



Special Committee To Prevent The Abuse And Exploitation Of Children Through the Sex Trade

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**SPECIAL COMMITTEE TO PREVENT THE ABUSE AND EXPLOITATION
OF CHILDREN THROUGH THE SEX TRADE
2000**

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Humboldt

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Saskatoon Meewasin

Don Toth
Moosomin

Kevin Yates
Regina Dewdney

The committee met at 10 a.m.

The Co-Chair (Ms. Julé): — We've very pleased to have you with us here today. Just before we begin our committee hearings, we are going to be asking Bev Poitras to come forward, and she will lead the smudging ceremony as well as do some introductions of the elders here today.

Ms. Poitras: — Today our original, how do you say, recruitment hasn't worked out and their vehicles froze up and they're going to be late, so we've asked Ivan McNab to do a smudging for us. So we'd like to all gather in the circle.

This is our elder, Irene Jacquis. So before the prayer, we'd like to do a smudging so if we all come into a small circle.

Mr. McNab: — There's not a heck of a lot to explain really. Essentially this kind of a ceremony is not really a ceremony in such but it's one that you use to . . . It's a rite of purification, if you want to call it that. And it's done in such a way . . . I'm not an elder. Obviously your elders didn't . . . or at least the ones that were going to do it didn't show up today so when they asked me to do it, and it just happens I have sweet grass in the car . . . (inaudible interjection) . . . as old as the hills.

Many people use different, different types of things for smudging. Sweet grass is the one I'm using today. And the elders tell us — that use the sweet grass — what we do in terms of the smudging that they . . . that the smoke actually carries the . . . carries the message for us as we go.

Do you want to join the circle here please.

And the trick to it is just to . . . as if you're just washing in the smoke. Just cover it over yourself.

Sweet Grass Ceremony

Ms. Jacquis offered a prayer in Dakota.

The Co-Chair (Ms. Julé): — That was a beautiful ceremony. Thank you for including us and for blessing us with it.

I just wanted to mention to the committee members that are accompanying Bev today we have Don List and Fred Clipsham from Birdsong Communications. Incidentally, Bev, I should mention to the committee, is the justice coordinator for File Hills Qu'Appelle Tribal Council.

And we're pleased to have all of you with us here today. I'm going to have the committee members introduce themselves also so that you know kind of who you're talking to and talking with today.

If we could start from that end over there please.

Ms. Jones: — Good morning, I'm Carolyn Jones. I'm the MLA (Member of the Legislative Assembly) for Saskatoon Meewasin.

Mr. Harper: — Ron Harper, MLA, Regina Northeast.

Mr. Yates: — Kevin Yates. I'm the MLA for Regina Dewdney.

Mr. Prebble: — My name is Peter Prebble. I'm the other Co-Chair and I'm the MLA for Saskatoon Greystone.

Ms. Draude: — June Draude, MLA for Kelvington-Wadena.

The Co-Chair (Ms. Julé): — I'm Arlene Julé, MLA for Humboldt. We are missing today one of our members, committee members. Mr. Don Toth is the MLA from Moosomin and he's unable to be here at this time.

We also have some very dedicated and hard-working staff members and I think it's appropriate that they introduce themselves to you too so that you know who they are.

Ms. Woods: — I'm Margaret Woods, the committee Clerk.

Mr. Pritchard: — I'm Randy Pritchard, technical adviser.

Ms. Klein: — Donelda Klein with *Hansard*.

Mr. Sywanyk: — Ihor Sywanyk, audio technician.

The Co-Chair (Ms. Julé): — Okay, and right at the back of the room.

Ms. Wells: — Kathy Wells with *Hansard*.

The Co-Chair (Ms. Julé): — Thank you very much.

We are going to ask Bev and Don and Fred to just proceed with whatever preparations you have and in any way that you have arranged. We're eager to hear what you have to say to us today. Thank you.

Ms. Poitras: — Good morning. Thank you for participating in our ceremony this morning. We would like to start by showing you a video. And we have just completed it and it's called *Lives worth Living*. And the video fairly well speaks for itself so we'll just like to put that on right now.

Mr. List: — I might add that this is what we would call a sneak preview. This will be the first public screening of the video.

The Co-Chair (Ms. Julé): — We are privileged. It's wonderful.

Video Presentation

The Co-Chair (Ms. Julé): — That was just, just a real wonderful production. You certainly deserve to be commended putting that together. And it's obvious to myself and I'm sure other committee members how very educational that video is and how beneficial it will be to young people. I presume that it's meant to be shown in schools and to be shown wherever there are young children that can benefit from that.

Bev, is there any other comments that you would like to make before the committee members might like to speak with you about this film.

Ms. Poitras: — Just a few things. Before you is just a written little brief that I prepared. *Lives worth Living* was based on a true story. It's a true child's story. We also have a study guide that we're preparing that will go along with it for all our . . . the teachers or the social workers or front-line workers that will be presenting this to children.

The Department of Social Services and Sask Justice funded the video through the tribal council so hopefully it will be effective and we'll make a . . . hopefully we'll make changes. It'll make some changes.

I have, in the paper, three, four recommendations. One is that the children be apprehended and placed into some kind of a safe home and that a treatment plan be made for them. Number 2, that the laws are already there. If we look into the Criminal Code and to the young offenders' Act and different Acts, those are already there. But I don't think . . . we're just not implementing them and the sentencing is just not, is not just going across to show them that child sexual predators should be stopped.

Recommendation three was to do intensive First Nations development on our reserves. On our reserves we don't have the visible prostitution that we have in the cities, but we do have sort of a grounds for the development of that in our First Nations. We have a high child abuse, sexual abuse, incest — different things like that, different problems — in our communities. So what we would like to do is to again develop some kind of treatment plans for the . . . so that this doesn't, this doesn't happen in our First Nations and in our communities.

The recommendation four is lots of these kids are on the street because of addictions and that there be some strategy towards addictions and drug abuse.

So that's a brief, what is in the summary that I'm presenting.

The Co-Chair (Ms. Julé): — Okay, thank you very much, Bev. I'm just going to invite also Don or Fred or both of you to speak to the committee if you should so choose to do that at this time. If you have any comments that you think would be helpful for us, we would certainly appreciate hearing from you.

Mr. List: — I'll just briefly thank you for letting us come here, and again it's a sneak preview. A lot of the subject matter that our company, we're involved with, is dealing with kids, youth at risk, and you know talking about it, it's like more than just a life or a business. You know it's often difficult to separate the reality and the emotion that comes with it. And interestingly enough, you know I have a 13-year-old girl, a daughter; and you know a lot of this really hit home because, you know, she's getting all these issues in her life.

Some of the courageous people . . . you know we talk about, well, what are you doing this summer? Well I went to a show on child prostitution. You know like it's a downer but I think, and I can honestly say, that for the group that we received a lot of joy in working with some of the people who are doing things. You know, the Christine Deiters, Isador and Maria who have taken upon themselves to get involved in youth at risk, not just the child prostitution issue. And I think that was a driving force

for us.

For example, the Natasha who's just a . . . I think Bev mentioned the young girl who's our character is working with a group called the Student Karma, an improv troupe which basically came out of a group in Regina started by a former prostitute, Monica Fogel, whose credit appears there too. And we have to thank them for their courage to, first of all, get out of the mess that they were in, and now they're working with kids.

And so it was a natural. We went to them, got input — our research methodology. We started to ask those kind of questions and next thing you know through the process we developed a character. We saw a character. It's her real life. That's verbatim. You know, my mother was this . . . and next thing you know we came across with Natasha who was a performer and, you know, she's a grade 12 student I think in the school, at Miller. And you know just from a very innocent kind of I want to help kids to the challenge of working with her and saying, well, will people think I'm a prostitute when I'm in this film — well, if you do your job right they will.

You know, so it's working with the grass roots and working with these kids who are coming out and saying, well, yes I want to help, I think I can do something. So, you know, I think that we have to tip the hat to these kids who started to . . . who gave us the strength to deliver the message.

There's so much that we can talk about. I mean when we set up one shot with the stroll, walking through — I'm not sure if you saw Councillor Clipsham's car there — but I'm serious, we were walking in the streets and the next thing you know, it was a stroll. Cars were driving by, around the block, coming around. So it's like oh my God. It's like, sorry folks, this is just a movie. But it wasn't.

I don't know. There's so much can be said about this. Now we're getting it out into — and I'm not using this in a cross term — but the market. We know that people want to use it. We have a study guide which I apologize is . . . I've got a draft but it's at the printers and it should be there yesterday. But that will be part of this tool.

And we say it's a resource that will go to the schools. Like we, mainly our main goal was the tribal councils, First Nation communities, but I think it has a much larger reach. We are now talking to Education and our committee suggested we get the tentacles out because I think it does have a message.

Part of the challenge is because it's dealing with this kind of issue which might not be a good thing to teach in school, which is a bit of a problem for me but that's one of the challenging things.

The Co-Chair (Ms. Julé): — I think that your comments are right on and are comments that need to be said, that need to be spoken. One of the things that was recognized in the last few years is there's a necessity, a great necessity to start bringing this issue to the light, and acknowledging and stop denying that we have got this kind of activity taking place. An activity that's so detrimental to children's lives and their future, as well as our

whole societal future.

And another thing that we have heard more of as we have been going, the committee has been going throughout the province to different rural communities and in the North, is that education is needed. We have to know, children need to know, everyone needs to know how they can be aware in order to stop this.

So it's a very good video and it certainly is part of the educational component that I'm sure will be very, very helpful in the future.

Mr. List: — I'll pass it on to my . . .

The Co-Chair (Ms. Julé): — Fred?

Mr. List: — Like I say, we're just three people of dozens.

The Co-Chair (Ms. Julé): — Yes.

Mr. Clipsham: — Madam Chair, thanks and thank you for the opportunity to be here with you.

I guess my first comment is thanks to File Hills Qu'Appelle for recognizing that there's a tremendous issue here, that we all have to contribute to the challenge of this issue.

As the writer of the video, the challenge that I faced in putting this together was to keep the focus on recruitment. I think you're probably aware of the work that the Regina Crime Prevention Commission has done on this issue or maybe will shortly become aware of it. But they have a five-part strategy, the first part of which is recruitment.

There's other issues, intervention. And some of the things that are dealt with in the recommendations that have been put forward here — like a strategy for treating addictions of young people, those kind of things, are all part of this issue.

But the challenge of the video is just to focus in on recruitment. So it's not meant to answer all the issues, but just rather to be a resource that contributes to that first part which is education and the prevention of the recruitment at the first stage.

The methodology that we followed in the research is called participatory research. So we talked to a lot of people in getting our thoughts together, getting what we needed to know in the first place. And I'd certainly be happy to share with you our experiences from that research, if that's your desire.

The Co-Chair (Ms. Julé): — Thank you. Committee members, would anyone like to make any comments or ask any questions of our guests?

Ms. Draude: — Thank you. And I congratulate you on the video. It is excellent. I understand that you're going to try and get it into the school system, which I really think is where we have to go. Education on all issues is so very important and it's a lot easier to educate the young ones than some of us old dogs. So maybe getting into the school system is important.

But I'm worried that . . . I don't know if you've contacted them

at all, but is it something that will be difficult to get in to the school system? Is it considered controversial at all?

Mr. List: — Maybe just to address that, we . . . I should also just back a . . . we work with a committee. We had a committee with Justice, Social Services, and we had some reps coming in — I think Randy actually was involved with the early days of our committee — on their direction. We went to the curriculum people.

So now, we've started to make overtures. They are right now reviewing . . . they will be reviewing — because it's not released — but I made opportunity for them to see the tape. They are going to go through their process. It's about a six- to eight-month process, if we're lucky.

And it's almost . . . little bit of cynicism there because we did have some problems because we know, in previous programs, there's certain things you can't say. And it was like, excuse me, but you know, I mean, we can't cloud this issue out any more. So we didn't get them involved from the start because we felt then it would just take too long. So we felt comfortable with our focussed process that we went through and now we're inviting them to use it as a resource.

And we've talked to the First Nation curriculum in the department and health and social studies. Because again it has to fit into a curriculum, because you can't just say here, here's two hours including our workshop, or you know, that we want you to now push into the school system. It just doesn't work that way because, you know, that process . . . but we feel that it can fit nicely into the new health curriculum and that's what we're trying to push.

Ms. Draude: — Thank you. I'm always concerned because I know that even sex education in schools can be controversial, so I would imagine that it's something that has to be approached in a balanced way.

I noticed that one of your very first recommendations was that children be apprehended, and I'm sure that you know this is a controversial discussion. And I'm just wondering could you just maybe give us some more of your thoughts on that. We've heard the other side of the story saying that that's, you know, that would be . . . that would be detrimental to the young person. So maybe just give me your perspective on that.

Ms. Poitras: — The reason why . . . when I did this I sat down at the tribal council, and I went and interviewed different people and I said how do you feel about this? What things do you think that we should be recommending, and what we should be saying?

And one of the things they said was that our children . . . or one of the things we found with the video was that the mothers, the uncles, the dads were the pimps in these . . . in the child prostitution or child exploitation. So to provide a safety for that child, they shouldn't be in that family until that family has healed and the child has started a healing process.

So in the first recommendation we said apprehension of the child because the safety of the child is the utmost for us and put

into a safe environment, whether it's a treatment centre or a healing plan or some kind of a process for that child to realize that there are other people out there that they could feel safe with, and tools for them to actually, if they want to go back into the family, tools to say no, this is not acceptable and I will not do what you want me to do.

Ms. Draude: — Okay. Can I ask one more question. I know that if you had an opportunity to review our web site and read some of the information other witnesses have given us, you've probably heard or read that they say it doesn't matter what the family is like, the children want to be with their family. And they feel that whatever is at home is normal. So taking them . . . we've had reports from people saying this is the wrong thing to do. And I'm sure it's going to be a dilemma that our committee has to deal with.

Do you agree that the children feel safest with the people they know?

Ms. Poitras: — They do feel . . . It's not a matter of feeling safe. But what happens with that child when they are abused is they learn a different relationship. They learn a different form of — not relationship — but when they're being exploited, they're not being children in a safe environment. And they're not being given the tools to survive. And we have to teach them those tools before they can go back to that family.

And I know this is tearing me, even in my own opinion, that we should never tear families apart, and that's one thing that we would hate to do. But for this seriousness, because it's the families that are hurting them and that have taught them these tools and these things, that they have to be separated and given that opportunity to live as a child and to learn those . . . relearn those tools.

Something where the parents and the families have to relearn also those relationships in a healthy way.

Mr. List: — I think to . . . just to add to that is the question that we had, is how do you break that cycle? And one of the early focus groups that we had with . . . there was some Regina Police Service in our group and, you know, one of the comments — and it came out a couple of times — was, you know, when I started on the force 20 years ago I saw a woman on the street and now I see her granddaughter.

And so the issue is, how do you . . . you have to start breaking that cycle. And, you know, what tool are we as a society going to pick to break it? It's a challenge.

Mr. Yates: — I'd like to start by saying the video was incredible. And I think it's a very good piece of work and a tool much needed to help tackle this problem.

It strikes a little bit close to home in some ways because every day when I drive to work, the van that's out there at nights is parked on Dewdney Avenue and I drive by it from my house to go to work. And Isador lives just about four blocks from me and Natasha goes to school with my son and has been in my house.

So, you know, there's a lot of connections in this particular

video which is . . . makes it strike a little bit close to home. But I think it is a very good tool and I think that it's something we need to look . . .

I was kind of looking for recommendation no. 5, being that this video be introduced as part of the curriculum of our school system, which of course this committee could have some impact on in its recommendations as well. I mean, it would be something you'd like to add to your recommendations.

I would like to centre my questions around the issue of dealing with the abuser. And in this case I'm talking about the . . . not the family that's putting them on the street but the people abusing young children, picking them up on the street, and the effectiveness of provisions of our Criminal Code.

As you know, there are several — and you've listed some of them — there are several ways to prosecute and charge individuals that are perpetrators or the abusers. But it seems to be that there is not a great deal of that done.

And do you think that we need to — in your opinion, from what you've heard from people and talking to those involved — to press the federal government to strengthen those provisions of the Criminal Code and perhaps change some provisions of the Criminal Code, moving the age from 14, you know, the age limits 14, 16, and 18, perhaps changes in those age limits to make it much clearer that the abuse of children under 18 is a very serious offence?

I'd just like some comments on that.

Ms. Poitras: — When I first started doing my research and I looked through all the different . . . the Criminal Code and the different Acts and stuff, I thought we already have the laws there but they're just not being enforced.

And when you look at the sentencing, not to exceed 10 years, if there's some way that that can be tightened. I mean, that's a recommendation that that be tightened so that that actual sexual predator is going to go to jail or is going to be forced to go to treatment. I think that that can follow in that recommendation. That should be a push that we do that.

Sentence to 14 years but not less than five years for procuring youth. I mean that's a hard sentence. That's taking somebody's freedom away for, like, it could be up to 14 years. But I don't hear of it.

Mr. Yates: — Because it's not happening.

Ms. Poitras: — Yes. So that to me is, like, the law is there but we're just not using it. It's just not being enforced or it's not being brought up or we don't have the proper tools to make sure that that is something that can be prosecuted.

Mr. Yates: — Thank you very much. My last question has to do with the treatment of those who are involved in the . . . those that are being abused, the children. And do you have any recommendations specifically on how we can deal with the problems faced by these children within sort of the existing parameters we have? Or ideas for new programs? How would

you say we tackle this issue in integration with First Nations communities?

The fact that the majority of these children, if not all of them, are on the streets in our two or three largest communities — often their families are there. But that may not be the best environment for them to heal in and to deal with their problems. Do you have any ideas or have you put your thoughts around how to tackle this problem?

Ms. Poitras: — We are developing, right now in Fort Qu'Appelle, an Indian hospital or a wellness centre that's going to address youth treatment. And it's . . . many of the little things that I said in my report come from that.

So we are developing a day treatment plan for youth where they can come in for a five week, I think it is, to seven week and then breaking it if they . . . for school and different things. So that they may come like two weeks at one time and then go back to school and come back for two weeks or whatever, where we deal with these deep-rooted issues, where we have that therapist, counsellors, youth workers working with them to try and build and deal with those problems that they have.

Mr. Yates: — And last but not least, would it be possible to get a copy of this tape to show our colleagues in the legislature?

Ms. Poitras: — Yes.

Mr. Yates: — I think it's a very valuable opportunity to give all our colleagues an opportunity to see this.

Mr. List: — Sure. I think there's a study guide that, like I say, it's at the printers as we speak.

Mr. Yates: — When we get it all, you know you could put it all together for us, and I think it would be very good to show in the caucuses.

Mr. Clipsham: — Who should we invoice?

Mr. List: — I think what we'd like to do too maybe is, speaking out of school, but maybe invite you to our premiere on December 7, you know, if you'd like. I'm sure we'll be talking to you again before that.

The Co-Chair (Mr. Prebble): — Carolyn, did you have questions?

Ms. Jones: — Thank you. And thanks again. That was an excellent video and I think an excellent initiative to try to get it into schools and other places and raise public awareness. I think everybody, you know, quietly knows about the problem but there seems to be a lack of ability to do anything about it. And dealing with it at the school level, I think, is a very good idea.

I never cease to be amazed by the variance in opinions that come before us. And June has talked to you a little bit about apprehension and I mean we've literally been yelled at in other locations that under no circumstances should children be removed from their home which, you know, is an amazing notion to me when the home is so often the place that's putting

them on the street.

One thing your video didn't address, and I'm just wondering if it's been your experience, that children who end up on the street are very often sexually abused at home in the first instance, and so it's much more normalized when they get on the street. Is that your experience as well, that there's a lot of sexual abuse in the home?

Ms. Poitras: — Especially if it's drugs and alcohol-related, and the parties, and then maybe not having the children there during those parties; there is, I think, lots of sexual abuse. And I think that that . . . the sexual abuse happens in the family and then that normalizes them going on the street.

And it also creates a dependency on, say, self-worth and self-esteem. Because the adult then is saying, well you're doing so well by bringing the money into the family, you know. We're so poor or whatever; you're doing such a good thing. And that creates a dependency for that child to actually become, then, a supporter of the family and is seen as actually a contributing party.

And that I think is one of the reasons why I would say separating the child because they've become . . . the child, they've become an adult that's supporting that family, and they've created wrong dependencies and wrong behaviours and relationships.

Mr. List: — If I could just maybe add to that, as the video as a resource. Like that was a difficult issue to put in our video as well and we felt that that could be covered in a study guide. And we aren't just saying that, well the study guide will do it. But the challenge, or the problem that we had is the first time we did a focused screening with a version of this, the school . . . we had to have a social worker present because the issues that this would bring up, how do you deal with it?

And if we also, then, throw in another concept about child abuse. Often a teacher may not know how to cope or may not have the resources to deal with it right there and then, unless of course you have some material. And that is a challenge. So that's why it's, you know . . . we were aware of that and barely alluded to it.

But hopefully in the study guide, if that does come up, what do you do when a child says, well yes, my brother or I'm . . . I was on the street last night. What do you do?

Ms. Jones: — Right. But I'm sure it will prove to be a wonderful resource . . .

Mr. List: — We sure hope so.

Ms. Jones: — . . . and I'm very proud that you've done it.

The recommendation no. 2 about the Criminal Code is also a very troubling one because although laws are on the books, and quite often the police are able to do stings or other types of operations with adult or older women and children, but it's very, very difficult to entrap a predator of a child because there's very few policewomen that can pose as somebody

looking young enough to prove that the intent was to procure a child.

And we've heard this time and again from the police and how difficult it is because the children are trapped in the life. If the police observe a predator seeking the services of a child, they approach him. About all they can do is ask for his driver's licence and registration and perhaps ask the child what they're doing. The child will say, my uncle came to drive me home, or whatever, and it's over. I mean it's so, so difficult. Even though the law is there, it's a very difficult thing.

We've also heard from other groups that we should not charge the child. You know, charge the john, if you will, the predator, but not the child. And yet your recommendation says yes, charge them, and then get them into a healing atmosphere. So that's also quite an interesting change from most that we've heard.

But when we . . . if we . . . you know, if the laws were changed to accommodate that, I still agree. I mean you have to go back to the whole family. Because what do you do with a well child? You can't send them back to a sick family.

So you've got some very interesting ideas, but some that I have to admit are going to be very, very difficult for the committee to try to address. Because in addition to . . . I mean we can certainly write reports, but we have absolutely no ability to influence the judicial system and what the judges are going to sentence or prescribe.

So hopefully the increase in public awareness and public abhorrence of the lack of action against this type of crime against children will put enough public pressure that some things will change, but it's a difficult issue.

The other thing that's difficult — I only want to just touch on it — is for us to deal with on-reserve programs as a provincial committee. I mean certainly recommendations can be made that people work together, that type of thing, but we also don't have jurisdiction to go onto reserves.

So I really appreciate your presentation and congratulate you on it.

Mr. Harper: — Yes, I also want to add my words of congratulations on your video. It's a marvellous video. I suppose there's something about seeing a video like that that makes the issue even more real, particularly to us who have been dealing with it for a while. But when you see some of the happenings on the street, it just . . . it brings it closer to home.

I also want to encourage you to do whatever you can to have it included into the educational system. Because I believe that the answer to many of our life's problems is through education. And I think that's . . . this is part of it — not only to education of young people, I think it's to education of the public as a whole — that this issue is in our communities, it is real, it's happening to our children.

And I think that the sooner the general public can have that perception — that this is not just something that you read about

in the paper; this is something that is happening to our own flesh and blood — then I think we may be taking some small steps towards finding a solution to it.

Just one comment that I found quite interesting is that somebody made earlier here today about a policeman who had been in the force for a few years and said that when he joined the force, he recognized the grandmother of a young prostitute who is prostituting today, so that's the third generation.

I'm just wondering, in your opinion, if you have any idea as to the number of children who are on the street today that would be first pimped by their family members and/or be second- or third-generation street workers? If you'd have any idea of what percentage that would be or a number?

Mr. Clipsham: — Well I can certainly, I can certainly say from the research that over and over again we were told that it's First Nations kids and that the primary source of recruitment is a coercion by family.

But we did not, we did not set out to look quantitatively at the issue, but rather qualitatively at the issue. We're not, we're not social scientists; we're not gathering data. What we're doing is gathering input, if you will, that would help us in the creative process leading to the script and the production of the video. So we didn't set out to ask those questions.

Mr. List: — Even trying to find the number of kids on the street was a bit of an issue, not just with our resources but it goes up and down, it fluctuates; and it's also a political issue too. Like is it 50 or is it 100? Well is one bad enough? So we were dealing with that as well.

I think we've avoided numbers, if I can say, just because well it's not important if there's only 50; there's bigger issues. Okay well if it's 1,000 is that . . . You know so we just left that entirely. And for kids, this is for kids. You know, so we didn't, you know . . . That would be an interesting figure, to find that out.

Mr. Harper: — Yes.

Mr. List: — And we'd share it if we had it.

Mr. Harper: — Yes, no I understand that. I suppose what I'm looking for is some magic indicator as what mechanism would be available to break that cycle. That cycle has to be broken.

Personally I think education might be a step in the right direction, but is it the complete solution or is there something more we need to do. I'm trying to find somebody to tell me what it would take to break that cycle because it's a cycle of poverty. It's a lack of education. It's a lack of job opportunities.

We've heard from many, many witnesses that they felt — from witnesses who have worked the streets — that they felt that harsh legislation, harsh imprisonment, harsh confinement would not necessarily be the solution. It would simply entrench them further into their lifestyle.

And I suppose what I'm looking for is some mechanism to

prevent and eventually solve the problem and eradicate the problem rather than just drive it underground. Thank you.

The Co-Chair (Ms. Julé): — Thank you, Ron. We have just a couple of questions each here — Mr. Prebble and myself. We'll make them fairly brief because we do have another person here who is patiently waiting to give us their presentation.

But, Bev, if I could just address you and refer you to your recommendation no. 1. Frankly, I agree. Not that it matters; the committee is going to be looking at everything we hear. But these recommendations are all recommendations that I agree with.

And I would concur with you about the judicial system for one reason or other not putting forth penalties that meet the crime and not treating this in the very grievous way that it should be treated; like in the very, very important way it should be treated. It's a criminal activity, and we are not seeing it as such it seems in our society so . . . And that's reflected in the kind of sentencing that comes down.

But in recommendation no. 1, Bev, you mention the word apprehension of the child. And I really think it would help us to get some clarification from you about the discussion you had with the tribal council in regards to what they meant by apprehension. Did they feel that the child should be charged by the police or that the child should be taken and taken to a safe place for assessment?

Ms. Poitras: — I think the second part of your question that they be taken out of that environment, and that they then receive extensive — what's the word — background checks and extensive counselling or interviews with that child on what has happened in that child's life. Why are they there?

And we have Christine Deiter — she's telling us all these different stories. They know, they'll talk about it, and if we can get them to talk about it and then putting them in. And they don't have to go to another, like I said, programs or child and family services or different programs like that because then they will place them in safe homes. We do have safe homes that they can be moved to. And so that they don't have to go into some kind of institute or like Paul Dojack or whatever. They're not going into that. They're still going into a family environment, but they're being provided with a safe environment where this can be done.

The Co-Chair (Ms. Julé): — I thank you for that because it's necessary to clarify that. A lot of people when we look at the word apprehension in regards or in relationship to the laws that have been, people think that that word is conducive with being charged. And I think it's important that the general public understand, you know that, the intent of the word apprehension here.

I also was going to ask you, to your knowledge does File Hills Qu'Appelle, do you have . . . let me see . . . do you think that there's the ability here within the band to provide safe and, I guess, nurturing assistance to children who may be removed from their primary family? For instance would you have . . . be able to accommodate, rather, children who would be removed

from their home and maybe taken to their kohkoms or to maybe uncle's or aunt's place. Have you done some research as to whether or not you could accommodate that so that they could remain in a family setting while healing is taking place?

Ms. Poitras: — I haven't done any research on that, but I do know that through our child and family services they have foster parent programs where people are being trained to have these safe environments. And we have parenting — what do you call it — parenting counsellors and different resources that are now being developed through the child and family services.

The Co-Chair (Ms. Julé): — Okay. And I was really heartened to hear you say that your Fort Qu'Appelle wellness centre is contemplating or in fact does have a plan for treatment and, if I understood you correctly, you'd mentioned from between five and seven weeks so that, you know, there would be a period of time to certainly do some assessment and get moving with some necessary services that would provide some treatment. That's really wonderful to hear. It's what's needed to be done, I think.

And I think we're going to have to hopefully look at encouraging health districts and so on throughout the province to look at this specific issue and have something that's targeted towards healing for children that have been through a lot of sexual assault.

So thank you very much. I'm going to turn the questioning over to Mr. Prebble.

The Co-Chair (Mr. Prebble): — Well I also want to thank you for what I think is a splendid video. Some of my questions are really just further clarification because a lot of the questions here have been asked, and as you'll understand we're under some time pressures unfortunately, but I do want to come back to this apprehension question one more time.

Because the controversy is really not so much around apprehension but around lock-up, involuntary lock-up. And I guess the tough question we have to ask, and we've been getting as you've heard differing opinions on this, is do we lock children up in a safe facility against their will for a period of time to ensure their safety and to protect them?

In other words do we remove them from the street and . . . you know, there's lots of cases, you know, what Social Services has been doing in our communities for years is removing children from the street, particularly if they've been picked up by a police officer, placing them in a foster home and they're out the door within 24 hours and they're back on the street.

So we've found that wasn't working very well. In Saskatoon we've tried as an alternative to establish a safe house where children can chose to go and chose to stay. And lots of kids go back and forth between the street and safe house on a number of occasions. Sometimes they leave the street; sometimes they don't.

What Alberta has done is taken the route of involuntarily holding children for their own — not to punish them — but for their own safety for a 72-hour period. And we've received a lot of differing views on whether we should do that here.

And I guess the real question around apprehension is not whether we apprehend but do we involuntarily lock . . . now how would you feel about members of your First Nations community, young people, being involuntarily held for a period of time, presumably with your involvement in that process? I mean do you think this is the way that you'd like this to proceed because of course what this would require is provincial legislation to make that possible.

It's a tough question but I think we have to deal with what apprehension would really mean. Because we've got, you know, we've got a lot of kids who are . . . often when you pull them off the street they're, you know, they're involved in drugs; they're not able to make a decision for themselves. There's a lot of fear on the other hand that if you hold them involuntarily you'll break the relationship between the street outreach workers and the kids.

So what's your feeling based on the interviews you've had, the conversations you had with kids, and all your own experiences about the question of involuntarily locking children up.

Ms. Poitras: — That's such a hard question because again, I'm against actually locking them up. I don't feel like we should be locking them up. But yet on the other hand I'm saying that we have to take them away from that environment that they're in. And if that's a process where we can establish a link for them to have another family relationship builder, another relationship built in the community where they are safe and where they have that environment, then I see it as a necessity, if they have to be removed like that.

I hate the thought of them being . . . they're just going to say that they're going to jail. That's what they're going to be saying out in the street that I'm . . . they're just picking me up and putting me in jail or putting me . . . or if it's an institute or whatever. But if it was First Nations people that they were put with then I could see it changing, and where they can see that this is still another place where I can be safe.

And they don't consider it being safe. They don't realize that we're doing that to try and save . . . to provide a safe environment for them. They just think that we're taking them from their family and that we're hurting them and we're just destroying their family or whatever.

But yet we have to think of the child and we have to think of that child and we might not save all of them but if one I think would more or less compensate for all of the hardship that they have to go through at the beginning. And then as drugs, if they are stuck in drugs and alcohol, they are going to need a process of time when they do get ghosts out of their system where they can start making some different decisions.

The Co-Chair (Mr. Prebble): — Thanks, Bev. I have one other question and that pertains to recruitment. Fred, you were mentioning that you'd be willing to share some of the experiences that kind of emerge from the video and of course the central theme is around recruitment.

And I'm wondering if there's any particular experiences that any of you would like to share. And whether you have any

observations on things that could be done at the community level and possibly at the provincial level that would help to stop recruitment.

Mr. Clipsham: — Thanks, Mr. Chair. A brief overview of the process that we undertook in learning about this issue. To begin with, at a very personal level, when the tribal council approached us to do this video I knew right away, as I'm sure all of you did in your beginning efforts in this committee, that I was going to find out some things that I'd frankly rather not know.

And I think the one key one that I found out is that there's another cycle going on you know in addition to the cycles that we know about: poverty, abuse of . . . substance abuse, physical abuse, sexual abuse, those kinds of intergenerational cycles. Here's another one. And it requires the same dedication by the community to break that cycle.

We talked to a lot of people. We talked to Christine Dieter who I hope that she'll get a chance to talk too, north central safety services. Delora Parisian, ACCAR (Action Committee for Children at Risk) which is another organization in north central Regina working with kids on the street. We talked to William Davison who is the head of the John School. We talked to Terry Mountjoy who is the director of the social development branch at the city of Regina and is the staff to the crime prevention commission.

Then we set out to have a number of study circles. We had one here in Regina . . . in Fort Qu'Appelle with the intergenerational grandmothers. We had another one with frontline workers here including a member of the Balcarres detachment, a member of the health district, a couple of people from Social Services.

We had another study circle in Regina again involving police, health, youth workers. We asked them a number of questions to learn from them what they knew. But I guess when it came down to it, we asked them one question. And if I could just, with your indulgence . . . The question was framed by taking from the Alberta Task Force on Children Involved with Prostitution, in January '97 . . . Sorry, one thing I forgot.

The very first thing that we did in the research is Randy handed us a stack of reports from communities across the country, which I know that you all got too. And the thing that was immediately apparent is that this is not a Regina or a File Hills issue. The exploitation of children through prostitution is going on across the country.

But one page from the Alberta task force really stuck out as a concise description of what's going in Alberta:

Regardless of how children arrive on the street, it appears that they distrust adults as authority figures. (We read this out and then asked a question.) They wish to be independent in many ways — they want a sense of having some control over their lives. They see prostitution as an interim situation, not a long term "career". The longer they are involved in prostitution, however, the stronger their ties become to peers and the street culture.

With little self-esteem, few positive role models and loose or dysfunctional ties to family, these children see very little hope of leaving the streets. Most indicate this is a temporary situation, at least in the early stages, but are not able to articulate their plan to leave. With little hope of finding a decent job, due to lack of education and few job readiness skills, it soon appears as though prostitution is the only viable means of survival.

What may have begun as a search for acceptance and may have appeared exciting in the beginning, soon turns into a downward spiral. Abuse of drugs and/or alcohol, control by an individual who lives off the avails of prostitution, the “addiction” of street life, low self-esteem, and little hope of a reasonable alternative, all conspire to make it increasingly difficult for children to leave “the life”.

Substance abuse often figures prominently in the lives of children involved in prostitution. If it was not a factor prior to leaving home, it often becomes one on the street. Youth drink or use drugs to fit in, to numb themselves to their behaviour, or because they are coerced. Sometimes use becomes abuse and their reasons for engaging in prostitution become focussed on sustaining this addiction.

That’s a summary that I think fairly reflects all those studies.

But then we asked a question of our study circles:

How does this description of the sexual exploitation of children and youth through prostitution differ from the experiences of youth in Regina and area?

And the answer that we got is, in Regina and area the kids involved in prostitution are First Nations and they get into it through their families. And that was the summary of the answer that we kept getting.

All these things are true, but it’s not a . . . I don’t know if you’ve seen . . . Randy, you’ll have to help me, but there was that Calgary video. It was something — Butterfly in the . . . You know the one.

And I don’t know if the committee has seen it or not, but it was a recruitment scenario that was in . . . you know, there was pool halls and booze and, you know, the old kid getting . . . the lonely kid getting off the bus depot, getting preyed on.

And that’s not the way it happens, not in Regina, not in our area down in the south of the province here. It’s through the family. It’s First Nations kids.

So that’s why the video . . . And I know that very, very early on, one of the very first people I talked to, he challenged us. He said, I’ll be very interested to see how you get at the key issue here, which is my mother’s my pimp.

So I guess that’s what we try to do in the video. We certainly learned that there are many, many people at all levels of government agencies, of First Nations agencies, of political levels, that are very concerned with this issue. It’s not just here; it’s everywhere. But the big thing I think, Mr. Chair, is breaking

the cycle.

The Co-Chair (Mr. Prebble): — Yes, yes. Thank you, Fred.

The Co-Chair (Ms. Julé): — We really are running a little bit behind, but we seem to hear a great deal from you know people across the province, the focus being on people suggesting the need for healing, and the steps we must take to get there and breaking the cycle and so on.

What we don’t seem to hear quite so much of is: Oh, what about breaking the cycle of the johns, the people that would . . . I mean we do have a cycle of certain behaviours, there’s no doubt, in families and so on. But as we’ve gone throughout the province we’ve also heard, in the rural areas and so on, that sometimes this issue is not necessarily always about Aboriginal children. They’re not the only ones, sort of, they’re . . . we certainly have a number of Caucasian communities that are experiencing somewhat of this problem, and they’re worried about it.

And so I’m just going to ask you if I can, do you have, personally, any views on what kind of an initiative could be taken to deter johns — people, men, women alike — who would in fact exploit or contribute to the exploitation of children in this way?

Ms. Poitras: — Many of the sexual predators, when I talked to the social worker in the social department, said that they themselves were abused, and that they are living out their trauma. And that one of our elder’s teaching is hurt people, hurt people. And so that they are just reliving this cycle and then . . . it’s not actually a sexual act, but it’s an act of control.

So those kind of things, when we talk to our social workers and when they gave us these different little tidbits, say that they have to be healed. They also have to go through some sort of a sexual, or issue-based treatment plan.

The Co-Chair (Ms. Julé): — Do either of you gentlemen have a comment on this question?

Mr. Clipsham: — I mentioned William Davison at the IMCF (Indian and Metis Christian Fellowship) in Regina and the john school, and I hope you’ll have a chance to talk to him.

The Co-Chair (Ms. Julé): — Thank you. I asked you that because we have had mixed messages also . . . not mixed messages, but I guess varying opinions on whether or not in fact people who are pedophile in nature can in fact be cured. And so it’s important for us to hear, you know, your thoughts on this.

But I’d like to thank you both for . . . all three of you rather, for being with us here today and for helping us along the way you have. It’s just been a great help to the committee to hear from you and to be able to watch that video and recognize that there are some initiatives being taken already that are going to be helpful to breaking the cycle. And so, thank you very much.

Ms. Poitras: — Thank you for your opportunity, and we will leave this tape for you right now, but there will be the study guide and . . . that’s coming to you.

The Co-Chair (Mr. Prebble): — Thank you. Thank you all.

Mr. Clipsham: — Thank you, Madam, Mr. Chair.

The committee recessed for a period of time.

The Co-Chair (Mr. Prebble): — Our next witness is Staff Sergeant John Clarke from the Fort Qu'Appelle RCMP (Royal Canadian Mounted Police).

Staff Sgt. Clarke, we're very much looking forward to your presentation. Welcome.

Mr. Clarke: — It will not be as eloquent as the video. Bev and I sit on the committee together and I had a sneak preview and it just ripped the heart right out of your chest so . . . And now I have a fingermark on my glasses so just give me a sec, please.

The Co-Chair (Ms. Julé): — Sgt. Clarke, were you in the room when the committee introduced themselves earlier?

Mr. Clarke: — No, I wasn't.

The Co-Chair (Ms. Julé): — I'll think we'll just take a quick moment to allow them to introduce themselves to you before we start.

Mr. Clarke: — Thank you.

Ms. Draude: — Good morning. I'm June Draude and I'm the MLA from Kelvington-Wadena.

The Co-Chair (Ms. Julé): — Arlene Julé, I'm co-chairing the committee. And I'm the MLA for Humboldt.

The Co-Chair (Mr. Prebble): — I'm Peter Prebble. I'm the member of the legislature for Saskatoon Greystone; and I'm the other Co-Chair of the committee.

Mr. Yates: — Hello. I'm Kevin Yates, the MLA for Regina Dewdney.

Mr. Harper: — Ron Harper, MLA, Regina Northeast.

Ms. Jones: — And Carolyn Jones, MLA, Saskatoon Meewasin.

The Co-Chair (Ms. Julé): — And absent today, Sgt. Clarke, is Don Toth. Don is the MLA for Moosomin.

Mr. Clarke: — Thank you very much. As noted you have my name quite correctly and I'm the staff sergeant here in charge of the Fort Qu'Appelle detachment. And just to begin, I'd like to provide you with a little background on our area of responsibility.

Fort Qu'Appelle detachment serves a diverse community in the farming and resort-based economy of the Qu'Appelle Valley. We have recently completed an amalgamation with Balcarres detachment. The combined area now encompasses all of the former detachment's boundaries under the single heading of the Fort Qu'Appelle detachment. We provide policing services to the following communities: Abernethy, Balcarres, Dysart,

Edgeley, Fort Qu'Appelle, Lebret, Lipton, and the three rural municipalities in which these communities are situated.

We also look after the First Nations communities of: Pasqua, Muscowpetung, Standing Buffalo, Little Black Bear, Peepeekisis, Star Blanket, and Okanese.

We provide a policing service to several resort villages which surround Echo . . . pardon me, Pasqua, Mission, and Katepwa Lakes. These villages are enjoying an ever-increasing year-round population and an increasing need for a greater police presence.

Additionally we are involved with providing the support and guidance to the File Hills Agency as they move towards the establishment of their own police service. This process was started on April 1, 2000, and by March 2003, they will have a fully operational, six-person police service.

Historically and currently, the majority of our work is centred on property crime such as break, enter and thefts, and crimes against persons in terms of assaults. The majority of the assaults involve individuals under the influence of alcohol or drugs.

It was with great interest that I read the committee's interim report of June 28, 2000. From that, our information and statistical data does not indicate a problem in the Fort Qu'Appelle detachment area with the abuse and exploitation of children in the sex trade. We have not had any reported incidents of persons being involved with child prostitution or pornography.

This does not include children who are subjected to sexual assault or those adults who have found the inner strength to finally come forward with historical sexual assaults from their childhood. In the main, the current problems relate to family-based or assaults at the hands of persons the children know and trust.

What we do have however is information that would suggest young persons from our First Nations communities, have in the past participated in the sex trade in Regina, Saskatoon, and Edmonton. We are aware of several adults who have returned to live in this area who were once involved in the sex trade. We occasionally hear of youth who are currently involved in the sex trade in Regina.

Although we believe the numbers are small, we have no idea of the exact numbers nor a method to capture this data. We are not aware of any local non-First Nations children being involved in the sex trade.

I've had the opportunity to read the presentation made to this committee on October 12, 2000, by Sgt. Mark van Schie of the Meadow Lake RCMP detachment on behalf of the Meadow Lake Interagency Committee. Our detachments are very similar in size, scope, and workload. Sgt. van Schie's presentation documents a similarity in root causes that exist within our two communities and I need not repeat them here at this time.

The major differences would be the greater industrial base at Meadow Lake and Fort Qu'Appelle's proximity, the 72

kilometres to the major centre of Regina. This closeness, combined with the relative ease of transportation, would suggest that it is highly probable that our proximity would make recruiting of young persons into the sex trade a great deal easier. This is not supported by statistics but is a logical assumption to make.

In addition to the conditions and situations that would exist to support the involvement of children in the sex trade as outlined in the Meadow Lake submission, we are aware of increased First Nations gang activity in the Fort Qu'Appelle area. Part of this is the recruiting of new gang members. We know that these street gangs are involved in all aspects of illegal activity in Regina, and by extension this would include exploitation of children through the sex trade. We must acknowledge that children from this area are involved in the sex trade. We must look at what we can do.

And it's easy enough to ignore the issue as these children are not practicing their trade in the community and have moved out of our area of responsibility, but this does nothing to try and address the previously mentioned root causes. One of the root causes that is not immediately noticeable within the community, is the demand for the sexual favours of children. As disgusting as this statement is, the fact of the matter is it's true, and what to do.

The justice system must deal with the reality of life. I'm sure we are all familiar with the recent decision of the Supreme Court of Canada that stated that it was legal for an adult to possess child pornography. What does that say to the children who are violated when those pictures were taken, and where is the common sense? This decision does not reflect the community's expectations.

While the courts must deal with those who have the need to subject children to this level of abuse, individual communities must also take their share of the responsibility. They must provide the necessary programs and skills to equip young people with the tools to avoid this trap. There is truth in the old saying that it takes an entire village to raise one child. Public apathy, based on if it doesn't directly affect me, then I need not be concerned, has to be addressed through an aggressive education process.

The entertainment industry has gone a long way to glamorize the lifestyle of the street prostitute. We have to think no further than the movie *Pretty Woman* and those who come from less fortunate backgrounds are more easily swayed and influenced by the film's depiction of the street prostitute's life leading to a fabulous future. When an entire generation has been raised by the electronic babysitter, the entertainment industry has to take a more responsible attitude, and that television has been far more successful in educating our youth than we can imagine.

Finally, while the government of the land continue to download areas of social responsibility to individual communities they must not totally abrogate their duty. Social problems require social solutions, and while money is not always the answer, providing sufficient resources to effectively address the needs of the children and their families who are caught up in this horrible lifestyle certainly is worthy of a few extra dollars.

You cannot have overworked people trying to deal with those very important children who often fall through the cracks because we have not provided the resources.

I would like to thank Randy Pritchard for the invitation to address the committee.

Last night on my way home, my daughter who's 17, typically — and I have a sales pitch for a house I'm trying to sell in Southey so we have a fair drive to go — you know, what are you doing today, Dad? Or what's on your plate tomorrow? So I told her about this. And she said, well are you nervous? And I said, well yes. I said I normally talk to a captive audience I said and I'll be . . . the fish bowl is going to be reversed and I'm on the inside. And she attends school here in Fort Qu'Appelle and not personally aware of any of these kinds of issues.

But you know I get home then and following supper read the paper, as people of my age are wont to do, and *The Leader-Post*, in the national section — you know you talk about timely things and how things enter into your lives when you least expect them — “Vancouver popular spot for sex tourists”. It just hit me so hard and just the opening line is: “Vancouver is becoming a popular spot for sex tourists who prey on children . . .” And the article goes on to say you know basically because of the young age of consent in Canada at 14 . . . but how very timely it was to read that.

The Co-Chair (Ms. Julé): — Thank you. Thank you very much for your presentation. I can sort of sense and feel your abhorrence to this whole issue and people that would prey on children. And it is, it is abhorrent and it's sickening; it's almost nauseating when we think that this kind of a trade and this kind of activity is growing and getting out of hand and worse.

It's really something that, I think you're correct, the media and through television and movies and so on portrays this as something that it's not. And we never seem to see that the children that end up dead, you know, we don't see the ugliness that happens to children when they're subject to this kind of exploitation.

But that's maybe a good message to send out to the media you know to help the whole picture here, to help to rid our society of this kind of activity. I think everyone has to take a role and you certainly do point out the media's responsibility here.

So if you'd like to just comment a little more on that I'd appreciate it.

Mr. Clarke: — I had the opportunity last week to attend a seminar in Regina hosted by Regina City Police and it was to deal with the high incidence of auto theft and how it affects not only just Regina but all the surrounding communities because we seem to be the feeder base of the young people that are involved in this activity.

One of the elders who was present there from the Piapot Reserve made a very poignant remark about television and how it has taken over the lives of the young people and how it has very craftily substituted the glamorization of the black gang culture on television and how they see that infiltrating

throughout the First Nations community. And it has been my experience, in the information that we have that comes to us, is that there are no white children involved here. This topic, out of this area, deals and is centred with our Aboriginal youth and I find that to be very, very tragic.

But it was a very poignant remark to make, I thought, you know, thinking back from that. And then the attitude that my officers are dealing with is very much that television persona that it's really not the people that we're actually dealing with.

The Co-Chair (Ms. Julé): — Yes. Thank you, John. I'm just going to open some of the questioning to committee members.

Who would like to go?

Mr. Yates: — Thank you very much for your presentation.

I want to centre my questions around a couple of areas: one having to do with the laws that we have in place to deal with both the crimes of the abuse and sexual exploitation of children; and then secondly, about the crimes to deal with more or less organized crime, the advent of gangs in our society and community that wasn't an issue perhaps 15, 20, 25 years ago when many of these laws were put into place.

And I have to preface that by saying the provincial governments don't have the authority to amend the Criminal Code, but do have the ability to make recommendations through the Minister of Justice and perhaps through an all-party legislative committee like this for change.

I'm a little concerned — and I have a history and background in the justice system and I worked there previously to being elected — that our current set of provisions under the Criminal Code aren't meeting the needs of our society today. They were drafted and written in a period of time when child prostitution would have been . . . or children involved in the sex trade would have been at a basically nonexistent level and that we have set age limits for consent and that at ages that perhaps may not be appropriate today.

And I'd just like some of your feedback, from a policing perspective, in having to deal with this problem and the proliferation of these . . . the expansion of these types of problems, whether you think it's time to re-evaluate all the laws in the area of the exploitation or sexual abuse of children.

Mr. Clarke: — Well I think, in the main, the laws that are handed down I think are meant fairly to address the problem and the solution.

I think some of the areas where we run into problems is not so much that the law is inadequate, but it's when the law is carried out and you process it through the court system where there are penalties that allow, I think, sufficient remedy to the problem but when a judge, for example, orders a certain amount of probation and whatnot and you take that all the way out through the system, you get down to the bottom end of the system and you'll find that you don't have enough people to look after what the court is trying to do for these people that are involved.

I mean we work very closely with people from Social Services as this is a very, you know, social issue in the main. And we see these harried and overworked people come into our office and they typically walk in with overflowing binders and overflowing briefcases. Nothing personal; I think Pat's in the back there, but . . . and they're always late for meetings, you know. And while I make fun of that and make light of that, the fact of the matter is is that if you want to deal with these things and you want to emphasize that we don't always need to lock people up to deal with issues. But if we're not going to lock them up, then we need to provide the resources that requires the one-on-one intense guidance and intense counselling that is required not only on the johns side of the equation, but when we're dealing with the youth as well.

We sit on several committees in the area. One is an alternative justice measures, where they would like to . . . they work the youth away from the court system.

Well, laud it all you want, it's a great idea, but the sad and sorry fact of the matter is is that then they don't provide the resources then to deal with what the court has decided to be a suitable remedy. And we are dealing with a service, not a business. And there's no bottom line here. There's no net profit, net loss here. This is a service to the community at large.

And I'm sorry, we all know that if we go to a good restaurant and are happy with the service, well we reach down and we tip. We pay extra for it. Well in the same light, when you're dealing with the implementation of justice issues in the community, and if you want to stay up from the old lock-up concept, then it's expensive. And I think governments have to be prepared to pay that cost and provide the resources.

Mr. Yates: — My second question has to do exclusively with the abuser. And that part of . . . if there wasn't a market, we'd have fewer children involved. And although there are remedies on the social side of it to deal with those abused and to deal with some of those who are in fact the abusers as well, but do you think harsher penalties or minimum penalties that were of a larger impact on an individual would deter the market?

Because to change things through treatment talks about education and perhaps a generation of change — 10 to 15 years. And yet we have today, in our cities in this province, 600-plus children being abused on the streets.

And so I'd like your opinion as a police officer about . . . you've been in, I imagine, a number of communities around this province. And you add to the fact that we are being recognized by other countries as a destination for sexual abuse of children, primarily in the Vancouver area, but that could expand. Do we need to in fact put more significant penalties or harsher penalties in place for the abusers?

Mr. Clarke: — I think that these people are creatures of habit. And I have personally — and this is not the mounted police's perspective but it is my observation — that once involved in this, it's very, very difficult to take the pedophile and to divert their attention away from the child. And for those people — I'm at a loss to what to suggest as a remedy.

We see typically, when they're released from prison, police officers have the authority to allow or let the committee know . . . or the community know that these people are there. We see the people get up in arms, become very righteous. And why? Now because he's living on my street, or he's living on my block kind of thing, and they create such a hue and cry that that person moves on.

So what we do with a hard core person . . . Is incarceration the only answer? I'm sorry, I don't have that answer. I don't have the social skills to respond to that.

But I think where it's important to try and deal with this issue is for the first-time john — if you like, to use that word — and then the law is there to deal with that. But now here we go again with the educational process and then having the resources to ensure that that person receives proper counselling and not a five-minute hi, how are you, and yadda yadda kind of deal, and we move on.

No, these people have . . . there has to be a bit of an intense process. They have to become aware of how far-reaching the impact they are having on these children. I mean it's just not that . . . the child is bad enough and more abhorrent enough, but you know the whole community, the family, everybody is affected by this.

So I go back then to having the resources to deal with the issue. We can lock people up until forever, but unless we start dealing with the issues . . . I've been around Saskatchewan for 29 years and I've served from Maple Creek to Stony Rapids and many points in between. My wife, I was very thankful to come to Fort Qu'Appelle because we now can buy socks for our children without leaving town which is . . .

But my point is, is that as I move through all these areas — and I have a wide range of First Nations experience and I see the callous treatment on the reserves — and you want to reach out and say, you know, how can I change this, how can I affect this? I can arrest, I can arrest, I can detain, I can lock up.

But until we all take . . . or make a decision and commit ourselves to providing that reconstructive social action with these people, and that's when you have enough resources, you have enough people to deal with these on a one-to-one individual, on more of a personalized basis.

The Co-Chair (Ms. Julé): — Thank you, Kevin. Caroline, did you have any questions? No? Ron?

Mr. Harper: — I find your comments very interesting and I would like your opinion on how would government go about providing those resources that are so necessary, as you have identified, in an atmosphere where there are demands for tax reduction by the general public; at the same time, the same general public suggesting and perhaps requesting an expansion of services. So how would you balance that?

Mr. Clarke: — Oh, I'm going to run for office here right away. I continually butt heads with my own . . . my inner command structure. Because I believe that, as I said, social service is not a business; policing is not a business, you know.

And if you want to have a truly effective police force, it gets back to, you know, okay, Mr. and Mrs. General Public. I think when it comes to important social issues, if they receive the right amount of education, if they know the length and the breadth and the depth of the problem, and if they know that their tax dollar is going to provide that resource, will provide initially for the training of the people, and then provide them with salary and the equipment and the facilities that they need to do this.

I mean this is a huge, huge problem. And we can take the exploitation of children in the sex trade and we can expand on that — I mean that is a huge iceberg in itself — but there are a wide range of social issues that kind of all dovetail into this. And people have to know this.

I think we have a bit of a racist environment, and I say that from my movement around the province. And it's a we/they attitude. Oh look, they're getting more money, they're getting more money, they're getting more money. And I'm paying, I'm paying, I'm paying.

Well you have to get beyond that. And you get beyond that through an aggressive educational program by people who have a vested interest. And you need to take people from these communities. You have to ensure that they have the right amount of training, that they have the ability then to go back into their own communities and to deal with these problems.

And you know, the news is continually filled with abuse of this, overspending of that. And I mean it's rampant. It goes right from all levels of government right across the entire spectrum. And of course, it now seems to centre sometimes down on particular band and band management. Well you can dissect that problem by saying well, you know, whoever is elected as chief, if he has a bachelor's degree in economics, well he's very fortunate. And perhaps he knows how to deal with \$50 million. Or the next chief who's been elected may only have a grade 10 education, may never have finished high school, but a good person, well-intended person, but he lacks the skill to deal with \$50 million.

Now whose problem is that? I think it's part of our problem by saying okay, fine, if you are now elected the chief then here's a set of skills and we'll equip you with these skills and we will show you how these things should go. And then you can get into all kinds of treaty issues and everything else which is where I don't wish to go with this comment.

The comment I go back to and I harp back to it . . . I mean you talk about taxes. I pay taxes, I pay taxes, I pay taxes, and I like to get the bang for my buck. I get that from my upper echelon. They keep saying you know, what are you doing out there in Fort Qu'Appelle? What are you delivering for the money that's allocated in your detachment budget? You know, what are you doing?

I would far see an increase in my tax if I knew that the money was going where it was most needed and that is down into the social problem area, because we're all affected by it. Saskatchewan, you know, in the main we have a high First Nations population. And you can't stick your head in the sand

and say, well ah, it'll go away eventually. It won't.

We have to be prepared to stand up. We have to be prepared to educate our communities and they have to get beyond this little pettiness of the we/they, and oh I'm sick and tired of them not paying taxes, not contributing, the whole nine yards. But I mean that requires a class in treaty knowledge 101 you know and all that it implies.

I've been very fortunate over my travels to have met some simply outstanding people in First Nations communities, and I've had these things explained to me orally and by elders. And it's always a very moving process when you come to understand. It's like an outstanding bill. I mean if you leave an outstanding bill, you got creditors pounding on your door day in and day out until you pay up, you know.

And we are still fighting that we don't have to pay the bill, you know. I'm sorry but if my grandfather had paid his share I would not be looking after the mess that he's left us in. Rather simplistic but . . . because there's so many issues that you can bring into this.

But I go back to, and I harp again, that it's providing the sufficient numbers of people to deal with the problem. I mean last night Sheshatshiu in Labrador where they went in and they apprehended children to take them out of the community. I mean that brings tears to your eyes to watch that, to see a community to be that low. And the government, you know, does that and does it, but where are the resources that are right there on the ground? I mean they had to rob Peter and Paul, they had to bring social workers from all over the place, you know.

And if we had enough of these people, because we are inundated with social issues . . . I mean, you look at . . . I do . . . When we are trying to determine how to best use our resources on the detachment, all of these things come into play.

Are we straight crime fighters any more? Do we arrest the bad guy? No. And I mean we are being challenged continually.

People at greater distances than I sit back — and I think sometimes they're in a bit of a vacuum — and they'll make a decision inside this vacuum. And as we all know, and if you want to lock yourself in a room and you can develop a plan, you can implement it; you can have all kinds of neat little things and you sit back and now, here's my package. Aren't I great! You fold it up and you walk it out and you say, hey why don't you go with this and implement it?

Well I can't because it doesn't make sense to put it into the community in this fashion. You've not accounted for social . . . you know, the whole nine yards. So I think we just have to educate the people.

And, like I say, I rattle a car across from Southey to Fort Qu'Appelle everyday and if you want my opinion on highways, I have one on those as well. But you know it's what, what is more important here? The importance is that if I slow down a little bit maybe I wouldn't get jarred a couple of times on those bumps, but where I want to see my tax dollars, I want to see it

in the community.

And I want to see people . . . I want to see my officers not to be so frustrated when they walk away from a court case, or a very tragic one where a young boy was, he was arrested and dealt with. He had stolen four or five cars and there was a great plea to the court that he be allowed to be in the custody of his mother for this particular weekend. Well that's all well and good, but the mother had as many problems as the son and when the son was arrested on the Sunday for violating the conditions of his release, well to serve the notice on his mom, we just had to do that in the next cell.

And why is that? Because we don't . . . we set these people up for failure and we set them up for failure because we don't have the resources in the right area. And yes, it costs money. It does. And you can't dice it, you can't slice it, you can't say any other way about around this. When it comes to social issues, there's no bottom line here in terms of dollars and cents but it's what we as individuals feel is the best value for our community.

I don't have grandchildren yet and I hope to someday, but I also hope to have them in a province where those kind of things are paramount, where the social fibre . . . And when you look after the ills of the people, the profits of everything else will look after themselves.

The Co-Chair (Ms. Julé): — Thank you. June, did you have questions?

Ms. Draude: — I should defer to you and let you ask your questions.

The Co-Chair (Mr. Prebble): — I do, I have some questions. Thank you for a very thoughtful presentation, Staff Sgt. Clarke. I want to ask you a question specifically about the article that you raised. In that article, as you mention, one of the issues that's raised is the question of the age of consent and I'm wondering if you think the age of consent should be increased? And if it should, what age you'd recommend?

Mr. Clarke: — A 14-year-old of today is not the 14-year-old of 10 years ago. I am astounded by the wealth and knowledge of information. But then when I say that, you can sit back and think that our children have been inundated with adverse programming on television for years and years and years. They glorify all kinds of lifestyles that I don't find to be appropriate. And to properly deal with it, I either had to take the television set totally out of my home or sit there with a master override you know to make sure my children receive what I think is of value.

I suppose the age scenario is almost like the old thing about forbidden fruit, and if I make the forbidden fruit 14, it's going to be attractive to somebody. If I make the forbidden fruit 16, it's going to be attractive to somebody. I think 14 — now this is based on my white Anglo-Saxon background and being raised in Newfoundland from the old Church of England style so these things were ingrained — I would like to see it raised. I'd like . . . I think 16 as an absolute minimum.

The Co-Chair (Mr. Prebble): — Thank you for that advice.

That's very helpful. I wanted to ask a second question on a subject that you didn't deal directly on in your presentation but that I think you'll have a sense of from your experience in the community.

We're seeing a linkage — not completely but in part — between the question of children not in school or at least not regularly attending school and children involved in the sex trade. And certainly we're seeing some children who have been pulled into the sex trade who are still in school, but we're seeing many who are not.

I guess the question then of kids not being in school is kind of a warning sign if you know what I'm saying. And I'm wondering if you're observing an increase in the phenomena of children not in school in the area covered by the Fort Qu'Appelle RCMP detachment? And here I'm speaking specifically of children who are under 16 years of age who legally should be in school but in practice are not.

Is this a . . . Do you perceive this to be a factor at all in the community and if so, how widespread is it? And is it tied into some of the break and enter and property crimes and other crimes that you make reference to in your submission?

Mr. Clarke: — I would say it is. My wife is an educator and currently employed in Fort Qu'Appelle so I have some insider knowledge, if you will, and yes there is that. You know that if these children aren't in school then the question, the obvious question, has to be where are they?

A lot of the youth that we deal with, it's late night activity when these guys and gals, young people, should be in bed being prepared for school the next day. So I think yes it is an issue. But it goes back to them I think making the schools, and I'm speaking maybe out of turn a wee bit, but I think you try to make the schools an attractive place to be.

When you have a multicultural component to your school, well the school itself has to make allowances for all these differences and has to be very welcoming so that if you have children from the Pasqua who attend here in Fort Qu'Appelle or Muscowpetung or from any other of the surrounding areas, I mean that school should be a place of comfort and a place of knowledge, not some place where they feel like they're being ostracized or put to . . . or treated differently.

I think if we can all keep all our children in school so that we can equip them for the future, it would be far better. But yes, in the main, the children that we are dealing with, with the high incidence of auto theft in this area, they're all school age, not in school.

The Co-Chair (Mr. Prebble): — Thanks for that. I have one other question and that pertains to . . . I know you made reference to the fact that there's no sex trade per se in the Fort Qu'Appelle area, and I think that's been our observation around the province for the most part, once you get outside of Saskatoon and Regina and Prince Albert. But we have, in other communities I guess, seen what I would describe as a covert rather than an on the street; covert arrangements that involve the exchange of sex for material benefit of one kind or another.

And I guess what I'd like to explore is whether that, in your mind, is going on in a significant way in the area covered by your detachment? For instance, are you seeing inappropriate living arrangements between men in their 20's and 30's and girls who are 13, 14, and 15? Are you seeing situations where, you know, children hang out around bars and exchange sex for money with, you know, with patrons who come out of bars seeking that kind of activity, but it happens, you know, inside closed doors somewhere.

Are you seeing situations where children looking for shelter exchange sex for shelter on a temporary basis, a few weeks, a few months, or party situations where men exchange drugs for sex and alcohol with teenagers?

Now are you seeing those kinds of situations in the Fort Qu'Appelle area, and if so, I wonder if we could get as detailed a description of that, of the nature of that problem as you could give us. And I realize you may not be able to do that right here on the spot. This may be something that you want to, you know, give some additional thought to but I'm feeling increasingly — because we're hearing this theme in a number of communities — that we need to start asking more questions about this area. It's not the sex trade per se but it's only one step removed from it because it involves the exchange of sex for material benefit and it's got a lot of emotional damage for the young people involved.

Mr. Clarke: — Well I would see no different and I would include those children in the sex trade. I did a little bit of file checking and I couldn't find any reported incidence of that where we have documented evidence suggesting that the children are doing that. But my past experience in communities with similar influences, it has happened in the past and I would only suggest that in as much as that I can't tell you that there are 14 children here involved in the sex trade in Regina, there are some and I suggest that there are some involved in this. We deal with, on weekends, kids going to local bars in different little hamlets because they can get easy service on beverages, but we have no knowledge at all that there's an exchange of sex for that.

The Co-Chair (Mr. Prebble): — Thank you very, very much for a very excellent presentation.

The Co-Chair (Ms. Julé): — I'm going to thank you too, Sgt. Clarke. I appreciate everything that you have brought forward to the committee and I think the committee has been very thorough and so have you in your discussion on this matter. And there's a great deal that we can look at and extract and compare with other parts of the province. And because of your presentation today, this is going to make it even easier for us. So I want to thank you very much and bid you a fine day.

Mr. Clarke: — Thank you.

The Co-Chair (Mr. Prebble): — Committee members, we stand adjourned until 2 o'clock this afternoon. And Staff Sgt., we all want to thank you very much. I just want to add my words of thanks. We really appreciate your contribution to our work and we'll look forward to getting to you a copy of our final report.

We'd like to invite all of you to return this afternoon. The schedule is that we're going to hear from a concerned parent, at 2 o'clock and from Derald Dubois, the executive director of the Touchwood Child and Family Services agency at 3 o'clock, and then there will be an opportunity for further public comments at 4 o'clock.

And so we invite your participation this afternoon. And if you have any additional thoughts or observations, advice, that you want to share with us after the formal presentations are over, we would certainly welcome that.

So we stand adjourned until 2 p.m. Thank you all very much.

The committee recessed for a period of time.

The Co-Chair (Mr. Prebble): — Our committee meeting is back into session. Just take your time and come forward now and if you have anybody you'd like to join you, invite them to come forward too.

And when you come forward, we'll introduce ourselves and . . . Why don't you just take a chair up here.

We want to welcome you here. We'll maybe just take a moment and just get comfortable, and we'll introduce members of the committee.

Just before I do that I want to welcome Glen Hart here, who's one of the . . . Glen, your constituency is . . .

Mr. Hart: — It's Last Mountain-Touchwood.

The Co-Chair (Mr. Prebble): — Thank you. I was going to say that as a result of my, you know, training as . . . in chairing some of the legislative sessions, I've gradually learned the constituencies; so it's been a few months, I just wanted to be certain. Really nice to have you here, Glen. And I'll let other members introduce themselves to you both. June, why don't we start with you.

Ms. Draude: — Hi, my name is June Draude; and I'm the MLA from Kelvington-Wadena.

Mr. Toth: — I'm Don Toth, the MLA for Moosomin.

The Co-Chair (Ms. Julé): — Arlene Julé, I'm the MLA for Humboldt and co-chairing the committee.

The Co-Chair (Mr. Prebble): — And as you know, I'm the other Co-Chair and I represent Saskatoon Greystone constituency.

Mr. Yates: — Hello, I'm Kevin Yates, the MLA for Regina Dewdney.

Mr. Harper: — Ron Harper, MLA, Regina Northeast.

Ms. Jones: — I'm Carolyn Jones, MLA, Saskatoon Meewasin.

The Co-Chair (Mr. Prebble): — We have some staff who I'd also like to introduce to you; and we'll maybe just start . . .

Randy, I'll just let you introduce yourself.

Mr. Pritchard: — I'm Randy Pritchard; I'm the technical adviser to the committee.

Ms. Woods: — I'm Margaret Wood, the committee Clerk.

Ms. Klein: — Donelda Klein with *Hansard*.

Mr. Sywanyk: — Ihor Sywanyk, audio technician.

The Co-Chair (Ms. Julé): — Okay, and at the back of the room we have another . . .

Ms. Wells: — Kathy Wells with *Hansard*.

The Co-Chair (Mr. Prebble): — We're very much looking forward to your presentation and just take your time and present to us in whatever way you'd like. And then if you're open to it afterwards, committee members would be grateful for the chance to ask you some questions. So just take your time and start in whatever you'd like to.

Witness: — Well I guess the main reason I'm here . . . I guess I should begin by saying that I'm the mother of child that was abused when she was very small, four and five. I myself am a teacher assistant. I work with fetal alcohol children and my husband's a principal. And it just so happens that the abuser of my child is a teacher. And I'm not teacher bashing.

The police were involved, they investigated, my daughter was found credible. Her file is still open for, you know, if they ever find other alleged victims or when she's old enough.

And I guess I'm here because of the hurt, the frustration, and the anger that my family and I have endured through this process. Right off the bat we were made aware that he had legal representation to help him every step of the way and we had none. And we tried. We went to children's advocacy to help us. They could not become involved because the school is not a government organization. My daughter was too young to go down legal avenues in the judicial system.

And I guess some of the things I'd like to see after looking into it a little bit myself, all I could find out was the last school division he was in in Saskatchewan, that was Northern Lights. And there he was . . . one town there he was let go because of his disciple, the way he disciplined the children. And I don't know what that involves.

From there he moved to Weyakwin where he was accused of the same . . . of doing the same thing to a little girl. My understanding is that there were two children, two little girls, and the complaint came in October of 1988. And from Weyakwin he was transferred to La Ronge and from La Ronge, at the end of the school year, out of the division and then he came to Punnichy.

And because he was a teacher we allowed our daughter to play in his home. And we're very cautious of where — and we have always been — of where our children play.

I guess part of the frustration is not knowing where he was before, if there are allegations throughout his work history we don't know. And we're unable to; his file is confidential. And I guess I would like to see, you know, if I go to a doctor and if I have a complaint about a doctor, I have somewhere to go where I can complain and they'll write it . . . they'll keep track.

Our children are helpless. And if it is a teacher, they have all the representation, they have all the help. And when you're in a situation like my husband and my family, what we were in, there is nowhere.

And it would be good to see a monitoring system come in, be brought in, where they keep track of the complaints, issues of unprofessional conduct, so that we can . . . not only for us as parents, but also for the school division as employers, and STF (Saskatchewan Teachers' Federation) as representatives of these people to, you know, when flags come up it can be monitored. When allegations follow a teacher around, our children can be protected.

And also for STF, it also puts them in a position where they can offer help, they can offer counselling. Other . . . like churches, religious assemblies, they offer counselling for their alleged abusers, and it would be just nice to see something done here, something positive come out of what we've gone through. And I guess that's the one thing I would really like to see.

And I tried to get my daughter to come but, you know, she wouldn't come. But she is happy that I'm here. She looks at helping other children. We went through a lot with her. She had a fever for a month but there was nothing wrong; it was just from lack of sleep because of her nightmares. They had to put her on sleeping pills to break her fever. I had to move all her dolls downstairs.

I had to hold her when she would cry and fight me and all I could do was love her until she ran out of energy, had nothing left, and just cry. I love my child very much and I didn't raise . . . I didn't give birth to her and I didn't have a family to have to go through this. And just last night . . . she's 12 now. She's in the high school where he taught and that high school is right across the street from our house and it's not a nice place when we look at it.

When our oldest girl was going there, when all this was happening, we had to send her away to Saskatoon. Because we're Native, we're not treaty, she wouldn't go to Raymore. She wanted to go to a high school on the reserve but there was the issue of tuition and we couldn't get any help there. Finally she just decided well she'll go to Saskatoon. There was a family there so we sent her to Saskatoon for high school. So our family was broken up.

And now my youngest daughter, the victim, is in the high school. And she was doing fairly good until she had to go in there where that man worked for five years — five years because he had a lawyer and he had representation.

So she's regressed; she's lost a lot of weight; she doesn't want to eat; she's back to having problems sleeping. And last night she told me, she says, mom, she said, when I was smaller, she

said, I used to want to die just sometimes. Now I want to die just about every day and I don't trust anyone again.

She has a dislike for teachers and she has a dislike for police and we made the decision that for her — for her — her and I were going to move to Saskatoon next fall. We're leaving our home. But she's my child and I want her to grow into a healthy young adult, and my husband and I, we do what we have to for our children.

And to help other families down the road who find themselves in a situation like this, I strongly, firmly believe we need to have some type of monitoring system. We have to have something in place that people don't have to go through what we went through, or not as many.

And I think also too for the teachers that are there that really care about the children in a healthy way, it benefits them too. And that's what I would like to see done. That's something positive I would like to see come out of the pain, the hurt that we've been put through. And that's why I'm here.

And I guess basically that's all I have to . . . That's it.

The Co-Chair (Mr. Prebble): — Thank you. Thank you very, very much for your presentation. Would you be open to receiving questions from members of the committee?

Witness: — Sure.

The Co-Chair (Mr. Prebble): — So we'll open it up for questions now.

Ms. Jones: — I'm just wondering, was your daughter abused at school or in the teacher's home?

Witness: — In the teacher's home, but he still had STF representation immediately.

Ms. Jones: — And can you tell me the age?

Witness: — She was four and five.

Ms. Jones: — That's all for now, Peter. I may have some later.

The Co-Chair (Ms. Julé): — Are there any other committee members that would like to present any questions?

I really want to thank you for coming forward and telling us this story. It's probably not a story that's isolated in the province or anywhere but it is a very meaningful story, and the dilemma and the pain that you're feeling is something that is very real and we're, as a committee, we're searching for answers or resolutions to children that end up on the streets in the sex trade,

But there have been many people throughout the province who have indicated to us that the sex trade is certainly one thing, it's visible on the streets. But that the hurt and the pain of sexual abuse and exploitation of children, for whatever reasons, causes the same trauma to children. So you know the whole issue of children having to go through this horrific experience and how their families are affected by it is something that has to be

addressed.

And you've given us an example of what you would like to see done — the monitoring of pedophiles that seem to be able to go from one place to the other. And you've put your finger on the fact that because this person had strong legal representation or whatever, that somehow he's still free.

I'm wondering was there, as far as you know, was there ever a conviction of this man for any offences that he had committed?

Witness: — There was never a conviction. As a matter of fact, how he left our community, how he finally left our community, was he slapped a student when he was at work. He slapped a boy — a high school boy — hit him across the face. And he was told he can either quit and leave or he'll be charged and it will go on his record. He chose to leave. So he still has nothing on his record.

And the big decision, our decision, to move to Saskatoon, to get our daughter away; where she is now she feels helpless. There's you know . . . And it hurts. I know she's hurting. And I don't want to see my children end up on . . . And we're lucky, my husband and I are lucky that we have the financial means that he can support us while we're living. Many people don't. Many people don't.

And that feeling of helplessness, it's a terrible feeling. And we're blessed that we can afford to do this. Many people can't. But I see where my daughter is and if she's left where she is, good Lord only knows where she could easily end up and what kind of life she could have.

The Co-Chair (Ms. Julé): — You know, I can just feel your frustration because I am frustrated for you, listening to this. Because if this person in fact moved around to no less than five or six schools in the province, I mean there could be more damage being done.

And it just kind of always amazes me how somehow, within the school system, there is not a red flag going up or something that can be done, that would require that this person's conduct be dealt with in a manner that would possibly . . . I mean some sort of counselling for him, himself. As far as I . . . I know, and in fact I thought, that there was counselling provided through the STF but I guess you have to be willing to want to take it.

You know mandatory counselling probably just doesn't work. I'm not really sure. I know that June Draude has got a little more knowledge about those things than I do because she's acting as the Education critic in the province.

But I just want to thank you, once again, for being strong and coming forward. And we, too, love your daughter. And I just hope that along the path that somehow the healing will happen. But you're certainly doing everything that you can do as a good mother, so thank you.

Are there committee members right now that have questions?

Mr. Toth: — Yes, you had mentioned that you'd made a choice to go to Saskatoon. I think you indicated that when your

daughter went into the room that this former teacher . . . actually this would have been his homeroom. Would it have made any difference if her current classroom would have been a different room in the building or was it the school situation itself?

Witness: — I think it's basically the school situation itself. It's that he was there for so long. Her family was broken up, you know, by her older sister being sent away to school. And the frustration — at times she has mentioned, you know, she would like to kill him. She sees what happened within her own family. She saw what happened in her own little short life. And she has the fears that he could come back. She could run into him and who would believe her? Who would believe her?

Mr. Toth: — Was there any support from the school division, school boards whatsoever?

Witness: — At that time no. None whatsoever.

Mr. Toth: — I guess the difficult circumstances and what you've relayed to us is everyone wants to try and be as cautious as they can to make sure that no one is being hurt intentionally. And yet it seems in one case there will be the terms or the conditions that are set down, guidelines for a person in a position like that teacher may be very restrictive and another school division, it just might be totally different.

So I guess the point that's going to have to be brought forward is a clearer definition of how you deal with these types of circumstances so that other children don't face the same scenario that your daughter has so you don't disrupt families. And I'm not sure if I have a clear answer for that. But that's kind of why I asked the question. I think school boards are trying to protect teachers and teachers are under a lot of fire nowadays, and yet at the same time we certainly want to create a positive educational environment for young people attending schools and making sure that the teachers that are training them or teaching them are, have the wherewithal to be able to provide the educational services.

And I find teachers who are very frustrated in the system right now because the times when they may sense that there's a young child in school just needs a hug. And yet if you were to go and give that hug, it might be interpreted the wrong way by somebody else. So we're, unfortunately our society is facing some very difficult challenges.

What would you suggest that our committee should bring forward in its, some of its recommendations? This is going to be a little broader than what the committee was given, the mandate it was given, but certainly it's an area that we should be concerned about.

Witness: — Well I think you know, you have to go back to the example of doctors with the medical association. They keep the complaints. They keep them there. And I think with teachers . . . okay we're talking about protecting teachers. Yes, you know, I intend to go back and finish my B.Ed. (Bachelor of Education) and I will be a teacher. But I sent my . . . But our kids, who's to protect our kids? Who's to represent our children?

As far as I know, I haven't found anywhere yet that is going to protect our children.

There could be, you know, false allegations raised. But I think if someone is a pedophile, it won't be that hard to wean out the false allegations, because you'll see a pattern. I know in our particular case there is a pattern. When I phoned the Prince Albert child crisis unit, they knew of this man, knew his name right away, with about three children there. You get patterns.

And I think without the monitoring system, we don't see the patterns. But if it's in place, we can see, you know, we can see if allegations are following someone around, similar allegations. And I think that that's something that we really, really need. And it better the . . . all around, it makes it better for the students and the teachers.

Because in our . . . I know in our particular case there was a teacher at the high school whose son she had taught. He was in grade 12 and they were on a class trip — and this is before our daughter — and he had confided to her that his dad had been accused of bothering children. So by the time we came forward and she asked me, was it so-and-so, and I said, I can't tell you, she hit the table. She became very angry and she said, I knew it. So even teachers get frustrated.

She told me that that was one of the most helpless feelings she's ever had to endure, because if a child comes and tells you, you know, this is happening, she's in a position where she can help. But in our case she knew, like, because of the disclosure her son had made, and she had to work with this man. And she said that was just the most horrible feeling and the most helpless feeling she's ever had, because she couldn't do anything about it.

Mr. Toth: — Well I think you bring a very good point forward, the fact that, just from some of your personal work and research, that obviously there were some problems in other locations. And yet this is allowed to continue on.

And where this gentleman happens to be teaching today, I'm not aware of it, but it doesn't mean that the same thing may not happen in another school division. And those things should be monitored. And I guess I'm surprised that there wasn't some action taken, that if there would have been a little . . . some research . . . I think we'd need to certainly make some strong recommendations that there should be some follow-up and monitoring as you indicate.

I would have to say though that I think your daughter is very fortunate in the parents she has and the care and the concern. Because I think, from what we've heard in other meetings, there are situations where children that have spoken to us, they're going home to almost abusive situations and alcoholic situations and they don't have that care.

So I would certainly want to thank you for being that loving and caring parent. Because that, at the end of the day, is probably going to be what helps your daughter overcome the difficulties that she faces.

And certainly our committee are pleased to have you come, and no doubt we'll be taking the time to come up with some

suggestions even beyond what we've been asked to do to maybe address some of the concerns that you've raised with us today.

Mr. Yates: — A couple of questions just to clarify some things in my mind here. You had said that it had been investigated and substantiated in some way after your daughter . . . who did you report it to and who substantiated it?

Witness: — The Punichy RCMP detachment, and my daughter was found credible, and her file is still open. It was never closed.

Mr. Yates: — Was Social Services ever informed? Or any of the other agencies, or to help her deal with the issues at that time or . . .

Witness: — No, actually she got counselling. Her and I, the two of us, got counselling from Gordon's, ~~and~~ the wellness centre there. And actually her therapist was going to come but he's up North right now, and . . .

Mr. Yates: — My second question has to do with your daughter. R-ight at the moment you've indicated that she's having difficulty sleeping again, she's losing weight, not eating. Is she currently getting help at the moment? Have you got here some resources available to you?

Witness: — Actually how we're going about it is I've gone back into counselling because it's very painful to see a child regress, and our goal is to get her back into counselling. Right now she's at the bitter stage again I guess, and but that is the goal, and she's kind of halfway there. Some days she wants to and other days it's no. It's just the anger.

Mr. Yates: — Okay, thank you.

Mr. Harper: — A follow-up on Kevin's questions. Where are you receiving your counselling now?

Witness: — Back at ~~the~~ Gordon's.

Mr. Harper: — Gordon's?

Witness: — Yes.

Mr. Harper: — And when you are successful in getting your daughter back into counselling, will it be at Gordon's also?

Witness: — Yes.

Mr. Harper: — They have a full-time counsellor there, do they or . . .?

Witness: — He comes three times a week, there's two ~~there, ere,~~ and they're in three times a week.

Mr. Harper: — Okay. And they are with- . . .

Witness: — Pardon me?

Mr. Harper: — And the counsellor is with what organization, like what . . .

Witness: — It's for the Gordon First Nations therapy. They were contracted as individuals to help with the abuse that was done on the reserve regarding thefor Gordon residential school. So after that they were hired. And it's notThe they're staff only for the residential school, it was for pretty well everything.

The Co-Chair (Ms. Julé): — Are there any other committee members that have questions?

Just before we continue on with Mr. Prebble, with your questions, I wanted to take the opportunity to welcome Don McMorris. Don is just sitting behind you to the left of you there, and he's the MLA for Indian Head-Milestone. Thank you for coming today, Don.

Mr. Prebble, do you have questions that you'd like to . . .

The Co-Chair (Mr. Prebble): — Yes, I do have some questions. Monique I want to thank you for your courage in coming forward. And I wanted to ask you about the nature of the investigation that was done by the school division, by the RCMP. I'm not sure who did the investigative work, but you obviously brought forward your concerns to the authorities in some way.

What form of an investigation was done?

Witness: — Well they interviewed my daughter. It took a while to get a unit to interview children. They finally brought one in from Yorkton and it took a few months. They interviewed her; they interviewed him. Some of her allegations involved his adopted daughter. It took a long time for the police to be able to interview her because they had moved her to Regina and it took a few months before . . . And the investigating officer . . . her feeling was that she had been coached because there were a lot of I don't knows.

The Co-Chair (Mr. Prebble): — Because there were . . . sorry, I didn't hear you.

Witness: — A lot of I don't knows in her answers.

The Co-Chair (Mr. Prebble): — Okay. All right.

Witness: — And as for the school investigating, at that time we had a different director and he wasn't a very nice man. Eventually our division ended up in dispute shortly after, and he was eventually fired, not just for mine but for a lot of other things that were going on in our division. So right off the bat it was mayhem. So that was that.

The Co-Chair (Mr. Prebble): — Yes. So the RCMP made a decision, I assume, not to press . . . charges.

Witness: — Well, they sent it to the prosecutor's office. The prosecutor's office said there was a lack of evidence, and that she was too young to take the stand. And so that's where it sits at this point in time.

My understanding is whenever . . . when she's old enough to face in a court . . . or when another alleged victim comes forward. All I know is the last division that he was in. I have never . . . and everything is confidential, you know, everything's confidential. Where he was before Northern Lights, I have no idea, but like I said, confidentiality is not the . . . like, that's not the way to go. That's why I feel so strongly in a monitoring system.

The Co-Chair (Mr. Prebble): — See, let me just pose what's a very difficult question, and I don't . . . by asking this question, I don't mean to in any way question the accurateness of your story and what has happened to your daughter, which sounds horrific.

I think the dilemma from a . . . if you can just imagine yourself being in a position of authority for a minute, the question becomes do you keep a record of allegations that have not been proven. And I think this is a real dilemma in tackling this issue because we're being told by various RCMP officers around the province that the convictions around cases of child sexual abuse probably represent no more than 10 per cent of the actual cases. So, in other words, that means a huge number of cases are going without a conviction.

I think the difficulty is, you know, do you . . . if somebody's got a criminal record or record of abuse, it's perfectly reasonable that should follow them around. The question is whether, in an attempt to get at some of these other cases of abuse, should a record of allegations follow someone around if they're, you know . . . if they haven't been established in a court of law. And I think that's the dilemma that we'll have to struggle with, and you can understand why that's a difficult decision to make.

But I can sure understand from your vantage point, as a parent, that one would think that if somebody has gone from school division to school division acting as a sexual predator in a variety of situations, that that at some point ought to be investigated.

I guess, right now, we've been counting on the RCMP doing that kind of investigative work. And I guess what you're saying is that, that doesn't appear to be working in terms of . . . actually in this case catching the person who was responsible for your daughter's abuse.

Witness: — Yes, I think it's, yes, one in 10 children tell. And if that's the case, we have one child over there . . . with that particular . . . over there the mother had written a letter to the school division. And that's how I found out. And actually a principal, at the old school he was at, actually read me the letter over the telephone.

And with criminal cases, my understanding is if there are no witnesses — even if there is physical evidence — but if there's no witnesses or a confession, oftentimes they don't go to court. So if we have a judicial system that is not, I can't say representing our children fairly, but maybe not accurately in the cases that are prosecuted, that makes it more imperative that we bring in a monitoring system because someone has to speak for our children.

And if we don't have a system in place where . . . if we can't count on the judicial system to do this, if we can't count on STF to do this. They say they're there for the children but when it comes . . . ultimately when it comes down to it, they're there for their teachers. They can't wear both hats. Someone has to be there for the children somewhere.

And unfortunately, at this point in time, there is no one there for the children. And I find that's what's really scary and really frustrating.

The Co-Chair (Mr. Prebble): — Just one other question. And that is you were raising the concern earlier that you essentially got no assistance with respect to financial assistance with respect to your own legal pursuits in this area. Is that correct? I mean where you able to hire a lawyer or did you get any help with the process of doing that?

Witness: — One of the things my husband and I are going to do; we have been in contact with a private investigator. At this point in time I don't really see hiring a lawyer until we have some more information, until at least we know where he was before Northern Lights School Division. It's almost like the onus is on the parents to find the pattern, you know.

And that is yet something that we've talked about, we have contacted someone. We haven't hired him yet; he needs so many thousand dollars down to begin. But that is something we are going to do. Because he . . . I know what we went through with our child. I know what happened. And who's going to protect them in the next town.

That's on the parents; that's on us. And like I was saying before, a lot of people especially . . . How many people can afford to hire a private investigator? How many people can afford to hire a lawyer? Not very many.

The Co-Chair (Mr. Prebble): — Are there any other questions? Go ahead. Thank you. Arlene is going to ask you another question.

The Co-Chair (Ms. Julé): — Thanks. When you were responding to Mr. Prebble, you had indicated that the prosecutor said that this wouldn't go any further or wouldn't end up going through the court system because your child was too young to take the stand. Were you ever advised about the opportunity for children to give witness, you know, in a place other than on the stand? For instance, just sitting with maybe their parents or someone that they can trust and doing a taping of their story?

Witness: — When the unit came in from Yorkton, at the police level, they did tape her statement, her testimony, her statement — they did do that. At the prosecutor's level, no. We were never told. All we . . . that's all we were told. And that's all I know is that her file is still open for whenever she's . . . when she's older we can pursue it or, like I said, if anyone else comes forward I guess.

The Co-Chair (Ms. Julé): — Yes. Your child's witness to her own situation would have been some evidence and for instance, if that would have happened, if we would have a monitoring

system and another child in another community gave their evidence through that, you would have evidence then.

Witness: — Exactly. We would have a case.

The Co-Chair (Ms. Julé): — It really has to make . . . it makes a person wonder.

The other thing I wanted to ask you, is — I may not have heard if you indicated to the committee — but how did you find out in the first place that your child was being abused? Did she come to you and tell you or did you find out in another way?

Witness: — She eventually told. We noticed the behaviour change. She was a very quiet little girl that liked colouring and reading. She was quiet. And she changed dramatically. And she would talk about a hand and that's where it was for a long time. Eventually she told who this hand belonged to which was a shock to us.

The Co-Chair (Ms. Julé): — And one more question please, if you could help me with this. You had indicated when you were talking that you went to various people trying to get some help and you mentioned at one point that you went to the Child Advocate. And the Child Advocate said to you that this is a school matter and the school is not a government organization. Is that correct?

Witness: — Yes.

The Co-Chair (Ms. Julé): — Did I hear that right? All right, I just need to know that. All right but I thank you very much for clarifying that for me.

Witness: — Yes. They said if she would have been in a foster home or if we would have been like on welfare, under Social Services, or something, then they could have helped us. But because my husband and I were both employed and not under any government-type assistance . . . And if it would have happened in a government-run institution or something then they would have been in a position to help us, but they did feel that the things that were going on were definitely wrong but . . .

The Co-Chair (Ms. Julé): — Well thank you very much. I really appreciate you coming and I know the committee does also. We are concerned and I guess . . . (inaudible) . . . yes, I know. Anyway one of our other committee members has a question so I'll just turn it over to her.

Ms. Jones: — Were you able to use the services or talk to anyone from a sexual assault centre that was able to advise you on . . . Is there a sexual assault centre near your community that you could go to for advice?

Witness: — Well at one point we finally moved to Saskatoon for a year, and there I got involved with the sexual assault centre for myself, you know for counselling. So there we did get help. For advice they understood our frustration and I guess that's about all you can do.

Ms. Jones: — Yes. You found it to be a useful service though?

Witness: — Oh yes I did, yes I did. I wasn't alone.

Ms. Jones: — Well even that sometimes . . . It doesn't cure the problem but it sometimes make you feel a little better to know you're not alone. Were there any other incidents or allegations involving other children in the community at the same time as your daughter?

Witness: — I think our incident began about a year after he moved there. It happened just shortly after he moved there. And I think that since my daughter told — how is it our therapist said — because she told he probably won't bother anybody because one has spoken out so you know, the flags are up type of thing. And as far as I know he didn't bother anybody else.

My daughter sure was given a hard time around town by his adopted daughter and her friends and you know. But they're gone now so . . .

Ms. Jones: — And the other thing you were talking about a monitoring system. And I'm wondering, since you're somewhat in the . . . not somewhat, you are in the education system, do you have any ideas on who should retain the record of complaint. I mean should it be the teachers' federation in whichever province because we have teachers who move inter-jurisdictionally as well.

And certainly I have heard of someone who was employed in British Columbia who came here and was later charged. And it was later found that there had been difficulties in another province. I mean if it was a municipal or a city charge, if you had been in the city at the time, the city of Saskatoon Police Service would have been the one handling it. If you were in a rural area, it would be the RCMP, and they don't always share information with each other.

But I was wondering what your thoughts would be on . . . because the STF in all likely . . . well the teachers' federation, not the STF, in whatever province it was in would in all likelihood represent these people except perhaps on-reserve, where I don't believe they would be required to be a member of a teachers' federation in their province. Although I'm not positive about that.

So I'm wondering because we also have interprovincial movement of people, do you have an idea of who ought to do the monitoring. I mean I can see if a BC (British Columbia) teacher moved to Saskatchewan, that the teachers' federation of BC would be required to transfer complaints, say, that they had represented that teacher on, you know — whether it was a discipline thing or an allegation of abuse of some kind — if that file was required to be moved from province to province.

But in many regards I think the police would have a more difficult time really doing it than the organization representing the teachers. Unless the school board, you know, if they're . . . But if you're not asked for a reference, you don't know where they're going, right?

So it's a very thorny issue and I'm wondering if you have, because you're in the education system, if you have any thoughts on who might maintain the record and how it would be sure to follow the teacher or the worker. I mean it's not just

teachers who move around.

Witness: — For that I think I would have to say STF because it's also for their benefit to know, to know their members, to know who they're representing. You see to have a monitoring system, it benefits them. I don't know if it would be too much of a hassle or too much work for the Minister of Education's office to be keeping the complaints right there, but it would have to be one of the two, I would imagine.

Ms. Jones: — So you think the teachers' federation would be best equipped because they would be representing them if an allegation came forward.

Witness: — I really don't know which one would be the best, if it would be the Department of Education or if it would be STF. But I would imagine it would have to be one of the two.

As for my understanding with band-run schools is they're working on bringing in a monitoring system of their own also. That when they have complaints of teachers on band-run schools, that those complaints are kept on file.

Ms. Jones: — To follow the teacher from band to band.

Witness: — Basically. That's my understanding anyways, is that's something that's in the works.

Ms. Jones: — I have no knowledge of that but that's something that's interesting to know. And I thank you for letting me come back and ask some more questions.

The Co-Chair (Ms. Julé): — I have one final question. You had indicated when this first happened to your daughter she was four years old. Is that correct? Was she in a preschool class, or a playschool, or what, because that's not usually the age that children start school.

Witness: — No. It was in his home.

The Co-Chair (Ms. Julé): — Oh, in his home.

Witness: — There were only two homes we allowed her to play in and one of them was hers — and this is my husband's cousin — and his.

The Co-Chair (Ms. Julé): — So this really actually could have been an act that could have been . . . seems to me should have been looked at as a perpetrator and a child that had been molested because it didn't happen in the school. So why it was referred to as a school incident . . . I mean, certainly we hear that this person is a teacher but this did not happen in the school, so it's . . .

Witness: — STF said that it was something that could damage his . . .

Ms. Julé: — Reputation.

Witness: — . . . reputation, which is why they got involved.

The Co-Chair (Ms. Julé): — Okay. Well, thank you very much. Thank you for coming and thank you for making us

aware of this.

And we certainly hope that, at the end of the day, that there can be some recommendations that can come forward. I'm sure that all committee members recognize that, as we've mentioned before, this isn't sort of . . . we're not talking here about sex trade on the streets. But because it is an issue that is very important and it's related, we'll certainly be looking into it. So thank you very, very much.

The Co-Chair (Mr. Prebble): — Thank you.

The Co-Chair (Ms. Julé): — We'll just be taking a five-minute break.

The Co-Chair (Mr. Prebble): — Our next witness will be Derald Dubois and we'll hear from him in about five minutes. Derald, thanks for waiting.

The committee recessed for a period of time.

The Co-Chair (Ms. Julé): — So good afternoon once again, ladies and gentlemen.

We are very fortunate to have with us, at this time, Mr. Derald Dubois, and Derald is with the Touchwood Child and Family Services. Derald, I'm just kind of wondering if you had been here when we introduced the committee members earlier? You have? All right.

Thank you for coming. We appreciate your contribution today and we even just ask you to feel free to go ahead when you're ready.

Mr. Dubois: — Okay. Thank you. I want to begin by welcoming the committee to Treaty Four Territory. Good afternoon to you all.

Just want to briefly introduce myself to you. My name is Derald Dubois and I'm the director of Touchwood Child and Family Services.

Touchwood Child and Family Services was the first ICFS (Indian Child and Family Services) agency in Saskatchewan and became operational in October of 1993. So we're a little over seven years old. I came to the agency in September of 1994, so I've been the director for six years, two months, and sixteen days at the agency.

I came from Alberta where I had the opportunity of being a director for an ICFS agency in Alberta. Prior to that, I was in the front lines and I've had a lot of experience working within the Alberta system prior to them becoming privatized. And I think this is important because it allows me to compare what another province does as opposed to Saskatchewan and I'm going to use those comparisons.

Now throughout my presentation, I may sound like I'm frustrated. I am. It's a very trying experience being a director of an ICFS agency where you have two masters to basically adhere to — the masters being the provincial government and the federal government. The federal government provides funding to us through their directive 20-1 and we are — I guess

for lack of a better word — forced to use your legislation in order to become an agency.

Anyway when Randy had first contacted me, I wasn't too sure what he was asking me to do but I agreed to do it anyway and I've given it considerable thought. I've rewritten my notes several times, and have shortened it down to what I thought were the issues that really bothered me as a director. And I thought that I would talk about the Saskatchewan legislation as opposed to the Alberta experience.

When I first came to Saskatchewan and for the last number of years, I feel that your Act does not allow for effective intervention and/or protection for the exploitation of children. And I'm specifically focusing on the exploitation part because, like within the five bands that I work with, we really haven't come across child prostitution per se, but we do come across a lot of child exploitation, through the use of alcohol and what have you.

And there's really nothing that I as a director can do to prevent this because the Act does not allow me to, I guess, to exercise any legal or lawful authority to remove these children from these environments. We can offer services. We do try to place children in treatment centres, not in Saskatchewan, but elsewhere. Again Alberta which from . . . which I'm familiar with.

But again, nothing prevents these children from leaving these facilities, so we do place them and then they're back, you know, within a short period of time. Or they just boycott the whole experience and not participate in these ventures where we try to secure treatment for them.

And that's why I go back and I put it to the Saskatchewan legislature, the policy-makers, that you should look at giving people like myself more authority, I think, to intervene. Not so much in the sense that we just make a decision, but that we can appear before the court and we make an application, you know, to have this child placed in an environment away from the exploitation and sex trade. So that it's just not a decision on my part but it's a case that I have to prove before a court of law, so that there's a process to ensure that these young people's rights are adhered to.

And, like my experience in Alberta with the sex trade, like I said I was a front-line worker way back then, and I did have the occasion to make application before the courts in Calgary where I was granted what they call a secure treatment order. And in Alberta you can apply for a 30-, 60-, or 90-day secure treatment order, where this child is placed in, well I guess you could call it lock up, but it's a secure environment. But it's also an opportunity for them to receive the counselling, the caring, that they need.

And the experience that I had with this one individual who was involved in the sex trade . . . I mean, she didn't like me at first, but as time went on I got to know her and she got to know me. And I found it to be a, I guess, a very positive outcome. Like the last that I heard is that she has a family of her own, she's doing quite well. And I can go to bed at night knowing that this child is or . . . is now an adult and still alive today. So it's a

benefit for me also.

This leads me to a lack of resources. And I know I speak quite harshly with respect to Saskatchewan because it's been my experience that when it comes to children who are being exploited, there really is nothing there for these kids. I mean sure we have the ranch but I mean that's all we have.

And I'd just like to share with the committee that within the Treaty Four Territory there are four ICFS (Indian Child and Family Services) agencies: there's Touchwood, File Hills, Qu'Appelle, and Yorkton.

And what we did, because there are no resources in Saskatchewan, because we have to send our children for treatment to Alberta and Manitoba, we got together — and this is about three years ago — and we started planning to have our own assessment and stabilization centre within the Treaty Four Territory. And we've just become operational on November 1.

We now have children within the Treaty Four Territory who are now at the stabilization centre. It's an 18-bed facility. We also have a component for families to come involved. We've converted the Muskowekwan residential school into the centre. We have family suites in addition to where the residents stay.

But like I said, I really want to emphasize to Saskatchewan that there is nothing particularly for First Nations youth.

You know, like I said I was frustrated and I still am. And the reason . . . some of my frustration comes from the fact that I've been asked — I don't know if it's because I'm vocal or it's because I have the experience — but nonetheless, I've been asked to sit on a number of your committees. I've sat with the Children's Advocate; I've sat on the foster care review; I've sat on the Child Death Review Advisory Committee — I'm still sitting on that I think — and I've sat with John Labatt when it's come to young offenders.

But I'm very hesitant to . . . I mean I like to work, you know, with colleagues, what have you. But I find that when you do pick my brain and when you do abuse me — no, just kidding — it's always for the benefit of what I would call your system. And you know it makes me very suspicious that, you know, are we ever going to work together? You know, like I have my colleagues in Fort Qu'Appelle here. You know I mean we talk, we try to work together, but to me it doesn't go far enough because it does nothing to enhance resources in Indian country.

And this has been a sore spot with me for quite some time. Like when I go into section 61 of The Child and Family Services Act, this is where the minister, I guess, is enabled, or what have you, to sign agreements with First Nations entities to have our own agencies.

And time and time again I've always come to your senior person, Archie LaRocque; I don't know what his title is, but I know it's Aboriginal specialist or something like that . . . (inaudible interjection) . . . Yes. And I've asked him, like what is the meaning of section 61? Why are we signing these agreements? Is it that we do all the work?

Like we are bringing back our children. Like in Saskatchewan,

64 per cent of the children in care are First Nations member children. And the directions that I get from our leadership is bring our children home.

But it shouldn't just stop there. We get no support from Saskatchewan whatsoever. I've been in this business for six years. I've brought back 102 children from different jurisdictions, but I have yet to receive one penny from your government to help us case manage these children. And time and time again I've gone to your senior officials and I've asked for help and I've been refused.

And my question to you . . . Like when we talk about to prevent the abuse and exploitation of children, are you prepared to work with the 18 agencies that we have in the province? I know I am. You know, like I'm always prepared to work. But I also need the financial support to do the work, because in Indian country we're only funded for the on-reserve population.

The federal government and powers that be, I mean, they've drafted this funding formula that they have yet to explain to us. And it's really taxing on us because, you know, in Indian country it's a situation where like with this past fiscal year our caseloads continue to rise but our operations dollars, because it's based on population, has dropped. Like it just doesn't make sense to me.

And again, like when it comes to section 61, what does that mean? Does that mean . . . does that give us the right to look after our own children? And we want to. And I think we're capable of, just by the demonstration of us being able to work together within the Treaty Four Territory and establish our own centre.

And I guess the last comment I wanted to make is I feel that Saskatchewan's child welfare system has failed us. And I say that because when I first came to Saskatchewan I was asked to do a child death review. Like, I never heard of a child death review until I came back home. And since then I've done four.

And again, it really makes me leery of what your motives are. And when I say your, like I mean your system. Because in one incident . . . like, after the review is completed, all of a sudden 15 new workers get hired and I'm saying, well I don't think I made that recommendation. But it takes the death of one of our children to enhance your system, and what do we get? Nothing.

But like I said, I don't want to sound . . . Well I guess I am sounding somewhat negative. Because time and time I've gone to your senior people, and time and time again, you know, I get nothing. No support whatsoever.

I know we are going to talk come December 1. We want to enter a new block funding arrangement with the province because we know the number of children that we have in care that are going to remain in care until they're 18. But then again I come to you on bended knee and I say like, could you help us out with administration costs? Because I know there's a history of dollars being exchanged with the feds years back where the department had charged an administrating fee and it was paid to Social Services on our behalf. And I would like that same courtesy.

But what I really want to emphasize is the working together. Because more and more of our members within the Touchwood area, they don't see things the way we do with respect to jurisdiction. They feel that if they're a member of Kawacatoose, Day Star, Gordon, Muskowekwan, or Fishing Lake, that it's okay to come direct before us. And we're finding that more and more of our people are coming directly to us. Like, they don't want to go to the departments in Regina or Saskatoon, what have you, and they come directly to us. And I think it's an issue that we have to work together.

And again, like I said, when it comes to dealing with the abuse and exploitation of children, I may be criticized, you know, because I am advocating for a facility where children could be detained, can be given intensive therapy and what have you, but I think it should be designed or give us the opportunity to design these type of programs. Because the majority of our children are involved, are being affected just by the mere fact that 64 per cent of the kids in care in this province are of First Nations ancestry.

I think that's . . . like, I really want to enter into a meaningful dialogue with the committee. And like I said, I'm prepared and I know my colleagues within ICFS are also prepared to, you know, to work together. It's unfortunate that when you do speak to . . . or in the future, if it does happen I think that we should have federal representation, you know, like sitting at the table with us, you know, because they are the policy-makers in Indian country. And, you know, it would be good if we could all work together because I mean we're dealing with a very serious issue.

I don't apologize for taking a hard line because, you know, I'm there to protect children and I take my mandate seriously. Thank you.

The Co-Chair (Mr. Prebble): — Derald, thank you very much for a very interesting presentation. I think you've raised a number of important issues, which have only been raised on occasion in the past, or in one or two cases, maybe not at all. So I'm sure committee members will have questions and we're looking forward to the discussion.

Is there anybody who'd like to start? Don, would you like to start?

Mr. Toth: — Yes, thank you very much, Mr. Prebble. In your presentation you talked about ICFS and Saskatchewan child and family services. Certainly in other presentations we've had, we've had suggestions that we need to find ways of the two agencies being able to work a little closer together. And to save the . . . in fact, I think when we were at La Ronge, one of the points that was brought out very clearly was the fact that there seemed to be children falling through the cracks because they weren't quite sure — are they under the jurisdiction of the province of Saskatchewan or ICFS?

So I personally feel that we need to take a very strong look at that to make sure that we do not have any over . . . we've got that overlap that doesn't allow for children to fall between and that each agency can't say, well that isn't our problem because

it's the other agency's responsibility. And that's what I hear you're saying is one of the suggestions.

Mr. Dubois: — Well, yes. That's . . . See that's why I make reference to section 61, because you know, you don't know what you're supposed to be doing. I mean, are you just a director on the reserve or, you know, is there a responsibility owed to these children because they're members of our band?

Mr. Toth: — In your area of responsibility — and certainly the committee is supposed to be coming up with some ideas to deal with children who are involved in the sex trade — and the question I would have of you: do you deal with or have you dealt with a number of children who have ended up on the street? And if you have, what type of recommendations would you suggest . . .

Mr. Dubois: — Actually it's kind of worked in reverse. You have these children who are involved in street activity and what have you, so what happens is, you know, they come back to the reserve. They're placed with grandparents or what have you. They're removed from the city and they come to the reserve.

Mr. Toth: — One thing I noticed, and I wasn't able to be here this morning, but one of the presenters I believe made the point of — and you brought out the point as well — of something like 64 per cent of the children in care being First Nations people. And in this morning's presentation, the comment was made that this is a First Nations problem; we must take responsibility to correct it. And the other day in Regina, Chief Peigan really reinforced that.

And I guess the question I have to you is . . . and I raise it because it just seems we, as a committee, we haven't been getting a lot of support from FSIN (Federation of Saskatchewan Indian Nations) in seeking some . . . their input in regards to dealing with this issue. But we seem to be getting more from individual reserves or First Nations people who are quite concerned about the problem. And would you have any suggestions in that regard?

Mr. Dubois: — Well like I said earlier, first of all I wouldn't just . . . like it's just not a First Nations problem but they are part of the problem. And what I'm saying is give us that opportunity to look after our own. I think we have a proven track record that we're able, we're capable.

And again, I push the section 61. Like what is the spirit and intent of section 61? You know, like I've asked Archie, can you get a legal opinion from Justice? Like what is our relationship here? You know, is it one where we bring all the kids back and do all the work and, you know, you get to collect the child tax benefit and what have you and we get nothing in return and, you know, we're going under type thing? These are the kind of questions that I have.

I do have, like I said before, I'm a strong advocator of having these children placed in a special environment where we have them, we can work with them. And make it very cultural, especially for our children. You know, like exposure to language, those kind of things. Work on self-esteem and understand our true history; what we're all about.

Coming back home was a very neat experience because I was 40-something when I came back home and I'd never been to a pipe ceremony. Now I get to be part of a pipe ceremony four times a year because the elders, you know — changing of the seasons. Our agency has those kind of ceremonies.

I'm picking up the language. You know, it's slow but it's coming. And it's made me believe that being First Nations is okay, you know, even though it took some time to come to that. And we do have the resources in our own communities. We have our elders and we do use the contemporary psychologists and what have you.

So I mean, if you're prepared to work at it, so am I, you know.

Mr. Toth: — What I would have to say is I'm pleased to hear that you're talking about the fact of working with your own as well in designing programs because I think, for far too long, we've almost separated — like the white community versus the First Nations community.

Some of the concerns that have been raised by young people, even young people who are involved in the sex trade, it goes back to even abusive situations in the home where Department of Social Services has removed that child from the home. And the concern was that they be placed in a home far removed from what they would call home and even in another culture and the necessity, they felt, of working within the culture. Maybe working with extended family.

And I agree with . . . from what I'm hearing, I guess I would have to agree that, in order to work with some of these children who have especially been . . . very abusive situations and maybe being on the street in the sex trade, you do need, it appears you need a place where they can go, where you can have some time to work with them rather than just putting them back.

Taking them off the street, taking them home really doesn't answer the problem. It may give them a warm place for a few days and some warm food, but they may be back on the streets.

So it certainly appears that you need that separate environment with the people of the same type of culture who are very concerned, who can kind of work with them.

Mr. Dubois: — You know, I think I heard the comment about children falling through the cracks and they do, because some of these people, you know, they have such high needs and they're also high risk.

And you know, you have a child in Regina or a young person and you have Social Services saying well, can you take this child and we say no because we really have nothing here for him, you know. And I don't want . . . or I can't assume the liability and the risk, you know, because I'm basically responsible for children who are on reserve. And then I'm just incurring more liability and placing our agency at risk should something happen to this child.

And they do fall through the cracks, you know. I mean, we just

. . . There was a young fellow who was killed in Regina, a male prostitute. I mean we just buried him last year. I see his grave every day when I drive to work, you know. And I'm thinking why did this happen, you know. We failed this young person because there was nothing there for him.

Mr. Toth: — One further question. Other members may have some questions as well. Do you think the FSIN would be prepared to work more directly and more strenuously in putting together, with its people, programs and, if you will, the avenues in place to help deal with some of this?

Mr. Dubois: — Well I have to respectfully decline to answer that question because I can't speak for the FSIN. I am just a technician, you know. Like I don't want to meddle in their affairs, so to speak. Like I'm just speaking as a technician, not as a political voice, more or less. Like, I'm scared to get reprimanded.

Mr. Toth: — No. Fair enough. I appreciate that.

Because I think, when it comes right down to it, just like it does in any other community, governments need to take some leadership and recognize problems in order for those problems to begin to be addressed. And that's one of the things I think as a committee we're trying to grapple with. Thank you.

The Co-Chair (Mr. Prebble): — Thank you, Don.

Mr. Yates: — Thank you. I have a couple of questions and I'm wondering if you could clarify a couple of things for us. Funding currently for children on the reserve is 100 per cent a federal responsibility. When a child returns from the city — say he's been living in the city, off-reserve, for two, three years — when he returns from the city to the reserve, is funding automatically re-established for that individual or how is . . .

Mr. Dubois: — No. What you have is you have the on-reserve children.

Mr. Yates: — Right.

Mr. Dubois: — Once they're deemed to be on-reserve then they remain a federal responsibility.

Mr. Yates: — Okay.

Mr. Dubois: — And then when we bring children back from Regina or wherever, they are deemed to be a provincial responsibility. So what we do, is we bill the provincial DSS (Department of Social Services) for maintenance, special needs, and what have you.

Mr. Yates: — For how long do they remain a provincial responsibility then?

Mr. Dubois: — Until they turn 18.

Mr. Yates: — Okay. So there is no point where they return to status that they're the responsibility of the federal government?

Mr. Dubois: — No. And again, that's a federal . . .

Mr. Yates: — It's one of their rules.

Mr. Dubois: — . . . stipulation, I guess. And we've tried to argue with them like, saying like, you know this child is not going to leave the reserve, type thing, but they're adamant that this child will be a provincial responsibility until he or she is 18 years old.

Mr. Yates: — Okay.

Mr. Dubois: — And that's why we're trying to . . . we're going to enter into a block funding agreement with the province because it's such a tedious task, you know, to bill back for everything and creates a lot of extra paperwork for us and it's a hassle.

And, you know, I'm always arguing with Ken Cameron — how come you didn't pay this? Or how come you're not going to pay that? — type thing. So to make things run smoothly we're going to opt for a block funding agreement.

Mr. Yates: — The second question has to do with sort of the coordination development of services for the people of Saskatchewan which includes, as you know, we have a very large First Nations population in the province — and growing — and growing youth population.

And many of the services that First Nations youth need are also needed by other youth of the province. Do you think that there's the possibility that at some point that there could be an integration of . . . a full integration of services . . .

Mr. Dubois: — Oh, definitely.

Mr. Yates: — . . . and instead of, you know, First Nations communities. What we're hearing in a lot of communities is there's a lot of competition for dollars and an awful lot of competition to deliver services. And in that competition, of course, we lose efficiencies. Perhaps we lose the best well-being or interest of the child.

And we have the federal government running some agencies, some services; we have First Nations running services; we have provincial governments; and we have a large magnitude of community-based organizations all competing to deliver services in our communities, whether they be on the reserve or in our urban communities or smaller towns and so on and so forth.

But that competition for dollars means that perhaps we're not getting the best bang for our buck or the best services for our children. And your belief is that the First Nations community would be interested in developing fully integrated services?

Mr. Dubois: — Well I mean that would be an ideal but I think it's something that we would have to work towards.

Mr. Yates: — It wouldn't happen overnight, obviously.

Mr. Dubois: — No.

Mr. Yates: — Because there's the federal government's involvement here, there's the province, there's, you know, First Nations.

Mr. Dubois: — Yes.

Mr. Yates: — Okay, thank you.

The Co-Chair (Mr. Prebble): — Any other . . .

Ms. Draude: — Thank you very much, and thank you for your presentation. I appreciate the fact that you're being very direct. And I think we need that if we're going to actually make something positive come from our committee.

When you talk about being frustrated with the Act and with departments, I don't think you're alone. I think if you read our web site and read the testimony from many witnesses, I think you'll find that many of them are frustrated, and I guess maybe that's one of the issues that we have to deal with as a committee.

And also your comment about being frustrated with the different levels of government. Probably if you could sit here on this side, you'd see that we wonder sometimes where we go to too when it comes to FSIN or tribal council or band. So I guess probably there's learning that has to go on both sides.

But I'm wondering, you said that you didn't put your children in the treatment centre in Saskatchewan and I'm sure again you've heard many people say that the treatment facilities aren't here and you have to go to Alberta or Manitoba. And that's one of the issues that many people are dealing with.

But you said that when you were in Alberta you watched one young person that you were able to put into a secure facility and you realized that they actually . . . their life was enhanced and that they were actually put onto a different path in their life. Has there been follow-up treatments or follow-up done to find out if this kind of treatment does actually work?

Mr. Dubois: — I don't know at this point.

Ms. Draude: — Okay. I was really excited to hear you say that you have an assessment and treatment stabilization centre here in Fort Qu'Appelle. And we really . . . you should be very proud of yourself. And I think that it's one of the things that maybe the government can be looking to to see how your system . . . how it works.

I'll just ask you: is your centre full and is there any opportunity for children in need from the white community to use your centre?

Mr. Dubois: — It's not full yet.

Ms. Draude: — What are you going to charge?

Mr. Dubois: — I think at this point in time we're focusing on the First Nations children within the Treaty Four Territory. Because when we did the assessment — like Indian Affairs had asked us to do an assessment and what have you — we

identified approximately 150 children that could be in the centre, and these are just First Nations children.

But we do have an offer to Social Services that, you know, if they have a First Nations child in Regina, wherever, and needs the facility, that we would take them. But our children are given first priority.

We are talking about expanding already because the school in Muskowekwan is quite a large facility and our director is quite confident that, you know, we can expand.

Ms. Draude: — I think from all our committee hearings we know that there's a real need. And I'm sure that if the facility works the way I'm sure you're expecting that it will, it will be more than full to capacity quite quickly.

I've heard . . . we've heard many times since the committee started that children leave the reserve and go into the city and that's when their actual child prostitution occurs. And yet I heard you say that they come back later for their treatment.

Mr. Dubois: — Yes, yes. Like I say, when you have a case that, you know, Social Services is having difficulty, well they call us. And in some cases we do bring them back. But in some cases we just don't have the resources. Like our foster parents are only trained at the pre-service and I forget the other level. So they can't take these high-needs kids.

And like time and time again, I've heard the comment from staff, from Social Services, like why bother taking them into care because they're going to do what they want anyway. And that's quite true. You know there's nothing there that allows us to place these children in facilities where they will be safe and away from the sex trade and exploitation.

I agree with them. There's nothing we can do except turn grey. You know like I was black haired five years ago. Just ask them.

Ms. Draude: — Derald, I guess, like why do the children leave here? Why do they leave the reserve and then end up on the street? What, why are young people on the streets, in your opinion?

Mr. Dubois: — Well I think pursuit of a better life I guess, but then again there's problems with the school system. They drop out and the cycle you know just repeats itself. They're escaping I guess a not-so-good environment on the reserve. They figure they go to Regina — land of opportunity type thing. But again, you know they're ill-equipped. They don't have the training, education, and what have you and . . .

Ms. Draude: — Your school, I think the one at Standing Buffalo, has been here, I don't know how long — three or four years has it? The school out at Standing Buffalo? I'm just wondering if you've seen a difference. I know that the drop-out rate for native students is high and I'm wondering if you're finding a difference now that there's the school on the reserve?

Mr. Dubois: — Well I can see, particularly in the Punnichy area where I work, the number of grade 12 graduates is increasing which I think is a positive. But then again in

Punnichy I think 99 per cent of the students are First Nations.

Ms. Draude: — We're grappling with the problems. Our mandate is not just to, for recommendations, but why is the sexual exploitation of children occurring? So I guess we need . . . what do you think? Is it economic conditions? Is it . . .

Mr. Dubois: — Oh yes. Economic conditions play a major role. Employment opportunities are so limited. Boredom, you know, things like that.

Ms. Draude: — Thank you.

The Co-Chair (Ms. Julé): — Are there any other committee members that have questions? Okay.

I just wanted to allude to a couple of the things that . . . the notes that you have brought forward to us. And I hope we can have a more in-depth dialogue on these things so that we can come to an understanding. I want to know for sure what it is that you're referring to here.

In your third point, capacity building, you ask, is Saskatchewan prepared to work with the 18 ICFS agencies in the province to deal with the issue? What was your, like what is your expectation surrounding those words, work with? What exactly would you like to see happening that's not happening?

Mr. Dubois: — Well what I would like to see is us — when I say us, like, directors, people that are involved working with children from the First Nations community — play a meaningful role.

Like, what I really don't like is coming to situations like this where I said, you know, you pick our brains, you abuse us, and then you say goodbye. And then we see a report coming out which enhances your system. You know, it doesn't meet our needs type of thing. Like, I would see us being equal; you know, learning together, you know, and making mistakes together that type of thing.

The Co-Chair (Ms. Julé): — Okay so what kind of things should we be doing in order to make that happen more effectively?

Mr. Dubois: — Just take a look at the community here. Where are the First Nation people, where are the decision-makers, you know?

The Co-Chair (Ms. Julé): — Okay, I'll explain that because we need to have this dialogue so that, you know, then if you have suggestions further to that that would be wonderful.

The committee was formed . . . the government of the day talked about having a legislative committee to address the issue of children on the streets and, you know, the sex trade, children involved in the sex trade, looking at a number of issues such as what is causing this in the first place. You know, what are the underlying root causes?

The other thing we wanted to look at was what are other jurisdictions doing — Alberta, Manitoba, we looked at those things — and to come up with some recommendations in order

to address it because it's obvious that this is a horrible problem, and not only a horrible problem, it's destroying children's lives. This is really wrong in a society that's supposed to be as advanced as ours.

We have in the legislature, three members that are of Aboriginal ancestry and they are on the government side, and they have had, I guess, other appointments or they were on other committees and so on, so that . . .

A Member: — They're in cabinet.

The Co-Chair (Ms. Julé): — And they're cabinet and they have basically other duties that they had to tend to at the time that the committee was formed. And so that was sort of why there is no Aboriginal person here.

If we in fact had a committee or a scenario where it wasn't a legislative committee, then you know, there would have been the opportunity to have everyone come around the table. But that . . . it doesn't matter how you cut it, that implies a willingness to come around the table by everyone in the province who's got a responsibility for this issue.

And as Mr. Toth, and I think June mentioned, June Draude mentioned, you know, it becomes you know . . . We're doing the best we can. We know what's happening and we want to try to address it, but we need to have everybody that has some good ideas or that has the common vision that can bring forward to the committee so that we can take our responsibility as legislators and do what we can do from the Legislative Assembly of Saskatchewan.

But as they mentioned here today, we are having a hard time even having the FSIN to come to sit down. We wrote a letter and asked them.

So we have to now try to understand that what the governing body of the FSIN is. What is their mandate, what is the organization there for? Do band chiefs and so on have a say in putting forward recommendations to them on what they feel that the FSIN should be representing, what kind of issues?

And all of those things, we're coming to try to understand and learn. So we're sort of doing the best we can, I guess, in trying to address the situation. And we're really very, very appreciative when people like yourself come forward and just simply say it the way it is because it is very helpful.

But this is why there is no Aboriginal representation on this committee as such. We do have people in the legislature that are the spouses of, or partners of, Metis and Aboriginal people other than the three members from the government side. And those people are all very concerned but it's just sort of the way the committee has ended up.

Mr. Dubois: — If I could just comment too about, I guess, legislation. I mean your Act doesn't even acknowledge or recognize us as having standing in a court of law like when it comes to child welfare issues.

The Co-Chair (Ms. Julé): — Could I ask you to repeat that

please?

Mr. Dubois: — Your Act doesn't acknowledge people like myself who are directors of agencies.

The Co-Chair (Ms. Julé): — Right. Yes.

Mr. Dubois: — Like in 1995, I think it was, when we had a situation in Saskatoon where some of our First Nations member children were before the courts with respect to child welfare and I came as the representative, you know, of the First Nation. And the judge asked me, well, what are you doing here? Why are you here?

And I, again, I was just fresh from Alberta. My first introduction to Saskatchewan legislation was being told that I didn't have standing. And I took that to the Saskatchewan Court of Appeal and I was told by the court there that there's no remedy in the law for you. Like we are not the legislators. Like go to your . . . to you people.

The Co-Chair (Ms. Julé): — Just for your information, I did table a Bill in the legislature asking that police or directors could intervene when they see a child in danger so that they could be then . . . they could have assessment and that they could end up having the services that they need.

Mr. Dubois: — Okay well what I'm making reference to is making representation in court. Like I was not allowed to because I wasn't given standing, like even though I am a director.

And again it goes back to section 61. Like, what are these agreements all about? I need clarification on that because I'm hesitant to sign an agreement with the province because I don't know what am I committing leadership to? What am I committing the agency to? And what are your obligations to me type thing? I think issues like this need to be clarified before we can have a working relationship.

Because the agreement that we signed back in 1995, we keep extending it because I'm not getting any answers to the questions that I have related to this arrangement that exists in Saskatchewan. Because I want to know what I'm getting into and what my expectations are expected of me. And you know what liabilities am I incurring? Those kinds of things — very serious issues that, you know, we just don't get any answers to.

The Co-Chair (Ms. Julé): — Okay.

The other thing I would like you to just talk with us a little bit further about is your . . . if you could describe to us from your experience in Alberta, just what you, what you found in the . . . obviously you mentioned there's some benefits to secure, secure custody of detaining children. And I know that you've mentioned that a little bit, but there's a fear of that especially among First Nations people here in the province. And so I'm just wondering if you could just maybe say something to alleviate those fears because if this . . .

Mr. Dubois: — Well I think in Alberta, like I said, it just wasn't a discretionary decision on my part as a director. But if you have a process, a process of law, I guess, or due process of

law, where, you know, an application can be made before the courts and have the judiciary make that decision, you know: is this child in need of protection and should this child be placed in such an — for lack of a better word — an institution or what have you.

But you know, these institutions have to be designed to meet the needs of First Nations children, you know; and we're working at it, you know. I mean, we're obviously going to have some growing pains with the assessment and stabilization centre but it's for the benefit in the long term, you know.

The Co-Chair (Ms. Julé): — In regards to the funding that you . . . you seem to be a little bit frustrated with the fact that there's a lack of resources, as such. And you're talking about human resources, that you mentioned some social workers were laid off and that kind of thing.

Mr. Dubois: — No, I didn't say social workers were laid off. I said 50 new workers were hired as a result of the death of a First Nations child, after the inquiry was done.

The Co-Chair (Ms. Julé): — Okay, right. Yes, okay. And as far as funding that's coming through, it's federal funding that comes to the reserves, but off-reserve it's a provincial responsibility from what you're saying; section 61, you know, what is meant by the . . . what is the spirit and intent of that. Are you finding that you are receiving some funding along with being given the responsibility?

Mr. Dubois: — Well we're not receiving anything. All we're only receiving is a maintenance, you know, for the care of the child. Like there's no administration support.

The Co-Chair (Ms. Julé): — Okay.

Mr. Dubois: — Because I mean we have to travel from Punnichy to Regina. Like we do a lot of visits with Wascana Rehab and what have you; and also in Saskatoon, we have to see specialists and what have you because a lot of these kids that we're bringing home are high needs. And you know, I mean we have to pay for gas, we have to pay for accommodation for the staff, and staff time, and what have you; and there's no support whatsoever from the province of Saskatchewan.

The Co-Chair (Ms. Julé): — Okay. Okay, thank you very much for that; I appreciate what you have been able to inform us about today. There's no doubt a number of gaps here and we appreciate you bringing this forward to make us aware of it. And I thank you very much for being here and if you have any further comments, we'd just invite you to . . .

Mr. Dubois: — Well like what I said before, I don't want to appear negative but I am getting somewhat frustrated. I think Randy can vouch that I'm a really nice guy. But, like in the spirit and working together in co-operation, you know, more than willing to work; but we need to be equal partners in the process.

The Co-Chair (Ms. Julé): — Okay. I really must apologize; Mr. Prebble had some questions for you.

The Co-Chair (Mr. Prebble): — That's fine; that's not a problem.

Derald, I think you've . . . I, as I said in my remarks when we opened this question and answer session up, I think you've raised some very important issues here that we're . . . we've begun to explore already in the questions that committee members have asked, including the questions that Arlene has asked.

But I just want to pursue these a little further so that we're very, very clear about how we might improve the relationship between the province and First Nations with respect to handling the care of children, particularly children who are in the city but originate from your First Nations community.

And I see here several recommendations that you're making. One is with respect to secure treatment. And again, I just want to clarify what you mean by that.

I know in Alberta that there are essentially . . . and you had experience with these facilities where you can obtain a court order for either a 30-day or 60-day or 90-day stay; in effect a closed custody facility where the child is not allowed to leave.

Is that what you'd like to see here? And do you want to see children . . . we'll get to the question of where this secure treatment facility should be in a minute. But do you essentially want to see children who are at high risk on the street and involved in the sex trade placed in this kind of a secure treatment facility?

Mr. Dubois: — Yes.

The Co-Chair (Mr. Prebble): — And where do you see that secure treatment facility being located vis-à-vis your own children? Do you see yourself having, playing a role, a partnership role with the province in running a secure treatment facility? Do you see a secure treatment facility being back on your own First Nations land? Where do you see the first, the secure treatment facility operating and who do you see operating it?

Mr. Dubois: — I would prefer, like when it comes to First Nations children, that it be First Nations people who design and administer the programs.

As for such a facility, I would like to see it in a, what has been called a neutral setting. I know there was some discussion as to why we were having the centre located in Muskowekwan and that was simply because there was a facility there. But the chiefs had recommended that we have it within the Treaty Four Territory and I would concur with that.

The Co-Chair (Mr. Prebble): — Okay. So you would like to see a secure treatment facility for your children here in your First Nations community?

Mr. Dubois: — Yes.

The Co-Chair (Mr. Prebble): — Run obviously by members

of your band.

Mr. Dubois: — Well not just my band. But I mean, resources from the Treaty Four Territory.

The Co-Chair (Mr. Prebble): — But the tribal council, the . . . (inaudible) . . . fair enough. So thank you for clarifying that because I think that's important.

With respect to section 61, I think you've indicated some of the limitations of this section as it currently works. And I take it that the limitation right now is that the province enters into a contractual arrangement with you if you're caring for a child, say, that was living off-reserve but comes back to your community . . .

Mr. Dubois: — That's part of it but it's also a requirement from Indian Affairs that we sign these agreements. They're forcing us under your legislation. And again it's a contentious issue that I as a technician am somewhat leery of discussing because I am just a technician; I'm not a politician.

The Co-Chair (Mr. Prebble): — No, I understand. But you're essentially saying that basically your concern is that you're not getting enough money from the province to provide the resources to care for a child that comes from off-reserve, let's just say that comes from Regina.

Mr. Dubois: — Yes.

The Co-Chair (Mr. Prebble): — Just explain to us. You were mentioning that you don't get the necessary administration costs. In other words, there's not dollars . . . in your mind, there's no dollars coming for staff time, for travel costs, for other administration costs, what are you being funded for, Derald? What are your . . .

Mr. Dubois: — Just like I said before, just the basic maintenance costs for the child, special needs, if there are any. Those type of things.

The Co-Chair (Mr. Prebble): — But nothing in terms of . . .

Mr. Dubois: — Nothing related to administration whatsoever.

The Co-Chair (Mr. Prebble): — Okay. So essentially, if you were going to be addressing the needs then of children who are involved in the sex trade in Regina that originate from your communities but have been living in Regina for some time, those agreements would need to be renegotiated so that you had dollars that address your administration costs.

Mr. Dubois: — Yeah.

The Co-Chair (Mr. Prebble): — Yeah. Okay.

Mr. Dubois: — Not just children, you know. I mean it's all the children at . . .

The Co-Chair (Mr. Prebble): — I realize that it's broader than just children involved in the sex trade.

Mr. Dubois: — Yeah.

The Co-Chair (Mr. Prebble): — We're talking about a wide array of children and their needs that you might end up addressing under these agreements.

The Co-Chair (Ms. Julé): — While you're looking there, Mr. Prebble . . .

The Co-Chair (Mr. Prebble): — Yeah. Go ahead.

The Co-Chair (Ms. Julé): — Can I ask you just a quick question? Have your Indian Child Family Services or the Tribal Council or anyone looked into a program that's specific to the needs of children that have been abused through the sex trade or what kind of programs have you been looking at?

Mr. Dubois: — Not yet.

The Co-Chair (Ms. Julé): — What would they . . .

Mr. Dubois: — But I think it's something, again, within the Treaty Four Territory with the four agencies that we would be looking at. Like I mean, it took us three years to get the Assessment Stabilization Centre going. But it is something, you know, that we are . . .

The Co-Chair (Ms. Julé): — Well, you've made great advances, I'll tell you. You know, you're just doing some fantastic work and certainly hope that we can support you.

The Co-Chair (Mr. Prebble): — Derald, I have one more question and again is an important concern that you've raised and this is with respect to changes in the legislation under The Child and Family Services Act that would give you standing in a court of law.

Can you direct us to exactly what sections of the Act need to be changed in this regard? You've worked with the Act a lot. I think the principle is clear enough.

Mr. Dubois: — I know section 23 was discussed.

The Co-Chair (Mr. Prebble): — You know, we need . . .

Mr. Dubois: — I can see there's nothing . . .

The Co-Chair (Mr. Prebble): — Essentially, you're saying we need to revamp the Act to make sure that directors of ICFS agencies have standing in a court of law in this province in child abuse cases.

Mr. Dubois: — Yeah. Well, in all cases. Like, not just child abuse.

The Co-Chair (Mr. Prebble): — No. I understand. Yeah. Thank you.

I think those are very important suggestions and we really, really appreciate you putting them forward and we've got to look for other vehicles for dialogue around this as well. I think this is just one. Anyway, I appreciate your comments and your advice very, very much.

Are there any other questions? Derald, thank you.

Mr. Dubois: — Okay. Thank you.

The Co-Chair (Ms. Julé): — Thank you very much. Thanks, Derald.

The Co-Chair (Mr. Prebble): — Is there anyone else who wants to come forward and make comments at this time? Okay.

The Co-Chair (Ms. Julé): — We had . . .

The Co-Chair (Mr. Prebble): — Apparently, we have one other person who's interested . . .

The Co-Chair (Ms. Julé): — Ron Crowe, the tribal chairman who wanted to present . . . (inaudible interjection) . . . He'll be right back. Okay. We'll maybe take a five-minute break.

The Co-Chair (Mr. Prebble): — Sounds good.

The committee recessed for a period of time.

The Co-Chair (Mr. Prebble): — We'll formally come together again. Chief Crowe, thank you for being willing to share your advice with us. We're really looking forward to your presentation.

I don't know if you formally met all the members of the committee. Maybe we'll do a little bit of an introduction and then invite you to introduce yourself more fully.

As you know, I'm Peter Prebble and I'm one of the Co-Chairs of the committee. And Arlene, I'll let you introduce yourself.

The Co-Chair (Ms. Julé): — Hi. Arlene Julé. I'm the MLA for Humboldt and I'm also co-chairing the committee.

Mr. Toth: — Don Toth, MLA for Moosomin.

Ms. Draude: — June Draude, MLA Kelvington-Wadena.

Mr. Yates: — I'm Kevin Yates, the MLA for Regina Dewdney.

Mr. Harper: — Ron Harper, MLA Regina Northeast.

Ms. Jones: — Carolyn Jones, MLA Saskatoon Meewasin.

The Co-Chair (Mr. Prebble): — Ron, there are two other members of the legislature here who aren't on the committee, but they are members of our Assembly and I'd like them to introduce themselves as well.

Mr. Hart: — Glen Hart, MLA for Last Mountain-Touchwood.

Mr. McMorris: — Don McMorris, MLA for Indian Head-Milestone.

The Co-Chair (Mr. Prebble): — So Ron, we'd invite you to introduce yourself more fully and then just feel comfortable to make whatever comments you'd like to.

Mr. Crowe: — Okay. Well thank you, Mr. Chairman, and Madam Chairman. First of all, I think . . . I don't know if this has been done at this point in time but I wanted to welcome each and every one of you to the Treaty Four Governance Centre.

It's certainly a proud accomplishment from our point of view. We've spent a lot of work and a lot of time on this facility. It really highlights the work of many people that are with us and those that have passed on in re-establishing our governance centre right here on our Treaty Four land.

So we're really proud of this place and we're really proud that this committee has chosen to have their hearing right in our territory. And I think that speaks volumes to the accomplishment that we've had in this building. So officially, on behalf of the Treaty Four Chiefs Forum, I'd like to welcome you and your presence here at our facility.

My name is Ron Crowe. I am the tribal chairman of the File Hills Qu'Appelle Tribal Council. Just for your information, I'm the former chairman of the Treaty Four Chiefs Forum and Executive Council. And some of what I have to present today is basically as a representative or past representative on the Treaty Four Executive Council.

First of all, I think I should commend the committee and those that make up this committee for examining a social ill that is really a product of many factors. And I am glad that I have the opportunity to address these issues. I know that there is some concern about the makeup and the mandate and the activity and how it relates to First Nations people. But I think maybe I can present that later in my presentation and give you an idea of where we stand as First Nations.

The sad reality of this issue, the social ill, is that in our estimation our children, our First Nation children, are most at risk. And I think you're well aware of the facts and figures. I'm not going to go through many of those. I do want to re-emphasize a point that was made by our director of justice, Bev Poitras, earlier today. And this is a First Nation's problem and we must take the responsibility to correct it.

And I think some of what I have to say will outline why we have to take that responsibility and why we have to be involved in correcting this social ill. We recognize that governments and non-government organization are well intentioned to protect children. They have very well intentions. And when I talk of NGOs, non-government institutions, I don't mean ICFS agencies because we do view those agencies, the Indian Child and Family Service agencies, as institutions of First Nations government. So I'm excluding them out of my definition of an NGO (non-governmental organization).

The point that was made earlier recognized the First Nations responsibility. And really that's the heart of my presentation. We're dealing with an issue that has many elements — many elements that stem from social ills, student residences, alcoholism, drug abuse, and basically the stripping of our culture and pride over the years. And I don't mean to point fingers and bring up all these harsh statements, but the sad

reality is that we're still products of that today. And unfortunately our people are mostly at risk; our children are most at risk of this social ill.

Our First Nations do want to take the responsibility and we do want to step forward and we do want to make sure that something is done for these children. We see these people as somewhat lost souls, lost identity. And I think it's important that the First Nation leadership and the institutions of First Nations have a role to play in correcting this social ill.

What we can bring to any strategy is basically the First Nations perspective, the values that we hold, the culture that we have, and the traditions that we carry out. And we need to develop that capacity within our First Nations governments in order to take that responsibility.

We don't have the capacity to fully take that responsibility right now. We are sharing that. And we are arbitrarily being mandated by other levels of government to have a small role, and I think that's unfair. I think what we have to do is work co-operatively as the treaty relationship suggests and principles of treaty suggest. We have to work co-operatively as opposed to arbitrarily.

I have to touch on an issue that's come up from time and time again. And I think it needs clarification. This notion of race-based rights or a separate system for a different race is somewhat not, it's somewhat insulting for one thing, but I won't hammer that point so much as trying to provide clarification when we talk about an Indian or a First Nations approach to some of these problems. Because we view our rights, and whether they be inherent rights or treaty rights and our forms of government, as rights of nationhood.

And if you just allow me the opportunity to just talk about that nationhood that I speak of: the Cree, the Assiniboian, the Saulteaux people, the Saulteaux nations. These make up the Treaty Four First Nations. That's where we derive our rights from, from nationhood. And what we've been trying to do over the past few years, for many years, is re-establish that nationhood.

Today we have organizations that are a collective of First Nations. We have the federation; we have tribal councils. We also have what we call Treaty Four — this territory — Treaty Four Territory, which is made of the Cree, the Saulteaux, and Assiniboian nations, all of which are Treaty Four First Nations.

We table for your consideration — and I know that I don't have many copies here, I just grabbed one as a ran to my office and back here — a proclamation and convention that was approved in principle September 15, 1999 and updated and amended February 23, 2000.

What it is, as a document, is a proclamation and convention that really draws attention to our nationhood. And I think it's important that each committee member gets a copy of this to try to help understand that notion of nationhood within Canada as First Nations.

We've adopted this document in principle and we are moving to

ratification and hopefully full implementation within the year 2001. The proclamation itself really draws attention to the fact that we are nations, we are collective nations under Treaty Four, and we must take a common united approach under our Treaty Four, under principles of Treaty Four.

One of the points that I wanted to make here is that these are principles of a treaty relationship. And when we talk about nations, these are principles of a treaty relationship where nations are making agreements with one another in order to have a better co-existence. And that's what the treaty-making process was all about.

I think a common misperception of non-Indian people is that all treaties do are provide certain rights and benefits to a certain group of people. I'd like to correct that and add clarification to that: that the treaty relationship is basically that — a treaty relationship amongst nations through the leadership that you would have and that we would have.

So I hope that adds a little bit of clarification. I know that some of the questions that were asked of Derald were very much — of Derald Dubois — were very much of a political nature that he felt uncomfortable answering. And I'm glad that I've had this opportunity, because if those questions come up again, I'd hope that I'd be able to answer some of them.

So I want to table — and I don't know who to give this to — basically the Treaty Four First Nations proclamation and convention for your perusal, to keep in mind, bear in mind the nationhood that we look at.

So when people like Derald and others come forward as First Nations institution directors demanding that our jurisdiction be respected, essentially we're referring to our proclamation and convention — our nationhood — for that jurisdiction; that mandate. Because we have a role and responsibility to take on that.

And I hope that that adds a little bit of clarification because I know that some of those questions that Derald was asked are very political in nature and I'd much rather have those questions directed at a political person as opposed to a technical person. Not because he's not capable, but he has certain mandates to draw from.

I think that pretty much ends my presentation. I wanted to bring to your attention that clarification on rights, race-based rights versus nation-based rights, and give you a small clarification on how the treaty relationship should exist and draw that link why Derald Dubois and his agencies come forward with a position that we have to have that responsibility. Because what we're bringing to the table to correct this ill is very strong traditions, values, and culture that will really make a world of difference when instilled in a process that gets these young people off the street.

The best intentioned social workers, intervention workers will not be able to do that with First Nations people without the skills and abilities of our First Nations people that can bring forward our culture, our values, and our traditions. It's a key element that's missing out of the system that we have right

now. We are trying to instill that back into our systems of governance, and Derald has his challenges cut out for him trying to operate within both systems and make a better tomorrow for our children.

So with that I hope that I've clarified a key point that I think one must consider in all of the presentations that come forward. And I'd be pleased to answer any questions if there are any. Thank you.

The Co-Chair (Mr. Prebble): — I'm sure there will be, Ron. And so I want to thank you very much for your presentation, and I think this builds on and clarifies a number of key points that we've been discussing this afternoon. And we, I think both of us as Co-Chairs, would like to invite other members of the committee first to ask questions and then we would also like the opportunity to ask you some questions, Ron. Kevin.

Mr. Yates: — I'd like to start with a question I actually asked Derald, and I think it was political in nature, when I talked about the competition for resources to deliver programs for youth and that the competition course between non-governmental agencies or CBOs (community-based organization) and perhaps First Nations groups and government groups and all delivering very similar services at some degree.

And I asked about the possibility of full integration of services, at some point where we focus our resources on the delivery of services to youth and would the First Nations community be interested in that. And what would your response be, and I guess being a politician of the First Nations community?

Mr. Crowe: — Well thanks for the question. It's a question that we've long . . . we have circumstances that arise over and over again: who is responsible for what and where's the vacuum and who's falling through the cracks. We have quite a number of non-government organizations in Regina — I'm going to use Regina as an example because that's what I'm most familiar with — something like 101 or 107 non-government organizations delivering services to First Nations people.

Some of them are First Nation controlled; some are non-First Nation controlled; some are a mixture of the Aboriginal definition — the Metis, the Inuit, the Indian; some are controlled primarily by non-First Nation people, altogether non-Aboriginal people. But we have something like 107. We did a study about five years ago and we had that many organizations and yet we're not accomplishing the objectives that we set out to do.

So as Treaty Four we sense a need to coordinate the urban developments, First Nation urban developments, particularly as it relates to services to individuals. In trying to draw together some of the institutions or, pardon me, to develop an institution that draws together some of these NGOs that we feel comfortable with like Chili for Children, a very credible organization that provides a direct service to individuals, and draw them into our fold so that we can co-operate and try and address some of the larger issues that Chili for Children can't address. And we're doing that right now.

We just got the mandate from the Treaty Four chiefs to develop

a Treaty Four urban model, primarily for Regina because of the need there. But we can't dismiss or forget the other cities such as Yorkton and for the most part the town that we're in right now — Fort Qu'Appelle. A lot of urban First Nations people are in these urban centres looking for a better opportunity and sometimes that opportunity doesn't come forward and they're subjected to certain harsh realities and social ills that we have.

So we're trying to develop an integrated approach but under our terms, not subjected to government terms and conditions. And I know sometimes we get into these battles with our political people and bureaucrats about what kind of product has to be delivered, their reporting mechanisms and all of that. These are issues that we're not going to be able to address within a six-month to one-year time frame. We have to set out a strong strategy with good consultation with our people in order to make these strategies work.

And I just go back to my original message: First Nations people and leadership are probably the only ones that can consider our traditions, our culture, and our values in developing programs that are going to help First Nations people.

When we look at individuals, I can't give you any examples because I don't work on this on a day-to-day basis, but when we look at these young children who are involved in the sex trade as First Nations people, we haven't had the opportunity to really take them into our ceremonies to give them an idea of our values, to meet with the elders, to learn that respect, that those customs that are important to us and that tradition that involves our ceremonies. They're lost; they have not seen that. And then for them to be put into a non-traditional institution that talks about a bunch of other things that aren't related to a First Nations culture or values, that further complicates things and they're, there again, very much lost.

So I know that was a long answer to a fairly straightforward question. What we would appreciate is a single recognition to the First Nations leadership so that we can develop these programs and services for First Nations people, whether they are on-reserve or off-reserve.

Does that answer your question? I'm sorry, I know it was a long-winded . . .

Mr. Yates: — Thank you.

Mr. Crowe: — It was more of a preaching than anything else and I apologize for that.

Ms. Draude: — Thanks. Thank you, Ron. I just have a couple of questions.

And you had talked about the number of NGOs outside that are working with First Nations people, a staggering number of 107, which must seem complicated at times. And you talked about the ones that — I'm sure they're all working with the best of intentions — and you said there some of them . . . ones that you appreciated, like Chili for Children. Are there ones that you feel are not only not helping but are detrimental?

Mr. Crowe: — Yes, but I best tell them that before I tell you

that. I think it's important that that dialogue exist in a respectful way. If I have problems with one or two of the institutions, I will let them know.

I think it's important . . . Like I said earlier, we just received that mandate — the Treaty Four chiefs granted the mandate to develop this Treaty Four urban model. And I think what we have to do is examine which ones are we getting good benefit from and which ones we're not.

Ms. Draude: — Okay, I just have one more question. I know that in your position you deal with and you're responsible for First Nations people on- and off-reserve. And in our area, the reason why we're here today, is dealing with child sexual abuse and in many cases we've heard that the abuse . . . the question often is: what do we do with children who have been abused?

And knowing that children love their parents and want to be with them, but if there are cases when the child is either not looked after, the parents either aren't able to, for some reason, to look after the child or maybe they are victims of someone within their own family, the question is do the children stay with their family?

And in your position I think it would be important for us to hear what you think of that. We're going to have to make recommendations about how to deal with these children who are in danger. What do you feel?

Mr. Crowe: — Well certainly if the family poses the greatest amount of threat to the individual, that individual has no choice but to be taken out of that; but not just taken out for the sake of taken out of the area. I think what has to happen is an intervention team of First Nations people has to move in and deal with the family as a whole. So that, for one thing, that the abuse stops; two, the rehabilitation of the individual who's offending; and three, a plan that's going to assist that family so that no more abuse will take place in that home or in that cluster or that arrangement that they have.

And unfortunately, as sad it might be, it's tough when a child . . . it's probably tough when a child leaves a home — I miss my children when I go on a trip. Taken right out of the home is sometimes a harsh reality that has to be done but it has to be followed up and it can't be just . . . the children just can't be taken out for the sake of protecting them but I think we have to have other measures in there because it doesn't stop and end there by just removing the child. There really has to be a team of professionals, therapists, counsellors, whatever team you can assemble, to really work with that family and start setting some long-range goals for that family.

And I think by introducing our ways of dealing with these things, with our elders and with our traditional people, I think we can bring the families a lot more comfort as opposed to the pain that it is to lose a child out of the family. And I think if we set a path based on some of our values and our traditions, I think it would be much better received by the family instead of just taking the child out and leaving the child with somebody else.

That hasn't worked either because a lot of times many of our

children have been apprehended out of certain families, maybe for good reason, but placed in families that were just as abusive if not more. So we really have to police that as well. And I think through the efforts of people like Derald and other professionals in Indian Child and Family Services, we are getting rid of some of those terrible homes that our children went to.

We have a lot of problems, political problems, with the agreements that we have but one benefit is we are not allowing our children to go back into those abusive foster homes too.

So again, a fairly long answer to a short question but at the same time I think we really have to follow that up. Taking the child out of a dangerous situation is key but also just as important is the follow-up and the need for a family intervention . . . a plan to really help out the family as a whole. Because like it or not, the family makes up a lot of our community and in order to have good, healthy communities we're going to have to have good families, good, healthy families and good, healthy individuals.

The Co-Chair (Ms. Julé): — Thank you.

Mr. Toth: — Yes, Ron, as you're aware, we've been asked as a committee to come up with some recommendations in regards to children involved in the sex trade and children involved in child prostitution and the problems that are associated with it. Is this a major problem of children from the Treaty Four Nations? Would you say that there is a number of children involved in this type of activity from this Treaty Four?

Mr. Crowe: — Without knowing the origin of the individuals, I can't say with a lot of certainty that these children are Treaty Four members. I can give you some assumptions: that half of our population . . . in my band, more than half of our population lives in Regina. Generally in the Treaty Four area, half of our population live in urban centres with about 80 per cent of those in the Regina area and there might be some exceptions to that generality.

Nonetheless it leads me to believe that at least 60 to 80 per cent of those children are probably from the Treaty Four area. And without knowing the individuals and their backgrounds and having the stats, I would assume that a lot of them are from our communities here in Treaty Four and within our tribal council. And that's unfortunate because these children are going to suffer, have those scars there for many years, and we would rather have healthy individuals leading our communities in the future.

I think for the most part our communities are getting better. Our leadership is becoming more healthy. We want to continue that trend. In order to do that we have to reach out and really go after these children and reintroduce them into our nations through our culture, our values, and our traditions.

So the general assumption is yes, I'm expecting a great percentage of them from our territories.

Mr. Toth: — Is this a problem that the leadership of the Treaty Four is quite concerned about and, if you will, making some concerted efforts to try and get a handle on the situation and

looking at ways in which they can really begin to address some of the problems in regards to their children?

Mr. Crowe: — Yes. Treaty Four is looking at addressing a number of urban issues — not only the sex trade, the children in the sex trade — but we have to address issues like housing and the need for home ownership for people in the urban centres so that we are not just recycling people into the social housing program.

We have to look at a graduated process so that people come into our housing program, they start understanding the roles and responsibilities as a home holder, and eventually graduate into a home ownership program.

I think those . . . We have a First Nations Employment Center that predominantly provides not only counselling for training but job skills and job searches of First Nations people. Those are just two issues that we tackling.

We also have this First Nations Family Support Centre that we have in Regina that deals with families that aren't into child protection but they're into family counselling. We have a number of services, including a time-out centre where when a family is in a crisis situation or nearing a crisis situation and the child is at risk, whether the children . . . the parents just have a lot of pressures and they need to drop off their kids somewhere. It's not a babysitting services but a time-out area. The children will be in a nice, safe place and they're set there for a few hours until things calm down a little bit. It's kind of a volunteer effort on behalf of families.

We are making . . . we do feel we have to . . . my presentation here, my being here, Chief Peigan's being at the committee hearing in Regina gives you an indication that this is a serious issue for us because we don't like to see these children lost. We don't want to see them become more statistics, going through the abuse and the livelihood and ending up dead before they're age 30. We want to stop that trend as best as we can.

We have some answers and we have some ability to be able to move in, but we need the proper capacity in order to make those changes and really reach out to these individuals. And that includes resourcing.

I'm not here to make any proposals but I do know that our First Nations institutions such as the family support centre — First Nations Family Support Centre in Regina — needs proper resourcing in order to get individuals out on the street in order to track some of these kids off the street, provide them a nice safe environment, to re-install their culture and values, and really live a better life. If we don't have that resourcing to do that, then we're not going to be able to make that difference.

Mr. Toth: — One of the — pardon me — one of the things that's been shared with us and has come from children on the street as well, is that they're on the streets and they've been placed there by family members, even parents.

Mr. Crowe: — That's sad.

Mr. Toth: — Yes, it is. I'm just wondering how would you

approach dealing with that type of circumstance. I think part of what you've already said indicates it's certainly a whole family area that has to be worked upon. We've got to deal with families, especially to think that maybe a mother would send her daughter to the streets because of the drug problem she has and the finances that are needed for it.

Mr. Crowe: — Well the only response I can make is it's a sad situation when family members do that and force the children out there.

I think by your comment really speaks largely to the fact that this is not just an individual problem for the individual; it's a family issue. And the need for the resourcing to properly intervene in that case on behalf of that child and that family so that no other children are put at risk at some point in the future really speaks volumes to the need to have an intervention team or a support team to really work with the family as opposed to just the individual. And just removing children out of the home for the sake of protecting them is not the answer.

We've seen that what we really have to do is work with the . . . It's like the community is built upon families and if the family structure is breaking down, the family values are breaking down, then your community is not healthy.

Mr. Toth: — You see I guess that would be my concern. This committee could make a number of recommendations. At the end of the day if we don't address the root problem and the case scenario of why children are on the streets, if you will, and even going back to what — Derald made some comments before — putting a place, or the funds in place to develop a program and take children off the street and have them going through some kind of treatment for a period of time and then releasing them because we feel that we finally got through to them about the fact that if they continue the lifestyle it may be detrimental to their life in the long run. And then they go back into that community and that home environment that really hasn't changed a lot, we're not going to change . . . we're not really going to be addressing the root problem.

As a result that child may end up, even if they've had six or seven weeks of extensive treatment, may just end up back where they were before because we haven't addressed the root problem.

And to be honest with you, I don't know exactly how we all do it but it's an issue that certainly has to be addressed, and I appreciated the comments Chief Peigan made and some of what you said this afternoon as well, I think, indicates that there are . . . there is leadership within the First Nations community that realizes that we have to go further than just dealing with the child but back to some of the family environment as well. And I appreciate that.

Mr. Crowe: — I just have to make another point here, if it's okay, and it speaks to the issue of why our kids are on the street, why are these children on the street. We can say a lot about the money, the need for the money, need for support, maybe a bad habit such as drugs or alcohol, or also to fit in with the gang, a peer pressure issue.

I really think that we have to put, the First Nation people have to be given the opportunity, the First Nation leadership and institutions have to be given the opportunity to instill the pride and the dignity for First Nations people to be proud of themselves as an individual, as First Nation members of the Cree or Saulteaux nations or Assiniboine nations or the Dakota nations. I think we have to have that opportunity to really re-instill that.

Because a lot of what I talk about in terms of addressing the pride of culture, traditions, and values has been lost. And myself, as an example, have only . . . by only personal interest, have been reintroducing myself into that. And a lot of these children may not have that opportunity unless we step in and do that. We really have to get our own people out there to re-instill that pride and dignity of this nationhood that I talk about. If you can only have our ceremonies on the reserve, then we're missing out a good portion of our people. And they're going to be those lost souls.

Every one of us has a background; but us as First Nation . . . has an ethnic background, whether it be Ukrainian, German, whatever. Everybody has that background. They're quite proud of it. Well we are really proud of our backgrounds too as First Nation people because we belong to these nations that at one time ruled this land and roamed this land and had full access and authority over the lands.

And I think there's a lot of hostility towards governments that deny us that opportunity to do that, that deny us that dignity as First Nation people. Let's not forget, only 50 years ago we had kids being forced into the residential schools — that's only two generations ago — we had kids being forced into residential schools. And we're still feeling the effects today because they were told to cut their hair, they couldn't speak their language, and they were told to follow this other form of religion and they were punished if you didn't.

That's only 50 years ago. And that has that spillover effect to where we are today. So that's why we have these lost souls. And only by my personal journey into re-instilling that cultural pride and dignity do I feel comfortable in addressing this. And I really know that is a large part of the answer in dealing with some of the social ills that are happening on our streets today where a lot of our First Nation people are put at risk.

The Co-Chair (Ms. Julé): — Thank you.

Ms. Jones: — Just following up on that point, when you say you must be given the opportunity to re-instill your values and . . . What's preventing you? What can be done to assist you? I don't, you know, from my own perspective I don't know what it is that's being denied to you. So perhaps you can help me with that.

Mr. Crowe: — Well fundamentally one of the first things is basically respect for the First Nation governance, for the First Nation leadership that can . . . that has . . . that can develop the capacity to do this.

Second of all, meaningful relationship that allows us as partners in co-operation, as opposed to taking our marching orders from

somebody else, to be able to set up meaningful programs that are going to accomplish some of our goals and objectives, and not second-guessing us in a lot of ways.

I don't want to say money is the answer but money is part of the answer; money is part . . . or resource . . . proper human resources to have these people available to go out and reach a . . .

As it stands right now, our First Nation institution called the First Nations Family Support Centre has, I think, two counsellors, one director, and somebody who runs the office. And that's not enough to really deal with this. We have an individual who is actually on the street who is trying to counsel some of the . . . well not the child prostitutes, but some of the prostitutes that are out there so that . . . to try and encourage them or at least provide other opportunities to them.

You almost need the one-on-one counselling. Like I really wish that we had a support group made up of volunteers to go out and walk the streets and try — not so much threaten or challenge these people that are on the streets — but to provide at least a rapport, a working relationship so that they have confidence in these individuals as they're speaking to them.

We need a lot of that one-to-one counselling, I think, to reach out in particular to the kids because they are not trustful of anybody. And if you don't see those faces regularly on the street to comfort them, I don't know if they're going to have that trust and confidence without having a consistent reminder that there are better ways of getting money and fitting in.

So those are basically three elements that I think are important that are preventing us right now. I wish that I had . . . The human resource aspect is so important. Having trained individuals to be able to step in into situations to get these kids off the street I think is probably a big part of that third element of resourcing.

Ms. Jones: — But many of the children that are on the street have come into the urban centres, in some people's words, seeking a better life. So on your reserves, are there steps being taken to reconnect First Nations people with their traditional values? I mean is that a starting place so that the kids don't leave and end up on the street? Are there programs in place that are beginning to instill the pride in their heritage and in their culture?

Mr. Crowe: — Yes.

Ms. Jones: — Yes. And do you think that, you know, less . . . Do you see any improvement in the number of people leaving and . . .

Mr. Crowe: — No.

Ms. Jones: — No.

Mr. Crowe: — No. No. Let me just back up a bit in history. I think a lot of the children that are on the street right now — this is a general assumption — are not necessarily children who have left a reserve for a better opportunity but are children of

those people that left a reserve for a better opportunity. They don't have that connection with the reserve or the community or the home. They don't have that connection. If I hadn't lived in Piapot a lot of . . . a fair amount of my life, I might not have that connection myself. A lot of these children don't have that connection with their home community. They're not able to view on a regular basis any of our traditional ways, our culture, or experience the values.

And that's what I get at when I talk about some of the lost souls. Because they don't have that pride that's associated with their nationhood, either from the Cree traditions, the Saulteaux traditions, or Assiniboine traditions, or Dakota traditions. They don't . . . they haven't had that opportunity to live that culture and that lifestyle because they've been urbanized from their . . . they've been in their urban centre from the time they were born. Unfortunately, because some of the parents probably fall into that lifestyle . . . that trap . . . that lifestyle, they haven't been able to pass on those values either.

So that's I think part of the challenge that we have is trying to re-instill this pride of being part of the Cree nation or the Saulteaux nation to these young individuals. Because a lot of them probably don't know. I think Derald had made the comment, some of the children that he works with, the first time that they've been to a ceremony is when they come into care.

And that's unfortunate because that's a big part of my life. I shouldn't say that. I've experienced it; I know that it follows me. I'm very proud to be part of the Cree nation and very proud that I carry on some of those values and those traditions that have been passed down to me.

And unfortunately some of these children who are out there right now have been disassociated with that. Not by, from, their own choice but because of lifestyle.

Ms. Jones: — This is just a titch off, Peter, but I was listening to something I believe was carried on CBC (Canadian Broadcasting Corporation) and there was a very well-educated First Nations woman from Edmonton who had obviously grown up in an urban area. And it was interesting to hear her say, you know, she'd grown up, gone to university for three years without ever, like, realizing that she was a First Nations person until she went into Aboriginal studies, and then how she became to . . . you know, became involved in their culture and heritage and now is dedicating her life to helping children.

But it was quite interesting that you can grow up, get through high school, take three or four years of university and only suddenly realize, you know, reconnect with your culture.

Mr. Crowe: — Oh my God, I'm brown.

Ms. Jones: — Exactly. I mean, that's what she said — oh my God, I'm brown. Yes.

Mr. Crowe: — Oh, is that right?

Ms. Jones: — Anyway, that is off the topic but it was an interesting story.

Mr. Crowe: — I think it adds to the point that I've just used, so I appreciate that.

The Co-Chair (Ms. Julé): — Okay do we have a . . . Ron, do you have any questions? Okay.

The Co-Chair (Mr. Prebble): — Go ahead, Arlene; I've got questions as well but you feel free to go ahead.

The Co-Chair (Ms. Julé): — Okay. Ron, we could probably sit here until midnight tonight . . .

Mr. Crowe: — I don't mind. I live in town. I don't have much of a drive.

The Co-Chair (Ms. Julé): — Just a couple of thoughts regarding some of your comments. And I think we need to just sort of dialogue a little bit more so we can get a better picture in our mind of a better working relationship so that we can get on with a holistic living of everyone in the province.

You had mentioned at one time that at this time we don't have the capability to basically have the people. Did you mean the people in place to deliver the services that might be needed for long-term, sort of, treatment, whatever that might involve?

And then later on in your comments you had mentioned that what is needed is the recognition for First Nations leadership to design and deliver the programs and to manage that. But, like at the same time you're saying that you don't feel the capability is there at this point.

I wonder if you could just clarify what you think . . . in this transition period how you think this can be addressed?

Mr. Crowe: — Well I'm glad you asked that question because I wanted to be very clear on that. We have structure and we have intention to develop that capacity. What we lack right now is the resources to make that structure work or that capacity . . . fill that capacity.

The Co-Chair (Ms. Julé): — Financial resources?

Mr. Crowe: — Yes.

The Co-Chair (Ms. Julé): — Okay.

Mr. Crowe: — Because we just don't have the teamwork or the . . . And I'll get right to the point. When we talk with certain members of government, whether they be bureaucrats or ministers, there's always this notion well, we're going to upset somebody out there that's heading up one of these NGOs and this jurisdictional battle comes back. And for lack of a better word, they don't want to offend any other NGO that's providing a service that they feel is worthy.

Like I'm not here to rail against the NGOs. But as First Nations leaders and the institutions that we are trying to establish, we have to be the first point of contact in order to correct some of our problems.

Some we can't address, we can't correct, we can't deal with

because we don't have the proper resourcing. Nowhere in my tribal council do we have a mandate to . . . or do we have an opportunity to go right out to the streets and talk to some of these kids and try and get them off the streets. I wouldn't know what to say myself.

So we need trained individuals — trained individuals with the full capacity to go out and talk to some of these children, start creating that dialogue. And that we can't do overnight. That's not a skill that you just buy; that's a skill that's learned.

I think it's important that we have, in a co-operative way, a really good strategy that's going to address these problems in a way that we're all comfortable with. And I think one of the problems that we have, and it's no disrespect to any senior bureaucrat, is that bureaucrats are worried about making sure that their political people are . . . their objectives are fulfilled before First Nation objectives are fulfilled.

I think Derald talked about the difficulty he had with having no First Nation people at the community level. I'm not here to talk about that, but really our dialogue should start with the political people getting together, to have the round table, have the discussions, and then moving on and see what the best strategy is. Really that's what should be done.

The Co-Chair (Ms. Julé): — I'm glad that you mentioned that and I'm glad that as time goes on I'm becoming a little bit more clear on the appropriate . . . and the appropriate people to address when one does want to sit around a round table.

Because what I'm hearing from yourself and Chief Peigan is that it's the band chiefs and so on and the band councils that should, you know, that we'd be better to just go directly to. So that's helpful. It's helpful to know that.

In reference to your suggestion that First Nations leadership to design programs and to deliver them and so on is what's necessary, and basically what's getting in the way is partly the bureaucratic system as well as the sort of protection of NGOs out there in protecting their own business you could say, I'm just wondering if you . . . would you feel that it would be a really good thing if for instance the federal government would direct dollars in the urban centres to social development offices owned and managed . . . not owned but managed by First Nations people so that they could then identify and hire the kind of people that they need in that office to deal with different issues?

Is that sort of the urban governance model that you're thinking . . . along the lines you're thinking of?

Mr. Crowe: — Close. Very close. Very close.

The Co-Chair (Ms. Julé): — Okay.

Mr. Crowe: — Just to back up on the other . . . I wrote down the question but I didn't answer it.

When we talk about design and deliver, I'm not talking about myself as a leader going out and designing and delivering this program. I think what I'm getting at is that we have skilled

technical people that we draw upon to help design, deliver this. Because I'm not the expert. I'm certainly not the expert. My degree in university is Indian studies and political science. That's why I have this job, I guess, as a political person.

But there are people that we can draw upon to help design and deliver these services under First Nations' supervision, First Nation leadership, or whatever structure that we have in place.

Now I can't remember the second question.

The Co-Chair (Ms. Julé): — Well it was whether you . . . Do you feel that . . .

Mr. Crowe: — Oh right. Federal government.

The Co-Chair (Ms. Julé): — . . . if there was some pressure put on the federal government to direct the dollars directly to your agencies in the urban centres, that it would . . .

Mr. Crowe: — That's partly right. That's partly right. I really feel that the federal government has tried to erase their role and responsibility for First Nations off-reserve. That's been very prevalent by their strict adherence . . . adhering to the Indian Act that they will only deliver on-reserve programming. And then we get caught between this battle between federal government, provincial government. I'm not going to go into all the details.

I do believe that the federal government has a role to fund First Nations adequately in order to get the resourcing in place to deliver these proper programs and services, and maybe we wouldn't have these issues that we have today.

I think the other thing is we have to be very clear. There's a lot of wrongs that are committed by the federal government and provincial — I'm not going to rail against just any particular government — but under provincial government that have created the situation that we have in our young people being on the streets and all, and suffering the social ills.

I'm going to say this very boldly that also the province should be refusing some of the money that it receives in EPF (Established Programs Financing) transfer payments so that it is redirected to the First Nations, First Nation leadership to develop the programs and services that we require.

I'm not sure of the numbers. I have no idea and don't quote me on this number because it might be low. I understand there's this tune of about \$500 million — which I think that's half a billion, is it? — half a billion dollars is provided to the provincial government for First Nation services. I don't know if that's correct; I don't know if I'm high and I don't know if I'm low. I know that the transfer, the EPF transfer's a very complicated formula. I wouldn't even know what to look for. But that's one that's been thrown.

And I think with the proper kind of controls in place, we could really make those dollars work a long ways. What we are challenged with as leadership is to correct some of the problems that are not of our making. And I think what has to happen is that the governments have to take responsibility of some of the

climate that they've created that have led to these problems.

And I'm not going to point fingers at any particular government, but both the federal and provincial governments have to take acceptance of that responsibility and to work in co-operation with First Nations leadership and governments, so that we can address the problem and correct the problem and make a wrong a right.

The Co-Chair (Ms. Julé): — Okay, one more question.

When you were talking about the delivery of services to assist families who might have multiple problems, you were talking about making sure that the entire family, you know, was helped at the same time. They're helped with one service and in tandem with the next service so that it's sort of a period of time where they're getting all the services that they may need, including the support and so on of the elders and the community and so on.

When you mentioned that, it's very, very close to the suggestion that was made to us by one of the women police officers in Saskatoon regarding a wraparound process.

And that's kind of what it is. It's identifying the family, their needs and so on and working with the entire family so that there's a interrelated and coordinated service happening, so that there's a continuum of care with the same kind of service providers, with the same . . . You know, if we identify what the best wraparound process would be, that identification for the services would have to come from, you know, the First Nations people if it involves First Nations families. So you identify exactly what it is that you think might be needed. And of course assessments are done and so on.

But that program is somewhat referred to as a wraparound process and I understand that there are First Nations people in the urban centres that are quite happy with that concept.

Is that kind of something that you think would be necessary? Have you heard of the wraparound programs at all?

Mr. Crowe: — Not until now. But it sounds very much like I guess how we would term a holistic approach to solving the problem.

The Co-Chair (Ms. Julé): — Yes.

Mr. Crowe: — Because we look at the . . . I think the child prostitution is a symptom of a larger issue and these children are falling into a trap that's going to lead them back into that social dilemma.

I really think that's important that we take a holistic approach to solving some of the problems. And it's the first time I've heard the term wraparound but it's something that intrigues me.

The Co-Chair (Ms. Julé): — Okay. Chief Crowe, one more question. Pedophiles, sexual offenders — whatever we may call them — are harming our children in this province. And I would like your view on what kind of treatment and if there should be different treatment for different, I guess you'd call it, categories of sex offenders.

We've just talked about a holistic family program so that, for instance, if one of the parents in a family have sexually abused their child and it's starting to be a normal learned behaviour and the child's taking it to the streets and so on — this is sort of sometimes what may happen — that that family might benefit a great deal from the right kind of counselling and the right help and so on.

We've heard also from other people throughout the province that pedophilia is not curable and so it might be something that we'd have to address in a different way when we think about how to deter that offender.

Do you have, just even from a personal point of view, do you have any suggestions as far as deterring people that would rape our children?

Mr. Crowe: — It's a tough one because I have very mixed feelings on approaches. First of all I think most people have the ability to be rehabilitated. But I don't think there's any sin stronger than harming a child.

And I might be stepping out of my expertise here but as I understand, in our traditional lifestyle, when a wrong was done to either an individual or the community, justice was very quick in our community. And these people suffered the consequences very strong and were not allowed back in the community in one way or another. I'm talking about banishment and I'm also talking about the ultimate sacrifice for their sins.

I really can't give you a definitive answer. I would like to say that each and every individual has the ability to be rehabilitated but I don't know with any certainty that can be done.

And stating very much, my personal view is there's no greater sin that can be done than harming a child and damaging the child and scarring this child. It's something that they'll take with them forever. I don't know if there is a greater sin. It's one thing to get into a fight and shoot somebody; it's another thing to harm a child — an innocent child.

And I really have problems with that. So I really don't know if I can give you a definitive answer but you know my feelings about how, if somebody hurts a child, I have a hard time accepting the fact that they could be forgiven for something like that because that's something that's lost for our child forever.

The Co-Chair (Ms. Julé): — Thank you. I know it's a very hard question to answer.

Mr. Crowe: — We step outside of this hearing, I might be able to give you a more detailed answer on my personal feelings.

The Co-Chair (Ms. Julé): — Yes. Actually there have been some of our presenters that have been very emphatic in their views and I'll just tell you what some of them have said.

In fact when we talked about this before, I talked about banishment and whether or not that would be something that would be reinstated by the First Nations people if you had your own self-governments and so on, if you felt that that might be

something that could be workable. And I guess you have to kind of get into a more in-depth discussion about the psychology behind that.

We've also heard one police officer talk about chemical castration for pedophiles that are repeat offenders and just continue to do this, and so on.

So that's how very, very passionate some people are about addressing this kind of a crime. And I think because it's recorded, I wanted you to know about some of the things that have been said.

But there've also been people that feel as you do, that any human being has the capacity, has the soul, for rehabilitation if it's done in a good way and if that person's intent and desire of their heart is right.

There've been a number of different views on this but I thank you very much for yours.

The Co-Chair (Mr. Prebble): — Well the hour is late and I don't have . . . I think most of the questions, Ron, have been asked — the important questions.

I really just have one kind of comment question. And it really relates to what I think is the fundamental theme of your presentation and that is that your tribal council and your leadership have to be involved in a very major way with deciding how best to address the needs of urban First Nations youth on the street; that you have to have a really significant degree of control in that process in a partnership arrangement with the province and other actors.

And I think that you have rightly identified one of the dilemmas in terms of how you move into this arena, particularly in areas where other NGOs are already working. And I've had first-hand experience with that in Saskatoon so I know it's tricky ground.

But I agree with you that that issue needs to be addressed. That's a personal comment; I'm not speaking on behalf of the government. But personally I feel quite strongly about that.

At any rate I guess I'm wondering whether you see the . . . at what level this process should begin, whether it should be a dialogue between political leadership and whether you see the Regina Treaty Status Indian Services as the, sort of the . . . as your vehicle for service delivery in Regina.

Let me just stop there so you can comment on that and then I kind of have a . . . just the second half of the question.

Mr. Crowe: — The Regina Treaty Status Indian Services vehicle that you talk of is a creation of our tribal council. It has the full support of our chiefs and leadership, not only within our tribal council but outside of our tribal council, by virtue of protocols that we've established with other tribal councils.

So the First Nations leadership would look at RTSIS (Regina Treaty Status Indian Services) as being the primary vehicle. And RTSIS is the body that houses the First Nations Family Support Centre that I talked about earlier in our discussion. We

really . . . And it's also breaking ground. As I talk about a Treaty Four model in urban services, RTSIS is starting to fit into that fold. And we're taking the initiative and hopefully providing the type of leadership that's required in order to make this work.

The other thing in terms of . . . I think that principles have to be established between the political people and then we let our professional people start setting out a strategy and a work plan to accomplish some of those principles, or mutual goals and objectives based on principles that are established by the politicians. I think that's a good starting point.

And I'd rather be saying that this program . . . a program or service venue is working, than railing against government — feds, provincial, or municipal — and criticizing. I'd rather be saying, let's make this thing work as opposed to being a critic on the side. I think that's important.

The Co-Chair (Mr. Prebble): — Yes. Well I think that spells out your vision of how we should proceed on this really clearly. And, you know, we've had a number of suggestions with respect to services that need to be made available to youth on the street. And they include a safe place for youth to go when they leave the street, whether it be a safe house or an individual or a sort of smaller family kind of shelter for children.

We've had a number of recommendations made to our committee with respect to addiction services for children.

And what I'm inferring from your comments is that whether it's street outreach, safe house, addiction services, you would like to see RTSIS involved in that whole planning process.

Mr. Crowe: — Yes.

The Co-Chair (Mr. Prebble): — Yes. Ron, thank you very, very much. We're very honoured to have you share your thoughts with us. And we are very honoured to be using your government facilities for these hearings. So we thank you very sincerely. Thank you.

Mr. Crowe: — Thank you; appreciate it.

The Co-Chair (Ms. Julé): — Thank you very much, Ron.

The Co-Chair (Mr. Prebble): — I think we stand adjourned.

The committee adjourned at 5:36 p.m.