:9 folders [1] - 197:7 folks [21] - 158:16, 167:1, 170:12, 181:11, 181:17, 182:10, 184:12, 185:14, 186:10, 189:22, 190:22, 193:4, 193:15, 205:6, 211:5, 214:8, 221:24, 281:20, 302:8, 306:3, 306:11 follow [19] - 1:23, 83:17, 131:8, 141:10, 168:3, 168:5, 170:23, 198:24, 199:1, 199:3, 199:4, 200:8, 200:19, 223:1,	226:3, 236:11, 294:5, 309:17, 313:8 follow-up [8] - 170:23, 198:24, 200:8, 200:19, 226:3, 236:11, 309:17, 313:8 follow-ups [1] - 141:10 followed [1] - 230:16 following [4] - 9:24, 167:22, 222:9, 223:16 food [1] - 29:17 footnotes [2] - 49:8, 87:19 forceful [1] - 30:16 forensic [1] - 263:1 foresee [4] - 45:21, 87:23, 125:7, 125:13 forever [1] - 282:23 forget [1] - 25:22 forgetting [1] - 96:12 forgive [1] - 127:7 forgiving [1] - 127:6 forgotten [2] - 70:16, 112:4 form [12] - 98:18, 108:20, 109:6, 197:4, 199:22, 237:14, 237:19, 266:5, 266:8, 279:19, 283:15, 299:12 formal [5] - 16:24, 18:24, 38:23, 92:18, 180:7 Formal [2] - 1:1, 317:11 formally [1] - 181:15 format [2] - 235:13, 279:3 forth [4] - 90:24, 184:6, 229:2, 235:7 fortunately [1] - 305:22 forum [1] - 87:15 forums [1] - 280:17 forward [15] - 1:19, 12:7, 16:24, 50:5, 110:2, 121:22, 195:21, 200:5, 220:24, 222:18, 230:11, 232:24, 233:24, 235:23, 277:13 foster [16] - 225:13, 225:16, 225:17, 225:19, 226:20,	265:1, 266:24, 279:7, 279:20, 279:23, 280:5, 280:10, 280:15, 280:24, 281:8, 282:15 Foster [1] - 189:16 found [7] - 4:24, 37:3, 41:1, 110:18, 119:8, 144:17, 235:15 fourfold [1] - 254:13 fragile [1] - 39:23 frame [2] - 178:4, 194:10 framed [1] - 243:9 framing [1] - 311:22 frankly [1] - 17:10 free [8] - 41:11, 66:4, 94:3, 106:13, 147:24, 151:12, 219:11, 231:19 frequent [2] - 83:16, 94:2 frequently [6] - 4:6, 40:9, 66:24, 88:10, 116:9, 124:4 friend [1] - 12:18 front [15] - 8:13, 32:6, 93:10, 109:19, 167:1, 169:21, 171:18, 196:11, 205:22, 244:2, 272:7, 303:6, 309:3, 310:24, 311:1 front-ended [1] - 244:2 frontline [2] - 301:14, 301:18 frustrated [1] - 109:24 frustrating [1] - 108:12 frustration [4] - 41:23, 56:12, 109:24, 117:14 frustrations [1] - 42:10 full [27] - 12:17, 15:3, 59:3, 59:10, 59:16, 60:6, 60:20, 61:9, 61:15, 61:21, 62:18, 64:5, 67:14, 76:23, 78:9, 87:12, 88:13, 88:14, 101:13, 115:3, 121:22, 130:17, 223:6, 250:3, 262:12, 276:11, 293:23 full-time [11] - 59:3, 59:10, 59:16, 60:6,	60:20, 61:9, 61:15, 61:21, 64:5, 130:17, 276:11 fully [7] - 13:21, 35:5, 62:15, 67:11, 95:18, 122:11, 135:1 function [5] - 27:21, 53:24, 54:1, 54:12, 284:6 functional [1] - 80:5 Functionality [1] - 183:8 functioning [2] - 195:11, 202:20 functions [1] - 47:22 fund [12] - 11:21, 11:22, 17:2, 17:3, 19:10, 20:2, 20:7, 24:6, 57:14, 107:8, 252:1, 252:8 fundamentally [1] - 204:24 funded [11] - 11:17, 12:3, 13:7, 15:8, 17:21, 18:8, 18:14, 22:1, 105:16, 106:8, 275:21 funding [12] - 15:12, 15:13, 19:14, 20:9, 27:5, 52:1, 52:2, 76:2, 78:3, 130:3, 275:24, 276:6 Funding 's [1] - 27:8 funds [1] - 180:15 future [6] - 74:15, 94:6, 195:16, 268:8, 271:21, 299:5
G				
gain [1] - 63:12 game [1] - 28:11 gap [4] - 14:19, 15:12, 192:8, 196:7 gaps [4] - 44:20, 100:21, 180:22, 213:21 gather [1] - 85:18 general [16] - 17:14, 19:21, 48:24, 94:21, 119:7, 202:23, 237:1, 241:3, 271:20, 278:13, 291:13, 294:9, 294:23, 298:2, 300:13, 301:13 generalized [1] - 55:22 generally [6] - 9:20,				

86:3, 123:14, 129:19, 284:21, 304:16 generations [1] - 32:1 genuine [1] - 116:13 geographically [1] - 36:19 George [4] - 29:22, 29:24, 30:10, 30:16 gift [1] - 128:16 gig [1] - 106:16 given [21] - 7:3, 14:5, 14:6, 51:19, 76:21, 107:7, 121:14, 150:16, 150:18, 174:12, 198:5, 202:6, 211:12, 228:22, 232:20, 260:8, 260:14, 274:11, 276:24, 282:11, 285:3 global [1] - 213:8 globally [3] - 214:20, 259:2, 267:19 glossaries [1] - 51:7 goal [2] - 174:21, 307:12 goodwill [3] - 118:14, 118:15, 131:2 Goose [22] - 3:9, 3:16, 3:21, 39:14, 58:1, 58:8, 68:16, 69:13, 71:12, 78:16, 78:21, 88:11, 110:12, 112:23, 113:12, 113:14, 115:4, 115:10, 118:7, 128:5, 130:19, 145:10 governance [1] - 274:23 government [20] - 11:23, 22:7, 36:17, 46:14, 57:13, 78:4, 80:24, 91:16, 103:4, 162:16, 162:20, 186:20, 236:17, 236:19, 247:8, 247:10, 252:2, 252:5, 275:22, 282:8 governmental [2] - 26:22, 68:12 governments [2] - 159:3, 167:8 grab [1] - 41:16 graduating [1] - 62:12 Grand [1] - 37:6 grand [1] - 136:17 grandchildren [3] -	125:22, 134:23, 134:24 grandparents [3] - 68:21, 134:22, 146:8 grant [1] - 49:11 graph [2] - 190:8, 191:11 graphic [1] - 30:10 gravity [1] - 283:6 great [32] - 18:21, 19:9, 20:6, 34:2, 40:3, 40:4, 42:19, 52:7, 63:9, 63:23, 65:12, 83:8, 87:9, 94:17, 95:3, 98:13, 123:9, 129:18, 130:15, 138:3, 150:2, 154:9, 160:2, 162:24, 180:11, 204:16, 216:19, 230:24, 274:10, 281:12, 290:7, 316:6 Great [10] - 5:5, 5:11, 5:23, 44:5, 153:16, 159:22, 162:24, 164:4, 220:7, 231:2 greater [6] - 27:23, 27:24, 28:16, 59:19, 131:20, 255:3 Gregoire [1] - 29:24 Gregoire 's [1] - 29:22 grey [1] - 17:7 Griffin [3] - 220:12, 235:10, 236:9 ground [5] - 64:12, 64:24, 76:1, 93:9, 105:19 group [40] - 7:2, 8:4, 8:10, 9:8, 9:10, 15:24, 27:15, 27:18, 31:13, 51:15, 91:8, 94:2, 132:3, 132:7, 132:10, 135:5, 135:16, 157:15, 167:4, 189:18, 227:2, 246:19, 246:22, 265:2, 266:24, 279:8, 283:13, 283:14, 283:20, 284:14, 284:21, 285:5, 285:8, 285:16, 285:18, 285:19, 285:23, 286:5, 286:16, 296:6 groups [8] - 6:24, 10:23, 11:1, 58:20, 227:2, 245:23, 245:24, 246:17 growing [4] - 75:5,	75:12, 189:20, 196:7 grown [2] - 184:23, 276:11 growth [2] - 196:13, 248:3 guarantor [1] - 111:24 guess [46] - 5:3, 20:13, 22:6, 81:23, 111:4, 115:22, 119:17, 127:19, 132:23, 150:3, 170:23, 199:6, 201:16, 206:21, 208:1, 213:24, 216:4, 217:5, 217:12, 220:24, 222:22, 223:9, 223:11, 225:22, 227:12, 228:7, 236:18, 239:2, 240:1, 240:20, 241:4, 260:8, 261:22, 270:22, 274:15, 282:20, 283:2, 289:18, 294:19, 298:10, 300:2, 303:2, 303:18, 305:5, 311:2, 311:4 guided [1] - 317:1 guys [2] - 223:2, 314:10	221:4, 226:8, 230:20, 237:5, 313:11, 315:2, 316:4 hard [22] - 9:23, 42:4, 55:4, 60:16, 66:20, 66:22, 66:23, 75:16, 83:17, 103:16, 105:20, 125:9, 125:18, 138:11, 166:21, 207:20, 215:8, 215:19, 246:1, 246:2, 311:5 hard-and-fast [1] - 125:18 hardest [1] - 217:3 Haritha [2] - 231:9, 252:18 harm [3] - 215:18, 215:23, 215:24 haul [2] - 62:3, 136:24 head [5] - 34:14, 34:15, 227:13, 227:16, 259:18 headed [2] - 61:24 heads [1] - 316:17 health [12] - 8:17, 44:23, 53:6, 53:14, 195:7, 228:23, 246:16, 247:2, 247:5, 247:10, 261:7 Health [2] - 156:18, 252:7 hear [12] - 72:6, 72:13, 73:1, 75:19, 143:5, 160:3, 216:24, 217:13, 217:17, 285:10, 304:13, 308:9 heard [21] - 22:16, 29:10, 41:22, 41:24, 63:2, 67:12, 72:14, 85:8, 85:19, 85:20, 92:18, 115:23, 118:19, 123:9, 126:11, 134:20, 138:5, 250:8, 302:14, 302:18, 306:24 hearing [31] - 11:10, 11:11, 33:12, 38:21, 40:5, 42:6, 42:14, 47:18, 69:2, 71:7, 71:22, 72:5, 72:16, 72:17, 73:2, 73:3, 76:23, 80:1, 82:2, 82:4, 88:13, 88:14, 95:10, 113:11, 121:23, 123:1, 125:11, 138:7, 138:9, 173:12,	276:13 hearings [5] - 4:7, 67:15, 79:24, 116:21, 129:21 Hearings [2] - 1:1, 317:11 hears [1] - 173:7 heck [1] - 123:2 held [1] - 67:16 helicopter [2] - 70:20, 70:22 Hello [2] - 141:23, 142:20 help [24] - 21:13, 23:20, 29:14, 29:16, 30:1, 32:9, 32:10, 32:16, 41:9, 53:16, 64:22, 65:9, 71:12, 110:2, 142:24, 160:13, 180:16, 184:3, 213:13, 232:14, 258:20, 297:9, 308:21, 309:4 helpful [44] - 4:16, 5:5, 21:9, 33:5, 42:21, 81:18, 149:20, 151:7, 159:9, 164:14, 180:13, 181:11, 181:19, 182:16, 185:13, 192:19, 193:17, 195:24, 197:5, 200:4, 206:19, 211:22, 213:7, 214:8, 214:10, 220:24, 221:24, 231:23, 258:18, 261:19, 262:4, 262:20, 265:10, 281:18, 281:21, 282:17, 299:21, 304:7, 305:3, 305:16, 305:17, 306:3, 311:17, 315:12 helping [3] - 7:12, 10:18, 109:6 helps [5] - 53:23, 65:23, 123:19, 145:24, 277:19 hesitate [2] - 72:8, 146:16 hi [3] - 221:22, 221:23 Hi [2] - 1:18, 143:13 high [18] - 7:10, 28:10, 37:8, 61:14, 62:12, 92:9, 132:11, 179:1, 252:13, 260:6, 260:8, 260:15, 263:13, 273:12,
---	---	---	--	--

H

half [13] - 75:8, 95:20,
97:9, 97:10, 105:20,
122:24, 148:15,
152:19, 218:9,
243:20, 274:12,
288:2, 313:24
halfway [2] - 219:5,
293:21
hand [5] - 164:7,
176:16, 214:6,
214:8, 220:7
handle [4] - 10:6,
51:2, 75:2
handled [1] - 18:6
hands [1] - 29:18
Happy [10] - 3:9, 3:21,
58:1, 58:8, 71:11,
110:12, 113:12,
115:4, 118:6, 128:4
happy [16] - 134:16,
159:5, 181:10,
181:13, 193:17,
197:11, 197:13,
214:8, 214:10,

273:20, 274:2, 274:4, 316:6 high-profile [1] - 252:13 high-stake [1] - 28:10 higher [8] - 24:21, 60:22, 61:22, 189:19, 191:6, 191:9, 194:8, 261:24 highest [2] - 109:10, 284:7 highlight [4] - 156:7, 163:1, 181:3, 224:1 highlighted [4] - 88:23, 178:6, 190:19, 191:5 highly [4] - 15:24, 16:1, 134:5, 145:9 highway [1] - 69:22 HILL [3] - 1:17, 98:22, 99:3 hire [1] - 23:5 historical [2] - 36:3, 180:20 history [4] - 90:3, 90:4, 90:13, 275:15 hit [1] - 135:9 hits [2] - 19:24, 31:5 hitting [1] - 134:15 hm [1] - 64:7 hoc [2] - 137:16, 138:2 hold [3] - 72:5, 240:10, 268:23 home [35] - 31:5, 55:9, 63:9, 67:16, 128:21, 165:21, 166:4, 179:4, 187:10, 187:23, 188:16, 195:5, 199:14, 203:15, 204:1, 204:21, 227:2, 238:9, 239:24, 264:22, 264:24, 265:22, 266:24, 267:14, 267:17, 269:4, 269:5, 269:24, 277:20, 277:21, 278:21, 283:11, 286:16, 302:16, 302:20 home.. [1] - 312:4 homes [1] - 266:24 honestly [3] - 117:15, 260:19, 311:4 honoured [2] - 157:9, 213:12 hope [7] - 33:1, 126:14, 143:4, 152:4, 202:22,	219:18, 315:18 hoped [1] - 137:9 hopeful [2] - 195:15, 278:8 hopefully [9] - 99:20, 137:14, 142:9, 171:5, 180:23, 181:19, 204:13, 217:17, 221:1 Hopefully [1] - 63:11 hoping [14] - 56:19, 69:8, 122:2, 164:9, 167:13, 167:14, 171:3, 171:18, 182:15, 205:24, 206:10, 211:18, 212:15, 316:1 hospital [1] - 317:2 Hospital [1] - 204:17 hospitals [1] - 53:17 hosted [1] - 68:1 hour [12] - 1:7, 2:3, 2:4, 44:1, 95:20, 151:17, 152:11, 152:15, 152:18, 219:21, 313:24, 314:16 hours [6] - 43:12, 43:24, 56:6, 95:20, 113:20, 219:10 house [1] - 135:1 household [2] - 215:12, 215:16 housing [2] - 125:11, 195:10 huge [8] - 39:21, 49:21, 58:15, 76:2, 134:17, 138:12, 139:8 Hughes [1] - 140:3 human [1] - 85:8 humane [2] - 70:23, 70:24 humble [1] - 71:3 hypotheses [1] - 296:2 hypothesis [3] - 296:24, 297:8, 297:19	Identification [1] - 223:20 identification [2] - 201:14, 222:10 identified [11] - 3:2, 14:18, 157:22, 158:16, 201:2, 205:13, 207:12, 209:12, 242:8, 257:18, 258:8 identify [2] - 14:2, 205:15 identifying [1] - 180:22 identity [8] - 197:20, 223:21, 223:23, 224:2, 242:9, 300:15, 300:20 ignore [1] - 131:9 Il [1] - 155:12 ILA [2] - 226:24, 227:4 illiteracy [1] - 109:10 illuminating [1] - 214:16 illustrates [1] - 191:11 imagine [4] - 74:3, 138:12, 145:14, 264:16 immediate [1] - 64:3 immersed [1] - 171:15 impact [5] - 177:22, 177:23, 201:17, 217:6, 263:16 impacted [2] - 239:9, 277:10 impactful [1] - 217:4 impacts [3] - 194:12, 195:10, 207:6 impaired [1] - 27:22 impediment [2] - 112:6, 112:8 imperative [1] - 113:4 implement [1] - 56:23 implementation [1] - 232:21 implemented [1] - 181:6 implications [2] - 120:5, 193:16 impolite [1] - 131:14 importance [3] - 301:21, 302:9, 304:23 important [36] - 26:19, 38:22, 42:12, 45:7, 46:16, 47:8, 47:16, 55:10, 57:8, 61:21, 62:1, 63:17, 66:6, 68:8, 69:23, 95:11,	106:19, 107:21, 107:22, 127:11, 130:23, 141:3, 158:19, 168:13, 177:14, 202:15, 211:24, 213:14, 216:23, 251:10, 274:19, 282:2, 283:5, 302:11, 308:14, 315:17 importantly [1] - 88:23 impossible [2] - 194:23, 308:10 impressed [2] - 63:2, 136:2 improve [3] - 44:17, 127:18, 307:13 improved [5] - 33:20, 193:9, 193:10, 193:22, 194:6 improvement [4] - 44:24, 79:1, 187:9, 191:20 improvements [2] - 238:11, 261:23 in-between [1] - 86:1 in-custody [1] - 113:11 in-depth [1] - 4:5 inability [2] - 44:22, 308:7 inadequate [1] - 73:17 inappropriate [1] - 173:12 inaudible [12] - 166:24, 173:7, 175:17, 178:23, 201:20, 209:11, 212:5, 215:11, 217:24, 226:12, 291:16, 301:4 inaudible) [4] - 162:22, 204:5, 284:17, 293:16 incentive [1] - 133:24 incentives [4] - 61:16, 133:16, 134:9, 134:10 Incidence [3] - 156:13, 158:2, 163:7 incidence [5] - 157:19, 157:23, 157:24, 202:3, 215:7 incident [6] - 121:12, 246:9, 259:17, 309:24, 310:1, 310:4 Incident [2] - 250:6, 252:3 incidents [3] - 34:9,	157:20, 273:3 include [4] - 122:17, 210:3, 210:4, 267:12 included [4] - 181:8, 225:16, 247:20, 276:2 includes [3] - 172:17, 231:12, 265:6 including [5] - 15:9, 21:11, 47:8, 265:1, 276:1 inclusion [7] - 174:5, 174:18, 229:3, 293:17, 293:18 inclusive [2] - 175:1, 265:5 inclusivity [2] - 175:10, 175:19 income [12] - 7:3, 7:16, 7:17, 8:6, 16:12, 27:18, 27:19, 101:4, 101:9, 101:14, 101:18, 108:9 incomplete [1] - 198:23 Inconsistent [1] - 208:17 incorporated [2] - 211:5, 232:15 increase [8] - 167:11, 170:16, 186:20, 187:4, 193:14, 264:5, 264:6 increased [4] - 88:1, 193:3, 255:7, 276:6 increasing [2] - 291:14, 291:16 incredibly [4] - 42:1, 60:9, 74:24, 80:7 independence [1] - 51:15 Independent [1] - 227:6 independent [4] - 54:4, 127:20, 130:2, 147:11 independently [2] - 51:20, 56:3 index [2] - 257:19, 268:11 Indian [3] - 196:19, 238:13, 238:24 indicated [3] - 100:5, 142:1, 221:3 indicates [2] - 165:24, 166:1 indicating [1] - 208:19 indication [4] - 76:20,
---	---	---	---	--

169:21, 193:24, 240:18 indicator [2] - 186:12, 257:5 indices [1] - 310:21 indigeneity [2] - 166:2, 242:9 indigenous [1] - 140:23 Indigenous [57] - 19:23, 27:15, 29:2, 49:10, 53:1, 54:20, 54:23, 63:14, 71:2, 103:6, 109:22, 125:20, 134:5, 169:24, 177:12, 184:9, 184:22, 185:18, 186:7, 186:9, 187:16, 188:14, 189:17, 189:18, 190:9, 190:10, 190:13, 192:1, 192:7, 194:18, 200:7, 201:4, 201:24, 209:20, 223:21, 224:1, 225:14, 245:6, 245:13, 245:23, 246:4, 247:15, 247:20, 249:3, 249:19, 250:23, 251:1, 251:4, 251:14, 255:2, 271:2, 274:13, 274:14, 279:5, 311:9, 311:10 indispensable [2] - 105:12, 106:4 individual [3] - 39:19, 167:21, 307:24 individually [2] - 90:14, 147:15 individuals [8] - 4:3, 4:9, 6:23, 7:9, 26:7, 101:1, 108:16, 108:24 indulgence [1] - 313:7 inefficient [1] - 118:24 inequalities [1] - 201:23 infants [1] - 120:4 influence [4] - 86:4, 147:9, 147:10, 147:12 influencer [1] - 185:22 influencing [1] - 185:23 inform [3] - 36:5, 158:7, 180:17 information [37] -	48:6, 48:7, 167:2, 171:6, 181:1, 183:4, 186:22, 197:1, 210:2, 210:10, 212:24, 213:1, 214:13, 214:22, 215:19, 216:3, 216:13, 221:6, 221:18, 224:18, 236:24, 239:3, 239:6, 240:18, 240:23, 241:4, 244:12, 245:8, 269:12, 278:15, 281:6, 289:17, 299:21, 300:4, 300:13, 301:13, 307:11 Information [1] - 208:19 informed [3] - 35:5, 54:17, 54:24 informs [1] - 262:5 infrastructure [1] - 261:8 initial [5] - 45:16, 66:11, 211:22, 254:9, 254:12 initiative [2] - 58:23, 130:5 initiatives [1] - 95:4 injured [1] - 262:21 inner [1] - 238:9 innovation [2] - 4:18, 4:21 Innu [206] - 2:13, 5:7, 6:7, 6:10, 7:22, 10:14, 15:4, 15:14, 29:8, 29:9, 29:11, 30:5, 30:22, 31:6, 31:8, 31:14, 31:17, 32:4, 44:18, 46:14, 47:18, 48:9, 48:18, 49:1, 49:4, 49:9, 53:10, 53:16, 53:22, 54:2, 58:8, 58:19, 58:21, 59:3, 59:4, 59:17, 59:19, 61:2, 61:23, 62:7, 62:12, 63:21, 65:12, 66:7, 81:11, 82:24, 84:2, 100:9, 111:18, 127:1, 127:5, 127:21, 128:5, 129:10, 132:10, 134:10, 138:14, 140:17, 150:3, 150:20, 150:23, 153:5, 157:2, 157:16, 160:4,	170:1, 177:11, 178:13, 180:8, 180:24, 181:3, 181:5, 182:10, 182:11, 183:17, 183:18, 184:5, 184:8, 184:22, 184:24, 185:3, 186:3, 187:5, 187:11, 187:17, 188:12, 189:10, 189:20, 190:8, 190:11, 192:5, 192:11, 193:4, 193:5, 194:1, 194:9, 194:16, 195:17, 197:3, 198:8, 199:8, 200:7, 201:3, 205:6, 209:19, 213:15, 214:7, 216:23, 218:19, 223:20, 225:4, 231:11, 231:13, 231:14, 231:15, 237:13, 238:19, 239:10, 239:13, 240:15, 241:12, 241:16, 241:19, 242:10, 242:14, 244:21, 245:14, 246:5, 246:24, 247:13, 247:19, 248:4, 248:22, 249:2, 249:10, 255:6, 263:14, 264:4, 267:13, 267:15, 269:4, 269:5, 269:15, 269:23, 270:1, 270:9, 271:1, 271:23, 272:12, 273:9, 274:22, 275:5, 275:13, 275:15, 275:19, 275:23, 276:1, 276:2, 276:3, 276:7, 276:14, 276:18, 279:5, 279:18, 279:22, 280:16, 280:22, 280:23, 281:6, 283:19, 287:8, 287:9, 288:7, 289:1, 289:8, 289:18, 290:8, 290:14, 290:22, 290:24, 291:12, 294:10, 295:19, 299:7, 304:5, 304:18, 307:1, 309:21, 312:1, 313:11, 316:20	Innu-controlled [1] - 47:18 Innu-created [1] - 48:9 Innu-run [1] - 48:18 Innu-speaking [2] - 65:12, 66:7 input [1] - 151:2 inquiries [1] - 55:1 Inquiry [33] - 3:6, 33:1, 127:12, 132:24, 140:3, 140:4, 143:1, 150:15, 153:1, 153:4, 153:19, 153:23, 154:11, 156:9, 159:17, 168:22, 180:7, 205:17, 217:1, 236:10, 237:3, 253:17, 253:18, 253:20, 255:23, 275:14, 310:2, 310:7, 313:12, 313:19, 315:17, 316:3, 317:2 inquisitions [1] - 121:1 inside [1] - 54:10 insight [2] - 4:17, 170:13 instance [21] - 7:5, 9:2, 22:14, 24:18, 40:8, 52:9, 52:24, 53:1, 53:17, 54:5, 56:4, 61:7, 80:15, 82:2, 83:15, 89:17, 106:8, 115:2, 119:12, 129:9, 144:21 instances [3] - 9:1, 14:3, 258:3 instead [3] - 245:24, 248:22, 304:9 instruction [2] - 178:3, 242:7 instructions [5] - 164:13, 177:9, 177:17, 225:22, 272:11 instrument [1] - 252:16 insurance [5] - 7:5, 7:6, 7:17, 7:21, 103:10 insurmountable [1] - 111:1 intake [2] - 17:15, 173:6 integrate [1] - 209:7	Integrated [1] - 183:16 integrity [1] - 162:4 intelligence [1] - 76:13 intelligent [2] - 30:14, 128:16 intense [1] - 31:19 intensive [1] - 298:5 intensively [1] - 3:24 intent [1] - 302:16 intention [1] - 167:12 intentional [1] - 204:4 intentionality [1] - 205:2 intentionally [1] - 274:14 interacted [2] - 5:1, 29:1 interaction [2] - 168:18, 211:19 interactions [1] - 218:20 intercepting [1] - 285:17 interception [2] - 168:19, 170:14 interceptions [1] - 167:9 interest [9] - 9:19, 19:24, 22:2, 27:23, 27:24, 124:16, 146:15, 210:4, 237:13 interested [4] - 127:1, 144:2, 181:12, 190:7 interesting [3] - 76:9, 191:24, 315:9 interests [5] - 25:21, 39:9, 122:13, 146:2, 146:3 interfere [1] - 92:12 interference [2] - 175:6, 175:7 interferences [1] - 73:8 intergenerational [1] - 195:10 interim [1] - 83:14 interject [1] - 181:21 internalizing [1] - 285:7 international [1] - 140:22 interpersonal [1] - 89:23 interpret [10] - 135:13, 199:24, 205:7, 207:23, 230:11, 260:11, 297:18,
--	--	--	--	---

310:20, 311:2, 311:6 interpretation [19] - 44:18, 49:7, 66:3, 66:5, 127:16, 127:18, 128:10, 130:21, 136:10, 137:7, 186:5, 190:23, 201:9, 203:3, 210:9, 211:12, 212:14, 257:3, 260:13 interpretations [2] - 211:16, 283:4 interpreted [6] - 112:19, 172:24, 178:11, 185:21, 194:16, 272:17 interpreter [12] - 57:21, 62:3, 128:6, 129:14, 129:15, 131:5, 131:6, 131:12, 132:1, 137:12, 138:7, 138:10 interpreters [19] - 44:21, 44:23, 45:1, 45:5, 45:10, 46:2, 46:15, 47:1, 47:4, 47:9, 47:20, 51:5, 52:18, 56:19, 58:18, 65:15, 127:22, 130:13, 131:13 interpreting [1] - 198:12 interpretive [2] - 57:4, 57:11 interrogate [1] - 308:23 interrogating [1] - 172:2 interrupt [1] - 93:11 interrupted [1] - 115:3 interruption [2] - 116:1, 116:2 intersection [1] - 242:14 intersectional [1] - 199:16 intersections [1] - 296:20 intervene [2] - 120:22, 298:15 intervening [1] - 193:9 intervention [4] - 207:10, 297:22, 298:13, 300:22 interventions [3] - 167:10, 196:3, 301:3 interview [1] - 66:1	intimate [2] - 73:20, 160:17 intimidating [2] - 92:18, 93:2 introduce [4] - 153:17, 157:1, 160:1, 160:3 introduction [1] - 220:12 intrusion [1] - 175:22 intrusive [3] - 175:6, 266:5, 266:8 Inuit [9] - 31:9, 31:10, 49:10, 53:15, 58:20, 80:23, 132:10, 251:11 invent [1] - 136:6 inverse [2] - 257:22, 283:2 invest [1] - 212:4 invested [1] - 134:7 investigate [2] - 172:3, 174:8 investigated [13] - 121:16, 184:20, 187:5, 192:6, 192:12, 194:3, 199:10, 214:17, 243:21, 245:6, 311:18, 312:2, 312:3 investigating [5] - 121:4, 165:15, 175:1, 176:1, 191:13 investigation [77] - 120:23, 165:8, 165:11, 165:12, 166:5, 166:15, 169:24, 170:3, 170:8, 171:10, 171:11, 171:12, 172:6, 172:14, 172:23, 173:10, 173:11, 173:12, 173:19, 174:23, 176:3, 178:12, 178:13, 178:15, 178:17, 178:19, 178:24, 179:17, 184:18, 184:24, 185:4, 185:11, 185:12, 188:5, 188:13, 188:15, 190:16, 191:15, 193:2, 193:6, 194:4, 194:8, 196:7, 198:19, 201:1, 201:5, 202:8, 202:18, 212:3, 212:6, 212:11, 212:21, 215:10, 215:22, 228:8,	228:11, 228:21, 229:7, 229:22, 244:23, 248:6, 249:11, 249:20, 254:9, 254:12, 254:23, 255:4, 256:13, 257:19, 258:8, 258:21, 258:23, 259:21, 262:1, 274:9, 310:16 investigations [27] - 121:1, 121:3, 157:21, 165:23, 170:10, 173:14, 173:21, 175:5, 191:10, 195:2, 201:21, 212:11, 228:4, 228:5, 230:7, 248:23, 253:7, 259:14, 259:20, 270:8, 272:9, 273:19, 273:24, 277:1, 303:22, 310:8 investment [1] - 148:7 involve [8] - 13:13, 20:22, 26:12, 83:5, 86:18, 92:11, 114:23, 148:19 involved [32] - 2:24, 4:6, 4:23, 17:7, 26:7, 36:21, 66:8, 66:9, 76:15, 81:22, 83:6, 86:13, 91:8, 92:8, 93:17, 94:3, 97:3, 101:8, 108:11, 110:6, 139:22, 144:10, 144:24, 147:1, 160:16, 160:18, 234:13, 235:17, 241:12, 275:14, 316:3 involvement [7] - 37:14, 55:8, 86:23, 87:10, 130:3, 136:15, 265:17 involves [1] - 113:13 involving [1] - 270:9 Inwentash [2] - 154:18, 160:8 IRT [5] - 127:21, 130:2, 130:5, 133:10, 133:12 IRTS [6] - 3:18, 5:9, 15:14, 48:20, 48:22, 136:1 ISC [1] - 239:19 ISM [3] - 181:5, 223:22, 232:10 isolated [1] - 10:18 issue [28] - 24:21,	24:23, 27:5, 27:9, 27:10, 33:14, 40:6, 40:21, 46:18, 48:14, 59:15, 59:21, 69:14, 70:9, 76:2, 87:1, 91:4, 100:11, 104:7, 127:16, 127:17, 132:22, 136:4, 179:3, 202:20, 207:12, 251:24 issued [1] - 69:11 issues [28] - 8:16, 8:17, 8:18, 26:14, 29:5, 29:12, 30:7, 33:3, 40:8, 47:12, 59:21, 60:3, 68:18, 75:14, 75:21, 83:13, 83:14, 90:24, 139:14, 144:19, 150:14, 150:18, 196:22, 262:24, 284:15, 298:11, 317:3 IT [1] - 161:24 it'd [2] - 78:8, 147:20 it'll [6] - 64:1, 107:20, 140:16, 142:7, 152:18, 300:9 italics [1] - 224:16 item [1] - 163:1 itself [8] - 64:22, 79:17, 100:12, 102:20, 133:20, 200:23, 256:8, 262:14	18:24, 24:19, 26:24, 32:7, 40:19, 73:14, 82:7, 82:8, 82:9, 86:2, 86:3, 86:4, 86:5, 86:9, 87:7, 89:5, 92:19, 92:21, 96:17, 96:19, 114:5, 114:21, 115:8, 115:10, 115:11, 116:24, 120:14, 122:5, 122:12, 144:17, 147:5, 147:8, 148:24 Judge [11] - 1:6, 2:18, 3:14, 43:23, 99:10, 114:17, 138:19, 141:13, 142:13, 150:10, 315:16 judges [21] - 3:22, 40:16, 81:10, 94:12, 95:11, 95:12, 96:2, 96:11, 97:22, 113:24, 114:11, 114:15, 115:1, 115:15, 115:20, 116:16, 117:8, 117:23, 118:4, 122:22, 129:8 judgment [1] - 101:19 judicial [12] - 82:20, 86:1, 86:10, 86:13, 89:19, 94:24, 95:15, 96:15, 97:18, 115:13, 115:16, 147:6 Judith [1] - 231:10 jump [4] - 164:5, 171:4, 200:18, 231:19 jumped [1] - 208:23 jumping [2] - 117:5, 181:7 jumping-off [1] - 181:7 jumps [1] - 76:17 jurisdiction [5] - 180:24, 195:19, 205:8, 216:12, 299:8 jurisdictions [3] - 53:2, 199:12, 199:13 justice [6] - 27:9, 45:9, 57:10, 68:9, 71:22, 285:10
				J
				January [2] - 211:2 jargon [1] - 11:12 Joachim [1] - 316:24 job [19] - 51:18, 54:22, 60:15, 64:20, 65:14, 80:10, 80:18, 103:8, 113:6, 123:19, 136:8, 167:15, 182:6, 186:1, 258:14, 263:2, 267:5, 274:6, 286:13 jobs [3] - 63:9, 88:9 John's [9] - 3:19, 3:20, 4:13, 18:12, 37:5, 38:15, 75:18, 78:20, 144:13 jointly [1] - 231:11 Jordan [1] - 125:4 journey [2] - 168:18, 306:14 judge [35] - 8:14, 12:8,
				K
				Kathryn [3] - 1:16, 1:18, 98:21 KATHRYN [3] - 1:17,

98:22, 99:3 keep [14] - 8:20, 13:14, 28:14, 46:22, 54:17, 54:23, 134:7, 138:9, 140:17, 204:11, 205:3, 251:23, 262:2, 304:3 keeping [4] - 65:8, 171:20, 199:19, 303:17 kept [2] - 42:10, 299:14 key [9] - 121:12, 121:14, 121:18, 179:5, 179:8, 179:23, 193:1, 193:16, 301:11 kid [1] - 293:5 kids [20] - 126:12, 173:19, 173:21, 266:21, 267:15, 269:15, 282:15, 283:23, 284:4, 287:8, 287:9, 289:8, 289:10, 292:20, 293:4, 294:5, 294:10, 294:16, 310:5, 310:8 kilometres [1] - 71:3 kin [2] - 196:15, 204:5 kind [110] - 5:2, 6:1, 13:24, 22:10, 24:9, 26:8, 41:4, 42:14, 42:16, 51:21, 51:22, 56:23, 57:13, 62:5, 66:2, 81:2, 84:16, 86:7, 90:11, 91:4, 92:11, 97:5, 102:18, 104:8, 107:5, 110:19, 121:11, 122:4, 123:20, 131:7, 131:8, 131:9, 135:22, 144:3, 147:9, 148:14, 165:19, 167:19, 174:10, 177:5, 179:10, 179:16, 184:10, 185:18, 191:18, 193:12, 193:24, 195:23, 196:2, 196:8, 196:14, 199:11, 201:18, 208:3, 208:5, 211:1, 211:3, 211:23, 212:8, 212:9, 212:15, 213:8, 214:3, 214:15, 214:20, 216:4, 216:7, 216:14, 217:19,	222:9, 234:21, 235:14, 243:9, 243:11, 243:12, 244:1, 248:19, 254:12, 257:22, 258:10, 260:5, 261:7, 267:2, 269:14, 273:4, 273:11, 274:17, 274:21, 275:12, 281:23, 285:17, 287:4, 287:5, 296:20, 298:19, 299:6, 300:4, 301:1, 301:2, 301:4, 301:11, 301:24, 304:18, 305:2, 306:5, 306:18, 307:6, 307:22, 307:23 kinds [21] - 8:17, 10:8, 13:20, 40:18, 57:5, 65:21, 120:5, 127:7, 191:3, 193:18, 202:2, 203:3, 205:3, 260:15, 263:23, 296:20, 296:21, 297:17, 299:22, 300:21, 301:10 kinship [18] - 189:11, 193:8, 195:13, 196:13, 225:19, 226:20, 265:2, 265:6, 265:15, 266:5, 266:16, 266:20, 266:22, 269:7, 279:8, 284:4, 284:8, 284:11 Kirby [1] - 314:5 kites [1] - 132:11 knack [1] - 80:9 knock [3] - 70:8, 70:10, 303:6 knowing [4] - 17:1, 105:12, 197:20, 257:21 knowledge [15] - 18:19, 76:13, 82:22, 164:21, 178:10, 194:16, 197:3, 197:7, 217:9, 227:1, 253:7, 253:11, 304:20, 311:9 knowledgeable [1] - 18:10 known [3] - 80:19, 147:8, 147:11 knows [13] - 20:7, 23:20, 25:24, 67:1, 80:15, 93:10, 97:9,	105:24, 109:10, 127:13, 146:13, 147:14, 275:7 L L.B [4] - 112:17, 113:3, 119:10, 123:7 lab [3] - 158:18, 303:11, 305:12 label [2] - 223:24, 269:8 labelled [2] - 187:8, 213:10 labouring [1] - 75:15 Labrador [44] - 2:21, 5:21, 12:5, 16:15, 18:15, 21:4, 29:3, 30:15, 31:12, 32:4, 35:1, 37:3, 38:16, 39:17, 39:18, 45:10, 46:1, 53:13, 55:3, 57:22, 77:7, 95:16, 97:23, 99:13, 101:4, 101:7, 103:6, 104:6, 104:10, 106:4, 108:1, 109:23, 112:11, 113:14, 114:16, 123:15, 177:13, 180:9, 202:15, 205:6, 228:24, 260:22, 261:21, 267:24 lack [2] - 45:15, 45:16 laid [1] - 82:1 Language [1] - 48:1 language [14] - 10:8, 11:13, 46:6, 46:7, 47:24, 48:2, 62:4, 62:6, 66:14, 126:14, 126:15, 131:3, 138:15, 229:8 large [6] - 3:15, 20:10, 120:8, 126:7, 132:24, 160:12 largely [3] - 35:20, 120:8, 136:15 larger [3] - 46:5, 54:21, 181:19 last [28] - 33:20, 58:6, 65:4, 75:4, 75:5, 75:6, 82:15, 94:9, 111:13, 141:5, 149:22, 152:14, 181:15, 201:16, 211:2, 219:9, 225:12, 235:13, 240:12, 242:21, 252:1, 269:2, 278:8,	278:9, 284:19, 293:21, 295:12, 312:6 lastly [2] - 281:5, 306:23 latest [3] - 205:11, 205:19 Law [1] - 94:1 law [22] - 28:4, 28:16, 28:18, 32:13, 45:14, 54:13, 57:17, 88:3, 91:11, 91:22, 92:4, 107:9, 108:2, 108:7, 108:18, 123:12, 140:21, 147:19, 147:23, 150:20, 307:2, 307:8 laws [1] - 87:19 lawsuit [2] - 21:15, 22:10 lawyer [43] - 6:11, 9:4, 9:5, 10:17, 11:4, 12:11, 13:20, 16:15, 18:11, 25:6, 35:4, 36:4, 37:17, 37:19, 37:22, 37:23, 38:1, 38:5, 38:7, 38:10, 41:2, 41:8, 54:8, 78:20, 78:22, 82:5, 85:3, 91:23, 101:6, 103:17, 104:22, 105:13, 106:21, 108:14, 109:8, 109:9, 144:9, 153:18, 231:9 lawyer's [1] - 8:22 lawyers [66] - 2:13, 3:24, 9:23, 16:1, 16:8, 19:4, 20:17, 21:3, 26:14, 35:8, 36:16, 38:13, 38:15, 38:20, 39:5, 39:16, 42:13, 54:4, 55:2, 71:15, 79:20, 79:22, 80:16, 81:8, 81:18, 83:6, 83:11, 85:1, 89:13, 91:9, 91:10, 91:17, 92:3, 92:8, 92:21, 94:1, 94:2, 94:4, 94:10, 96:9, 96:22, 97:14, 102:5, 103:22, 103:23, 103:24, 104:24, 105:4, 106:2, 106:9, 106:15, 106:23, 107:18, 108:11, 110:1, 116:2, 117:14, 121:6, 121:20, 123:10, 123:15, 124:21,	145:9, 148:12, 149:17, 231:10 Lawyers [1] - 55:2 lawyers' [1] - 88:8 layered [1] - 165:20 laying [2] - 24:1, 24:2 layperson's [1] - 171:19 lead [6] - 46:10, 49:2, 50:12, 128:21, 260:6, 306:20 leadership [1] - 195:17 leading [1] - 140:19 learn [5] - 45:24, 46:1, 105:9, 126:15, 209:1 learned [2] - 69:24, 151:4 learning [1] - 60:15 least [18] - 12:5, 25:16, 40:20, 40:22, 49:12, 50:12, 51:11, 51:14, 61:18, 74:16, 88:1, 107:8, 110:12, 135:4, 135:15, 137:24, 171:17, 284:5 leave [5] - 27:10, 134:12, 187:1, 241:10, 291:10 Leave [1] - 242:16 leaves [1] - 288:24 leaving [1] - 161:17 led [2] - 46:9, 156:17 left [2] - 57:24, 288:19 legacy [3] - 217:14, 217:15, 233:21 legal [12] - 6:13, 12:21, 13:12, 27:21, 33:4, 52:19, 52:23, 56:7, 104:6, 141:2, 153:19 Legal [82] - 3:24, 6:5, 6:7, 6:21, 7:13, 8:7, 8:22, 11:2, 12:6, 12:11, 12:24, 13:4, 15:3, 15:6, 15:15, 16:2, 16:6, 16:9, 16:11, 16:16, 16:20, 16:24, 17:2, 17:14, 18:4, 18:22, 19:2, 19:8, 19:10, 19:11, 20:1, 20:3, 20:17, 21:3, 21:23, 22:7, 22:24, 23:2, 23:4, 23:6, 23:7, 23:22, 24:5, 24:15, 35:7, 36:15, 36:16, 38:13, 39:12, 53:20, 54:3,
---	--	--	--	---

54:10, 55:12, 55:22, 77:23, 78:2, 78:4, 79:21, 99:13, 100:5, 100:8, 100:12, 100:13, 100:15, 101:19, 101:22, 102:12, 102:15, 102:16, 102:24, 104:11, 105:15, 106:2, 106:15, 107:6, 108:10, 109:3, 110:11, 111:5, 111:12, 112:11 legislation [6] - 57:3, 100:17, 107:12, 223:12, 223:14, 228:18 legislative [2] - 56:22, 107:5 legitimate [1] - 192:17 legwork [1] - 62:24 lend [1] - 113:22 length [1] - 73:11 less [11] - 50:16, 51:20, 61:19, 80:1, 248:11, 259:19, 266:5, 266:8, 266:17, 283:1, 297:10 letting [1] - 160:1 level [12] - 52:14, 66:3, 109:10, 170:2, 175:21, 177:18, 186:9, 206:14, 213:8, 248:1, 300:10 levels [1] - 196:21 liaison [1] - 105:23 lies [3] - 27:10, 28:13, 203:17 life [9] - 69:4, 120:7, 120:9, 120:11, 128:21, 168:24, 308:12, 308:15, 309:1 likely [17] - 52:20, 58:4, 81:6, 83:14, 188:14, 188:21, 188:22, 190:12, 194:2, 199:9, 201:4, 243:20, 244:22, 245:2, 245:5, 312:2, 312:4 limit [6] - 23:12, 23:13, 119:24, 120:13, 122:21, 123:6 limitation [4] - 196:23, 209:6, 283:19, 297:16 limitations [11] - 23:1,	145:1, 164:20, 169:18, 197:10, 197:18, 200:22, 203:4, 208:15, 260:12, 262:7 Limitations [1] - 240:21 limited [8] - 51:24, 92:6, 101:4, 160:10, 182:13, 198:21, 295:12, 300:6 limited-term [1] - 160:10 line [8] - 71:9, 190:8, 190:10, 190:11, 191:11, 206:8, 229:9, 235:5 lines [2] - 120:14, 125:9 linguistic [4] - 41:7, 57:4, 57:6, 73:4 list [2] - 3:7, 3:8 listed [1] - 213:2 listen [2] - 42:3, 42:4 listened [1] - 84:23 listening [2] - 85:8, 150:1 literature [4] - 158:23, 159:2, 196:15, 306:2 litigation [2] - 89:16, 139:18 live [5] - 60:23, 61:5, 69:19, 104:6, 137:5 lived [6] - 8:12, 128:6, 137:8, 140:4, 194:17, 197:6 lives [2] - 9:21, 175:22 living [8] - 7:9, 7:10, 60:24, 61:2, 61:9, 227:6, 264:24, 265:17 load [1] - 158:7 load) [1] - 183:7 local [5] - 18:19, 19:3, 26:21, 49:13 locally [1] - 34:19 locate [2] - 167:10, 215:19 location [1] - 246:2 LOCKYER [9] - 43:6, 43:20, 141:22, 151:8, 152:3, 219:3, 219:17, 313:17, 317:8 lofty [1] - 303:12 login [1] - 162:8 logistics [1] - 2:8 long-term [2] - 56:21, 110:23	longitudinal [5] - 167:19, 195:23, 253:18, 273:1, 303:21 longitudinally [8] - 166:19, 168:17, 183:3, 214:2, 279:1, 282:11, 300:3, 304:1 look [45] - 25:7, 45:18, 45:23, 61:7, 61:8, 68:17, 68:23, 108:19, 109:18, 119:9, 119:10, 122:5, 138:20, 140:22, 140:23, 145:14, 150:16, 166:3, 169:9, 170:1, 180:20, 190:5, 192:24, 193:15, 196:8, 196:10, 204:5, 212:9, 214:3, 217:7, 230:11, 235:14, 239:24, 243:21, 243:22, 255:9, 257:23, 282:10, 284:12, 288:5, 295:13, 311:4, 311:16, 313:3 looked [16] - 170:4, 170:7, 178:12, 178:17, 178:18, 179:4, 179:10, 183:20, 185:10, 189:5, 191:19, 272:5, 279:9, 310:5, 310:7, 311:6 looking [44] - 87:6, 87:7, 154:7, 163:17, 167:21, 168:10, 169:14, 174:19, 184:15, 187:10, 188:6, 198:16, 200:6, 205:3, 208:6, 228:6, 232:5, 242:7, 243:10, 243:12, 244:3, 246:5, 246:14, 248:13, 253:20, 253:21, 268:13, 269:12, 270:6, 273:22, 278:24, 279:20, 282:6, 282:18, 283:9, 284:3, 292:11, 296:4, 296:10, 299:5, 304:1, 304:4, 310:16, 310:17 looks [6] - 98:9, 120:18, 211:19, 214:23, 269:13,	283:11 lookup [2] - 223:23, 224:16 lose [2] - 62:4, 63:4 lost [3] - 73:2, 125:19, 126:17 love [3] - 197:22, 213:2, 306:8 lovely [1] - 73:22 low [7] - 27:18, 27:19, 198:9, 246:6, 257:1, 260:3, 260:6 low-income [2] - 27:18, 27:19 lower [1] - 261:23 lowest [2] - 7:17, 7:18 lunch [5] - 1:11, 44:2, 142:2, 142:7, 152:5 lured [1] - 134:3	mandate [9] - 51:24, 57:4, 80:23, 107:7, 113:19, 119:9, 136:24, 164:10 mandated [4] - 18:2, 101:9, 102:17 mandates [2] - 114:2, 135:20 mandatory [1] - 186:23 manifest [1] - 262:14 manifestation [1] - 178:1 manifested [1] - 296:12 Manitoba [1] - 54:22 map [1] - 279:6 mapped [2] - 227:17, 252:15 March [7] - 154:12, 164:4, 168:11, 205:12, 205:18, 210:19, 211:6 mark [1] - 199:5 Mark [5] - 220:12, 220:19, 221:23, 235:10, 236:9 marked [1] - 163:15 marry [1] - 208:5 massively [1] - 91:16 matched [1] - 164:16 material [4] - 34:22, 34:23, 62:11 math [2] - 270:22, 289:1 mathematically [2] - 272:13, 272:16 Matrix [12] - 161:22, 186:22, 198:4, 221:19, 222:3, 222:8, 232:11, 233:13, 234:2, 234:18, 235:19, 244:13 matrix [1] - 181:17 matter [17] - 26:21, 38:11, 72:9, 77:4, 80:8, 83:2, 98:18, 101:7, 103:18, 115:22, 121:17, 122:1, 124:5, 124:17, 135:11, 144:22, 146:4 matters [37] - 1:19, 3:15, 19:23, 21:23, 22:15, 30:20, 39:7, 40:1, 67:13, 67:16, 69:23, 70:2, 74:2, 74:4, 79:24, 87:21,
--	--	---	---	---

88:4, 88:11, 97:4, 114:7, 114:17, 115:4, 115:9, 116:3, 116:4, 116:20, 118:2, 118:7, 118:18, 119:15, 127:4, 127:10, 130:22, 138:6, 139:9 maximum [1] - 314:16 mean [106] - 4:3, 10:9, 10:23, 20:5, 27:13, 29:1, 35:2, 35:11, 46:12, 50:18, 57:12, 57:20, 57:23, 58:16, 60:12, 61:1, 61:23, 62:18, 62:21, 64:7, 64:14, 65:3, 69:10, 70:13, 70:23, 72:7, 74:9, 76:11, 77:19, 79:19, 80:9, 80:22, 81:15, 90:15, 91:10, 96:20, 101:5, 101:19, 102:21, 104:5, 104:8, 105:5, 105:6, 106:4, 107:22, 110:14, 111:24, 113:5, 114:17, 115:14, 119:7, 119:9, 120:8, 122:14, 125:6, 125:21, 132:16, 133:18, 134:4, 134:21, 135:12, 135:15, 135:20, 136:8, 136:16, 140:4, 140:8, 140:21, 145:22, 162:13, 167:20, 182:16, 190:24, 192:20, 199:24, 201:9, 203:20, 203:21, 206:16, 214:19, 215:8, 216:2, 216:11, 217:5, 217:7, 234:11, 238:3, 242:15, 266:16, 269:7, 269:9, 272:13, 274:5, 274:13, 274:15, 277:13, 281:16, 284:24, 294:9, 296:16, 298:9, 302:13, 305:7, 310:19, 311:3, 313:3 meaning [9] - 52:22, 161:21, 192:13, 238:18, 264:21, 288:19, 297:8, 302:4, 307:14	meaningful [8] - 157:12, 182:16, 195:18, 207:11, 208:3, 210:8, 301:19, 307:15 meaningfully [1] - 207:1 means [20] - 16:13, 17:12, 17:14, 77:1, 89:21, 172:12, 186:11, 191:7, 191:9, 204:1, 205:8, 206:5, 256:11, 260:13, 265:16, 286:23, 290:22, 304:21 meant [5] - 16:18, 34:21, 37:24, 65:18, 207:21 meanwhile [1] - 103:11 measurable [1] - 194:1 measure [13] - 139:13, 139:24, 140:6, 168:13, 185:14, 198:15, 198:18, 198:21, 257:24, 261:7, 276:22, 277:12, 304:7 measured [3] - 173:15, 254:22, 301:4 measures [4] - 76:20, 183:19, 299:22, 308:1 measuring [4] - 174:2, 216:6, 216:7, 286:4 mechanism [9] - 6:16, 15:12, 15:13, 96:18, 97:17, 100:13, 128:13, 145:10, 149:15 mechanisms [3] - 52:3, 52:16, 93:14 mediation [21] - 82:21, 84:17, 85:24, 86:23, 88:22, 89:12, 89:18, 89:21, 90:9, 91:19, 93:3, 93:24, 94:21, 94:22, 97:2, 144:4, 145:14, 145:23, 147:21, 147:23 Mediation [1] - 84:17 mediation -type [1] - 85:24 mediator [11] - 86:5, 86:9, 90:23, 93:8, 145:22, 146:13, 147:13, 147:14,	147:18, 148:14, 149:9 mediators [3] - 90:9, 97:3, 149:16 medical [3] - 53:18, 137:11, 215:24 meet [12] - 2:21, 55:6, 66:19, 83:23, 90:14, 119:23, 195:12, 202:19, 221:5, 296:14, 313:2 meeting [3] - 4:12, 93:5, 258:15 meetings [2] - 90:23, 220:22 member [7] - 111:18, 158:19, 165:3, 169:11, 173:8, 186:2, 242:11 members [5] - 54:23, 66:9, 100:8, 133:12, 276:11 men [1] - 9:15 mental [2] - 8:17, 44:23 mention [4] - 100:20, 222:22, 257:10, 275:1 mentioned [21] - 2:11, 2:20, 48:17, 49:8, 104:13, 114:13, 136:1, 144:5, 182:2, 196:24, 197:17, 232:7, 244:6, 247:2, 249:14, 249:18, 250:1, 254:18, 262:6, 268:18, 310:4 merged [1] - 198:6 merits [5] - 22:18, 24:20, 42:15, 104:5, 107:1 mess [1] - 80:6 met [10] - 30:14, 60:7, 119:21, 126:12, 179:3, 220:18, 259:11, 297:3, 297:4, 308:18 metaphorically [1] - 34:16 method [1] - 17:18 methodological [6] - 169:17, 179:22, 202:9, 203:11, 264:1, 309:23 Methodologically [2] - 253:24, 255:15 methodologically [3] - 254:6, 254:13, 276:22	methodology [2] - 178:7, 253:15 Methodology [1] - 228:2 methods [5] - 82:17, 85:23, 85:24, 94:1, 94:22 metric [3] - 178:23, 262:5, 282:20 metrics [3] - 193:1, 300:8, 302:11 Michael [2] - 98:15, 141:8 mid [1] - 211:2 mid-January [1] - 211:2 middle [4] - 70:4, 83:18, 131:12, 188:6 might [43] - 1:7, 1:8, 3:8, 8:2, 8:8, 11:9, 15:19, 16:4, 25:7, 25:11, 29:12, 29:14, 38:7, 38:8, 39:19, 45:5, 47:4, 51:8, 69:20, 94:6, 104:2, 109:7, 110:17, 110:20, 148:15, 150:20, 175:4, 187:3, 200:10, 200:23, 230:15, 231:22, 241:22, 241:24, 248:16, 260:2, 261:24, 271:20, 299:16, 299:19, 304:16, 307:7 mighty [1] - 13:18 migrated [5] - 198:6, 232:9, 233:23, 234:5, 234:6 migrates [1] - 233:19 Mike [1] - 315:3 mind [9] - 13:14, 48:11, 76:17, 76:18, 114:5, 120:1, 140:18, 171:20, 251:23 minds [1] - 118:23 mindset [1] - 87:2 minimal [2] - 16:14, 54:18 minor [2] - 144:18, 224:3 minority [5] - 6:20, 11:4, 25:21, 140:13, 148:9 Minty [1] - 220:15 minus [1] - 289:21 minute [6] - 43:9,	43:13, 200:10, 219:7, 252:1, 275:7 minutes [7] - 1:12, 70:11, 152:11, 152:15, 200:18, 219:22 minutes' [1] - 71:5 miss [6] - 88:16, 174:6, 174:22, 179:24, 191:14, 257:17 missed [7] - 41:8, 41:14, 170:17, 185:5, 191:7, 224:10, 256:23 missing [5] - 175:2, 192:16, 197:20, 212:8, 261:6 mission [1] - 218:3 mistakes [2] - 306:16, 306:17 Mistenapeo [1] - 314:5 mitigating [1] - 36:9 model [13] - 49:18, 53:13, 64:4, 105:16, 106:7, 106:8, 129:6, 137:2, 145:15, 148:8, 148:22, 149:12, 274:23 models [1] - 144:3 modern [1] - 31:24 modifier [1] - 206:21 module [1] - 51:4 Molly [12] - 153:17, 157:8, 167:14, 182:23, 191:8, 205:21, 207:24, 230:22, 243:9, 286:12, 300:17, 313:18 Molly's [3] - 177:8, 251:23, 258:4 moment [11] - 142:5, 153:7, 155:6, 157:1, 230:17, 250:16, 303:13, 308:10, 308:12, 308:14, 309:2 moments [1] - 308:24 mommy [1] - 302:21 Monday [1] - 113:16 money [15] - 19:17, 19:19, 41:11, 69:18, 91:4, 103:1, 103:3, 103:7, 103:9, 103:20, 106:6, 110:9, 215:16 monitor [1] - 196:1
---	---	--	--	--

month ^[10] - 37:11, 37:15, 40:2, 41:10, 58:14, 96:16, 251:19, 252:8, 293:17 month's ^[1] - 57:24 months ^[39] - 34:11, 34:12, 35:3, 37:10, 37:21, 38:9, 39:3, 89:12, 103:8, 108:13, 118:1, 119:16, 119:17, 119:24, 120:19, 120:20, 122:24, 124:9, 124:10, 125:10, 125:12, 185:13, 190:2, 190:3, 190:5, 190:6, 190:13, 198:10, 198:19, 199:4, 215:17, 256:15, 287:10, 288:6, 295:7 Moravian ^[1] - 31:11 morning ^[18] - 6:9, 43:8, 44:20, 69:14, 82:19, 113:16, 139:7, 151:10, 152:24, 153:2, 243:6, 243:7, 243:8, 257:4, 297:15, 308:11, 308:16 Most ^[2] - 5:14, 251:4 most ^[34] - 6:23, 20:1, 21:24, 24:14, 30:14, 30:15, 30:16, 37:4, 46:21, 70:1, 100:7, 103:22, 108:6, 112:16, 116:17, 116:22, 119:8, 187:8, 191:1, 201:2, 213:9, 214:4, 223:13, 241:23, 242:4, 242:11, 245:20, 251:13, 282:24, 283:12, 284:6, 294:4, 306:20, 311:24 mostly ^[3] - 35:14, 70:1, 97:14 mother ^[1] - 37:13 mothers ^[1] - 9:19 motivate ^[1] - 146:10 motivated ^[2] - 41:10, 41:14 move ^[26] - 21:10, 33:7, 44:16, 46:8, 59:2, 62:15, 67:5, 69:7, 70:4, 82:15, 107:19, 110:1, 115:9, 117:3,	117:16, 117:17, 123:7, 127:15, 143:8, 180:4, 258:10, 264:19, 266:11, 278:12, 292:15, 295:1 moved ^[1] - 65:6 moves ^[2] - 84:13, 166:12 moving ^[2] - 50:4, 120:9 Moving ^[2] - 112:10, 237:16 multi ^[1] - 135:20 multi-year ^[1] - 135:20 multiple ^[3] - 213:1, 284:15, 296:17 mundane ^[1] - 64:20 murder ^[2] - 38:9, 135:14 Mushuau ^[3] - 225:4, 231:14, 240:15 music ^[1] - 73:22 must ^[7] - 32:16, 41:23, 67:11, 67:16, 69:1, 69:2, 196:20 mute ^[1] - 176:21	218:10, 243:17, 246:11, 247:5, 250:4, 250:6, 251:5, 251:6, 251:13, 252:6, 254:11, 255:1, 262:11, 271:23, 273:6, 301:7, 304:12, 309:21, 309:22, 310:1, 311:11, 312:20, 312:21, 313:5 Nations /Canadian ^[2] - 156:13, 163:7 Native ^[1] - 254:11 Natuashish ^[21] - 3:10, 3:19, 4:9, 4:10, 30:2, 41:19, 58:10, 61:8, 72:1, 73:9, 74:20, 78:12, 111:18, 115:7, 134:18, 134:20, 137:7, 137:8, 238:20, 267:14, 316:24 natural ^[1] - 160:2 nature ^[3] - 8:21, 111:15, 215:23 navigator ^[2] - 53:3, 53:9 navigators ^[2] - 53:7, 53:15 nearly ^[1] - 199:9 necessarily ^[7] - 18:9, 53:3, 130:1, 141:4, 229:12, 243:13, 286:5 necessary ^[6] - 50:4, 50:7, 56:22, 230:8, 259:15, 266:14 necessities ^[1] - 215:17 need ^[116] - 12:8, 12:9, 13:13, 23:5, 26:7, 26:14, 27:22, 32:9, 32:21, 32:22, 33:11, 36:1, 36:6, 39:11, 40:6, 42:17, 45:21, 45:22, 47:1, 47:2, 47:19, 48:4, 48:6, 48:11, 49:21, 49:22, 51:8, 51:15, 52:13, 56:18, 57:21, 58:15, 59:10, 62:24, 64:3, 64:21, 65:1, 65:15, 66:1, 66:3, 66:4, 66:17, 66:18, 67:1, 70:4, 71:24, 73:23, 75:22, 77:20, 78:21, 79:7, 80:21, 80:22,	81:1, 81:24, 86:21, 93:18, 95:9, 97:10, 112:2, 112:3, 117:2, 117:21, 118:8, 118:15, 120:10, 122:7, 122:23, 124:2, 125:10, 125:11, 125:17, 129:14, 130:20, 131:4, 131:20, 132:1, 133:22, 134:14, 135:4, 136:16, 136:18, 137:18, 148:6, 149:17, 172:6, 173:14, 173:21, 183:2, 186:14, 194:7, 196:16, 199:22, 202:20, 203:23, 214:5, 230:6, 258:1, 258:7, 258:11, 268:7, 274:5, 277:13, 285:22, 286:13, 293:16, 293:18, 293:23, 295:5, 300:23, 301:24, 303:5, 303:7, 308:22, 309:3 needed ^[12] - 23:19, 45:10, 47:15, 52:21, 66:16, 114:16, 165:18, 172:23, 174:7, 222:10, 263:19 needing ^[1] - 45:3 needs ^[23] - 25:19, 49:16, 52:21, 57:6, 64:14, 74:4, 126:23, 127:18, 191:14, 195:12, 199:16, 199:17, 207:5, 215:2, 218:6, 230:16, 259:12, 277:18, 296:15, 297:3, 297:4, 308:15, 308:18 negative ^[5] - 173:17, 173:20, 192:13, 193:14, 194:8 negatively ^[1] - 140:8 Neglect ^[3] - 158:8, 160:20, 161:14 neglect ^[1] - 202:5 Neglect-2019 ^[2] - 163:8, 250:7 Neglect-2019. ^[1] - 156:14 negotiate ^[2] - 40:14, 109:1	negotiated ^[1] - 81:16 negotiating ^[1] - 123:17 net ^[1] - 175:4 neutral ^[4] - 86:5, 86:6, 147:4, 147:11 neutrals ^[1] - 147:7 never ^[20] - 25:1, 27:9, 34:8, 34:20, 34:24, 40:5, 51:11, 78:10, 78:15, 78:18, 85:4, 86:11, 140:11, 146:9, 174:6, 174:7, 177:21, 273:6 Nevertheless ^[1] - 271:8 New ^[7] - 11:18, 18:1, 18:4, 21:19, 21:20, 21:21, 105:18 new ^[17] - 15:15, 60:11, 62:9, 63:6, 74:12, 75:6, 130:12, 132:20, 133:21, 191:13, 197:1, 197:2, 201:14, 232:10, 232:21, 258:7 Newfoundland ^[16] - 19:12, 20:17, 103:13, 103:15, 177:12, 180:9, 181:5, 202:15, 205:6, 212:24, 228:24, 245:12, 254:15, 260:21, 261:21, 268:2 Newfoundland 's ^[1] - 183:16 newly ^[1] - 133:21 next ^[18] - 14:12, 37:15, 41:12, 42:20, 43:10, 65:6, 67:5, 96:16, 98:15, 109:15, 117:3, 137:14, 211:6, 256:6, 290:7, 290:8, 293:22 nice ^[2] - 52:9, 152:5 niche ^[2] - 25:20, 47:1 niece ^[7] - 161:4, 167:14, 171:21, 171:23, 176:12, 248:18, 251:23 night ^[2] - 55:10, 302:16 nights ^[2] - 283:3, 283:11 Nobody ^[1] - 62:8 nobody ^[9] - 13:6, 88:14, 102:3, 105:6,
--	--	---	---	---

109:12, 109:24, 115:24, 118:23, 308:15 nobody's [1] - 10:18 nod [1] - 196:14 nodding [1] - 220:20 nominated [1] - 155:22 non [43] - 51:23, 76:4, 77:19, 161:2, 169:24, 177:12, 184:9, 184:22, 185:18, 186:9, 187:16, 188:14, 189:17, 189:18, 189:20, 190:9, 190:10, 190:13, 191:21, 192:1, 192:7, 200:7, 201:4, 209:20, 225:14, 245:6, 245:13, 246:4, 247:15, 247:20, 249:3, 249:19, 251:1, 251:4, 251:14, 255:2, 269:5, 271:2, 279:5, 311:10, 312:21 non-financial [2] - 76:4, 77:19 non-First [1] - 312:21 non-Indigenous [33] - 169:24, 177:12, 184:9, 184:22, 185:18, 186:9, 187:16, 188:14, 189:17, 189:18, 190:9, 190:10, 190:13, 192:1, 192:7, 200:7, 201:4, 209:20, 225:14, 245:6, 245:13, 246:4, 247:15, 247:20, 249:3, 249:19, 251:1, 251:4, 251:14, 255:2, 271:2, 279:5, 311:10 non-Innu [2] - 189:20, 269:5 non-maltreatment [1] - 191:21 non-profit [1] - 51:23 non-related [1] - 189:17 non-relative [1] - 225:14 non-researchers [1] - 161:2 none [1] - 84:21	None [1] - 30:20 normally [2] - 9:5, 223:3 North [1] - 60:13 note [21] - 37:20, 109:15, 109:17, 109:18, 109:19, 178:8, 183:15, 192:16, 198:7, 198:12, 198:20, 213:24, 223:11, 224:21, 225:12, 237:15, 241:17, 241:22, 247:12, 248:14, 304:15 noted [9] - 6:9, 48:18, 139:7, 197:19, 221:11, 224:4, 258:19, 274:18, 299:10 notes [1] - 194:23 Nothing [1] - 203:10 nothing [7] - 17:19, 76:17, 98:2, 103:12, 106:19, 119:4, 194:13 notice [3] - 49:7, 65:9, 80:14 notwithstanding [1] - 135:6 nowhere [2] - 216:9, 261:2 nuance [1] - 62:5 Nui [1] - 316:24 number [37] - 7:22, 12:1, 13:1, 20:11, 20:23, 24:11, 76:21, 77:3, 77:9, 83:8, 92:6, 99:13, 114:22, 144:11, 184:7, 224:10, 228:3, 239:7, 248:10, 264:4, 269:14, 270:1, 272:5, 272:8, 276:11, 280:16, 283:21, 284:7, 289:8, 289:9, 289:10, 291:6, 291:23, 295:19, 310:5, 310:7 numbers [10] - 115:17, 126:7, 184:12, 196:19, 238:13, 239:1, 247:18, 287:6, 290:21, 297:24 nurse [1] - 61:10 nurses [1] - 61:10	O objectives [5] - 164:11, 232:19, 254:1, 265:11, 272:4 obliged [1] - 150:15 observation [5] - 32:4, 48:24, 112:22, 150:11, 260:4 observations [3] - 31:20, 151:4, 258:4 observe [1] - 260:23 observed [1] - 110:13 obstacle [1] - 76:11 obstacles [2] - 27:4, 27:6 obtain [2] - 102:1, 236:22 obvious [2] - 102:10, 108:6 obviously [9] - 45:11, 46:9, 68:9, 77:19, 94:20, 97:4, 120:4, 120:21, 264:5 OCAND [2] - 222:2, 222:15 OCANDS [6] - 160:19, 161:1, 166:20, 182:24, 205:18, 206:14 OCANDS.org [1] - 162:7 OCAP [3] - 178:6, 182:2, 182:21 occasion [4] - 3:22, 9:9, 55:6, 113:9 occasional [1] - 57:19 occasionally [4] - 29:16, 85:16, 104:24, 109:13 Occasionally [1] - 144:19 occasions [1] - 5:16 occur [5] - 26:20, 32:20, 41:16, 171:10, 195:2 occurred [3] - 83:12, 190:21, 310:9 occurrence [1] - 209:2 occurring [1] - 85:15 occurs [1] - 113:12 offer [1] - 304:16 offered [2] - 133:6, 264:10 office [8] - 13:4, 16:2, 19:3, 39:14, 39:15, 65:16, 74:8, 110:12 officer [1] - 70:8	Officer [1] - 92:23 offices [1] - 314:8 officially [1] - 315:14 officials [2] - 38:14 Often [3] - 9:14, 86:17, 144:24 often [38] - 7:9, 9:13, 9:22, 10:7, 10:13, 10:20, 23:5, 30:5, 35:3, 37:10, 41:1, 41:5, 68:23, 69:17, 70:2, 72:17, 72:20, 83:21, 86:20, 87:6, 92:9, 101:11, 102:5, 103:4, 103:7, 108:3, 113:13, 117:12, 125:2, 126:11, 130:20, 202:2, 256:21, 300:14, 301:6, 301:17 okay' [1] - 302:24 OKT [4] - 1:9, 1:11, 2:13, 231:9 OKT's [1] - 1:5 old [10] - 72:13, 120:6, 126:6, 134:4, 171:20, 171:22, 176:12, 223:14, 303:1, 303:14 older [4] - 45:18, 45:20, 126:21, 302:15 on.. [1] - 245:15 once [20] - 15:15, 36:3, 40:21, 51:3, 51:17, 57:23, 66:10, 79:19, 84:6, 95:24, 96:20, 109:6, 120:6, 122:20, 132:2, 133:24, 134:7, 149:11, 184:18, 206:7 Once [1] - 118:19 onerous [2] - 110:18, 130:14 ones [10] - 24:16, 25:22, 33:23, 35:13, 45:19, 55:3, 85:23, 92:7, 199:16, 307:23 ongoing [20] - 22:22, 35:21, 83:21, 84:6, 139:8, 165:18, 166:15, 186:14, 196:16, 212:2, 212:7, 212:12, 214:18, 217:15, 229:13, 230:6, 230:8, 259:4, 259:15, 259:20 online [1] - 130:22	Ontario [11] - 158:8, 160:19, 161:14, 252:2, 252:3, 252:4, 252:22, 253:5, 254:5, 259:18, 272:21 onus [2] - 28:13, 30:4 open [5] - 97:12, 124:6, 153:1, 166:9, 216:21 open-ended [3] - 97:12, 124:6, 216:21 opened [5] - 165:10, 166:17, 212:7, 259:8, 259:15 opening [4] - 229:19, 229:22, 229:23, 230:8 opens [1] - 256:14 operate [2] - 79:2, 130:19 operated [1] - 48:9 operates [1] - 57:22 operating [3] - 79:12, 80:2, 307:8 operation [1] - 50:12 operational [2] - 80:6, 81:7 operationalize [1] - 182:8 operations [1] - 50:15 opinion [3] - 71:4, 277:6, 277:8 opportunities [3] - 41:16, 210:2, 312:24 opportunity [8] - 41:15, 45:24, 84:11, 98:19, 150:16, 153:21, 307:3, 308:20 opposed [6] - 186:24, 207:10, 269:5, 298:7, 301:8, 308:24 opposite [1] - 175:20 opt [2] - 9:15, 132:6 option [7] - 17:8, 17:24, 21:10, 21:15, 89:7, 92:3, 149:14 options [5] - 14:18, 15:15, 15:18, 82:20, 100:7 or.. [2] - 98:16, 227:14 order [24] - 6:1, 12:10, 19:1, 22:7, 22:17, 24:3, 40:22, 56:22, 79:15, 100:3, 122:8, 148:24, 164:22, 179:10, 186:6, 210:8, 223:10,
---	---	---	---	--

239:15, 261:21, 268:7, 271:21, 293:24, 296:24, 297:23 ordinary [2] - 55:16 organization [10] - 49:2, 49:5, 86:20, 136:7, 162:16, 162:19, 233:19, 282:7, 308:3 Organizations [1] - 231:12 organizations [6] - 2:14, 5:7, 63:16, 86:23, 237:13, 275:13 organize [1] - 86:18 organized [4] - 31:13, 58:18, 85:20, 278:15 organizers [1] - 3:6 origin [4] - 58:4, 179:12, 204:6, 296:17 original [2] - 36:14 otherwise [4] - 27:17, 116:23, 130:24, 138:12 Otherwise [1] - 84:21 ought [2] - 61:15, 124:11 out-of-home [13] - 165:21, 166:4, 179:4, 187:10, 187:23, 195:5, 199:14, 203:15, 204:21, 264:22, 264:24, 269:24, 278:21 out-of-home.. [1] - 312:4 outcome [7] - 86:6, 86:8, 92:17, 139:20, 206:22, 207:1, 208:1 Outcomes [2] - 153:5, 180:8 outcomes [18] - 170:11, 173:23, 174:1, 206:13, 206:15, 207:8, 208:3, 214:23, 218:21, 258:5, 258:6, 266:20, 276:5, 284:22, 285:21, 286:14, 305:11, 307:13 outlined [2] - 73:18, 88:21 outlining [1] - 239:7 output [1] - 305:24	outputs [1] - 305:21 outside [21] - 26:11, 31:13, 32:5, 37:5, 48:6, 54:11, 61:9, 68:10, 97:2, 114:15, 115:8, 119:12, 120:13, 122:21, 123:6, 267:16, 267:23, 267:24, 268:2, 283:11 over-inclusion [2] - 174:5, 174:18 over-inclusive [1] - 175:1 over-inclusivity [1] - 175:10 overall [2] - 172:21, 191:17 overinterpret [1] - 192:18 overlap [2] - 9:11, 285:10 overloaded [1] - 64:8 Overrepresentation [4] - 156:11, 163:5, 243:17, 250:4 overrepresentation [1] - 218:17 overriding [2] - 212:20, 213:4 oversight [2] - 5:18, 31:10 overview [2] - 169:4, 253:13 overwhelming [2] - 10:15, 29:5 owed [1] - 103:2 own [27] - 8:11, 8:15, 9:21, 13:15, 29:18, 30:9, 31:20, 47:12, 54:4, 66:14, 105:24, 126:2, 138:14, 140:24, 158:10, 161:18, 162:10, 181:1, 240:16, 267:13, 277:9, 277:18, 306:8, 307:2, 307:3, 307:8, 314:8 ownership [1] - 161:17	P-448 [1] - 205:13 P-449 [2] - 163:16, 176:18 page [27] - 95:23, 155:5, 163:9, 208:16, 221:12, 223:5, 223:18, 223:19, 224:4, 224:10, 224:14, 225:2, 226:17, 228:1, 240:20, 241:17, 241:21, 242:23, 256:6, 256:9, 260:1, 260:2, 264:20, 278:12, 284:20, 286:22 pages [2] - 154:13, 244:19 paid [4] - 8:3, 20:19, 63:11, 245:21 painstakingly [1] - 178:8 pandemic [2] - 263:15, 263:17 paper [3] - 37:1, 156:17, 243:10 paradigm [1] - 306:6 paragraph [3] - 150:13, 223:6, 225:2 parallel [1] - 214:22 parent [18] - 9:11, 13:2, 15:7, 21:21, 25:16, 31:6, 36:5, 38:1, 38:2, 41:2, 66:8, 82:2, 84:14, 84:22, 106:20, 241:20, 303:4 parents [64] - 6:7, 6:10, 7:2, 7:15, 10:16, 11:8, 11:9, 15:4, 16:3, 16:6, 16:12, 16:18, 16:23, 17:10, 22:23, 27:16, 28:13, 29:1, 31:7, 32:12, 32:15, 32:17, 32:18, 36:21, 37:17, 38:3, 38:20, 39:6, 40:10, 40:13, 41:24, 42:2, 53:11, 66:22, 67:11, 68:20, 68:21, 68:23, 71:14, 81:12, 81:23, 83:5, 83:19, 84:6, 84:9, 84:11, 86:7, 87:9, 111:8, 111:9, 117:11, 117:12, 122:9, 125:9, 126:12, 134:24, 139:22, 144:22, 145:17, 145:18, 146:22,	149:2, 302:22 part [32] - 3:15, 10:22, 36:13, 47:7, 51:6, 59:18, 67:2, 68:8, 69:4, 72:16, 73:1, 74:22, 75:10, 77:7, 86:20, 96:1, 108:6, 113:6, 120:9, 124:1, 131:15, 180:12, 186:5, 186:17, 218:7, 232:18, 233:3, 251:18, 261:5, 262:5, 264:6 partial [1] - 17:7 Partially [1] - 251:22 partially [1] - 208:21 participants [4] - 89:1, 89:6, 89:8, 94:10 participate [4] - 9:13, 9:15, 28:15, 39:16 participating [4] - 9:24, 13:2, 161:16, 162:6 participation [1] - 88:24 particular [13] - 5:24, 19:13, 35:8, 44:22, 77:17, 144:4, 145:15, 156:7, 226:24, 265:5, 274:21, 275:14, 297:11 Particularly [1] - 7:16 particularly [29] - 21:4, 37:8, 41:19, 56:2, 60:11, 63:17, 79:21, 84:5, 85:13, 87:11, 89:22, 90:16, 100:22, 101:3, 108:24, 114:7, 116:3, 117:11, 117:20, 123:15, 125:19, 139:22, 144:11, 157:11, 180:17, 197:18, 237:14, 261:24, 266:19 parties [14] - 6:12, 36:21, 38:18, 40:23, 65:23, 81:6, 90:14, 94:23, 117:1, 124:2, 146:8, 149:3, 237:1, 314:15 partner [5] - 160:17, 190:6, 218:14, 304:18, 305:17 partnering [1] - 304:21 partners [8] - 158:9, 160:14, 180:11,	183:3, 183:12, 189:7, 258:16, 262:11 partnership [4] - 161:15, 162:5, 197:1, 305:2 partnerships [1] - 158:24 parts [5] - 22:15, 107:24, 108:1, 119:9, 315:11 party [3] - 24:7, 38:1, 39:17 passed [1] - 93:13 past [1] - 215:17 path [1] - 195:21 pathway [3] - 167:21, 167:22, 169:1 patient [1] - 53:7 pattern [1] - 243:18 Paul [1] - 204:16 pausing [1] - 185:5 pay [5] - 15:15, 16:19, 91:3, 126:18, 126:19 paying [1] - 7:20 payment [9] - 16:17, 16:18, 16:21, 17:7, 57:12, 102:22, 104:3, 104:12, 110:19 PDFs [2] - 234:6, 237:15 peak [1] - 185:15 pediatricians [1] - 204:17 Penlu [1] - 161:23 People [3] - 76:14, 84:18, 85:18 people [131] - 2:22, 3:7, 3:8, 3:13, 3:18, 4:8, 7:4, 7:22, 8:1, 8:8, 8:14, 8:21, 8:24, 11:5, 13:1, 13:11, 13:14, 14:3, 18:7, 18:10, 19:23, 20:15, 20:21, 21:5, 24:12, 24:14, 25:23, 30:5, 31:21, 31:23, 41:22, 45:17, 45:22, 45:23, 46:10, 46:11, 46:22, 47:9, 48:1, 48:5, 49:16, 50:23, 53:16, 56:2, 56:13, 58:4, 58:7, 58:10, 58:19, 60:8, 60:14, 61:8, 62:3, 63:4, 63:6, 63:7, 63:18, 64:1, 65:15, 65:16, 68:19, 68:22, 69:10, 69:12,
---	--	--	---	--

72:6, 72:11, 72:17, 74:10, 74:14, 75:7, 75:20, 85:8, 86:12, 86:18, 86:19, 86:24, 89:13, 91:6, 91:10, 92:16, 94:19, 103:6, 103:14, 103:22, 104:5, 105:19, 105:21, 107:13, 108:4, 109:22, 110:8, 111:5, 113:13, 114:9, 117:22, 124:13, 125:3, 127:6, 132:16, 134:5, 134:6, 135:22, 137:3, 137:8, 137:17, 137:20, 137:22, 137:24, 138:3, 139:11, 140:19, 140:23, 145:3, 146:1, 146:12, 146:14, 146:19, 147:14, 148:5, 149:2, 200:9, 200:11, 223:22, 248:17, 277:18, 282:22, 306:8, 306:16, 306:21, 315:11 per [15] - 20:13, 178:15, 187:15, 193:8, 222:2, 228:11, 245:9, 248:15, 248:23, 254:24, 272:8, 273:19, 273:24, 279:12 percent [51] - 58:7, 58:13, 88:2, 102:16, 108:17, 116:19, 165:22, 185:2, 185:16, 185:17, 186:8, 186:10, 187:11, 187:12, 189:12, 189:19, 191:23, 192:2, 192:3, 192:4, 192:15, 193:7, 193:21, 220:20, 248:24, 249:2, 249:3, 249:9, 249:10, 249:18, 254:24, 255:2, 259:19, 260:10, 260:14, 263:13, 270:8, 270:9, 270:19, 271:3, 274:8, 280:21, 280:23, 281:7,	282:14, 288:19, 306:9, 312:13 percentage [6] - 170:9, 185:11, 190:1, 191:21, 192:10, 279:13 percentages [2] - 248:20, 270:7 perception [2] - 10:19, 10:20 perfect [1] - 85:4 Perfect [1] - 220:5 perfectly [1] - 191:11 performs [1] - 54:14 perhaps [18] - 6:24, 25:20, 27:15, 44:24, 46:20, 48:5, 81:1, 85:18, 104:11, 127:20, 130:4, 133:23, 153:16, 226:3, 246:8, 271:19, 284:6, 299:19 period [20] - 79:17, 103:7, 128:2, 128:4, 165:12, 165:15, 170:11, 187:2, 204:7, 230:4, 251:19, 252:9, 269:17, 276:15, 276:19, 279:20, 288:8, 289:17, 299:23, 317:1 periods [1] - 51:2 permanent [3] - 28:5, 107:15, 136:20 permanently [1] - 28:7 permission [1] - 233:11 permit [1] - 293:2 person [64] - 9:2, 9:7, 10:14, 10:16, 12:6, 12:13, 12:16, 12:20, 13:2, 13:20, 13:24, 14:5, 19:3, 22:4, 25:9, 25:12, 26:1, 26:8, 28:6, 28:19, 28:23, 41:9, 52:13, 55:11, 62:7, 63:1, 66:7, 66:10, 67:1, 69:15, 79:23, 80:16, 90:19, 90:21, 93:10, 101:3, 101:12, 102:14, 104:19, 108:19, 109:14, 109:17, 113:16, 122:2, 128:6, 128:11, 128:15, 128:24, 129:10, 129:14, 130:4,	132:5, 137:15, 137:19, 145:24, 146:10, 183:17, 228:17, 234:14, 239:14, 241:19, 314:11, 314:12 person's [1] - 70:15 personal [8] - 13:9, 15:18, 27:17, 29:5, 41:4, 47:12, 70:18, 92:11 personality [2] - 128:18 persons [1] - 129:1 perspective [8] - 89:4, 98:10, 180:19, 194:14, 200:4, 200:24, 267:6, 305:6 persuade [1] - 88:14 Peter [1] - 316:1 phenomenon [1] - 134:4 philosophy [1] - 277:19 phone [6] - 72:11, 72:21, 73:7, 78:13, 82:5, 183:6 phonetic [5] - 164:21, 183:6, 203:11, 203:17, 308:9 phonetic) [2] - 161:10, 277:24 physical [4] - 35:13, 35:16, 215:18, 215:23 pick [1] - 18:11 picture [1] - 299:5 piece [6] - 164:23, 171:2, 206:1, 216:4, 305:2, 315:17 pilot [10] - 46:24, 48:17, 48:20, 50:8, 56:19, 71:18, 76:5, 77:13, 79:15, 107:5 pin [2] - 55:4, 56:12 pinch [2] - 134:15, 135:8 PIP [1] - 229:8 place [28] - 16:22, 37:2, 51:4, 52:3, 56:5, 62:10, 64:11, 68:10, 73:10, 73:24, 77:2, 92:17, 102:24, 107:9, 109:4, 111:13, 116:22, 118:18, 165:20, 166:4, 195:5, 202:16, 204:21, 204:22, 232:9,	238:11, 277:21, 303:8 placed [36] - 144:22, 166:10, 170:5, 179:13, 188:15, 204:2, 208:20, 209:17, 209:22, 212:5, 212:6, 214:18, 234:10, 266:24, 267:13, 267:15, 267:17, 267:23, 268:1, 268:15, 269:4, 272:5, 274:9, 277:1, 279:19, 284:4, 284:8, 285:4, 285:16, 286:15, 289:11, 302:19, 303:24, 310:5, 310:8, 312:4 placement [83] - 166:1, 166:16, 179:5, 179:10, 179:14, 187:10, 187:12, 187:13, 187:23, 189:5, 189:8, 189:10, 189:12, 189:21, 193:4, 193:6, 193:21, 198:8, 199:7, 199:14, 202:13, 210:5, 212:4, 239:19, 243:15, 243:22, 264:22, 264:24, 265:4, 265:13, 266:5, 266:6, 266:9, 266:22, 267:11, 268:9, 268:12, 269:15, 269:24, 271:22, 273:11, 273:15, 276:18, 278:23, 279:6, 279:13, 279:21, 279:22, 280:14, 280:24, 282:3, 282:6, 283:16, 284:11, 284:13, 284:17, 286:14, 286:23, 287:10, 287:11, 287:13, 288:18, 288:20, 289:2, 289:8, 289:19, 289:20, 290:15, 290:16, 290:23, 291:1, 291:12, 295:23, 296:22, 297:12, 298:7, 300:20, 300:24, 309:20,	310:17, 311:7, 311:16 placements [21] - 179:4, 189:17, 203:16, 225:14, 225:16, 225:17, 225:18, 226:16, 226:20, 226:22, 227:1, 278:20, 278:22, 279:11, 279:15, 280:22, 281:7, 282:8, 295:19, 295:20 places [5] - 20:21, 126:8, 132:2, 264:23, 281:16 placing [2] - 205:2, 277:20 plan [2] - 258:12, 286:16 planning [1] - 314:12 plans [2] - 1:9, 67:24 play [3] - 53:2, 219:9, 285:23 played [4] - 1:2, 2:1, 44:9, 152:21 pleased [2] - 129:7, 316:4 pledge [1] - 221:23 plugged [1] - 136:3 pneumonia [1] - 317:3 point [40] - 8:22, 10:4, 12:19, 12:24, 23:19, 26:19, 41:7, 65:18, 72:10, 73:2, 76:18, 117:10, 122:3, 139:7, 141:1, 141:6, 143:24, 149:21, 166:14, 166:18, 168:11, 171:8, 172:13, 177:8, 179:8, 181:7, 186:21, 187:2, 196:4, 207:24, 216:11, 220:1, 223:9, 224:3, 228:22, 234:9, 234:16, 241:8, 256:23, 273:2 pointed [1] - 57:2 points [14] - 1:6, 118:16, 150:22, 168:24, 169:6, 170:15, 192:10, 192:23, 195:24, 200:6, 211:24, 243:24, 244:5, 300:22 policy [5] - 68:13, 204:4, 241:1, 274:21
---	--	--	---	---

polite [1] - 42:1 politeness [1] - 42:4 poll [1] - 211:2 polls [1] - 222:4 poor [2] - 71:2, 285:20 poorer [1] - 284:22 poorest [1] - 20:5 populate [2] - 264:4, 300:20 populated [5] - 210:5, 210:7, 215:2, 300:15, 302:4 populating [1] - 301:10 population [39] - 75:2, 77:9, 170:1, 170:2, 178:14, 183:22, 183:24, 184:5, 184:16, 184:17, 245:11, 245:13, 245:15, 245:16, 245:18, 246:6, 246:10, 246:23, 247:13, 247:17, 247:18, 248:1, 248:4, 248:10, 249:15, 272:6, 284:10, 304:5, 307:21, 310:6, 311:8, 311:10, 311:11, 311:12, 311:13, 311:15, 311:16 populations [2] - 215:4, 255:16 POPURI [128] - 230:21, 231:1, 231:4, 231:6, 232:13, 233:1, 233:7, 234:19, 236:3, 236:7, 236:20, 237:11, 237:22, 238:6, 238:23, 239:8, 239:22, 240:11, 241:2, 241:9, 242:20, 244:4, 244:11, 244:16, 245:4, 247:1, 247:11, 248:2, 248:12, 249:7, 249:16, 249:23, 250:14, 250:21, 251:7, 251:15, 252:20, 253:1, 253:12, 254:20, 255:12, 255:17, 255:22, 256:3, 256:7, 256:18, 257:8, 258:17,	259:23, 261:18, 263:10, 264:8, 264:13, 264:18, 265:14, 265:21, 266:3, 267:10, 267:21, 268:6, 268:17, 269:1, 269:11, 269:20, 270:5, 270:13, 270:18, 270:23, 271:7, 271:12, 271:18, 273:8, 273:16, 273:21, 274:16, 277:15, 278:1, 278:7, 278:11, 279:16, 280:3, 280:8, 280:13, 280:20, 281:4, 281:11, 281:15, 281:22, 283:8, 284:1, 284:18, 286:3, 286:20, 287:3, 287:16, 287:22, 288:4, 288:11, 288:15, 288:23, 289:6, 289:15, 290:1, 290:6, 290:13, 290:20, 291:5, 291:9, 291:20, 292:1, 292:6, 292:10, 292:18, 293:1, 294:1, 294:8, 294:14, 294:21, 295:8, 295:15, 296:3, 297:6, 298:1, 299:1, 303:15, 304:14, 306:22, 309:6 Popuri [1] - 231:9 portion [5] - 16:20, 27:19, 152:17, 183:21, 219:5 portions [1] - 152:14 posing [1] - 231:16 position [10] - 35:4, 101:17, 102:4, 112:20, 122:9, 130:17, 146:20, 160:9, 160:11, 205:7 positions [1] - 159:24 positive [7] - 84:20, 86:4, 149:5, 172:19, 172:20, 193:23, 196:13 positives [1] - 173:18 possession [1] - 182:17 possibility [4] - 19:20,	95:24, 226:7, 263:14 Possible [1] - 277:24 possible [26] - 7:15, 14:18, 25:2, 96:4, 96:5, 99:21, 148:24, 193:20, 196:22, 197:23, 203:22, 225:3, 236:2, 236:5, 236:9, 236:23, 237:2, 239:23, 264:9, 267:22, 271:20, 295:18, 297:7, 298:3, 301:16 possibly [2] - 136:1, 220:19 post [1] - 155:20 post-doctoral [1] - 155:20 pot [2] - 103:20 potential [5] - 21:15, 196:11, 201:7, 203:17, 309:20 potentially [15] - 14:19, 28:8, 33:13, 167:10, 174:24, 179:18, 180:21, 185:22, 201:17, 221:13, 256:23, 257:5, 266:23, 298:5 poverty [2] - 195:9, 312:23 power [7] - 26:18, 26:23, 120:15, 121:10, 122:5, 122:12, 147:8 practical [2] - 101:5, 107:23 practically [1] - 14:6 practice [8] - 6:21, 8:12, 91:11, 145:19, 149:16, 190:17, 201:15, 274:21 practiced [2] - 99:12, 177:2 practices [2] - 178:1, 196:9 practitioners [1] - 61:11 prayer [3] - 315:22, 316:9, 316:15 Prayer [1] - 316:20 prayers [2] - 316:23, 317:4 pre [2] - 219:20, 313:23 pre-2018 [1] - 198:5 pre-recorded [2] - 219:20, 313:23 preface [1] - 206:2	preferable [2] - 49:1, 105:3 preference [3] - 15:18, 100:6, 126:2 prejudice [1] - 120:17 preparation [1] - 3:3 prepare [2] - 75:13, 108:4 prepared [10] - 83:23, 111:10, 122:23, 123:3, 157:5, 168:22, 205:11, 236:9, 310:7, 314:10 prepares [1] - 131:1 preparing [1] - 108:7 prescient [1] - 298:21 presence [6] - 86:2, 86:3, 90:6, 136:14, 136:19, 147:7 present [16] - 79:23, 89:7, 92:21, 95:18, 100:20, 135:13, 176:17, 177:17, 180:21, 203:10, 207:22, 216:10, 216:15, 220:14, 220:15 present-day [1] - 180:21 presentation [21] - 6:8, 11:11, 33:15, 38:21, 39:22, 44:19, 82:19, 116:21, 143:23, 149:24, 163:14, 206:23, 208:2, 216:15, 231:8, 238:10, 270:19, 274:18, 281:23, 299:10, 316:13 presented [1] - 31:1 presenting [2] - 163:14, 278:16 presents [1] - 101:18 preserve [2] - 46:6, 46:7 preside [2] - 95:14, 114:16 President [1] - 154:24 pressures [1] - 118:11 presumably [1] - 285:18 pretty [12] - 19:8, 36:4, 58:6, 68:14, 177:2, 203:3, 227:20, 260:14, 263:2, 276:14, 278:13 prevent [1] - 139:9 preventing [1] - 263:2	Prevention [5] - 139:14, 275:23, 276:1, 276:8, 276:14 prevention [13] - 139:18, 140:10, 140:12, 191:2, 199:19, 207:17, 262:13, 275:15, 275:19, 298:6, 298:9, 298:12, 299:8 preventive [1] - 76:19 previous [2] - 233:20, 264:5 previously [3] - 79:2, 156:8, 156:22 price [1] - 126:20 prices [1] - 126:18 primarily [4] - 3:14, 58:9, 128:9, 129:21 primary [3] - 5:3, 157:18, 158:5 principal [2] - 4:8, 156:16 principle [1] - 96:6 principles [5] - 22:8, 72:4, 178:7, 182:2, 182:21 priorities [1] - 197:3 priority [1] - 65:11 privacy [2] - 182:18, 222:2 private [10] - 97:3, 101:6, 103:23, 103:24, 104:24, 106:9, 149:10, 149:15, 149:16, 236:24 privilege [3] - 157:13, 302:17, 305:15 prize [1] - 155:22 problem [20] - 13:1, 27:5, 46:5, 74:22, 74:23, 97:21, 101:6, 111:1, 113:4, 113:6, 116:11, 116:12, 116:13, 117:4, 121:4, 124:3, 138:13, 140:9, 207:5 problematic [3] - 68:11, 113:21, 124:1 problems [7] - 8:15, 60:4, 83:16, 89:23, 89:24, 90:2, 114:10 proceeding [11] - 22:22, 23:21, 23:22, 39:3, 40:10, 83:18, 83:21, 84:6, 104:16, 122:8, 144:23 proceedings [5] -
--	---	--	---	--

6:11, 24:8, 42:5, 65:20, 139:10 process [28] - 11:14, 25:10, 25:11, 25:17, 26:4, 32:18, 38:23, 52:23, 53:5, 65:13, 84:18, 85:17, 87:3, 88:22, 89:3, 90:9, 120:23, 121:7, 139:21, 143:6, 144:24, 147:21, 172:22, 180:13, 186:17, 211:17, 235:2, 235:6 processes [3] - 84:21, 89:15, 89:16 produce [6] - 177:4, 181:18, 194:1, 235:2, 254:3, 305:20 produced [2] - 282:20, 310:2 production [1] - 183:11 professional [5] - 110:14, 165:3, 169:11, 173:8, 228:17 professionalization [1] - 56:20 professionalize [1] - 44:18 professionalized [1] - 35:11 professionals [5] - 46:11, 49:15, 78:6, 285:22, 286:17 Professor [2] - 143:8, 160:7 professor [1] - 154:17 profile [1] - 252:13 profit [1] - 51:23 profound [4] - 202:1, 204:24, 217:6, 273:5 program [20] - 20:8, 49:9, 49:11, 49:17, 50:2, 50:8, 51:7, 56:19, 56:23, 62:10, 63:3, 63:21, 64:2, 76:6, 76:12, 132:9, 132:12, 132:19, 133:8, 162:3 programmers [3] - 167:5, 181:16, 211:8 programming [2] - 125:6, 229:1 programs [6] - 19:18, 63:5, 94:2, 133:5, 133:11, 160:15 progress [8] - 34:6, 40:3, 40:4, 54:17,	84:19, 148:15, 148:20, 148:21 project [9] - 46:24, 48:17, 48:21, 71:18, 77:13, 79:16, 107:6, 161:1, 231:22 promote [2] - 91:13, 92:2 pronounced [1] - 263:17 proper [1] - 47:5 properly [4] - 22:19, 78:19, 117:23, 135:17 proponent [1] - 87:9 proportion [6] - 61:22, 75:7, 172:4, 185:19, 212:11, 279:14 proportions [2] - 183:20, 198:13 proposal [2] - 52:2, 52:15 proposed [3] - 154:5, 159:14, 163:15 pros [1] - 145:5 protection [90] - 2:23, 2:24, 12:15, 13:23, 15:5, 19:23, 21:22, 22:15, 22:22, 23:22, 28:21, 30:20, 30:24, 31:10, 31:17, 32:13, 33:12, 37:9, 38:10, 46:19, 47:18, 67:13, 67:16, 74:4, 82:17, 83:1, 84:3, 85:3, 88:10, 92:5, 94:5, 101:7, 102:3, 103:18, 104:16, 107:5, 107:11, 114:17, 115:4, 116:4, 116:20, 120:24, 121:13, 123:14, 125:8, 125:23, 133:19, 138:6, 138:13, 139:9, 144:10, 146:5, 146:18, 148:2, 150:21, 165:4, 165:14, 165:18, 169:1, 172:15, 174:4, 174:7, 174:9, 174:24, 175:8, 175:23, 176:4, 182:20, 185:4, 191:7, 201:5, 201:21, 202:21, 204:14, 208:8, 229:12, 229:17, 240:17, 249:11,	259:5, 260:9, 261:1, 263:2, 265:18, 276:5, 308:8, 308:16, 308:22 Protection [1] - 153:6 protective [2] - 216:8, 304:10 protocol [9] - 36:14, 36:15, 37:1, 81:3, 81:5, 81:7, 81:15, 96:1, 181:7 protocols [1] - 222:3 proud [1] - 176:13 provide [16] - 16:11, 20:3, 20:4, 38:18, 38:19, 46:17, 102:17, 111:6, 111:10, 201:6, 221:7, 236:10, 275:11, 276:16, 299:20, 302:10 provided [10] - 3:6, 154:5, 154:11, 159:16, 203:24, 223:3, 233:3, 233:11, 253:13, 275:20 provider [2] - 19:5, 162:14 providers [2] - 53:18, 57:10 provides [4] - 49:14, 147:23, 250:22, 275:12 providing [3] - 12:16, 36:15, 108:9 Province [29] - 19:14, 19:16, 20:3, 21:12, 21:16, 22:1, 24:6, 24:7, 181:18, 213:15, 214:7, 220:8, 225:22, 232:8, 233:12, 235:1, 235:3, 235:20, 235:22, 236:22, 237:7, 238:15, 239:13, 240:14, 247:4, 265:7, 299:18, 303:18 province [33] - 20:5, 22:16, 23:6, 24:13, 57:3, 68:14, 75:9, 77:7, 77:8, 77:20, 77:22, 78:2, 78:5, 147:24, 165:13, 181:5, 184:6, 186:16, 198:3, 211:9, 211:11, 211:19, 222:11,	247:16, 249:19, 260:3, 262:2, 264:2, 268:3, 275:20, 304:17, 305:2 provinces [4] - 20:18, 21:24, 54:20, 305:7 Provincial [12] - 3:22, 22:13, 24:18, 24:19, 26:13, 40:16, 87:23, 94:16, 95:12, 112:23, 116:15, 117:18 provincial [12] - 15:11, 19:7, 19:11, 19:13, 46:14, 80:24, 115:15, 177:18, 184:11, 254:4, 275:21, 276:4 provincially [2] - 17:2, 157:20 provision [3] - 12:12, 29:17, 37:24 provisional [1] - 97:22 provisions [1] - 181:8 proxies [2] - 169:16, 192:19 proxy [12] - 178:20, 186:11, 186:12, 198:15, 198:17, 198:21, 214:21, 257:11, 258:1, 262:4, 262:5, 269:9 Public [2] - 156:18, 252:7 public [8] - 157:2, 160:4, 216:24, 246:16, 247:2, 247:5, 247:9, 313:11 publication [2] - 156:6, 163:2 publish [2] - 158:22, 161:18 published [2] - 156:5, 159:1 pull [5] - 158:6, 164:15, 233:14, 252:14, 308:3 pulled [3] - 210:18, 221:19, 254:2 pulling [2] - 108:5, 154:4 punishment [1] - 28:3 purport [1] - 202:7 purpose [3] - 3:12, 183:13, 254:1 purposes [6] - 45:11, 164:15, 181:19, 182:22, 205:13, 255:15	pursue [1] - 124:15 push [3] - 162:1, 162:7, 183:13 puzzle [1] - 164:23 Q qualifications [2] - 62:14, 159:23 qualified [8] - 15:24, 17:6, 47:3, 62:15, 62:23, 64:2, 134:6 qualify [4] - 12:13, 17:6, 102:14, 110:9 qualifying [1] - 36:8 quality [6] - 187:3, 195:13, 196:18, 286:6, 301:12, 316:5 quantitative [1] - 218:15 quasi [2] - 119:14, 141:2 quasi-legal [1] - 141:2 Quebec [2] - 252:13, 254:5 queries [1] - 166:24 query [3] - 162:9, 167:16, 184:12 querying [1] - 183:4 questioning [1] - 151:13 questions [58] - 1:5, 1:21, 14:12, 54:6, 54:7, 55:10, 55:17, 56:7, 56:13, 82:15, 98:13, 99:2, 99:4, 119:20, 138:20, 139:2, 142:4, 142:6, 142:12, 142:16, 143:21, 143:23, 153:20, 158:10, 158:15, 159:5, 160:14, 161:19, 162:5, 164:6, 164:18, 166:21, 182:12, 186:18, 193:18, 193:19, 200:8, 200:19, 212:13, 216:18, 221:11, 226:14, 226:15, 231:17, 231:21, 231:24, 232:3, 238:8, 240:12, 250:16, 264:21, 278:10, 299:4, 305:13, 309:7, 314:1, 314:19 quick [4] - 12:22, 43:9, 43:13, 219:7
--	--	--	--	---

quickly [5] - 120:17, 138:20, 149:7, 159:11, 211:3 quite [26] - 2:19, 5:5, 7:15, 17:16, 33:14, 34:8, 39:9, 39:10, 60:5, 63:18, 67:6, 78:23, 88:21, 110:18, 112:4, 114:22, 121:13, 121:21, 149:8, 164:21, 216:21, 260:24, 274:1, 285:6, 305:5, 316:1 quoted [1] - 102:8 Qupee [1] - 142:18	rather [12] - 59:17, 123:5, 126:9, 159:22, 187:4, 188:21, 222:15, 237:14, 269:22, 283:13, 284:20, 289:12 Rather [1] - 156:23 ratio [3] - 173:24, 188:7, 193:3 rationales [2] - 166:20, 215:6 raw [3] - 62:11, 167:6, 233:14 RE [1] - 309:13 re [2] - 166:17, 207:21 RE-EXAMINED [1] - 309:13 re-opened [1] - 166:17 re-victimized [1] - 207:21 reach [6] - 23:17, 56:1, 87:5, 148:1, 148:2, 314:20 reached [1] - 23:18 reaching [1] - 90:17 read [6] - 29:11, 29:19, 109:20, 140:3 reading [1] - 10:6 ready [6] - 16:7, 18:18, 28:23, 44:14, 70:5, 98:15 real [6] - 26:10, 66:12, 118:12, 159:13, 196:2, 203:21 real-time [1] - 196:2 realistic [2] - 88:18, 103:24 realities [1] - 194:19 reality [1] - 10:20 realize [5] - 9:1, 23:13, 40:17, 41:15, 159:12 realized [1] - 102:19 really [137] - 6:17, 20:13, 27:8, 34:5, 36:18, 38:22, 41:8, 46:6, 47:16, 50:14, 51:1, 55:13, 55:17, 60:18, 69:5, 73:1, 73:15, 73:22, 74:21, 75:21, 79:3, 80:24, 86:12, 89:2, 89:21, 90:8, 102:21, 103:5, 106:21, 106:22, 107:21, 116:9, 119:4, 120:18, 126:11, 130:23, 131:16, 132:11, 134:14, 141:3,	145:5, 150:1, 157:13, 158:19, 164:20, 164:23, 166:18, 166:23, 168:8, 168:17, 169:19, 169:20, 170:16, 174:3, 174:21, 177:3, 177:9, 177:20, 177:23, 178:14, 180:12, 180:17, 181:6, 182:11, 189:13, 190:20, 193:23, 194:15, 194:22, 195:16, 195:19, 196:5, 196:13, 196:14, 196:15, 196:17, 196:20, 196:24, 197:2, 197:5, 199:15, 199:22, 200:4, 204:18, 204:23, 205:1, 207:1, 207:24, 214:22, 215:8, 216:13, 217:4, 217:19, 241:5, 243:5, 254:4, 254:17, 258:9, 262:7, 262:15, 264:3, 266:9, 267:2, 272:19, 273:1, 273:3, 274:5, 277:22, 283:5, 292:9, 295:11, 295:12, 298:21, 300:11, 300:21, 300:23, 301:15, 301:18, 302:11, 303:11, 303:24, 304:11, 305:15, 306:7, 306:19, 306:21, 307:17, 307:22, 308:4, 308:17, 310:21, 310:22, 313:8, 314:10 reason [32] - 8:7, 9:6, 15:23, 17:20, 22:24, 25:9, 31:16, 34:18, 39:24, 48:4, 55:18, 62:1, 85:22, 86:16, 90:21, 92:4, 102:10, 102:11, 105:2, 106:5, 118:5, 121:10, 122:16, 129:4, 132:6, 136:13, 145:23, 187:3, 282:20, 308:9, 310:19	reasonable [8] - 2:6, 8:2, 69:21, 71:1, 71:2, 120:1, 122:20, 253:10 reasonably [5] - 8:2, 74:16, 77:14, 101:24, 121:20 reasons [20] - 8:22, 13:21, 19:6, 23:15, 24:3, 28:9, 31:4, 41:7, 65:21, 73:17, 78:22, 125:5, 136:1, 213:10, 246:12, 258:21, 259:22, 286:15, 306:12, 308:18 receive [2] - 7:5, 234:21 received [8] - 132:3, 211:4, 222:7, 233:4, 240:22, 264:12, 269:10, 297:14 receiving [1] - 170:2 recent [7] - 57:7, 112:16, 201:2, 223:13, 245:20, 294:4, 312:1 recently [4] - 74:7, 89:11, 159:16, 171:7 recognition [1] - 132:15 recognize [1] - 150:21 recommend [8] - 45:5, 46:23, 71:15, 91:18, 107:4, 111:19, 129:24, 145:9 Recommendation [5] - 59:2, 59:24, 67:11, 67:14, 82:16 recommendation [7] - 6:5, 33:7, 44:17, 59:7, 71:24, 100:4, 112:15 Recommendations [1] - 68:4 recommen dations [13] - 5:24, 59:9, 60:1, 67:6, 100:3, 150:19, 150:22, 151:3, 195:21, 209:3, 299:17, 303:17, 304:17 recommended [1] - 127:19 recommending [1] - 91:14 Reconciliation [1] - 179:7 Record [5] - 43:18, 152:1, 200:14,	219:15, 278:5 record [5] - 65:19, 65:20, 66:2, 66:4, 239:19 recorded [4] - 219:20, 238:18, 238:19, 313:23 recording [1] - 186:2 records [1] - 163:18 recourse [1] - 26:8 recreation [1] - 313:1 recruit [3] - 46:10, 46:21, 103:17 recruited [1] - 59:4 recruitment [3] - 47:6, 50:15, 132:22 recurrence [20] - 170:7, 178:19, 179:1, 185:17, 186:8, 193:3, 207:21, 214:3, 214:5, 255:19, 256:13, 257:11, 257:17, 260:3, 260:17, 261:5, 262:12, 262:20, 264:10 red [1] - 246:7 redacted [1] - 10:7 redacting [2] - 34:22, 236:23 reduce [5] - 81:16, 93:16, 167:10, 196:6, 297:23 reduced [2] - 47:20, 101:16 reducing [2] - 189:16, 225:13 reduction [6] - 187:12, 193:21, 203:15, 270:15, 270:20, 271:4 refer [1] - 251:17 reference [9] - 30:20, 156:22, 158:1, 224:10, 225:13, 233:17, 245:11, 275:2, 285:12 referenced [2] - 165:24, 225:10 referral [7] - 121:15, 171:8, 171:12, 174:20, 176:3, 196:10 referrals [4] - 175:2, 228:6, 229:10, 229:11 referred [3] - 11:7, 205:10, 261:3
R				
race [1] - 166:2 racess [1] - 132:17 racism [2] - 218:8, 296:12 rails [1] - 120:19 raised [3] - 40:9, 40:21, 150:18 Ralph [1] - 316:1 range [2] - 4:15, 249:9 rare [2] - 165:21, 227:20 rarely [1] - 113:17 rate [45] - 169:23, 172:17, 173:15, 178:16, 179:1, 183:24, 184:14, 184:24, 187:12, 190:5, 190:15, 192:13, 193:3, 193:6, 193:7, 193:14, 194:9, 196:7, 201:1, 201:17, 202:8, 202:18, 212:10, 214:4, 214:5, 245:9, 245:10, 248:6, 248:22, 254:9, 254:12, 255:4, 259:16, 260:2, 269:22, 270:6, 271:1, 273:9, 273:10, 273:15, 276:18, 296:22, 310:16, 310:17 rates [10] - 178:12, 178:13, 189:19, 199:14, 246:13, 248:15, 251:13, 254:23, 271:22, 309:20				

referring [5] - 94:22, 205:15, 228:4, 231:21, 275:7 reflect [4] - 115:17, 167:8, 195:19, 197:2 reflected [4] - 189:14, 191:16, 202:2, 272:10 reflection [2] - 10:21, 260:19 reflects [5] - 174:3, 183:2, 202:9, 202:10, 208:11 reform [1] - 180:18 reforms [2] - 274:22, 299:12 refuses [1] - 24:19 regarding [2] - 203:15, 255:19 regardless [3] - 61:1, 124:11, 265:11 regards [1] - 100:3 registered [2] - 239:10, 239:15 registration [3] - 196:19, 238:13, 239:1 regular [2] - 4:12, 106:16 regularly [2] - 4:22, 130:19 reimbursement [1] - 17:1 reinforcing [1] - 80:20 reinstating [1] - 78:9 reiterated [1] - 304:8 rejected [1] - 12:6 rejection [1] - 192:17 related [4] - 19:21, 67:6, 126:4, 189:17 relates [1] - 252:21 relating [1] - 213:19 relationship [5] - 106:21, 146:7, 181:4, 212:23, 308:2 relationships [1] - 144:24 relative [11] - 104:20, 169:24, 183:22, 184:16, 225:14, 225:17, 272:5, 310:5, 310:8, 311:7, 312:20 relatively [1] - 198:11 reliably [8] - 210:5, 210:7, 215:2, 300:16, 300:19, 301:10, 301:21, 302:4	reliant [1] - 32:2 relied [1] - 245:15 reluctant [4] - 9:16, 40:17, 70:17, 83:22 rely [2] - 96:21, 137:8 remain [7] - 192:11, 199:9, 204:6, 204:8, 212:22, 289:8, 293:4 remainder [1] - 299:2 remained [6] - 289:2, 289:19, 290:10, 290:16, 290:24, 292:20 remaining [4] - 187:21, 237:3, 290:22, 291:12 remark [1] - 87:18 remarks [1] - 316:14 remedied [1] - 258:12 remember [7] - 21:18, 31:22, 109:5, 111:12, 144:7, 246:20, 303:13 remind [1] - 186:10 reminded [2] - 33:6, 96:13 reminder [2] - 314:6, 314:15 reminds [1] - 257:9 remotely [2] - 137:19, 149:9 remoteness [2] - 103:16, 104:7 removal [2] - 9:22, 28:5 removed [3] - 7:6, 101:12, 179:11 reoccur [1] - 257:24 repeat [2] - 98:23, 290:21 repeated [1] - 33:2 repeatedly [1] - 123:10 replace [2] - 62:8 Report [1] - 275:5 report [81] - 2:18, 3:3, 5:24, 14:17, 33:15, 33:17, 35:9, 36:12, 44:19, 48:16, 48:19, 51:17, 68:8, 72:11, 73:18, 94:20, 99:11, 116:18, 127:19, 141:14, 149:23, 156:9, 156:22, 157:20, 163:4, 164:20, 165:23, 168:21, 169:7, 177:5, 180:23, 181:18, 183:14,	195:1, 196:23, 205:10, 205:12, 205:17, 205:19, 208:10, 208:14, 208:16, 209:15, 210:19, 210:21, 211:4, 211:7, 220:11, 220:22, 222:24, 223:5, 223:18, 224:4, 226:19, 227:23, 231:8, 231:18, 231:21, 241:18, 242:24, 243:2, 244:8, 247:4, 249:24, 250:9, 250:22, 251:17, 253:16, 253:20, 255:23, 271:15, 275:9, 276:10, 276:16, 282:8, 295:17, 299:23, 310:1, 310:6, 311:24 reported [3] - 183:18, 239:2, 273:3 Reported [3] - 156:13, 163:7, 250:7 reports [4] - 51:21, 125:5, 184:11, 304:3 Reports [1] - 35:24 represent [11] - 8:23, 25:8, 39:17, 124:2, 164:22, 164:24, 183:22, 231:11, 231:14, 272:14, 273:7 representation [5] - 6:13, 15:4, 17:12, 104:21, 111:6 Representative [1] - 231:12 representatives [2] - 276:3 represented [6] - 10:4, 28:19, 180:11, 189:9, 279:11, 306:1 representing [6] - 2:13, 6:23, 108:16, 121:21, 217:18, 247:10 reproduce [1] - 222:17 Request [1] - 237:3 request [4] - 38:6, 96:19, 158:3, 211:22 requests [1] - 93:21 require [8] - 57:9, 70:24, 74:13, 104:2, 109:4, 111:22, 203:2, 226:3 required [7] - 22:9,	71:9, 107:2, 133:16, 151:15, 210:13, 216:1 requirement [1] - 91:18 requirements [2] - 100:14, 166:8 requires [4] - 54:8, 109:3, 228:21, 297:22 Research [3] - 154:24, 155:11, 155:16 research [28] - 133:5, 142:21, 149:23, 157:3, 164:8, 164:10, 166:24, 168:21, 180:6, 180:17, 182:12, 195:1, 195:9, 201:12, 217:1, 232:19, 252:13, 265:11, 266:19, 271:21, 272:4, 285:4, 299:6, 299:12, 299:15, 304:19, 304:24, 313:10 researcher [2] - 260:22, 277:11 researchers [1] - 161:2 reserve [2] - 1:24, 196:19 residence [4] - 266:2, 266:11, 266:13, 266:15 residency [1] - 196:20 resident [2] - 104:9, 118:4 residential [2] - 178:2, 265:2 residual [1] - 12:12 resolution [8] - 82:16, 82:23, 85:10, 85:23, 91:19, 144:2, 145:6, 148:20 resolve [8] - 84:19, 87:1, 87:8, 144:18, 144:20, 145:7, 146:3, 146:10 resolved [3] - 112:5, 124:17, 144:19 resonated [2] - 99:14, 177:20 resonates [1] - 204:19 resource [3] - 96:21, 105:13, 241:1 resourceful [2] - 30:15, 31:15	resources [13] - 34:24, 52:20, 77:1, 77:10, 97:18, 106:3, 115:13, 115:20, 181:16, 190:18, 260:20, 263:6, 312:23 respect [19] - 20:24, 21:2, 26:6, 61:13, 63:12, 96:9, 114:11, 120:10, 164:22, 210:8, 238:24, 242:22, 245:14, 260:5, 279:18, 283:5, 305:8, 305:10, 312:22 respectful [3] - 182:17, 217:17, 218:6 Respecting [1] - 153:4 respecting [1] - 210:23 respects [1] - 60:24 respond [7] - 36:6, 36:7, 98:20, 166:21, 208:4, 282:21, 315:4 responded [1] - 207:9 responding [1] - 9:23 responds [1] - 39:13 response [6] - 10:15, 119:19, 158:10, 186:14, 303:14, 309:19 responsibilities [5] - 51:1, 68:19, 134:18, 134:19, 201:12 responsibility [11] - 3:15, 30:19, 35:22, 49:6, 63:10, 91:16, 114:18, 114:20, 131:22, 305:18, 305:20 responsible [3] - 15:11, 30:9, 122:11 responsive [2] - 207:5, 306:21 rest [5] - 1:22, 75:9, 151:17, 243:1, 272:20 restrictions [1] - 68:13 rests [1] - 30:5 result [5] - 28:9, 103:21, 192:10, 207:10, 284:16 resulted [1] - 218:9 results [1] - 204:1 resume [4] - 43:22, 44:12, 151:18, 152:5 resurrection [1] -
--	--	---	--	--

104:3 retain [3] - 101:6, 101:24, 103:17 retained [2] - 24:4, 97:5 retainer [1] - 97:16 retention [1] - 133:17 Retired [3] - 43:22, 142:13, 315:16 retrievable [4] - 215:3, 237:19, 238:1, 238:5 retrospectively [1] - 235:15 return [5] - 67:19, 68:1, 142:7, 296:19, 301:19 returning [1] - 56:18 reunification [3] - 190:17, 297:1, 297:4 review [6] - 33:11, 65:22, 107:14, 122:15, 215:14, 254:15 reviewed [1] - 107:10 reviewing [1] - 213:21 ride [3] - 69:16, 69:17, 69:21 rights [1] - 140:23 rise [1] - 152:24 risk [4] - 84:4, 175:24, 202:6, 304:10 road [1] - 74:20 roads [2] - 68:15, 68:17 roam [1] - 75:18 robust [2] - 179:15, 299:20 role [8] - 53:3, 53:10, 62:16, 84:9, 92:5, 197:24, 276:2, 310:23 roof [1] - 36:18 room [7] - 44:24, 46:12, 73:22, 93:5, 147:15, 195:7 rooms [1] - 71:22 rose [2] - 189:11, 192:15 rotate [1] - 4:11 rotational [3] - 4:19, 59:17, 60:8 roughly [1] - 272:23 Round [2] - 181:4, 231:15 round [1] - 262:8 routinely [1] - 144:13 rows [1] - 235:16 rubric [1] - 23:6 rule [9] - 123:23,	126:9, 130:1, 201:12, 201:18, 202:9, 263:24, 277:11, 285:22 rules [6] - 81:3, 81:4, 93:8, 93:10, 123:24, 131:16 run [10] - 23:1, 48:18, 48:20, 49:15, 79:8, 135:22, 152:18, 215:16, 232:10, 235:4 running [2] - 74:10, 305:12 runs [2] - 74:21, 74:22 S safe [3] - 121:8, 205:4, 277:4 safely [1] - 296:18 safety [3] - 29:17, 139:13, 309:5 sake [1] - 127:9 salaried [1] - 20:16 salary [2] - 20:19, 137:17 sample [8] - 198:7, 198:11, 267:20, 272:15, 272:19, 272:22, 311:3 sampling [1] - 251:19 Sara [4] - 220:14, 220:18, 221:2, 221:23 SAS [1] - 162:3 sash [1] - 147:9 Saskatchewan [1] - 133:7 sat [4] - 57:23, 58:1, 78:11, 135:11 saved [1] - 217:3 saw [5] - 8:13, 21:1, 36:12, 102:3, 180:22 scale [1] - 54:21 scenario [2] - 68:24, 109:2 schedule [4] - 16:21, 80:13, 95:17, 96:15 scheduling [2] - 115:19, 117:2 scheme [2] - 56:9, 140:12 scholarships [1] - 133:9 school [9] - 62:12, 73:13, 77:8, 120:7, 178:2, 207:13, 207:15, 298:17,	312:23 schools [2] - 77:5, 133:6 science [1] - 156:16 sciences [1] - 147:20 Scoop [1] - 178:2 scope [4] - 14:9, 182:12, 182:13, 233:8 scratch [1] - 18:15 screen [9] - 90:12, 154:7, 159:15, 169:14, 181:2, 193:12, 205:16, 231:22, 275:6 screened [13] - 171:9, 172:13, 173:6, 176:5, 184:3, 184:4, 191:22, 192:14, 198:17, 228:6, 229:11 screened-in [2] - 184:3, 184:4 screening [17] - 169:10, 169:16, 171:8, 172:12, 174:20, 179:15, 179:17, 179:20, 184:19, 191:16, 193:22, 194:5, 196:9, 196:12, 228:15, 228:16, 300:24 screening-in [1] - 196:9 scripts [7] - 214:7, 214:9, 221:12, 221:20, 221:22, 222:5, 222:17 seated [1] - 153:1 second [11] - 8:10, 29:20, 59:18, 136:4, 152:12, 189:6, 219:22, 221:12, 225:2, 278:19, 289:12 secondary [1] - 48:4 seconds [2] - 85:7, 129:15 Secretariat [1] - 231:15 section [2] - 208:14, 269:2 Section [1] - 150:12 sectional [3] - 168:10, 300:5, 300:6 secure [3] - 74:17, 162:7, 162:8 secured [1] - 76:3	securely [4] - 162:1, 235:12, 235:13, 236:17 security [2] - 308:19, 309:5 seeing [2] - 177:24, 248:7 seek [1] - 308:21 seem [3] - 122:20, 136:21, 136:23 segregation [1] - 196:21 selection [1] - 252:9 selective [1] - 148:17 self [5] - 31:15, 32:2, 32:13, 80:2, 80:20 self-evident [1] - 32:13 self-operating [1] - 80:2 self-reinforcing [1] - 80:20 self-reliant [1] - 32:2 self-sufficient [1] - 31:15 sell [4] - 91:5, 91:9, 92:15 send [2] - 133:10, 314:13 sending [2] - 69:1, 84:20 senior [2] - 10:14, 159:1 sense [6] - 51:16, 79:19, 80:11, 121:1, 237:18, 266:4 sensible [1] - 40:24 sensitivity [16] - 169:13, 171:13, 171:21, 172:4, 172:7, 172:12, 172:17, 172:21, 173:24, 174:10, 183:24, 191:4, 191:7, 193:11, 198:15, 259:7 sent [2] - 38:4, 129:13 sentence [1] - 208:18 sentencing [5] - 85:12, 85:14, 86:17, 93:20, 93:21 Separate [1] - 135:19 separate [3] - 39:11, 135:18, 225:7 separated [3] - 36:19, 39:15, 302:23 separately [2] - 54:19, 91:3 series [3] - 146:21,	169:15, 232:19 serious [3] - 23:4, 24:2, 104:6 seriously [1] - 182:19 serve [2] - 218:5, 308:6 served [1] - 217:22 server [1] - 162:2 servers [1] - 235:13 service [35] - 5:21, 47:19, 49:14, 53:21, 55:24, 56:1, 56:16, 57:11, 128:13, 148:1, 158:20, 162:14, 165:1, 167:9, 170:15, 184:15, 194:20, 196:4, 211:23, 212:2, 212:16, 214:15, 214:23, 240:23, 243:10, 258:6, 259:15, 261:8, 286:16, 300:4, 300:18, 311:9, 311:11, 311:14 Service [2] - 183:16, 240:21 Services [8] - 54:13, 147:22, 223:7, 275:5, 275:23, 276:1, 276:8, 276:14 services [37] - 16:5, 16:20, 44:18, 144:5, 155:22, 160:14, 165:19, 166:15, 191:3, 194:14, 196:17, 198:1, 199:19, 203:24, 208:20, 209:23, 212:7, 212:12, 214:18, 228:23, 229:13, 230:6, 230:9, 240:17, 254:4, 259:21, 262:13, 262:16, 264:9, 275:16, 275:19, 276:5, 286:1, 298:6, 298:9, 299:8, 303:22 serving [3] - 170:13, 276:12, 307:21 session [3] - 151:15, 151:19, 152:6 set [34] - 13:8, 13:11, 49:13, 51:17, 56:20, 71:10, 76:12, 77:13, 80:12, 93:7, 95:24, 96:1, 96:5, 110:15, 115:2, 117:23,
--	---	--	--	--

118:2, 118:6, 135:21, 136:12, 148:14, 149:18, 164:6, 181:11, 207:14, 244:7, 245:8, 255:5, 269:13, 273:23, 289:11, 295:17, 311:24 sets [1] - 11:8 setting [5] - 26:21, 51:22, 76:5, 110:19, 133:9 settings [1] - 265:3 settle [1] - 122:3 settlement [2] - 95:1, 147:4 seven [8] - 70:11, 170:3, 170:4, 187:20, 248:4, 249:8, 269:17, 276:9 seven-year [1] - 269:17 several [3] - 80:7, 109:8, 240:13 severe [2] - 295:22, 296:8 severity [1] - 297:10 Shadow [1] - 29:23 shape [4] - 237:18, 237:23, 238:3, 274:22 shaped [1] - 182:11 share [13] - 146:22, 153:22, 153:23, 154:6, 159:14, 163:16, 164:8, 205:16, 235:3, 250:15, 275:6, 313:9 shared [1] - 275:10 sharing [7] - 154:9, 161:16, 181:8, 200:1, 256:9, 268:20, 304:22 sharp [1] - 190:14 Sheriff's [1] - 92:23 Shesh [1] - 111:19 Sheshatshiu [20] - 3:10, 3:16, 3:17, 58:9, 67:18, 68:16, 68:19, 69:12, 70:1, 71:23, 78:11, 115:5, 115:6, 128:7, 129:2, 225:4, 231:13, 238:20, 240:14, 267:17 shift [3] - 5:23, 286:21, 299:7 shifting [1] - 305:9	shifts [1] - 274:20 shipped [2] - 35:13, 126:7 shipping [1] - 35:11 shocked [1] - 300:14 short [8] - 75:16, 75:17, 96:24, 103:7, 142:4, 152:13, 219:19, 275:11 shortcuts [2] - 141:4, 141:5 shorter [1] - 122:18 show [10] - 13:5, 30:13, 69:12, 69:15, 70:3, 195:1, 195:14, 204:2, 256:10, 301:20 showing [1] - 13:3 shrink [1] - 180:6 shuttle [2] - 89:20, 90:15 shy [1] - 30:17 siblings [1] - 146:8 Sick [1] - 204:17 side [22] - 10:14, 45:14, 53:16, 56:14, 56:15, 58:15, 58:16, 58:21, 58:24, 66:17, 78:5, 85:9, 85:12, 88:19, 102:19, 107:23, 129:10, 129:22, 237:9, 284:2 sides [1] - 132:10 sign [4] - 16:23, 92:1, 111:8, 111:9 signal [1] - 73:6 significance [2] - 13:19, 52:22 significant [7] - 80:1, 148:7, 199:16, 225:17, 276:17, 298:11 significantly [1] - 274:1 similar [8] - 21:19, 53:9, 119:14, 119:18, 125:7, 193:4, 254:10, 287:4 Similarly [1] - 53:6 similarly [2] - 178:5, 255:4 simple [4] - 107:3, 119:10, 119:11, 204:20 simplistic [1] - 70:13 simply [9] - 13:24, 60:21, 64:11, 70:6, 90:14, 104:19, 104:20, 148:3,	315:22 simultaneously [1] - 130:20 sincere [1] - 132:5 single [6] - 7:9, 57:22, 80:3, 174:22, 245:24, 246:3 sister [1] - 302:22 sit.. [1] - 73:10 sitting [6] - 32:6, 65:5, 90:7, 93:5, 109:5, 146:24 situation [14] - 11:9, 20:7, 29:2, 31:1, 56:11, 71:6, 73:12, 77:5, 112:5, 119:6, 120:20, 135:3, 302:6, 302:18 situations [5] - 101:13, 113:22, 285:17, 297:20, 298:10 six [10] - 34:12, 39:3, 49:12, 103:8, 108:13, 118:1, 120:19, 170:4, 215:17, 283:23 Sixteen [1] - 224:12 sixth [1] - 252:3 Sixties [1] - 178:2 size [2] - 75:10, 272:15 sizes [3] - 198:7, 198:11, 311:4 skill [1] - 181:11 skilled [3] - 145:21, 146:13, 147:13 skills [1] - 164:17 slide [9] - 163:23, 171:1, 176:17, 188:4, 192:20, 197:10, 214:1, 225:10, 225:12 slides [4] - 189:9, 214:12, 225:10, 226:18 slight [3] - 193:11, 193:13, 193:14 slightly [5] - 2:4, 84:8, 84:9, 85:5, 192:15 slow [3] - 41:17, 124:24, 128:11 slowed [1] - 38:2 small [9] - 12:24, 62:20, 70:14, 110:8, 157:12, 198:7, 198:11, 272:15, 283:21 smaller [3] - 58:16,	189:24, 282:16 smarts [1] - 131:3 snapshot [1] - 180:21 Social [3] - 35:23, 154:18, 160:8 social [49] - 4:9, 4:10, 4:19, 10:9, 30:6, 40:14, 55:24, 59:3, 59:10, 59:19, 60:12, 62:15, 62:17, 62:19, 64:2, 64:15, 64:19, 64:21, 66:3, 66:18, 75:14, 75:21, 81:11, 83:5, 83:10, 83:16, 83:23, 84:5, 84:8, 84:24, 105:22, 105:24, 106:1, 121:5, 132:22, 133:8, 133:18, 145:18, 146:20, 147:20, 165:16, 195:6, 217:24, 228:23, 261:8, 262:24, 307:19 Society [1] - 94:1 society [1] - 28:7 software [1] - 162:3 solicitors [1] - 20:18 solid [2] - 51:11, 132:18 solidly [1] - 20:1 solitudes [1] - 147:1 solution [7] - 18:21, 18:22, 74:4, 112:8, 116:14, 218:7 solve [3] - 74:22, 74:23, 148:18 solved [1] - 296:18 someone [15] - 25:3, 62:22, 62:24, 70:22, 70:24, 73:20, 82:3, 99:12, 107:19, 137:15, 147:10, 228:19, 282:7, 283:13, 302:20 Someone [3] - 7:11, 12:1, 111:24 sometimes [30] - 10:19, 55:8, 60:6, 63:1, 69:18, 70:15, 72:23, 78:14, 78:15, 83:6, 92:9, 92:10, 96:11, 106:22, 114:8, 117:8, 117:9, 119:1, 122:1, 124:22, 124:23, 129:9, 131:10, 145:7, 148:18, 166:21, 167:2, 178:22, 246:11,	261:1 Sometimes [9] - 10:19, 34:12, 42:8, 146:6, 146:7, 146:11, 166:12, 234:5, 242:7 somewhat [1] - 46:5 somewhere [9] - 35:18, 39:2, 40:12, 135:12, 137:13, 249:9, 267:24, 268:2, 282:16 soon [2] - 74:21, 141:18 sooner [3] - 127:5, 127:11, 142:10 Sorry [3] - 224:6, 233:8, 273:15 sorry [15] - 98:23, 155:6, 175:15, 187:15, 187:17, 187:18, 193:2, 227:6, 248:23, 252:17, 269:22, 280:23, 281:14, 294:19, 312:14 sort [49] - 2:19, 14:5, 14:18, 33:2, 33:18, 45:4, 50:3, 50:7, 53:2, 53:4, 53:7, 53:9, 54:12, 54:21, 56:20, 59:9, 59:15, 59:18, 59:20, 59:24, 62:16, 64:1, 72:20, 75:24, 79:6, 79:7, 79:15, 81:23, 82:20, 100:9, 111:16, 111:23, 115:21, 130:2, 160:24, 167:18, 170:23, 171:20, 174:18, 181:9, 195:22, 203:14, 208:23, 226:22, 246:7, 274:20, 278:9, 304:15, 311:5 sorts [1] - 239:20 sought [1] - 124:5 Sounds [1] - 2:6 sounds [6] - 70:13, 237:12, 238:14, 241:12, 254:21, 303:12 source [4] - 35:19, 124:6, 245:16, 275:2 sources [1] - 196:10 space [3] - 67:24, 68:3, 149:11 spaces [4] - 71:7, 71:22, 72:1, 95:10
--	--	---	--	---

spade [1] - 50:17 spared [1] - 117:14 speaking [9] - 6:19, 31:20, 54:1, 61:23, 62:7, 65:12, 66:7, 146:18, 171:17 speaks [1] - 275:3 spearheaded [1] - 127:20 special [4] - 20:8, 23:7, 39:14, 93:4 specialist [1] - 16:2 specialize [1] - 160:17 specific [9] - 33:17, 51:23, 145:13, 159:23, 167:21, 170:10, 232:3, 247:21, 303:24 specifically [10] - 20:2, 21:10, 21:22, 48:19, 208:20, 209:17, 269:21, 273:22, 299:13 specificity [15] - 169:13, 171:14, 173:13, 173:24, 174:10, 184:1, 191:4, 191:9, 191:20, 192:1, 193:10, 193:22, 194:7, 198:15, 259:7 Specificity [2] - 172:8, 173:5 speed [1] - 124:23 spend [4] - 75:3, 106:6, 180:15, 283:1 spending [5] - 282:12, 282:13, 283:10, 283:12, 295:20 spent [9] - 279:10, 280:4, 280:10, 280:17, 280:23, 280:24, 284:4, 286:4 spike [1] - 263:12 spills [1] - 46:2 spins [1] - 107:12 spiral [1] - 52:6 spoken [5] - 37:17, 37:23, 102:5, 130:24, 133:5 spreadsheets [5] - 236:8, 236:18, 236:23, 237:12, 290:5 SSWB [1] - 220:13 staff [10] - 5:7, 5:13, 20:18, 34:20, 59:16, 64:23, 110:15, 128:5, 151:6, 276:11	staffed [1] - 59:16 staffing [2] - 64:4, 276:7 stage [1] - 183:8 stages [3] - 38:17, 168:23, 169:6 stake [4] - 28:10, 60:23, 86:6, 86:8 stakeholders [1] - 127:21 stakes [2] - 260:8, 260:15 stand [1] - 128:21 standard [1] - 248:19 standardized [1] - 223:22 standing [1] - 237:2 start [31] - 2:19, 18:15, 43:10, 47:5, 50:13, 97:1, 106:18, 117:2, 120:22, 133:22, 135:18, 153:8, 154:4, 160:1, 164:9, 200:21, 222:21, 230:22, 232:1, 232:2, 235:6, 264:20, 269:22, 278:13, 279:17, 300:19, 305:7, 305:13, 306:13, 307:18, 314:18 started [8] - 18:4, 35:17, 132:20, 235:11, 243:19, 246:14, 255:7, 275:23 starting [7] - 132:3, 159:17, 171:21, 238:14, 244:18, 275:17, 314:2 Starting [1] - 223:5 starts [1] - 256:4 State [8] - 11:17, 12:3, 13:7, 15:8, 17:21, 18:8, 18:14, 145:16 state [2] - 105:16, 106:8 State-funded [7] - 11:17, 12:3, 13:7, 15:8, 17:21, 18:8, 18:14 state-funded [2] - 105:16, 106:8 statement [3] - 108:7, 108:13, 255:11 states [1] - 223:18 statistical [1] - 162:3 statistics [1] - 171:15 Statistics [1] - 245:22	status [3] - 101:10, 128:8, 245:23 stay [9] - 8:24, 166:9, 166:11, 179:14, 261:13, 283:14, 284:16, 294:11, 298:22 stayed [2] - 170:6, 297:21 staying [7] - 48:13, 291:19, 291:21, 292:4, 293:6, 294:16, 296:23 stays [3] - 77:10, 190:24, 284:21 steady [1] - 73:6 Steinhauer [1] - 204:16 step [8] - 103:24, 117:3, 118:21, 119:2, 149:5, 212:10, 274:17, 309:3 stepchildren [1] - 146:9 stepped [2] - 76:20, 104:17 stepping [1] - 118:23 steps [8] - 15:9, 21:11, 52:23, 53:5, 53:8, 72:20, 72:22, 102:15 sternly [1] - 120:16 stick [2] - 103:18, 133:24 sticky [1] - 148:10 stiff [1] - 126:18 stints [1] - 282:16 stood [2] - 150:1, 213:21 stop [5] - 35:22, 138:7, 138:11, 200:1, 256:9 stopped [1] - 252:14 stops [7] - 13:2, 13:3, 43:4, 200:13, 219:1, 278:4, 313:15 stories [1] - 75:19 story [2] - 269:14, 302:13 straight [3] - 12:22, 12:23, 19:2 strain [1] - 119:1 street [1] - 93:2 strength [1] - 138:15 strengths [1] - 138:16 stress [1] - 301:12 stretch [1] - 77:11 strict [1] - 222:2 strictly [3] - 112:19,	112:21, 146:17 strides [1] - 63:23 strike [3] - 106:20, 273:11, 273:24 strikes [1] - 254:8 strong [2] - 48:22, 74:18 strongly [1] - 28:22 structural [9] - 194:12, 194:20, 201:22, 202:1, 202:7, 202:11, 218:1, 262:24, 296:12 structured [1] - 208:22 struggle [6] - 13:18, 29:3, 29:6, 202:4, 214:20 struggled [2] - 30:11, 30:18 struggles [1] - 256:22 struggling [5] - 9:12, 9:20, 31:23, 213:9, 230:10 stuck [1] - 107:15 students [1] - 133:11 studies [7] - 157:19, 157:23, 157:24, 202:3, 215:7, 259:17, 273:13 Study [6] - 156:13, 158:2, 163:7, 250:6, 251:18, 252:3 study [15] - 156:17, 232:2, 246:9, 247:21, 251:24, 253:16, 253:22, 256:10, 270:2, 271:15, 272:2, 276:19, 309:24, 310:1, 310:4 stymied [1] - 138:4 sub [1] - 59:9 sub- recommendations [1] - 59:9 subject [7] - 74:14, 185:3, 186:4, 201:5, 244:22, 249:11, 249:20 subjected [1] - 126:3 submissions [4] - 42:16, 314:4, 314:17, 315:4 Subsection [1] - 150:12 subset [3] - 9:11, 136:9, 297:2 subsidy [2] - 101:14,	101:16 substance [1] - 121:17 substantial [3] - 67:15, 158:13, 270:14 substantially [2] - 33:20, 269:16 subtract [1] - 289:9 success [3] - 63:7, 207:14, 269:14 successful [3] - 50:8, 93:18, 297:5 successfully [1] - 191:2 succinctly [1] - 19:9 sudden [7] - 30:24, 39:4, 39:8, 40:2, 101:15, 103:9, 121:20 suffering [2] - 217:14, 272:15 sufficient [3] - 31:15, 101:24, 102:1 sufficiently [1] - 47:23 suggest [3] - 59:7, 256:21, 263:14 suggested [6] - 48:19, 48:20, 71:18, 100:7, 119:11, 222:23 suggesting [3] - 21:15, 189:19, 222:23 suggestions [1] - 223:3 suite [1] - 262:12 suited [2] - 197:9, 232:23 summarize [1] - 195:22 summarized [1] - 281:24 summary [4] - 177:7, 192:20, 249:8, 275:13 Summary [2] - 2:20, 228:1 summer [1] - 235:13 sunset [1] - 107:9 super [1] - 55:4 supervisors [2] - 5:15, 5:19 supplementary [1] - 52:10 support [25] - 32:18, 32:21, 32:22, 44:21, 52:21, 64:14, 66:8, 79:6, 79:8, 80:22, 85:1, 86:21, 94:17,
---	---	--	--	---

95:22, 108:2, 112:1, 114:24, 133:23, 136:17, 195:13, 195:18, 196:16, 202:24, 277:9, 308:21 supported [3] - 85:9, 205:4, 277:4 supporting [2] - 81:12, 286:1 supports [6] - 44:24, 45:4, 110:16, 263:19, 298:6, 298:20 suppose [4] - 107:6, 119:20, 125:24, 154:6 supposed [5] - 54:14, 54:17, 103:3, 110:7, 314:20 Supposing [2] - 11:6, 91:1 supposing [1] - 87:1 suppository [1] - 299:20 Supreme [9] - 11:18, 17:23, 22:13, 22:16, 22:17, 24:21, 85:16, 112:18, 135:11 surprised [4] - 58:12, 95:2, 96:10, 108:19 survive [1] - 11:13 survived [1] - 127:9 suspect [1] - 34:15 suspicious [1] - 89:1 sustainable [3] - 50:4, 50:8, 76:7 swap [1] - 311:15 Swashim [1] - 316:24 sympathy [3] - 66:23, 110:5, 119:5 symptomatic [1] - 296:11 synopsis [1] - 177:4 system [102] - 2:23, 6:22, 11:21, 13:10, 13:11, 14:4, 15:22, 16:10, 18:3, 21:23, 24:15, 26:12, 27:1, 28:8, 33:4, 33:19, 34:5, 45:9, 47:18, 47:19, 47:21, 48:3, 48:7, 48:9, 53:8, 53:14, 54:13, 79:9, 79:12, 87:18, 88:4, 101:21, 110:4, 118:22, 118:24, 119:1, 125:8, 134:11, 140:15,	149:18, 150:19, 150:20, 165:4, 167:23, 168:6, 168:19, 169:22, 178:2, 178:20, 179:19, 181:6, 182:24, 183:5, 186:1, 186:23, 190:24, 191:17, 197:2, 198:3, 202:17, 202:21, 206:14, 206:24, 207:9, 210:14, 212:24, 213:1, 214:22, 218:17, 221:19, 224:1, 224:18, 232:8, 232:10, 232:22, 233:20, 234:10, 243:11, 243:23, 250:24, 257:12, 259:11, 260:18, 261:4, 262:18, 263:1, 263:4, 265:18, 299:19, 300:7, 301:2, 301:5, 301:7, 305:9, 305:13, 307:4, 310:22, 312:19 System [5] - 153:6, 158:9, 160:20, 161:14, 183:17 systemic [1] - 193:20 systems [51] - 157:22, 158:17, 165:2, 165:14, 166:8, 167:2, 167:8, 169:19, 170:13, 174:5, 174:12, 180:15, 180:18, 181:1, 185:14, 186:13, 189:15, 195:16, 196:17, 199:11, 202:23, 203:20, 204:14, 206:21, 207:8, 207:18, 208:1, 208:6, 208:8, 210:2, 210:10, 212:1, 214:13, 215:20, 216:3, 216:13, 216:14, 218:20, 234:7, 257:5, 259:13, 260:9, 282:21, 283:6, 296:21, 297:16, 299:12, 300:13, 301:13, 301:22 Systems [1] - 194:19	T table [16] - 90:20, 146:24, 177:16, 178:8, 223:22, 239:7, 240:7, 248:7, 256:8, 258:3, 258:9, 278:16, 278:18, 279:7, 281:14, 284:19 Table [11] - 181:4, 231:15, 244:18, 255:18, 264:19, 269:13, 278:12, 286:21, 287:5, 287:7, 292:19 tables [9] - 167:6, 178:4, 183:10, 183:11, 221:21, 235:2, 235:3, 245:22, 251:5 tagged [2] - 241:16, 241:18 tainted [1] - 162:4 takeaway [3] - 244:21, 292:5 takeaways [3] - 177:6, 179:23, 184:14 talents [1] - 232:23 talks [3] - 30:4, 93:11, 109:12 Tara [35] - 153:7, 157:8, 158:6, 158:18, 160:7, 161:8, 170:17, 176:20, 179:24, 181:20, 185:5, 185:24, 186:14, 197:8, 203:8, 205:21, 209:10, 211:3, 211:8, 213:24, 214:11, 218:11, 222:1, 224:6, 224:12, 229:1, 229:4, 233:16, 242:17, 261:10, 267:7, 293:8, 302:13, 311:6, 316:12 Tara's [1] - 155:8 task [1] - 103:17 teachers [1] - 77:9 team [5] - 1:22, 153:19, 177:3, 205:18, 229:1 tease [1] - 315:10 technical [5] - 10:8, 11:13, 73:5, 79:6, 80:5	technology [12] - 52:8, 52:12, 71:8, 78:24, 79:6, 80:17, 96:5, 117:20, 135:6, 135:7, 135:10, 135:13 teeth [1] - 108:5 telephone [1] - 41:21 temporary [1] - 204:7 ten [11] - 47:1, 71:5, 77:15, 120:6, 155:14, 155:17, 161:24, 200:10, 302:15, 303:1, 303:14 Ten [1] - 11:9 ten-minute [1] - 200:10 ten-year [1] - 155:14 ten-year-old [2] - 303:1, 303:14 tend [6] - 45:17, 135:19, 283:14, 285:9, 285:16 tending [1] - 294:11 tension [5] - 174:6, 174:11, 179:16, 191:11, 191:16 tensions [1] - 175:17 tenure [1] - 77:16 tenured [1] - 154:17 term [19] - 50:3, 50:9, 50:12, 56:21, 75:16, 75:17, 110:23, 160:10, 171:21, 206:10, 206:11, 206:16, 229:6, 229:7, 242:21, 256:11, 258:19, 274:24, 285:5 terminates [1] - 122:8 termination [1] - 223:9 terminology [2] - 171:3, 206:1 terms [29] - 27:4, 45:1, 62:21, 62:22, 76:11, 95:8, 128:18, 171:2, 171:13, 171:16, 171:19, 175:9, 203:11, 234:16, 235:7, 245:8, 253:6, 253:9, 268:19, 270:24, 283:9, 296:4, 298:22, 300:7, 303:17, 303:20, 304:22, 307:8, 310:16 terrible [2] - 30:4,	302:18 terribly [1] - 20:14 terrific [3] - 74:9, 89:10, 211:20 territories [1] - 165:13 test [1] - 297:7 testimony [6] - 43:12, 43:23, 152:8, 243:6, 257:4, 300:18 tethered [1] - 303:11 that'd [1] - 81:17 that'll [1] - 63:1 that.. [2] - 268:20, 288:16 the.. [3] - 212:21, 251:22, 255:21 theme [1] - 132:24 themes [2] - 194:1, 309:17 themselves [15] - 7:11, 10:5, 26:2, 29:13, 42:10, 68:23, 89:24, 90:3, 108:17, 113:22, 125:6, 146:12, 162:20, 169:4, 241:21 Theoretically [1] - 266:17 theoretically [4] - 17:22, 18:20, 25:2, 26:15 theories [1] - 301:3 theory [3] - 196:5, 266:16, 297:22 therefore [1] - 234:6 thesis [1] - 155:20 thick [2] - 64:11, 64:24 thinking [21] - 22:11, 41:18, 61:10, 62:21, 62:22, 73:19, 77:18, 79:11, 96:12, 105:13, 119:14, 121:10, 145:17, 148:8, 148:22, 167:13, 182:8, 193:19, 277:5, 307:12 thorough [1] - 33:11 thoroughly [1] - 123:2 thoughtful [1] - 301:3 thoughts [5] - 15:19, 30:11, 89:5, 201:7, 307:5 thousand [2] - 248:16, 248:23 thousands [1] - 23:10 thrash [1] - 83:13 threatened [1] - 84:10 threatens [1] - 308:19
---	--	--	---	--

Three ^[1] - 15:9 three ^[45] - 7:1, 10:23, 21:10, 25:23, 38:8, 38:9, 47:3, 61:16, 61:17, 75:8, 81:21, 120:20, 126:17, 128:23, 132:3, 148:19, 181:9, 184:21, 194:2, 199:9, 201:3, 203:2, 243:20, 251:19, 252:8, 254:13, 288:5, 288:17, 289:3, 289:9, 289:17, 290:9, 290:16, 291:1, 291:13, 292:21, 293:5, 293:13, 294:17, 295:3, 295:12, 295:13, 312:1, 316:3 three-month ^[2] - 251:19, 252:8 three-year ^[1] - 295:13 thrive ^[1] - 298:17 throughout ^[3] - 68:14, 231:21, 317:1 throw ^[1] - 313:20 thrown ^[1] - 285:6 tickets ^[1] - 74:24 ticking ^[3] - 114:10, 122:4, 122:22 Tier ^[1] - 155:11 ties ^[2] - 309:16, 309:17 timeframe ^[2] - 232:5, 232:6 timeline ^[5] - 119:12, 123:24, 124:7, 124:8, 124:11 timelines ^[8] - 33:12, 33:13, 112:15, 112:20, 119:7, 119:15, 122:18, 210:23 title ^[1] - 250:3 to.. ^[1] - 203:8 today ^[23] - 1:22, 2:14, 143:13, 153:2, 153:20, 153:24, 155:14, 155:15, 157:9, 159:10, 160:6, 216:24, 231:8, 256:12, 313:9, 313:13, 313:19, 313:21, 314:23, 315:5, 315:12, 315:16, 316:13 toddlers ^[1] - 120:5	together ^[13] - 39:6, 67:7, 90:16, 91:2, 146:12, 147:15, 152:13, 152:16, 176:21, 191:18, 207:8, 219:10, 231:18 tomorrow ^[9] - 57:15, 106:14, 220:2, 313:24, 314:2, 314:18, 315:13, 315:19, 316:14 ton ^[1] - 235:11 took ^[9] - 29:11, 51:10, 57:24, 69:16, 70:10, 91:21, 114:18, 164:13, 302:22 tools ^[5] - 132:16, 162:9, 174:12, 263:6, 301:23 top ^[8] - 9:21, 110:4, 113:8, 113:10, 190:11, 227:13, 227:16, 279:17 topic ^[1] - 240:13 topics ^[1] - 94:5 Toronto ^[6] - 154:19, 155:1, 182:19, 240:10, 268:24, 305:19 total ^[6] - 154:12, 280:16, 287:23, 288:12, 288:17, 289:10 totally ^[9] - 10:17, 19:11, 19:13, 21:24, 32:2, 73:16, 101:16, 103:12, 120:19 touch ^[3] - 8:20, 13:3, 161:20 touched ^[1] - 296:6 touching ^[1] - 306:23 towards ^[8] - 69:7, 146:14, 189:13, 208:16, 228:18, 251:19, 258:10, 307:24 track ^[5] - 65:9, 282:2, 295:4, 300:10, 307:13 tracked ^[2] - 241:13, 299:14 tracking ^[6] - 195:23, 238:12, 238:16, 261:20, 299:21, 299:22 tracks ^[1] - 256:13 trade ^[3] - 44:22, 60:7, 194:5	trade-off ^[2] - 60:7, 194:5 Trahey ^[2] - 3:14, 114:17 train ^[1] - 46:11 trained ^[14] - 47:2, 47:3, 59:4, 66:18, 67:1, 130:4, 133:21, 134:1, 135:17, 145:21, 147:13, 147:17, 148:14, 307:19 trainers ^[1] - 50:21 training ^[35] - 44:21, 45:15, 45:16, 47:6, 49:9, 50:14, 50:20, 51:4, 51:7, 52:8, 52:10, 52:11, 58:17, 58:18, 62:10, 63:3, 63:5, 63:21, 93:24, 130:8, 130:23, 131:5, 131:16, 132:4, 132:9, 132:15, 134:8, 135:8, 137:18, 137:21, 137:22, 137:23, 148:5, 196:16, 240:24 trajectories ^[2] - 166:23, 167:7 trajectory ^[4] - 167:3, 167:20, 169:2, 313:5 transcribing ^[1] - 34:21 transcript ^[1] - 14:20 transfer ^[3] - 212:2, 222:1, 259:16 transferred ^[6] - 212:12, 214:17, 229:12, 235:12, 236:17, 259:20 transfers ^[1] - 243:21 transition ^[1] - 136:22 transitioned ^[1] - 198:3 transitioning ^[1] - 59:18 translated ^[1] - 52:19 translators ^[1] - 46:15 transparent ^[1] - 178:11 trauma ^[3] - 30:8, 126:4, 195:10 trauma-related ^[1] - 126:4 travel ^[5] - 3:11, 3:19, 104:8, 114:23, 137:3 travelling ^[2] - 2:21, 97:23	treated ^[1] - 7:8 treating ^[1] - 257:11 Treatment ^[2] - 153:5, 180:8 treatment ^[8] - 63:15, 70:23, 124:3, 124:4, 215:24, 250:23, 271:23, 309:21 tremendous ^[10] - 20:24, 21:2, 41:23, 51:10, 61:6, 64:22, 112:7, 113:10, 113:18, 147:12 trend ^[7] - 189:13, 189:14, 193:23, 291:13, 294:9, 294:23, 296:22 trends ^[1] - 180:20 trial ^[4] - 12:7, 24:24, 70:4, 135:14 trials ^[2] - 38:8, 38:9 tribunal ^[3] - 26:16, 26:21, 26:23 trick ^[1] - 210:6 tried ^[3] - 105:8, 118:9, 261:12 trope ^[1] - 60:13 troublesome ^[1] - 95:5 true ^[13] - 29:7, 72:12, 140:10, 144:9, 172:19, 172:20, 173:17, 173:18, 173:20, 174:23, 175:3, 187:4, 283:18 trusted ^[1] - 51:18 truth ^[1] - 72:9 Truth ^[1] - 179:7 trying ^[32] - 32:7, 34:16, 40:14, 41:20, 47:13, 55:12, 56:12, 72:13, 74:11, 75:2, 91:9, 91:12, 92:2, 101:6, 103:17, 109:1, 110:1, 110:6, 117:15, 144:20, 145:13, 158:14, 169:15, 199:23, 213:7, 220:24, 271:14, 282:21, 306:3, 307:12, 311:21, 315:10 tshinashkumitin ^[1] - 316:22 Tshinashkumitin ^[1] - 143:2 Tuesday ^[3] - 56:6, 308:11, 308:16 turn ^[10] - 2:9, 42:8,	61:16, 93:7, 93:13, 134:17, 142:11, 244:17, 249:24, 314:22 turned ^[2] - 95:20, 305:23 Turner ^[1] - 140:4 turning ^[1] - 306:5 turnover ^[2] - 65:2, 65:10 twelve ^[1] - 119:24 twice ^[1] - 106:6 Two ^[1] - 15:6 two ^[68] - 6:24, 25:23, 33:7, 36:20, 36:21, 37:21, 38:20, 43:12, 43:24, 44:1, 47:2, 48:23, 50:20, 51:10, 52:4, 55:23, 56:5, 59:9, 59:24, 60:3, 60:4, 61:16, 61:18, 64:19, 67:5, 70:10, 82:2, 90:23, 93:19, 95:20, 112:10, 125:12, 126:16, 130:15, 130:16, 130:18, 132:2, 132:17, 135:4, 147:1, 148:19, 152:10, 152:13, 152:14, 153:3, 184:20, 191:12, 196:22, 198:7, 208:6, 211:21, 214:5, 219:9, 219:10, 219:20, 226:15, 235:23, 240:14, 246:24, 247:5, 267:24, 287:17, 293:16, 293:18, 293:23, 295:4, 295:6, 302:18 two-hour ^[1] - 44:1 two-year ^[1] - 61:18 tying ^[1] - 263:11 type ^[14] - 33:23, 85:24, 116:24, 118:2, 189:5, 189:8, 189:21, 209:2, 227:12, 279:7, 279:13, 282:6, 285:24, 299:12 types ^[5] - 179:10, 226:19, 278:20, 278:23, 279:10 typical ^[1] - 58:14 typically ^[18] - 162:2, 165:1, 168:9, 212:18, 215:19, 230:6, 235:1, 243:5,
---	---	--	--	---

243:14, 245:18, 245:23, 259:13, 259:21, 263:7, 282:6, 282:21, 285:3, 305:17 typologies [1] - 212:18	226:4 unique [3] - 106:4, 106:5, 134:21 uniquely [1] - 307:7 unit [3] - 183:18, 186:3, 241:19 universal [1] - 272:19 universally [1] - 123:13 University [7] - 133:7, 154:19, 154:24, 182:19, 240:9, 268:23, 305:19 unless [10] - 18:15, 19:16, 69:19, 72:6, 77:17, 88:15, 93:3, 113:21, 136:22, 161:19 unlike [2] - 20:17, 65:17 unnecessary [1] - 191:9 unpack [2] - 263:9, 264:21 unpacked [1] - 177:22 unpredictability [1] - 117:10 unpredictable [1] - 75:1 unrepresented [3] - 6:10, 9:7, 109:1 unto [1] - 133:20 unusually [4] - 273:12, 273:20, 274:1, 274:4 unweighted [1] - 272:22 updated [2] - 51:9, 81:17 updates [1] - 54:14 ups [1] - 141:10 urge [1] - 40:23 urgency [1] - 58:20 urgent [4] - 45:14, 65:1, 88:6, 263:2 Urquhart [1] - 316:2 useful [4] - 53:10, 62:19, 81:2, 178:20 usual [1] - 134:12	110:12, 113:12, 115:4, 118:7, 128:5 Valley-Goose [10] - 3:9, 3:21, 58:1, 58:8, 71:12, 110:12, 113:12, 115:4, 118:7, 128:5 value [1] - 316:6 values [1] - 197:3 vantage [1] - 241:8 variables [1] - 195:17 variation [2] - 260:17, 261:15 variations [1] - 192:21 varies [2] - 165:13, 165:15 various [6] - 2:21, 23:15, 85:14, 88:2, 125:4, 200:6 vary [1] - 116:22 vendor [2] - 233:14, 234:17 vendors [2] - 161:21, 161:24 veracity [2] - 165:9, 184:4 verification [10] - 108:9, 172:24, 198:14, 198:22, 211:15, 230:5, 257:23, 259:3, 259:9, 259:12 verified [8] - 173:1, 179:20, 187:6, 192:5, 198:18, 256:17, 256:19, 257:20 verify [3] - 129:17, 211:9, 253:5 version [2] - 205:11, 265:8 versus [13] - 8:6, 48:23, 101:10, 179:20, 184:9, 185:17, 187:16, 189:19, 200:7, 239:14, 249:3, 260:6, 311:11 verus [1] - 192:6 vibe [1] - 84:21 Vice [1] - 154:24 Vice-President [1] - 154:24 Victim [1] - 54:13 victim [2] - 114:8, 207:19 victimization [1] - 207:17 victimized [1] - 207:21	victims [1] - 54:17 Victoria [1] - 2:12 VICTORIA [37] - 2:10, 2:16, 5:4, 5:10, 5:22, 6:4, 14:10, 14:16, 15:1, 21:8, 27:3, 32:23, 33:10, 42:18, 43:1, 44:4, 44:15, 48:15, 50:1, 52:17, 56:17, 59:1, 59:14, 63:20, 67:4, 67:10, 67:23, 71:17, 71:21, 75:23, 79:4, 79:14, 82:14, 88:20, 94:7, 98:3, 98:8 video [12] - 43:8, 43:10, 43:14, 43:22, 44:1, 78:15, 79:23, 82:6, 82:9, 95:19, 142:2, 152:12 Video [9] - 1:2, 43:4, 44:9, 141:20, 152:21, 200:13, 219:1, 278:4, 313:15 videoconferencing [1] - 117:21 videos [4] - 151:20, 152:8, 219:9, 219:20 view [11] - 6:12, 8:23, 12:24, 27:5, 48:22, 122:3, 195:24, 213:19, 236:4, 257:17, 270:15 viewed [2] - 257:6, 262:4 violence [2] - 114:6, 160:17 virtual [1] - 302:1 virtually [1] - 314:9 visit [4] - 66:21, 87:2, 91:3, 142:22 visitation [1] - 91:1 voice [1] - 87:14 volume [1] - 253:7 voluntarily [1] - 87:3 voluntary [3] - 84:14, 84:17, 88:24 volunteer [1] - 95:14 volunteered [1] - 70:8 volunteers [1] - 138:1 vouch [1] - 111:23	122:7 waiting [1] - 38:4 waive [2] - 100:13, 125:4 Walk [1] - 29:23 walk [3] - 3:1, 71:5, 169:5 walking [5] - 93:2, 159:22, 176:10, 176:15, 302:16 wants [6] - 30:16, 97:11, 117:1, 118:5, 190:6, 231:18 warrant [3] - 69:14, 70:9, 171:12 warranted [1] - 174:9 warrants [3] - 69:11, 190:16, 194:4 watch [9] - 142:8, 152:10, 152:12, 152:14, 152:16, 219:9, 219:19, 219:23, 220:1 watching [2] - 32:20, 152:7 ways [13] - 64:18, 92:13, 118:24, 120:7, 162:10, 182:16, 204:9, 205:3, 206:17, 207:2, 218:6, 298:17, 304:17 wayside [1] - 50:24 we.. [1] - 269:7 webinars [1] - 94:3 website [1] - 183:13 week [4] - 58:21, 69:1, 69:3, 122:19 weeks [2] - 82:2, 109:8 weight [1] - 253:8 weighted [2] - 252:17, 272:20 weights [3] - 252:10, 272:21, 272:23 Welcome [2] - 152:4, 219:18 welcome [3] - 43:21, 95:3, 151:14 welcomed [1] - 157:14 welfare [40] - 57:3, 155:21, 157:22, 158:17, 158:18, 160:16, 160:22, 162:16, 162:19, 165:1, 166:6, 166:23, 166:24, 168:19, 169:22, 171:16, 174:12,
U				
ugly [1] - 74:3 ultimately [5] - 4:10, 86:16, 176:2, 292:21, 299:9 umbrella [1] - 136:12 unable [3] - 198:4, 214:3, 261:7 unaddressed [1] - 258:2 unclear [1] - 159:6 Under [3] - 15:22, 113:19, 226:15 under [27] - 19:1, 23:6, 23:14, 32:13, 36:17, 75:7, 75:15, 87:17, 88:3, 136:12, 174:5, 174:18, 175:19, 184:21, 208:17, 223:19, 225:18, 225:19, 227:2, 227:11, 240:8, 246:2, 249:2, 255:3, 268:19, 307:8 under-inclusion [2] - 174:5, 174:18 under-inclusivity [1] - 175:19 undercut [1] - 23:14 undereducated [1] - 27:16 underestimated [1] - 109:2 understandably [1] - 119:2 understood [7] - 59:8, 66:15, 72:14, 129:11, 189:2, 295:16 undertaken [1] - 100:17 underway [1] - 252:12 unduplicated [2] - 206:3, 211:14 unfair [1] - 140:14 unfairness [1] - 140:6 unfortunate [1] - 127:8 unfortunately [4] - 75:14, 87:4, 90:7,	validate [2] - 183:9, 235:15 validation [5] - 186:17, 211:17, 234:24, 235:2, 235:6 Valley [10] - 3:9, 3:21, 58:1, 58:8, 71:12,		W	
			Wabash [3] - 78:17, 114:21, 115:11 Wabush [2] - 3:10, 3:13 waited [2] - 122:6,	

179:19, 180:14, 189:15, 202:17, 202:22, 206:12, 206:15, 212:1, 217:23, 228:18, 250:24, 254:3, 258:15, 259:13, 260:22, 261:4, 262:17, 266:19, 285:21, 305:12, 312:19, 313:2, 313:4 Welfare [6] - 155:11, 155:17, 156:12, 163:6, 243:18, 250:5 well-being [4] - 195:20, 299:9, 304:11, 309:5 well-paying [1] - 7:20 whatsoever [1] - 56:7 wheel [2] - 136:6, 136:7 whereas [1] - 110:16 Whereas [2] - 31:14, 106:14 whichever [1] - 231:18 who've [6] - 61:8, 61:11, 76:14, 89:13, 89:23, 132:3 whoever's [1] - 81:12 whole [11] - 25:23, 65:7, 68:24, 73:1, 73:17, 87:2, 87:3, 91:13, 101:23, 118:9, 119:22 wholistically [1] - 296:11 Wi [1] - 73:6 Wi-Fi [1] - 73:6 Wicks [3] - 2:9, 2:12, 99:20 WICKS [37] - 2:10, 2:16, 5:4, 5:10, 5:22, 6:4, 14:10, 14:16, 15:1, 21:8, 27:3, 32:23, 33:10, 42:18, 43:1, 44:4, 44:15, 48:15, 50:1, 52:17, 56:17, 59:1, 59:14, 63:20, 67:4, 67:10, 67:23, 71:17, 71:21, 75:23, 79:4, 79:14, 82:14, 88:20, 94:7, 98:3, 98:8 wide [2] - 4:15, 175:5 William [2] - 1:2, 44:9 willing [13] - 16:7, 18:13, 18:18, 28:23, 63:18, 65:16, 78:23, 96:3, 96:10, 104:22, 137:3, 149:4, 149:9	window [3] - 198:14, 294:24, 295:13 wish [1] - 317:3 wishing [1] - 161:10 withdraw [1] - 9:6 witnesses [2] - 114:8, 153:3 women [1] - 9:14 wonder [1] - 278:22 wonderful [5] - 30:2, 105:23, 128:13, 128:14, 128:16 wondering [19] - 3:1, 15:17, 33:21, 45:4, 94:11, 200:9, 201:6, 208:24, 241:24, 242:24, 257:12, 260:4, 278:14, 282:1, 284:23, 296:5, 299:16, 304:15, 307:5 word [8] - 121:2, 129:13, 130:8, 148:11, 167:19, 206:18, 224:2, 274:14 words [9] - 16:12, 51:22, 78:8, 82:10, 118:8, 147:9, 149:1, 165:7, 313:20 worker [26] - 53:10, 54:14, 55:6, 64:21, 83:24, 84:5, 84:8, 105:24, 132:22, 145:18, 165:16, 166:3, 166:6, 166:9, 173:6, 173:7, 174:9, 210:12, 215:21, 230:4, 240:24, 258:11, 301:14, 303:8, 308:16 workers [47] - 4:9, 4:11, 4:20, 10:9, 17:15, 20:16, 35:23, 40:15, 49:10, 53:1, 53:21, 55:24, 56:1, 59:4, 59:11, 59:19, 60:6, 60:12, 60:20, 62:16, 64:3, 64:15, 64:19, 66:4, 66:18, 81:12, 83:5, 83:11, 83:16, 85:1, 105:22, 106:1, 121:5, 146:20, 174:4, 186:24, 208:8, 212:19, 215:9, 254:15, 264:3, 276:9, 301:18, 307:19, 308:8 works [9] - 6:22,	39:19, 45:10, 46:1, 69:17, 70:14, 70:19, 145:21, 280:21 world [3] - 116:15, 171:15, 206:4 worried [1] - 191:13 worries [3] - 146:23, 215:12, 292:17 worry [6] - 28:17, 69:9, 97:19, 97:20, 169:11, 173:8 worse [3] - 28:6, 31:8, 74:2 worst [2] - 308:12, 308:14 worth [2] - 93:23, 199:18 would .. [1] - 229:20 wrap [1] - 299:3 wraps [1] - 309:7 writ [1] - 132:24 write [3] - 113:9, 263:12, 284:20 writing [2] - 81:16, 143:24 written [2] - 36:1, 220:23 wrote [3] - 211:4, 231:17, 247:3 Y yang [1] - 32:3 year [51] - 20:13, 25:23, 40:2, 52:4, 61:18, 74:23, 75:6, 77:8, 97:23, 108:11, 122:21, 126:13, 132:17, 135:20, 155:14, 181:15, 183:19, 192:9, 201:3, 201:15, 201:16, 247:20, 247:22, 249:20, 252:11, 252:21, 261:24, 269:16, 269:17, 273:2, 276:9, 279:18, 282:12, 283:1, 287:10, 289:17, 290:8, 290:9, 290:15, 291:11, 293:18, 293:20, 293:22, 294:7, 295:13, 303:1, 303:14, 303:23, 312:1, 315:24 Year [1] - 312:8 year-period [1] -	289:17 years [91] - 7:24, 21:2, 29:11, 37:4, 37:9, 42:6, 47:10, 49:12, 50:13, 51:10, 51:14, 61:13, 61:16, 61:17, 65:8, 73:14, 73:15, 76:24, 77:3, 77:11, 77:15, 85:3, 85:13, 89:14, 91:21, 99:13, 105:7, 107:10, 110:16, 111:13, 111:14, 114:22, 120:6, 128:2, 128:4, 128:23, 155:17, 157:17, 160:21, 170:3, 170:4, 177:20, 178:18, 181:9, 183:1, 187:19, 187:20, 187:24, 190:4, 192:22, 193:10, 200:5, 214:4, 214:5, 223:14, 240:14, 245:20, 245:24, 246:3, 246:9, 247:14, 248:4, 249:9, 264:6, 279:4, 287:17, 288:6, 288:17, 289:3, 289:9, 289:16, 290:9, 290:17, 291:1, 291:13, 292:21, 293:5, 293:13, 293:16, 293:18, 293:23, 294:17, 295:3, 295:4, 295:6, 295:12, 306:18 years' [1] - 160:11 yesterday [1] - 142:10 yin [1] - 32:3 young [9] - 27:14, 27:15, 63:6, 63:18, 75:7, 75:11, 89:22, 120:2, 126:2 younger [5] - 45:22, 68:22, 125:15, 125:17, 127:10 yourself [5] - 132:6, 157:1, 160:1, 160:3, 176:20 Youth [1] - 223:7 youth [2] - 112:5, 286:2 youths [1] - 111:7	Z zero [1] - 187:22 zone [3] - 240:15, 240:16 zones [1] - 240:14 “ “Denouncing [1] - 156:10 “Missing [1] - 208:17 “outcome ,” [1] - 206:18 “outcomes .” [1] - 206:12
---	---	---	---	---