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Speaker: The Honourable George Qulaut, M.L.A.

Legislative Assembly of Nunavut

Speaker

Hon. George Qulaut
(Amittuq)

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(Gjoa Haven)
Deputy Chair, Committee of the Whole

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(Aivilik)

Allan Rumbolt
(Hudson Bay)

Hon. Johnny Mike
(Pangnirtung)
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(Rankin Inlet South)

Pat Angnakak
(Iqaluit-Niaqunnguu)

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(Rankin Inlet North-Chesterfield Inlet)
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Deputy Chair, Committee of the Whole

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Joe Savikataaq
(Arviat South)

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(Iqaluit-Sinaa)
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Hon. Peter Taptuna
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(South Baffin)

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Hon. Keith Peterson
(Cambridge Bay)
Minister of Finance, Chair of the Financial Management Board; Minister responsible for the Workers' Safety and Compensation Commission

Hon. Jeannie Ugyuk
(Netsilik)

Government House Leader; Minister of Family Services; Minister responsible for Homelessness; Minister responsible for the Status of Women

Hon. Paul Quassa
(Aggu)
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**Iqaluit, Nunavut
Friday, May 30, 2014**

Members Present:

Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Monica Ell, Mr. Joe Enook, Mr. George Hickes, Mr. David Joanasié, Hon. George Kuksuk, Mr. Steve Mapsalak, Hon. Johnny Mike, Mr. Simeon Mikkungwak, Hon. Paul Okalik, Hon. Keith Peterson, Hon. Paul Quassa, Hon. George Qulaut, Mr. Allan Rumbolt, Mr. Alex Sammurtok, Hon. Tom Sammurtok, Mr. Joe Savikataaq, Mr. Isaac Shooyook, Hon. Peter Taptuna, Hon. Jeannie Ugyuk.

>>House commenced at 9:59

Item 1: Opening Prayer

Speaker (Hon. George Qulaut)

(interpretation): Can you say the opening prayer, please, (interpretation ends) Hon. Minister Sammurtok.

>>Prayer

Speaker (interpretation): Good morning, fellow Nunavummiut. Good morning, Members and Ministers. Welcome. Item 2. Ministers. Statements. (interpretation ends) The Hon. Minister of Health, Ms. Ell.

Item 2: Ministers' Statements

**Minister's Statement 020 – 4(2):
World No Tobacco Day**

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. Communities throughout Nunavut are joining communities around the world tomorrow, May 31, to celebrate World No Tobacco Day.

(interpretation ends) Mr. Speaker, the World Health Organization reports that an estimated six million people die from tobacco related illnesses annually. Every six seconds, someone dies from a tobacco related illness in the world. In Nunavut, we know that lung cancer is the leading cause of cancer.

Mr. Speaker, this year for World No Tobacco Day, the World Health Organization is calling on countries to raise tobacco taxes as a way to encourage people to stop using tobacco in combination with prevention and cessation efforts.

(interpretation) Two years ago, we raised our tobacco tax across Nunavut by \$1 per pack of cigarettes. In combination with our campaign, the sale of tobacco was reduced by close to 2.9 percent.

Mr. Speaker, our Tobacco Has No Place Here campaign started three years ago. It's a major commitment of our government to encourage and help people to stop tobacco, to not smoke in their homes and vehicles, and to embrace good health and wellness that comes with being tobacco-free.

(interpretation ends) Mr. Speaker, in Nunavut, many of our community health representatives are hosting special events in their communities to celebrate World No Tobacco Day. Here are a few examples:

- Grise Fiord is having a brunch along with activities focused on tobacco-free lifestyles.
- In Sanikiluaq, the Paatsali High School is inviting people to a community breakfast where people will see a video and have a

discussion on the dangers of second-hand smoke.

- And in Iqaluit, a family-friendly event of yoga, break-dancing, and throat singing lessons are being offered, as well as snacks and information on smoking cessation.

Mr. Speaker, I was once a smoker. I quit using tobacco 27 years ago.

>>Applause

This year, more than 600 people in Nunavut signed up for the Quit Contest to quit using tobacco for the month of March. Truly, tobacco has no place here.

Mr. Speaker, we are making a difference. I encourage everyone to join me on World No Tobacco Day and be smoke-free. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. (interpretation ends) Ministers' Statements. Hon. Premier of Nunavut, Premier Taptuna.

**Minister's Statement 021 – 4(2):
Sivuliqtiksatsat Orientation**

Hon. Peter Taptuna: Thank you, Mr. Speaker. *Ullaakut*, colleagues, Nunavummiut, and Kuglukturmiut. Mr. Speaker, through on-the-job training and mentoring initiatives, such as the Sivuliqtiksatsat Internship Program, our government is demonstrating its ongoing commitment to our guiding principle of *Pilimmaksarniq*.

The Sivuliqtiksatsat Internship Program is an on-the-job training program that is designed to provide professional

development opportunities to Inuit at the director, manager, and specialist level within our public service. Positions for the program are identified by our departments and agencies based on their Inuit employment plans.

Mr. Speaker, those selected for the program complete a one- to three-year internship under the guidance and direction of an experienced Government of Nunavut employee. The program also provides additional training support to the interns.

This week, all Sivuliqtiksatsat interns and their trainers participated in a two-day orientation session to set the foundation of their respective internships. This is an opportunity to develop their learning plans and build networks to support one another during their internships.

Mr. Speaker, I commend our commitment and the hard work of our interns, both past and present, and those throughout the Government of Nunavut who have trained, mentored, and supported the interns' learning and development. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Ministers' Statements. (interpretation ends) The Hon. Minister of Education, Mr. Quassa.

**Minister's Statement 022 – 4(2): Get
Reel Anti-Tobacco Campaign**

Hon. Paul Quassa (interpretation): Thank you, Mr. Speaker. Good morning to the people of Nunavut and Igloodik. Mr. Speaker, this morning, I would like you to join me in congratulating

Donovan Anablak, Aimee McWilliam, and Preston Kapakatoak, all students from Kugluktuk High School who took first, second, and third place in the “Get Reel” video contest where they had to write, film, and edit an anti-tobacco commercial.

(interpretation ends) The Get Reel contest is a component of the pan-territorial Smoke Screening initiative. This program is a 10-year successful collaboration between the departments of Health and Education, where the Department of Health designed and implemented the program and provided support to the teachers as needed. Our students were asked to view international and local northern anti-tobacco messages from film and social media and vote for the best ads.

(interpretation) Mr. Speaker, the Get Reel contest gives students from grades 5 to 12 the opportunity to use their creativity and further develop their writing and filmmaking skills to produce personal anti-tobacco messages that will engage viewers.

(interpretation ends) With direction from their Language Arts Teacher, Robert Ansley, these grade 7 and 8 students from Kugluktuk High School created anti-tobacco messages that both the judges and students all across the north found to be very effective and powerful.

Mr. Speaker, the first place ad will be aired on CBC North and Donovan’s class will receive the grand prize of \$1,000 for classroom supplies. Aimee’s class will receive \$500 for school supplies for her second place finish, and Preston’s class will receive \$300 for school supplies for his third place finish.

The video component of the Smoke Screening initiative will help northern educators work with students to discuss the harmful effects of tobacco. Preventing youth from starting to smoke is a key component of the tobacco reduction efforts in the north.

(interpretation) I am very pleased and proud of this anti-tobacco cessation program. It’s working very well. I even quit using tobacco and I would like you to join me in celebrating this. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers’ Statements. I have no more names on my list. Item 3. Members’ Statements. Member for Hudson Bay, Mr. Rumbolt.

Item 3: Members’ Statements

Member’s Statement 061 – 4(2): 2014 Graduates of Sanikiluaq

Mr. Rumbolt: Thank you, Mr. Speaker. I feel it’s appropriate to wear something blue today.

>> *Applause*

Mr. Speaker, today is the graduation day in Sanikiluaq. Although I’m unable to attend, it gives me great pride to rise in the House and congratulate the high school graduates from Sanikiluaq.

Mr. Speaker, graduating from high school is an important step in our lives. This achievement represents work and discipline. It is a stepping stone to the future.

These young graduates are role models to the youth in their community. Mr. Speaker, I would like to congratulate:

Jonah Kittosuk;
Paddy Aqiatusuk;
Tommy Kudluarok;
Ippak Iqaluq;
Zack Kowcharlie;
Liza Appaqaq;
Ashley Appaqaq;
Margaret Inuktaluk; and
Dora Arragutainaq.

Mr. Speaker, it takes more than dedication from students to become graduates. It takes dedication from parents, guardians, teachers, and the community. I extend my congratulations to all those who helped our graduates achieve their success. We are all proud of you. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Aivilik, Mr. Mapsalak.

**Member's Statement 062 – 4(2):
Recognition of Bravery Award
Recipients**

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. I slept well last night. (interpretation ends) Mr. Speaker, I rise today to recognize three remarkable individuals from my constituency.

Mr. Speaker, during the fall sitting in November, I committed to providing the names of the three residents from Repulse Bay who had received bravery awards from the Hon. Commissioner of Nunavut.

Mr. Speaker, Colinda Nimiqtaktuk, John Murray Ivalutanar, and Paul Tegumiar each received the Commissioner of Nunavut's award for bravery.

Mr. Speaker, Colinda Nimiqtaktuk is a grade 9 student who, in 2009, saved her uncle from drowning during a hunting accident. I commend Colinda for her action and thank her for reminding us all that age does not define our strength of courage

John Murray Ivalutanar, who is a power corporation worker, and Paul Tegumiar, construction worker, gave CPR to their fellow co-worker. Sadly, their attempt was unsuccessful, but I nevertheless praise John Murray and Paul for their compassion.

(interpretation) Mr. Speaker, I ask that all members join me in applauding these three individuals for their courageous actions. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Baker Lake, Mr. Mikkungwak.

**Member's Statement 063 – 4(2):
Departing Teachers in Baker Lake**

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. First of all, I apologize for my voice, as I got too excited last night.

>> *Applause*

Mr. Speaker, I am very proud to rise today to recognize two individuals from our Rachel Arngnamaktiq Elementary

School, Ruth Paungrat and Suzanne Briggs.

Suzanne Briggs has been a grade 5 teacher for the past three years and will be relocating. I know the students will dearly miss her as a teacher.

Lastly, Mr. Speaker, Ruth Paungrat has been employed by the Department of Education for the past 40 years as a teacher. She will be leaving her career due to medical conditions that she is facing, which will lead her into retirement. I am fully aware that she has taught a lot of students at the Rachel Arnngnamaktiq Elementary School. I would like to honour her. I was one of her students in the past.

I know our community will be celebrating on behalf of the two teachers. I know everyone will have a good time celebrating these accomplishments during the community function. Thank you very much, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. Member for (interpretation ends) Rankin Inlet North (interpretation) and Chesterfield Inlet, Mr. Sammurtok.

**Member's Statement 064 – 4(2):
Recognition of Medical Student**

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Speaker. I have some happy news that I have to give to you all.

(interpretation ends) Mr. Speaker, today, I would like to congratulate and recognize the hard work and

determination of Ms. Donna May Kimmaliarjuk from Chesterfield Inlet.

Mr. Speaker, Donna has just recognized a dream that she has had since she was seven years old and that was to become a doctor. Although the family currently lives in Ottawa, Donna's mother is from my hometown of Chesterfield Inlet and Donna spent a number of her younger years there.

Deciding to follow the medical field was a big decision for her and it took a lot of commitment, hard work, and sacrifices. Donna knew this, but she persisted. After graduating from high school, she moved to Kingston, where she knew no one, to attend Queens University in 2007.

She received her Bachelor of Life Science with honours in June of 2011. She entered medical school in Calgary in July 2011, and has just recently graduated as a medical doctor. Now, Mr. Speaker, she has been accepted to the University of Ottawa's Heart Institute on a six-year residency training program to become a cardiac surgeon.

Mr. Speaker, I would like to this opportunity to inform all of the youth in Nunavut that you too can achieve your dreams. It will take hard work and perseverance, but the opportunity for you is limitless. Please stay in school.

Mr. Speaker, in closing, I ask all the Members in this House to join me in congratulating Donna with her achievements and we wish her luck as she moves forward. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. Member for Iqaluit-Sinaa, Mr. Okalik.

**Member's Statement 065 – 4(2):
Wishing the Montreal Canadiens a
Good Summer**

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I have mixed emotions, it seems. It's unfortunate that last night, our team was defeated.

However, it's Friday. It's a fun day and we're supposed to give out some good news. Although our team lost and we're not in the playoffs anymore, it was great to see the mighty Montreal Canadiens. They have a nice young team and they've got great possibilities for the future, as is the case in Nunavut. We have a lot of youth. We just heard about a very successful student. It's great. There are good possibilities for the future.

This month passed very fast because of the Montreal Canadiens, although people say that they're not real good. They were good games. Even though that happened, we have to move on and there are the teams that are left there, the Los Angeles Kings. My grandchild has a cousin on the team, so I'll be supporting my grandchild. I hope the games continue to go well. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. Member for Pangnirtung, Mr. Mike.

**Member's Statement 066 – 4(2):
Hockey Moms of Pangnirtung**

Hon. Johnny Mike (interpretation): Thank you. Good morning, people of Pangnirtung and Nunavut. I'll be talking about hockey too.

However, in Pangnirtung, the hockey moms raised \$30,000 for minor hockey so that the youth can go to the Toonik Tyme hockey competitions in Iqaluit. Some of the teams got gold, silver, and bronze. The senior hockey team in Pangnirtung won some competitions here too. I would like to really thank the hockey moms who handle the minor hockey for making the minor hockey continue well. We had boys and girls involved.

The Toonik Tyme hockey competitions have been running for a very long time. We thank the people in Iqaluit who organize the hockey competitions because at Toonik Tyme, when there are so many activities going on, the hockey organizers do a lot of work. I would like to acknowledge the hockey moms in Pangnirtung and other places today. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. I don't have any more names on my list. Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Monica Ell.

**Item 5: Recognition of Visitors in the
Gallery**

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to recognize my deputy

minister, Rosemary Keenainak, first of all, for Health.

Also, I would like to recognize the staff of the tobacco reduction team of the Department of Health: Frankie Best, Tobacco Reduction Specialist; Nadine Purdy, Media Campaign Coordinator; Haley Anawak, Inuit Learning and Development Project Participant, Health Promotion Intern, Tobacco Reduction; Jessica Inookie, Junior Program Officer; and Timothy Fawehinmi, Program Advisor. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Recognition of Visitors in the Gallery. (interpretation ends) Hon. Minister, Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. Good morning, Nunavummiut and everybody in Cambridge Bay. Mr. Speaker, I want to take this opportunity while I have the chance, it only comes by once a year, to recognize the interpreters and translators from Cambridge Bay.

Today, I want to ask you guys to join me in wishing James Paneak, Interpreter, a very happy birthday today. It's his birthday today. He has been an interpreter/translator for the Legislative Assembly for many years.

When he isn't busy over here, he's very busy in Cambridge Bay. Maybe he's even busier. He does interpreting/translating back there plus he's the chairman of the hunters and trappers organization. I think he's the chairman of the regional hunters and trappers association.

Happy birthday, James, and I hope you get some cake today. Thank you.

>>Applause

Speaker (interpretation): Thank you. Welcome, everyone. Recognition of Visitors in the Gallery. I have no more names on my list. Item 6. Oral Questions. Member for (interpretation ends) Rankin Inlet South, Mr. Sammurtok.

Item 6: Oral Questions

Question 077 – 4(2): Reviewing Social Assistance Rates for Nunavummiut

Mr. Sammurtok (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to direct my question to the Minister of Family Services.

Mr. Speaker, I would like to thank the minister for her response to my question on March 19, 2014 regarding the difficulties of low-income families facing meeting the high cost of living in Nunavut.

While I appreciate that the territorial government cannot oblige the federal government to adjust its national subsidy program because of the higher cost faced by the northern residents, I do not believe that this important aspect of life in the north should be taken into account for all programs of financial support.

Can the minister provide an update on what steps her department has taken to evaluate and assess the amount of benefits and subsidies available to low-income families in Nunavut compared to those amounts and what is available to

low-income families in other parts of Canada? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Family Services, Ms. Ugyuk.

Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Speaker. I thank the member for Rankin Inlet South for asking about the national subsidy program. The Department of Family Services is conducting a study on the price of food. We will learn the results of the study in June and we will use that study to find out the different prices of food in the communities. Once we know the results of the study that will be done in 2015, we will find out what kinds of subsidy will be given to the people of Nunavut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Sammurtok.

Mr. Sammurtok: Thank you, Mr. Speaker. (interpretation) I thank the minister for her response. (interpretation ends) Mr. Speaker, it has come to my attention that in some Canadian jurisdictions, the amount of social assistance available to low-income family individuals is more than twice the amount that Nunavut residents are eligible for. Can the minister clearly explain why this is the case? (interpretation) Thank you, Mr. Speaker.

An Hon. Member: Shame, shame!

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Family Services, Ms. Ugyuk.

Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Speaker. I thank the member for that question. We all know and realize that the food prices in Nunavut are very high, but we also know that we have a high cost of energy. What we pay for energy is subsidized, especially in social housing. We are a little bit different from the rest of Canada. What they do in the south is pay the full amount of energy, but we get assistance from the government, which makes it a little bit different here in the north. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Sammurtok.

Mr. Sammurtok: Thank you, Mr. Speaker. We are all aware that the cost of living in Nunavut is much higher than anywhere else in Canada. However, federal subsidies available to low-income families in the north do not account for this. Under the current programs, low-income Nunavut residents can buy less than any other Canadians, even though their costs are significantly higher.

Will the minister commit to addressing this issue during her department's upcoming review of income assistance programs? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation) The Hon. Minister of Family Services, Ms. Ugyuk.

Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Speaker. Yes, the study with respect to income assistance programs will be completed in 2015. What they are doing is gathering the prices of food in the north. From there,

we will find out what options we have and what we are going to do with income assistance for the people in the north. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Baker Lake, Mr. Mikkungwak.

Question 078 – 4(2): Baker Lake Gas Pump

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. My question today is for the Minister of Community and Government Services.

Several motions have been made by the Hamlet of Baker Lake regarding the island gas pump that was installed and constructed a number of years ago. It has not been operational to this day. Can the minister describe how the Department of Community and Government Services is going to make sure this pump is operational? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Mr. Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Speaker. The member's question is true. The island gas pump has not been operational ever since its installation. (interpretation ends) However, Mr. Speaker, we are looking at other alternatives to correct that situation. (interpretation) Thank you.

Speaker (interpretation): Your first supplementary, Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. I

thank the minister for his response. When it is payday such as today, in the springtime, many people go out hunting for food. Today, there is no doubt that people are going to be lining up to buy gasoline. I was wondering whether this island gas pump could be put into operation as soon as possible. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Mr. Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Speaker. I understand what the member is talking about because I have been in Baker Lake and tried to get some gasoline and there is a long line-up at the pump. We are dealing with this so that the people in Baker Lake can have two gasoline pumps and there would be four all together. We are trying to fix it at present. Thank you.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. I thank the minister for his response. I wonder if training can be given to the contractors because they have difficulty with computerized installations. Can they be given training to make sure that they know what they are doing? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Mr. Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Speaker. We will make sure that the people who are using that island gas pump are given training so they know what they are doing. Thank you.

Speaker (interpretation): Thank you. Oral Questions. Member for (interpretation ends) Arviat South, Mr. Savikataaq.

Question 079 – 4(2): Wildlife Deterrent Programs

Mr. Savikataaq: Thank you, Mr. Chairman. I would like to ask the Minister of Environment questions.

Mr. Speaker, we hear from all the MLAs that everything costs more in the north and in Nunavut. I would like to question the minister on one of his programs under the Wildlife Damage Prevention Program. Under that program, you can buy bear deterrent supplies, reinforce existing structures, and buy stuff to keep animals away from damaging your building.

Under one of those programs, you can buy up to \$500 worth and get reimbursed for existing structure reinforcement. That money can be used for stuff like three-quarter inch plywood, nails, Plexiglas to cover your windows, and hardware. Up in Nunavut, \$500 doesn't buy you much. I would like to ask the minister if he can up the amount to a higher amount because \$500 is the limit. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Environment, Mr. Mike.

Hon. Johnny Mike (interpretation): Thank you, Mr. Speaker. I thank the member for his question. Yesterday, I gave information that we are looking into the Wildlife Damage Prevention Program. I understand what the member is talking about. The money that we provide is being looked at to see if we can increase it. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Speaker. Almost every question that we regular MLAs ask now, the response is the same from every minister, that programs are being reviewed and studied. I know that the government's mandate is to study all of the programs, but can we get a timeframe from the minister when they will be done reviewing their programs? That's in the line of every minister for awhile now, that their programs are being reviewed. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Environment, Mr. Mike.

Hon. Johnny Mike (interpretation): Thank you, Mr. Speaker. That is the only response that I can provide the member at this time. We are reviewing it and we want to make sure that we review it properly to make sure that we provide better assistance to the people of Nunavut. In *Sivumut Abluqta*, we all agreed as Members of this House that we would be reviewing some of the programs that we do, which is what we are doing, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Speaker. I thank the minister for his response, but can he give the House a rough guideline? Will these be done this fall? Will they be done next year? Will they be done this term? Can he please give us a rough guideline? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Environment, Mr. Mike.

Hon. Johnny Mike (interpretation): Thank you, Mr. Speaker. I thank the member for his question. The assistance that we provide and make available to hunters is going to change over the coming years. We would like to provide that review that is to be completed in the fall and make plans accordingly.

NTI's hunters' assistance program has been suspended by NTI, apparently, into the fall. With respect to the hunters' assistance programs from the Government of Nunavut and NTI, there was co-management work that it would be better for NTI to carry out an assistance program for hunters instead of the Government of Nunavut to allow us more options. The suspension of NTI's hunters' assistance program is having an impact, even though it was quite clear what they were used for.

Should there be a major change from the way things NTI used to run, we're not informed about it and NTI probably will not be forthcoming on this issue. That is why I feel there is a need to properly plan so that HSP achieves the goals of

assisting hunters. That is all I can say right now until the fall, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you. Oral Questions. Member for Tununig, Mr. Enook.

Question 080 – 4(2): Closure of Group Homes

Mr. Enook (interpretation): Thank you, Mr. Speaker. Good morning to the people of Pond Inlet, especially to my daughter. Happy birthday, Nancy.

Mr. Speaker, I would like to ask a question to the Minister of Family Services.

Mr. Speaker, those of us sitting on this side as regular MLAs and Nunavummiut, as well as those sitting across from us who are also ordinary MLAs have probably stated in the past that if all services were located in Nunavut, it would be far better. The kinds of assistance available, especially to those in the greatest need, would be far better if they were all located in Nunavut to families and Nunavummiut.

In terms of how we can improve these assistance programs, I have stated in the past that I believe that our government should always be looking at how to improve the assistance programs for the residents of Nunavut.

I would like to ask the Minister of Family Services: how can the closing of children's group homes and moving children south be better? How is that better? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Family Services, Ms. Ugyuk.

Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Speaker. I thank the member for that question about the improvement to child support services and whether sending children south is better than keeping them in the north.

We have been utilizing best practices and the way we explain it is how the child who does not have parents is not great. We do know that children like that would be better served by staying in an institution. When they grow and become teenagers, it is better that they are looked after properly in group homes.

This is the way we have understood it. We are trying to use best practices so that the children can grow into proper adults having been able to stay in a better home. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Speaker. Let me try to elicit more explanation about the term “best practices.” If I understand properly, this is the way it’s understood in the world.

Sometimes I cannot understand that as Nunavummiut, we always say that the situation is different here. It’s not similar to what’s happening in the rest of the world. My question is this: how is sending a child south better than living with his or her parents? How can it be said to be better? That is my question. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Family Services, Ms. Ugyuk.

Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Speaker. I thank the Member for Tununiq for that question. In terms of which is better, in terms of sending a child south or... . In parts of our lives, there are waves. I can tell him that. There are daily troubles in waves that happen to us. We all know about how life can be. We are recognizing the welfare of the child when we do these things. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Speaker. The home in Iqaluit, for example, is a group home for any kind of child. Anyone who has ever gone there can say that it was like a real home setting. I have been there and the other Iqaluit MLAs may have also been there. I could say that it is an excellent group home for children. The hon. member stated that because it is an institution, it is good. However, if you have gone there, you wouldn’t say that it is an excellent institution.

Mr. Speaker, are you saying that for the past 20 years as a government that it was a mistake to set up the group home in the north? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Family Services, Ms. Ugyuk.

Hon. Jeannie Ugyuk (interpretation): Thank you, Mr. Speaker. I thank the Member for Tununiq. Yes, as a minister, I have visited that institution and he’s

talking about the years it has been in operation. I have visited that institution and ever since I became minister, I have visited that place three times. The children are still being looked after. It will now be directed for youth. It will be used for that purpose now.

Situations are always changing in terms of support services driven by social services. We're always trying to use the best practices. What we have instituted is not entirely new. It has been used elsewhere and that is the way I could answer that. Thank you.

Speaker (interpretation): Thank you. Oral Questions. Member for (interpretation ends) Hudson Bay, Mr. Rumbolt.

Question 081 – 4(2):
**Interdepartmental Cooperation
for Municipal Training**

Mr. Rumbolt: Thank you, Mr. Speaker. I will direct my questions to the Minister of Community and Government Services.

Mr. Speaker, as the minister is aware, the Municipal Training Organization was established as a joint initiative between his department and the Nunavut Association of Municipalities. The Municipal Training Organization collaborates with many partners to train and license municipal employees.

Earlier this month, the organization provided a Class 3A vehicle operations course to six Sanikiluaq residents. However, the organization had insufficient support to schedule an examiner to come to the community. My

constituents may have to wait until July to take this test.

Mr. Speaker, people who take this test for mechanical licences have a higher probability of success when they are tested right after the study of the material.

Can the minister describe what actions his department is taking to work with the Municipal Training Organization to improve scheduling of courses and testing? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Mr. Sammurtok.

Hon. Tom Sammurtok: *Qujannamiik*, Mr. Speaker. (interpretation) I thank the member for that question and we are well aware of that issue. We will be addressing that immediately so that the frequency of access could be increased. Thank you.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Speaker. In this case, the Municipal Training Organization and the Department of Economic Development and Transportation were responsible for providing the training courses and the testing representatively.

Can the minister describe how his department intends to improve interdepartmental coordination to provide successful municipal training programs? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Mr. Sammurtok.

Hon. Tom Sammurtok (interpretation ends): Thank you, Mr. Speaker. At present, the courses are given through Nunavut Arctic College, including other training programs elsewhere within government for which we can provide assistance and we are able to discuss this with them. Thank you.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Speaker. Annual reports allow the government to analyze departmental initiatives, measure success, and identify program needs.

An annual report by the Municipal Training Organization has not been tabled in the Legislative Assembly since 2005.

Will the minister commit to resuming the practice of tabling the Municipal Training Organization's annual reports? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Mr. Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Speaker. I will be happy to provide that report and we will provide it soon. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

Question 082 – 4(2): Collective Agreements

Mr. Hickes: Thank you, Mr. Speaker. My questions today are for the Minister of Finance.

Mr. Speaker, a new collective agreement between the Government of Nunavut and the Nunavut Teachers Association was signed here in Iqaluit yesterday. I strongly applaud both parties for reaching an agreement, as I believe that we need to recognize the critical work of our teachers.

Mr. Speaker, can the minister indicate how much the government has set aside in its budget framework to account for the new collective agreement with the Nunavut Teachers Association? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Finance, Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I thank Mr. Hickes for that question. I noticed earlier this morning when I was reading *Nunatsiaq News*, there was a good news story. Teachers were happy. Ninety-five percent of the teachers supported it, but of course, the media was concerned about the fact that we did not actually report the dollar amount.

Mr. Speaker, I assure my colleagues that the amount that was approved is within our approved fiscal framework. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Speaker. The government's collective agreement with the Nunavut Employees Union expires exactly four months from today. Can the minister update the House on the status of collective bargaining with NEU? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation) The Hon. Minister of Finance, Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. The Government of Nunavut is currently putting together a collective bargaining team and at some point, they will be receiving a bargaining mandate to meet with NEU. Thank you, Mr. Speaker.

Speaker (interpretation): Your final supplementary, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Speaker. The new collective agreement with the Nunavut Teachers Association includes a number of wage increases over the life of the agreement. Will this serve as the basis for the new collective agreement with the Nunavut Employees Union? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation) The Hon. Minister of Finance, Mr. Peterson.

Hon. Keith Peterson: Mr. Speaker, I can't speak to that. Mr. Speaker, I do know that we're hoping to be fair with all of our employees. As I said in my budget speech the other day, I appreciate all the hard work and dedication from all of our employees. I know a lot of them have some difficult jobs and challenges.

We will try to be fair, and I would hope that when both parties do meet, they will come to a collective agreement in a fairly short order. I am very positive about this. In meeting with the President of NTA, Terry Young, and in talking to teachers across Nunavut, they were very happy with their settlement. As I said, 95 percent of them voted in favour of the collective agreement. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

Question 083 – 4(2): Public Service Act

Ms. Angnakak: Thank you, Mr. Speaker. My questions are for the Minister of Finance. It is crystal ball time again.

Mr. Speaker, a new *Public Service Act* was passed by the Legislative Assembly in 2013.

Part 6 of the new *Public Service Act* concerns the disclosure of wrongdoing.

Part 8 of the new *Public Service Act* concerns the appointment of an ethics officer, my favourite topic.

Part 6 of the Act comes into force on the earlier of April 1, 2015 or a day to be fixed by the order of the Commissioner.

Can the minister update the House today on what progress the government has made in recruiting and appointing the new ethics officer? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Finance, Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I thank Ms. Angnakak for the question. Mr. Speaker, as I recall an earlier answer in the winter session, our department is working on the regulations to provide the ethics officer with parameters to do their work. We do hope to have those ready this year. Of course, we do know that April 1, 2015 is a statutory date to have that position in place.

In the meantime, if there are individuals in the Government of Nunavut and territorial corporations who see some wrongdoing, they should talk to supervisors or talk to their deputy ministers. Of course, it seems like everybody in Nunavut has my email address, so if they want to talk to me too, send me an email. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker. Thank you to the minister for that answer. That's great to hear. You're going to get a flood of emails, maybe.

Can the minister indicate if the government will be publicly inviting applications for this position? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Finance, Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I can't say at this time, but I would hope that we would have a strong interest in that position. We do need a very strong, knowledgeable, and competent individual who can handle that position and ensure that employees have someone they can talk to. I believe the legislation says that it is an independent ethics officer, so we would want a person who is not bias and in favour of the government, someone who can work with employees and work with the government to resolve issues. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker. Thanks once again for that answer. Can the minister describe what kinds of work his department is undertaking to prepare for the coming into force of Part 6 of the new *Public Service Act*? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Finance, Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I don't have that level of detail, but my officials are very well aware of the work that the government will want the position to undertake. I believe they will probably be doing cross-jurisdictional reviews to see what is done in other jurisdictions.

Of course, we will have to look internally at our own government to see what some of the departments are doing in terms of helping their employees. It will be very comprehensive and when

the regulations are ready, I will be taking them to cabinet for their review and approval. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Aivilik, Mr. Mapsalak.

Question 084 – 4(2): Ministerial Visits to Communities

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Premier.

It's evident when the ministers visit the communities. For example, all the members went to Kugluktuk, and previously all the members went to Kugaaruk. There are many communities where their MLAs are not ministers. The communities really welcome any minister coming to visit their community.

Mr. Speaker, I would like to direct my question to the Premier. In the smaller communities, our constituents are always excited and happy to see a minister visit their community. After the spring session, can you urge the cabinet members to make sure that they visit the communities more often? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Premier of Nunavut, Premier Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. I thank the member for that question. Mr. Speaker, in the past, I have always tried to encourage my colleagues to visit some of the smaller communities other than the regional centres, such as Rankin Inlet. Of course, we do visit

these communities on occasions. Mr. Speaker, having spent the last six years here, it's very difficult, even as a minister, to visit some of the smaller communities.

I understand some of my colleagues are arranging for regional tours, and I encourage that with my colleagues and minister because we do represent all the communities of Nunavut. We intend to visit and have our ministers talk to the employees at the smaller community level. I would encourage that with my ministerial colleagues. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. I thank the Premier for giving that response. The smaller communities do really want to get a visit from the ministers. As the Premier has stated, he encourages his cabinet. When can some of the ministers start visiting the communities? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Premier of Nunavut, Premier Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. Again, at times, my ministerial colleagues are very busy. They do deal with their colleagues from other jurisdictions and, of course, Ottawa.

Mr. Speaker, it's quite pleasant to get invitations from the smaller communities. When invitations are delivered to my colleagues, including myself, we will do our best to make arrangements and try and schedule-in

visits to the smaller communities. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. I also would like to thank the Premier for his answer. Can the Premier let us know during our spring sitting when the cabinet members can start visiting the communities after the spring session is over? Thank you.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Premier of Nunavut, Premier Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. I did indicate that one of my ministerial colleagues is arranging and soliciting names for a Kivalliq tour right after this session. We hope to continue on doing that. It's very difficult at times. Like I say, our calendars fill up very quickly as ministers, but we do try and take the time to visit each community throughout our term. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for (interpretation ends) South Baffin, Mr. Joanasie.

Question 085 – 4(2): Boating/Harbour Safety

Mr. Joanasie (interpretation): Thank you, Mr. Speaker. Good morning to my colleagues and to the people of Nunavut who are listening to the proceedings today. I would like to direct my question to the Minister of Economic Development and Transportation.

First of all, if he can provide clarification at this time what kind of programs and services they provide along the beach or tidal area to make sure that boaters have safe boating programs and services. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you, Mr. Speaker. Good morning to the people of Nunavut. I would like to thank the member for his good question. Mr. Speaker, there are various programs, for example, small craft harbours that are under our responsibility.

If I understood his question correctly, it seems like he was talking about the shoreline. I apologize if I misunderstood his question. If I understood his question, my response would be for minor capital. In our department, we have programs for improvement for boat launches. Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Mr. Speaker. This summer, many Nunavummiut will be going out by boat. I'm concerned about the boat owners as well. Whenever they come in during low tide, there are rock hazards and boulder hazards in the low tide area that they have to contend with. Is this under the minister's responsibility as well? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister

of Economic Development and Transportation, Mr. Kuksuk

Hon. George Kuksuk (interpretation): Thank you, Mr. Speaker. I can tell my colleague that the community can make a detailed proposal and include all of their concerns about shoals or rocks in the beach area that are hazardous to boaters. If there's anything that needs to be fixed or corrected, then the community can make a detailed proposal to my department to initiate the action. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Joanasié.

Mr. Joanasié (interpretation): Thank you. When there are rocks and boulders on the shoreline or low tide flats, every year, the hunters go hunting by boat. We would like to know if the rocks or boulders that are in the way can be removed or moved aside so that when the hunters are leaving and coming back to the community, they can have a safer route.

Can your department look into this matter? It may not be too expensive to correct. Can the minister direct his officials to get them to look at the matter to see if it's feasible instead of us making a proposal? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you, Mr. Speaker. I can tell my colleague that if it's a problem for hunters that use boats or small crafts,

such as shallow areas, rocks along the route to where they have to dock their boats, I can get my department to look into the matter to see if the community can just do it on their own and correct it without making proposals. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Quttiktuq, Mr. Shooyook.

Question 086 – 4(2): Proposed Airline Merger

Mr. Shooyook (interpretation): Thank you, Mr. Speaker. I say “good day” to the people in my Quttiktuq Riding and Nunavut. My question is for the Minister of Economic Development and Transportation.

I know one of my colleagues asked the question and I understood the reply, but as the people of Quttiktuq, we have a concern about the possible merger of First Air and Canadian North. If they merge into one airline, we do not know if it will affect us, but I am concerned that it will cause more problems for us.

When there are two airlines competing, the tickets are usually cheaper. When there is only one airline, the prices go way up. If the merger happens and there is only one airline, will the ticket prices go way up again in the future? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you, Mr. Speaker. I thank my

colleague for asking that question. As I stated when the question was raised in the House, right now, our government does not have the responsibility for that. The airlines do that on their own. I also stated that there are many details that have to be worked out. The government really has no input into them. However, after the merger has occurred, we will then be able to look into it. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Shooyook.

Mr. Shooyook (interpretation): Thank you, Mr. Speaker. We are very worried about the possibility of one airline servicing us. I can use us as an example. In the High Arctic, we are serviced by one airline for Arctic Bay and Resolute Bay. First Air cannot even go to the High Arctic.

When there is only one airline servicing us, people trying to leave town or leaving from Iqaluit to get back have to wait a whole week because the plane is full for that week. I felt a lot of compassion toward an elder who tried to leave town three times, but it was always full and he always had to go to the boarding home.

People in the High Arctic are going through a lot of inconvenience. This also includes the food that is brought up there. The produce becomes totally useless by the time they reach our communities. Due to that problem, it's totally inadequate to have one airline servicing us. All the food that the companies pay for arrive and are just thrown away.

Everything is so expensive in the High Arctic and that's what we have to go through. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you, Mr. Speaker. I'm not sure if his last comment is a question. I think it's just an additional comment that he wanted me to hear. As I have always stated, this matter is dealt with by the airlines. We really don't have a say in the matter. It's up to those businesses that will be running this. It's in their hands right now.

After the merger has occurred and we see what's happening, the government can look into the matter and look at the high cost of transportation in the north. We have to try and make some strategy on how to deal with that. We will be doing that and be able to voice our opinions at that time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Shooyook.

Mr. Shooyook (interpretation): Thank you, Mr. Speaker. I thank the Minister of Economic Development and Transportation for clarifying that properly. I understand now that we really can't do anything about the merger. We will just have to wait and see what comes up, even though it probably won't be convenient for us because we go through practically impossible things in the High Arctic as Nunavummiut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. I believe that was just a comment. Oral Questions. Member for Tununiq, Mr. Enook.

Question 087 – 4(2): Mary River Project

Mr. Enook (interpretation): Thank you, Mr. Speaker. My question today is for the Minister of Economic Development and Transportation.

Mr. Speaker, this past week, the Nunavut Impact Review Board issued an amended project certificate for the Mary River project. This is good news for the people of Tununiq.

Mr. Speaker, one of the terms and conditions in the project certificate is to try to come up with a development partnership agreement. The Nunavut Impact Review Board has stated, “The proponent and the Government of Nunavut are strongly encouraged to enter into discussions to negotiate a development partnership agreement.” What are the Government of Nunavut’s next steps in making this agreement happen? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you very much, Mr. Speaker. I thank the member for asking a good question. My colleague should be fully aware that there is one DPA active right now with a mining company. In the future, we plan to develop more agreements with other resource companies. We expect to make more

agreements like that as a government with other resource companies. Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. The Department of Economic Development and Transportation’s Development Partnership Agreement Policy states that a development partnership agreement may include infrastructure development and investment.

I would like to ask the minister if he can commit to ensuring that this is a key part of his department’s negotiations to come up with a development partnership agreement that benefits the community of Pond Inlet. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you very much, Mr. Speaker. With respect to development partnership agreements with other resource companies in Nunavut, in order to benefit more, we would try to get that. We would work with the resource companies through development partnership agreements.

Other agreements will be negotiated in the future with other mining companies this year, actually. I agree with my colleague that these things will benefit the communities and businesses. Negotiations will start getting these agreements in place, I assure my colleague. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your final supplementary, Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Speaker. Under the DPA policy that your department uses, it states here that a DPA may include benefits identified by relevant stakeholders. The question I would like to ask to the minister is: will you commit to fully involving the Municipality of Pond Inlet in this negotiation process? Can you say that the Municipality of Pond Inlet will be involved in this process? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Mr. Kuksuk.

Hon. George Kuksuk (interpretation): Thank you, Mr. Speaker. That's a good question. Mr. Speaker, as I stated previously, we will have DPAs negotiated for activities that don't have them and involve the surrounding communities. We will also include other stakeholders in the communities that should be involved. Different resource companies will be worked with to that affect. That's what I can say right now. Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you. Question period is now over. Moving on to Item 7. Written Questions. Item 8. Returns to Written Questions. (interpretation ends) Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Item 12. Responses to Petitions. Item 13. Reports of Standing and Special Committees on Bills and Other Matters. Item 14. Tabling of Documents. Minister of Culture and Heritage, Mr. Okalik.

Item 14: Tabling of Documents

Tabled Document 015 – 4(2): 2011-2012 Annual Report of the Inuit Uqausinginnik Taiguusiliuqtiit

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I am pleased to table the Inuit Uqausinginnik Taiguusiliuqtiit Annual Report for 2011-12. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Bill 2 and Bill 3 with Mr. Enook in the Chair.

In accordance with the authority provided to me by Motion 3 – 4(2), the committee will stay in the session until it reports itself out.

Before we proceed with the Committee of the Whole, we will break for lunch and report back at 1:30 p.m.

(interpretation) Sergeant-at-Arms.

>> *House recessed at 11:33 and Committee resumed at 13:28*

Item 20: Consideration in Committee of the Whole of Bills and Other Matters

Chairman (Mr. Enook)(interpretation): Good afternoon. I would like to call the committee meeting to order. Welcome to the House. I would like to welcome the people who are watching the meetings on television. In Committee of the

Whole, we have the following items to deal with: Bill 2 and Bill 3. What is the wish of the committee? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. We wish to continue with the review of the main estimates for the Department of Community and Government Services, followed by the Department of Education and the Nunavut Housing Corporation. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Does the committee agree that we deal with the Department of Community and Government Services?

Some Members: Agreed.

Bill 02 – Appropriation (Operations & Maintenance) Act, 2014-2015 – Community and Government Services – Consideration in Committee

Chairman (interpretation): Thank you. Does the committee to bring the Minister of Community and Government Services to the witness table?

Some Members: Agreed.

Chairman (interpretation): Thank you. Sergeant-at-Arms, please escort the officials to the witness table.

Thank you, Sergeant-at-Arms. Hon. Minister, please introduce your officials for the record. Minister Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. On my right is my Deputy Minister, Roy Green, and on my left is the Director of Gershom Moyo. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, minister. Mr. Green and Mr. Moyo, welcome to the chambers. We are on page J-6 in English, and in Inuktitut G-6. Yesterday we adjourned while I still had names on my list. If you want to ask questions, please raise your hands. We will begin with Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. My question is under the Utilities Management section. I'm anticipating the answer, hopefully, will branch out over across a couple of different parts of the budget. I noticed under the third party agreements detail of projects funding.

In the estimates from last year there was approximately \$838,000 funded by third party agreements, including the \$100,000 under Utilities Management. Yet in the 2014-2015 category I see zero dollars of third party funding agreements. Would the minister be able to educate me on what type of third party agreements are being negotiated right now? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes. Hon. Minister, I also understand that you want to make a comment before you answer the question. Minister Sammurtok.,

Hon. Tom Sammurtok (interpretation): Thank you. (interpretation ends) Yes, there are just a couple of things that I would like to inform the committee on. First of all, if I may, I would like to ask the committee to join me in wishing Roy Green a happy birthday today.

>>Applause

I'd like to read a brief statement, if I may, Mr. Chairman. I would like to clarify a statement that I made in the Committee of the Whole yesterday on questions asked by Ms. Angnakak in relation to why hamlets are in a deficit situation. In my reply I referred to incompetence at the community level as a possible reason why hamlets may be in a difficult financial situation.

Mr. Chairman, I did not intend our municipal SAOs and financial directors are not capable of doing their job. While there is room for improvement at all levels of government. It was a poor choice of words on my part and I wish to apologize to our municipal employees out there. (interpretation) Thank you.

Chairman (interpretation): Thank you, minister (interpretation ends) for that comment. If I might continue. So you get a good answer, did you want to re-ask your question, Mr. Hickes?

Mr. Hickes: Thank you, Mr. Chairman. I can summarize it. Basically, I'm looking at what the department is doing to access third party funding to fund projects under Community and Government Services. Thank you, Mr. Chairman.

Chairman: Thank you, once again. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. The only third party agreement that I know of (interpretation ends) is the \$100,000 contribution agreement with Sport Canada and Sports and Recreation. (interpretation) Thank you.

Chairman: Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Under last year's report, there is approximately \$500,000 that was accessed under that fund in third party agreements. So the minister is saying that there are no other negotiations ongoing currently to access outside dollars to enable his department to contribute to other projects. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Minister Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. We are currently in negotiations with the federal government. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Sammurtok. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I will switch gears. Under the procurement contract supporting logistic services, I noted with interest that the 2011-12 annual report was tabled in the Legislative Assembly by the previous minister on October 29, 2012.

I have not had the pleasure of seeing the government's 2012-13 annual report on procurement contracting and leasing. When is he anticipating on tabling that document? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. I will be tabling them during this session. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I look forward to reading that report. Mr. Chairman, on the business plan on page 153 in the priorities for 2013-14, his department implemented the plan for GN records management functional classification system.

Mr. Chairman, in the status it says that the scope of the system project has been redefined to apply only to the Department of Community and Government Services. Why has it switched from a department-wide system to just a CGS system? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. (interpretation) I will defer the question to Mr. Green.

Chairman: Thank you, Minister. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. At the first phase, we are implementing the records management functional classification system within Community and Government Services, and once we complete it we will be rolling out the functional classification to all GN departments. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Also in the priorities 2014-15, it is listing that the department is going to develop a strategic telecommunications plan to address emerging technologies.

I understand he answered a couple of questions or Mr. Green answered a couple of questions regarding this yesterday. With the emerging technologies, especially here in Iqaluit, they are still maturing. As they are maturing, services are getting faster. Like you mentioned, 3G access is coming soon.

How fluid is this strategy going to be? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. I responded to some of the questions from the members. We are trying to make sure that we have an understanding of the new technology and to see if they are in par with all the new stuff that we are going to receive from the communications. Thank you.

Chairman: Thank you, Minister. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. That more or less answers my question. Under the Information and Planning Services Division of this there's an increase in the budget line of approximately \$4 million. Would the minister be able to give me a breakdown as to why there is such a substantial increase in funding? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. (interpretation ends) The new funding

increase is related to new funding of IT bandwidth and the internal relocation of funds for IT. (interpretation) Thank you.

Chairman: Thank you, Minister Sammurtok. (interpretation) A reminder to the members that we are on page J-6. Community and Government Services Branch Summary. Government Services. Total Operations and Maintenance, to be Voted. \$88,145,000. Agreed?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn to page J-7. We are on the Branch Summary. Ms. Angnakak. Just before she begins, you can put your hand up if you have questions.

Ms. Angnakak: Thank you, Mr. Chairman. I would like to ask a question under Emergency Management Organization. Can you let us know what kind of activities has the department done in this area in working with the communities? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. (interpretation ends) The Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you. We train people in safety and prevention through the Fire Marshal's Office, with respect to emergency preparedness. Thank you.

Chairman (interpretation): Thank you, Minister. Ms. Angnakak.

Ms. Angnakak: Can the minister inform us as to how many communities have prepared plans in place that are up to

date and relevant? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Minister Sammurtok.

Hon. Tom Sammurtok (interpretation): To date there are 22 communities and 3 communities are incomplete. We are working with them. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Sammurtok. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. In terms of the fire marshal inspections. How many fire marshals do we currently have in Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. The Hon. Minister.

Hon. Tom Sammurtok (interpretation): At the present time we have 3 fire marshals. Thank you.

Chairman (interpretation): Thank you, Minister Sammurtok. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. Can you elaborate about where the fire marshals are located? If they're located in Iqaluit, how often do they travel into the communities? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. The Hon. Minister.

Hon. Tom Sammurtok (interpretation): Mr. Chairman, there's one in Rankin

Inlet and one in Cambridge as well as one here in Iqaluit. Thank you.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Can you tell us what kind of work they do in the communities and how often they travel to communities? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Sammurtok.

Hon. Tom Sammurtok (interpretation): Whenever possible, they try to visit communities twice a year. Thank you.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Can you tell us more about the implementation of the Nunavut Fire Prevention Strategy? Has this been fully implemented? How are you informing relevant stakeholders? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Hon. Minister.

Hon. Tom Sammurtok: If you can give a few moments, please. Thank you.

My apologies. If I may defer the question to Mr. Green.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Basically, the responsibilities of the fire prevention strategy is to work with communities to provide training on firefighting, improve the quality of the

firefighting equipment, improve fire prevention and regulatory inspection.

Part of this budget, there is about \$900,000 that we allocate to the MTO to carry out firefighting training with the local volunteers across the territory. About \$400,000 or \$500,000 of that money is also used for equipment for repairs to fire trucks and any firefighting equipment within the communities. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you, Mr. Green for that answer. Your department's 2014-17 business plan indicates that one of its goals for the 2014-15 fiscal year to work with the Department of Education to finalize and implement the Fire Safety Planning Guidelines for school facilities, and also to begin to develop an implementation plan to broaden the Fire Safety Planning Guidelines to include other facilities in other departments.

What facilities and departments will be prioritized for inclusion under the Fire Safety Planning Guidelines? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. If I may again, I defer the question to Mr. Green.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. At this point in time, we pretty much finalized the emergency plan procedures

for the Department of Education, as per the OAG audit report, in terms of making sure that the gatekeepers within those facilities under their responsibilities. The intent in 2014-15 is to amend this document to reflect all GN departments across the territory. We feel this draft document can be used to meet all the emergency evacuation requirements, and making sure that proper fire inspections are done in those buildings. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Green. We are on page J-7. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. I won't take long. I have a short question. There are financial resources that are also used for search and rescue. A lot of people are now using the SPOT devices and they are now utilized almost in every community. We encourage hunters to use them. There have been two or three occasions when those devices were pressed when the users were not lost. It was because of ignorance. Then action is taken and money begins to be expended in terms of the use of aircraft, gas, or snowmobiles. Every time 911 has been pressed, even if it was activated by mistake. Is the proper use of SPOT devices also part of the training process? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mapsalak. The Hon. Minister.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. Yes we can include the proper use of SPOT devices in part of the training.

Chairman (interpretation): Thank you. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. Thank you for that answer. Even though that is the case, I think that the trainers should be going directly to the communities and that way they can train that many more people who may not understand what the consequences of making mistakes would cost. I think it would be better for them to go to the communities and give training in the communities. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mapsalak. Minister Sammurток.

Hon. Tom Sammurток (interpretation): I agree with his words wholeheartedly and we will consider them. I think it would be proper to provide a message. We will be providing them to all the gas stations because we know that hunters often have to buy gas before they go out. They will be situated in the gas stations so that they can be handed out.

Chairman (interpretation): Thank you, Minister Sammurток. That would be an excellent thing to provide to the communities. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. I had some questions during the opening addresses however one of my colleagues had asked about it. But I'm going to ask about another aspect of search and rescue.

The search and rescue budget in the business plan on page 155, they had a budget of \$550,000. Now in this fiscal year it will be \$800,000. What is this

increase attributed to? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. The increase is for the increased use of aircrafts. Thank you.

Chairman (interpretation): Thank you, Minister Sammurток. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. Thanks for that answer. Last year in the opening address for 2013 there were 222 searches. That would entail roughly 450 people. This was stated in the opening address. Was the \$550,000 how much it cost to search for those people? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you. You have probably heard that last year, a lot of people were getting lost and they needed to be searched and rescued, so there was going to be a shortfall as a result. The increase is attributable to that. Thank you.

Chairman (interpretation): Thank you, minister. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I thank the minister for his response. The increase in the annual budget is fine by me. However, I would like to ask in relation to the search and rescue volunteers because I, too, was searched for. A lot of them use their own satellite

phones that they have bought. They usually use their own equipment and sometimes their own equipment breaks down. Has that been considered? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. I think I mentioned that yesterday or the day before. However, today, our department has been having meetings with NAM, NAMA, RWOs, HTOs, and NTI and we have been discussing all the aspects of search and rescue as to what the best policies we should have. It could be part of that discussion. Thank you.

Chairman (interpretation): Thank you, minister. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman, for that answer. Let me ask a different way. When I was asking questions yesterday, part of the answer was that the federal government will not be providing them with funding for search and rescue anymore. In talking with their federal counterparts, is it likely that in the future, they may revisit their decision? The people in the Arctic will always be in jeopardy. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. We are always in touch with the federal government. We should eventually reach a conclusion. Thank you.

Chairman (interpretation): Thank you. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you very much, Mr. Chairman. Earlier he responded to my question regarding aircraft searching which assist the local search and rescues. (interpretation) It is very beneficial when aircraft are used and the only time they are used is because the ground searchers can usually travel during blizzards. How can they utilize more Inuit knowledge? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. It's in relation to what I answered earlier. We will be having discussions with our various partners and we will discuss aspects of that. Thank you.

Chairman: Thank you, Minister Sammurток. Are you done, Mr. Mikkungwak? Yes? Okay. (interpretation) Thank you. (interpretation ends) Moving right along, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. During my questioning during the opening comments section, I touched on the Nunavut Building Advisory Committee and the minister responded with a list of backgrounds that are used to make up this committee.

The committee itself is not to be made of more than 13 members appointed by the minister. The minister read out 10 different professional backgrounds or nominated positions to the committee, yet when I looked at the *Nunavut*

Gazette, I see nine members currently appointed under this committee. I realize that still gives it forum. However, I am wondering which group, society, or representative from the list is not represented. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurток (interpretation): Thank you. (interpretation ends) If I may defer that question to Mr. Green.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. It was only earlier this week that I had discussions with the President of NAM. Over the past six months, we have been trying to get NAM to appoint a member to represent on the committee for the building code. I have been advised that it will be submitting a representative from NAM within the next two weeks. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I thank Mr. Green for that response. It also states that there is up to three additional members as the minister considers appropriate. Is the minister anticipating appointing any positions under his authority there? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, (interpretation ends) Mr. Hickes. Hon. Minister.

Hon. Tom Sammurток: The answer is yes. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Will the minister commit to tabling an annual report with us in the Legislative Assembly on the activities of the Nunavut Building Advisory Committee? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister

Hon. Tom Sammurtok: Yes, we would, Mr. Chairman. Thank you.

Chairman: Thank you. Minister Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I will drop that topic for now. I appreciate the answers. In the business plan, on page 155, the very last priority on that page under the 2014-15, it lists that the department will work with client departments to develop departmental emergency plans for evacuation of buildings.

Mr. Chairman, I have partaken its health and safety officers for a couple of different positions I have had in the past and we have always had an evacuation plan in the building. How is it anticipated that these emergency plans will differ from plans currently in place? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. (interpretation ends) I will defer the question to Mr. Green.

Chairman: I have deferred the question to Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The intent of the department now that we got 22 municipal emergency plans in place and we are in the final process of updating the three emergency plans for those communities, basically, what we want to do is update some of the departmental emergency plans to reflect some of the changes that were identified in the community emergency plans. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. What are some those changes that were recommended? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Mr. Sammurtok.

Hon. Tom Sammurtok: Thank you, Mr. Chairman. I apologize to the member, I do not have that information at this time, but we will provide it to you. Thank you.

Chairman: Thank you, Minister Sammurtok. That information will be provided to the members. Moving right along. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman for allowing me one more. Yesterday, I believe I asked a question regarding the search and rescue 200-hour tax exemption. Does that only apply to the individuals that are out searching? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. This is for

anyone who is helping with the search and rescue activities. Thank you.

Chairman: Thank you, Minister Sammurtok. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you, Mr. Chairman. It's very good to hear. The reason why I asked this question is because every time we do search and rescue in our community, the search and rescue team are not the only people who do work. Even women bake bannock and dry clothes. Young people in Baker Lake also provide support all night long refuelling and preparing qamutiqs.

This tax exemption is going to be very beneficial for the people who work on search and rescue. I am very pleased to hear about that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. (interpretation ends) I believe (interpretation) that was just a comment. Hon. Minister, if you wanted to answer. If he wants to make a comment. Thank you. Let me remind the members that we are on page J-7 in English and G-7 in Inuktitut. Branch Summary. Community and Government Services. Protection Services. Total operations and maintenance to be voted. \$6,006,000. Agreed?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn the page to J-8. In Inuktitut G-8. Ms. Angnakak. Anyone who would like to ask a question, please raise your hand ahead of time. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. One of my areas of interest is proper waste management methods.

On February 28, your department issued a request for information for potential planning for solid waste management methods for the Nunavut territory. The RFI closed March 28. What were the results of this request for information? When do you expect that a final report and a set of recommendations will be produced? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. I will defer the question to Mr. Green.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The RFI has just closed and we are now in the process of evaluating the report and the recommendations from the report. Once we have the final report after our evaluation and that, we certainly would be willing to share the information in that report with the Legislative Assembly. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Green. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Are you saying then, Mr. Green, that you would be able to table the report at our next sitting? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you. (interpretation ends) Yes. Thank you.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. Your department's draft 2014-17 business plan indicates that one of the goals for the 2014-15 fiscal year is to continue the development of a long-term infrastructure plan for Nunavut. When is this plan expected to be completed and tabled in the Legislative Assembly? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. I'm sure this can be completed by the end of this fiscal year. Thank you.

Chairman (interpretation): Sorry. (interpretation ends) Was that deferred to Mr. Green? Apparently, I wasn't paying attention it's Friday afternoon. (interpretation) I'm sorry. Ms. Angnakak. *Taima*? Moving on, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I didn't expect to get up so soon.

Mr. Chairman, in the priorities in the business plan on page 157, the very first priority listed under last year's 2013-14 was continuing to explore P3 opportunities in infrastructure. Specifically mentioned was it's feasibility as a means to address upgrades to solid waste infrastructure across Nunavut. We're all experiencing

some of the solid waste challenges that are going on in Iqaluit currently. Is this proposal alive for one, and two, is it a territorial-wide anticipated project or is it community-by-community based?

Chairman: Thank you, Mr. Hickes. The Hon. Minister.

Hon. Tom Sammurtok: If I may, I'd like Mr. Green to respond to that. Thank you.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The investigation that we've been doing to explore P3 options for addressing the solid waste sites across the territory. We were looking at the territory as a whole in terms of being able to address this.

One of the challenges for this territory to proceed with exploring P3 options for infrastructure is that it restricts our ability to be able to invest in this type of infrastructure. It's something that we'll still continue to explore P3 options and other options that we can invest to address the long outstanding issues with the current solid waste sites. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I thank Mr. Green for that information. Mr. Chairman, in 2014-15 priorities listed on page 158 it has exploring the value of a standard repeat design of building new GN and municipal buildings.

Mr. Chairman, I believe we've talked about this in the past on having king of a

“cookie-cutter” model in communities across our territory. I also see that same priority in the year after. Is there a list of different building designs or building uses that are being explored under this model, Mr. Chairman? Thank you.

Chairman: Thank you, Mr. Hickes. Minister Sammurток.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. The reason why it is like that is because we have to be prudent with our resources. Through you, Mr. Chairman, I’ll ask Mr. Green to respond to that question.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. We’re exploring options right now. We have a couple situations where we did repeat designs for fire halls. We also had a couple situations where we investigated options for health centres, in using the repeat design. We’re certainly in discussion with the Department of Education to take a look at how we can use repeat designs going forward to try to attempt to reduce the design costs for some of those facilities. This is an ongoing process that we just recently started to explore. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. So if I understand it, a repeat design model will alleviate a lot of the design costs in infrastructure building in Nunavut. What is the range of design costs for different types of buildings that we current spend money on? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurток: If I may, I defer that question to Mr. Green.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. On average, we pay about eight to ten percent of the total construction costs for design of new facilities. That percentage also includes the monitoring of the construction of those facilities by the architects and engineers as a hope. The whole idea about repeat design is to see if we can’t bring this percentage down to, certainly not compatible with other jurisdictions because the logistics up North. Find some way that we can reduce this so we can have cost savings back to the GN. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Hickes.

Mr. Hickes: That sounds like a very good way of increasing our infrastructure by saving that kind of money. Mr. Chairman, under the same category of priorities for 2014-2015, the second last bullet, it talks about updating existing major works construction contracts to incorporate lessons learned in best practices from the industry. What type of changes are being proposed to those contracts? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I may defer.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. At this point in time, our procurement department and our project management staff are working with the Department of Justice to go through the existing contracting documents, and trying to look at options where can find ways to standardize our contract and procedures development options in order find ways to reducing costs. Right now this is still a work in progress, so we have the details of what the final contracting documents would look like. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. (interpretation) Moving on. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. On your business plan, the last bullet on page 157, implement a building commissioning program for all new major capital projects to improve quality control of all major buildings, components, and systems. Can the minister just explain what that means? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Tom Sammurток (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again, if I may, I'll defer that question to Mr. Green.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. I just need some clarification. Which priority are you looking for? Is it on page 157?

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Yes, the last bullet on 157 on your business plan. Thank you, Mr. Chairman.

Chairman: Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Basically, the purpose of this priority is building in Nunavut is indeed different than building in more temperate climates. So we're looking at good building practices that is intended to illustrate those differences. We are saying it to providing architects and engineering, building contractors and suppliers, facility operators, and operators with a comprehensive set of guidelines for building facilities in the North. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Green. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Just one last question and then I'm going to ask this one on behalf of all the councillors in Nunavut and some of the SAOs.

Can the minister please describe for accounting reasons, a road in the municipality depreciates? Thank you.

Chairman: Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Tom Sammurток: Thank you. I heard the answer to that one. However, I think I'll defer to Mr. Gershom Moyo.

Chairman: Mr. Moyo.

Mr. Moyo: Thank you, Mr. Chairman. I'll give a long-winded answer to that.

Since 2009, the Institute of Chartered Accountants has a standard that requires municipalities and all public sector institutions to depreciate capital assets, including roads. As to whether a road actually does depreciate, I don't I'm qualified to say. However, we're required to comply with the accounting standards. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Moyo. It must be Friday afternoon.

(interpretation) Let me remind everyone that we're on page J-8. Community and Government Services. Branch Summary. Capital Planning and Technical Services. Total Operations and Maintenance, to be Voted. \$40,966,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. I'm sorry. We will go back to page J-3. Department Summary. Community and Government Services. Detail of Expenditures. Total Operations and Maintenance, to be Voted. \$220,757,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Are we agreed that the Department of Community and Government Services is concluded?

Some Members: Agreed.

Chairman (interpretation): Thank you. We finished that department quickly, as usual. (interpretation ends) Hon. Minister, (interpretation) as we conclude, if you have any closing

remarks, I now give you the opportunity. Minister Sammurtok.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. Thank you to my colleagues who are here. With the things that we just said and the things that we discussed yesterday, we have work to do in the Department of Community and Government Services. We don't just deal with the communities. We also deal with the operations of the Nunavut government, so we always have work to do.

We will try and complete all the things that we just mentioned properly, and we would like you all to fully understand that we are committed to doing all the work that's set out before us. Thank you, Mr. Chairman.

Chairman: *Qujannamiiktauq*, hon. minister. (interpretation) We have concluded the department. Sergeant-at-Arms, please escort the witnesses out.

We will proceed with the next department, which is the Department of Education. As we set up the documents, we will take a 10-minute break.

>>Committee recessed at 14:25 and resumed at 14:50

Bill 02 – Appropriation (Operations & Maintenance) Act, 2014-2015 – Education – Consideration in Committee

Chairman (interpretation): Good afternoon. We are ready to proceed. To all of the people of Nunavut that were waiting for us, anybody who was watching or listening, our apologies. We

had a power outage for a short while but the power is back and we can resume.

Minister Quassa, I'd like to ask you first before we get started would you like to have some of your officials with you at the witness table?

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Yes, I would like my officials to be with me. Thank you.

Chairman (interpretation): Thank you, Mr. Quassa. Do you all agree that we can allow the minister to have his officials at the witness table?

Some Members: Agreed.

Chairman (interpretation): Thank you. Sergeant-at-Arms, can you please escort the witnesses to the witness table?

Thank you, Sergeant-at-Arms. Minister Quassa, so that we don't make any mistakes as to who is with you, can you please introduce your officials?

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. With me this afternoon, on my left is Deputy Minister Kathy Okpik and on my right is the Finance Director, Mark Rose. They will be with me here this afternoon. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Quassa. Ms. Okpik and Mr. Rose, welcome to the Legislative Assembly. Shall we proceed? Hon. Minister, if you have opening remarks the floor is open. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I say "good

day" to my colleagues. We are pleased to meet with the committee to discuss the 2014-15 main estimates and business plan for the Department of Education. The plans for the Department of Education over the next few years.

Our government believes that education is the foundation for a healthy, strong, and flourishing life in Nunavut. We are committed to taking actions that will lead to real and visible progress for Nunavut. We want to achieve that by providing quality education and training opportunities.

The Department of Education, guided by *Qanuqtuurniq*, which means being innovative and resourceful. It strives to provide quality lifelong learning opportunities to help improve learning outcomes for all Nunavummiut. We all know that education begins with early childhood education and that is our plan. Education continues with innovative bilingual kindergarten education through grade 12 programming and also quality learning opportunities that are targeted to the growing workforce demand.

(interpretation ends) Mr. Chairman, last November, the Auditor General of Canada issued reports on education in Nunavut and safety in Nunavut schools and child care facilities. We worked closely with the Office of the Auditor General for over a year to help them complete those reports. We accepted all of their findings and we took action immediately to move forward with the Auditor General's recommendations.

(interpretation) To help us deliver quality education and training to Nunavummiut, we are introducing several new initiatives in our schools. In

order to do this work, we have to put forward a budget of \$184.2 million for the next school year.

(interpretation ends) The audit of education in Nunavut from the Auditor General of Canada has given us a clear indication of where we are at right now in implementing the *Education Act*. The realization of bilingual education depends on effective implementation of the *Education Act*.

We want to move forward with implementing and this requires substantial consultation, planning, regulation development, training, and resource development. We are seeking \$400,000 annually for the next three years for the two *Education Act* implementation specialists reporting to the *Education Act* Implementation Coordinator. These staff members will help develop the necessary resources, assist in providing training for school staff and district education authorities on compliance and implementation.

(interpretation) Since 2013-14, we have begun important initiatives that are helping us standardize our education system, and we have spent over \$1 million to provide updated, standardized curriculum and resources and new literacy and assessment frameworks to be used in every school. This will also provide some of the strategies, tools, and resources to fully support students' progress and success in an inclusive way.

We want to ensure that all students in every community receive a quality education that they deserve, and accurate reliable assessments to guiding and improving student learning, and

assessing the overall effectiveness of our education system.

Research identifies looking into it; we have realized that the literacy skills in Nunavut are not up to par with the rest of Canada. Even students have reached grade 12, their literacy levels are lower.

(interpretation ends) One of our emerging strategies will be a literacy approach that uses balanced literacy. This is a comprehensive approach to literacy development that uses guided reading, guided writing, and word study through teaching by showing. Teachers will model good reading and writing skills and word comprehension. Students will practice what they have been shown and move on to independent learning when they are ready.

The Balanced Literacy Program uses levelled books. In 2014-15 we are continuing to produce Inuktitut books for the guided reading series. We are investing over \$1 million with a local Inuit publisher to produce an extensive series of levelled books in Inuktitut.

We are investing \$492,000 in 2014-15 to provide teachers with in-depth training on literacy acquisition so they have the skills to teach literacy at each level.

(interpretation) We all know that children begin learning long before they start school. To support this, we will begin to use the Early Years Evaluation tool for our learners just entering Kindergarten. The EYE tool will determine student progress and help plan supports when they enter grade one. These assessments will be shared with parents to help them understand their

child's strengths and areas that need further development.

(interpretation ends) The early years are very important to a child's development. We support early childhood programs and services across Nunavut through various programs: licensed childcare facilities, the Healthy Children Initiative, and Young Parents Stay Learning, the district education authority early childhood education funding, and early childhood training. To support these programs, we have budgeted \$6.5 million for 2014-15. This is an increase of \$2.9 million from last year.

Immediately after the Auditor General released his report on safety in schools and childcare facilities we took steps to make changes to address the concerns raised in the report. All children facility inspections have been completed and all facilities have a current licence.

In the last fiscal year, we ordered carbon monoxide detectors, complete facility first aid kits, and excursion first aid kits for all licensed childcare facilities. These safety items are being sent to the facilities this spring.

(interpretation) We have budgeted \$834,000 in 2014-15 to assist licensed childcare facilities in government buildings to deal with the cost associated with building maintenance and the installation of enhanced security features so facilities will have secure, controlled entry.

The plan is to install a buzzer, video monitoring system at the entrance so that staff are aware of who is entering the facility and when.

We will be working with Community and Government Services to determine what security features are needed at each facility. This type of controlled entry system is being piloted in Iqaluit schools in the fall of 2014.

(interpretation ends) Together with the Nunavut Teacher's Association and the Coalition of Nunavut District Education Authorities, we have begun a family and community engagement campaign that builds on the theme, "Parents motivate, students participate, together we can graduate". Building on this theme, we are developing initiatives that will help us make sure that our students are in class on time, and mentally and physically ready to learn.

(interpretation) I look forward to working with the committee and my colleagues to improve educational outcomes so we are able to provide Nunavummiut with the best possible opportunity for the future.

Mr. Chairman, I am happy to respond to questions from the committee with respect to the Department of Education. Thank you, Mr. Chairman.

Chairman: Thank you, Hon. Minister. Does the Committee Chair of Social Wellness have any opening remarks?
Mr. Joanasie.

Mr. Joanasie (interpretation): Thank you, Mr. Chairman. As the Chair of the Standing Committee on Social Wellness, I am pleased to make opening comments as we begin deliberations on the proposed 2014-15 budget of the Department of Education.

Mr. Chairman, the Department of Education's proposed 2014-15 operations and maintenance budget is \$184,200,000, which represents a slight increase over last year's restated budget.

The standing committee notes that additional funding will be allocated to the ongoing implementation of the *Education Act*, including investments in curriculum resources and assessment development, as well as the renewed focus on early childhood programming and the safety and security of childcare facilities.

Members are aware that a new collective agreement with the Nunavut Teacher's Association has been in the final stages on negotiation we look forward to the agreement being finalized. Changes to the budget may occur in the areas of compensation and benefits as well as such initiatives as teacher training and professional development.

Mr. Chairman, the new Department of Family Services delivers various programs and services that focus on education and training opportunities for adults and the related supports and services.

At the same time, the Department of Education offers a number of programs aimed at supporting adults who wish to improve their educational qualifications, such as attaining a high school diploma under the new, PASS initiative.

The members encourage the minister and his officials to work closely with their counterparts and the Department of Family Services to ensure that all of the adult Nunavummiut receiving services or attempting to receive services related

to furthering their education or career opportunities are supported.

Members look forward to regular updates on programs achieved under the Nunavut adult learning strategy and in collaboration with Nunavut Arctic College.

Mr. Chairman, the Department of Education's renewed focus on early childhood education is very welcome.

In response to the recent report by the Auditor General of Canada on the safety of schools and childcare facilities in Nunavut, members are aware that the department is making efforts to ensure that all facilities are safe for children, students, and staff alike. In some communities the availabilities of day care spaces is a concern and it will be important that adequate support is provided to maintain and increase the number of available childcare spaces.

Members for the support initiatives to provide additional training for early childhood education staff to deliver enhanced programming through such agencies as district education authorities.

Members agree that education begins well before children enter the school system and look forward to reviewing the results of the Early Years Evaluation Tool, which will help assess children who are entering the school system for the first time.

Mr. Chairman, the delivery of kindergarten to grade 12 schools in Nunavut is critical to ensure the future success of our young residents. Concerns raised by members of the Legislative Assembly and others in recent years

have focused on the fact that many of Nunavut's high school graduates do not appear to have the basic skill sets especially in the area of reading, writing and arithmetic that are necessary for continuing towards the career of their choice.

Members appreciate the minister's commitment to addressing the levels of academic programming that are offered across all of Nunavut's schools and communities. The standing committee looks forward to regular updates on the implementation and evaluation of the department's new student assessment tool and given that these tools are used in other jurisdictions anticipate a comparison with academic standards across other Canadian jurisdictions will eventually be possible.

Mr. Chairman, the standing committee recognizes that achieving the objective of full bilingual education in Nunavut as required by the *Education Act* faces many challenges including the varying levels of language competence that children bring with them.

The availability of bilingual educators and the lack of linguistically and culturally relevant resources. While the standing committee applauds the department's proposed investment in publishing new Inuit-language materials for schools, members caution the minister to ensure that dialectical differences are appropriately recognized and reflected.

The standing committee notes that DEAs have a range of roles and responsibilities with respect to the delivery of education in their communities. Members look forward to hearing about collaborative

efforts involving education staff, students, parents, and DEAs, especially in the area of promoting school attendance. Members have suggested that full consideration be given to the different types of incentives that promote good attendance.

Mr. Chairman, one area that deserves specific attention is the importance of breakfast programs in Nunavut schools. Members fully recognize the extreme dedication and extra effort made by teachers, volunteers, and community members to ensure that children coming to school receive a nutritious meal before starting their day. Children who are rested and fed are in a much better position to learn and progress. Members strongly encourage the minister and his staff to work with funding agencies as well as with their counterparts in the departments of Health and Family Services to support the delivery of breakfast programs in all Nunavut schools.

Mr. Chairman, the standing committee looks forward to the department's new student information system being fully implemented across all of Nunavut's communities. This system will compile information from student records as well as enrolment and attendance data and will allow improved evaluations in such areas as attendance, skill assessments, and achievement levels. Members support the department's investments in literacy development as well as in additional training for student support teachers.

Members anticipate that the student information system will also allow for the improved recording, monitoring, and

analysis of students' progress within individualized student support plans.

Mr. Chairman, that concludes my opening remarks. Individual members may also have questions and comments as we proceed. Thank you, Mr. Chairman.

Chairman (interpretation) Thank you, Mr. Joanasie. Moving forward, let me remind you that according to Rule 77(1), you are permitted with the routine. I am sure that when you make mistakes I will be informing you about it. Do members have any general comments? Every one of you will eventually be coming to all of the subject matter. If you have questions regarding the opening addresses, if you could wait until we begin to go page by page, I would like to ask if there are any general comments relating to the opening addresses. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. On the second page of the opening comments it talked about the beginning of early childhood education. In the work plan that was provided to us during the Office of the Auditor General's review, it stated that in a couple months ago, April 2014, a new early childhood division would be created as well as securing funding for the new division and positions. Has this been initiated? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank my fellow MLA for that excellent question. Most of us have grandchildren and we also have children so we must think

about them carefully. I can state now that there are approximately \$600,000 that will be re-allocated to that question from the other budgets.

We have just recently redirected some financial resources, especially to those that are referring to the person who assess these kinds of things. Thank you. Did I answer that, if I understood correctly?

Chairman (interpretation): Thank you, Mr. Quassa. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Along those same lines, also in the work plan that was provided to us, under the early childhood portion of the Office of the Auditor General's visit was DEA early childhood education funding, communicating funding procedures to the DEAs in early childhood programs. That was also to have been initiated in April as well as in May to develop the directives and forms for the funding procedures for funding. Thank you, Mr. Chairman. Can I get an update?

Chairman (interpretation): Thank you, Mr. Hickes. Could we hear more on that, Minister Quassa?

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank the hon. member for that question. The money directed to early childhood education will be used in that specific area. I'm sure you have now heard that we have set aside \$1 million for this purpose and we would also like to identify that we have redirected that money from other areas specifically for early childhood development. Perhaps I will have my deputy minister elaborate

further on this answer. Thank you, Mr. Chairman...

Chairman: Thank you, Mr. Quassa. (interpretation) Ms. Okpik, can you please add to that. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I will clarify. The minister talked about the Early Childhood Division, before it was transferred over to Family Services, they used to be able to regional DEAs. We were dealing mostly with the daycare functions. However, ever since this policy, we have two further PYs directed to this for support for these two functions.

However, we set aside money from within our own department and created a body to deal with early childhood functions. There will be two directors. One of whom will be dealing mostly with the daycare functions and the other one will be dealing with the development of early childhood. These two will be dealing specifically with that. So we are strengthening this area. These directors would be reporting to me. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Also staying with the work plan under the *Education Act* implementation. In your opening comments in the second page it talks about bilingual Kindergarten through grade 12 programming in the work plan that was provided to us when the OAG was here. There was an evaluation of the language of instruction implementation on K to grade three that is scheduled for this

spring and summer. Has that been started? Or am I being a little optimistic that we're already in the summer. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I also thank the member for asking that question. Although I touched up on it, but this fall these plans are to be implemented for the literacy program for the 2014-15 fiscal year. For the next school calendar year. They will be implemented. Also HR studies are going to be reviewed.

We are now almost at the completion of the recommendations that will be implemented this fall. A balanced initiative will be implemented starting this fall. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Also scheduled to occur in the spring and summer of 2014 is determining the number of Inuktitut-speaking teachers needed in the short term. I anticipate that this work has probably already begun by the time this work plan was put together. Would you be able to update the members on the status of that objective? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa: Thank you, Mr. Chairman. Thank you for the question. I'll just say that the HR database will give us that information on what next

steps we need to take. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Minister. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Along the same lines, it's looking at the review of the curriculum and resource development plan at the K-4 grade level being implemented in the spring of 2014, which we're currently in the middle of. Would the minister be able to educate me on the status of that objective? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. In regard to this issue, we will have an in-service program not too long from now so that we can provide an in-service training program. At this time, we are working on various plans for the new school year. We have various plans in place for now.

We're doing training programs and we will continue to do training programs. We are now working on the documents and reading material that will be used at schools. We are working on a number of various plans to be used for the new school year. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Quassa. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Just to let the minister know, I'll be asking the next few questions on the Young Parents Stay Learning program so that he can get his briefing note ready.

Mr. Chairman, going to the business plan on page 87, the funding allocated to the Young Parents Stay Learning program for 2013-14 was originally budgeted at \$133,000, but information on page G-11 shows that the 2013-14 revised estimates for the Young Parents Stay Learning program was increased to \$228,000.

Would the minister be able to educate me on why the cost of this program almost doubled from 2013-14? Is the number of young parents being supported through this program increasing or is the cost of subsidizing daycares increasing? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes. (interpretation ends) As your Chairperson, I am wondering if these questions can be asked when we get to individual pages. Mr. Hickes.

Mr. Hickes: If you wish me to, Mr. Chairman, I could. I was thinking I could get them over with now and speed up the process for later. It's your call. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. I guess it can work both ways, but for the sake of having to rule on it, we try and keep these comments to very general comments on the opening remarks. With all due respect, Mr. Hickes, I think if I may, I'm going to ask all members to wait until we get to the appropriate pages to start asking your questions.

With that, I will continue, unless there are general comments to the opening remarks. We will now go page G-4 in the English version. (interpretation) Let's go to that page. You will have

ample opportunity to ask your questions during the page-by-page review. We're on Education. Branch Summary. Directorate. Total Operations and Maintenance, to be Voted. \$1,196,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Page G-5. Branch Summary. Education. Policy and Planning. Total Operations and Maintenance. Ms. Angnakak. Before you start, if you have a question on this page please raise your hand ahead of time. Thank you, Ms. Angnakak.

Ms. Angnakak: I have only one question for G-5 and that is in the budget purchased services revised estimates for 2013-2014 was \$89,000. In the main estimates 2014-15 for Purchased Services was \$139,000. I'm wondering why there is an increase. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I would like to thank the member for her question. Mainly for providing information and consulting with the people as to the work we are going to be doing. Community and parent engagement to ensure we provide ads to the public. It's mainly for ads. Thank you

Chairman (interpretation): Thank you, Minister Quassa. Ms. Angnakak, are you finished? Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I just have a quick question on this. In the policy and planning, a number of

Nunavut communities have expressed the need for more day care spaces. Does your review of early childhood education programming address this need, and if so, what consideration has been given to providing more support in this area? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thanks for the question. At this time we're doing the review. The review has just been initiated to find out what needs there are in our communities so we've just initiated the review at this time. We also do annual reviews of how many children need or require day care. We do a survey every year on that. In the communities, they lack units for day care spaces. As I stated earlier on, we're still analyzing or reviewing that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Hon. Minister. Mr. Hickes.

Mr. Hickes: As the minister is very well aware, under our mandate Sivumut Abluqta, education is a very key component of what this government will be measured upon for the next three and a half years. One of your departmental priorities for 2014-15 is to continue work on the parental and family engagement campaign.

Mr. Chairman, I wonder if the minister can describe this campaign in further detail of what he's anticipating on doing and indicate how it's success will be measured? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes.
Hon. Minister.

Hon. Paul Quassa (interpretation):
Thank you, Mr. Chairman. Your question is geared towards our goals and objectives. Parental and community engagement is just being initiated now, as I have stated before. Inuit Tapiriit Kanatami, ITK, will work together with them to make sure that the communities are involved in the parental and community engagement.

To date we've gone through CBC and APTN, we've shown these ads through the media to make sure that the children stay in school. We will be publishing information to be used for parents, and also to encourage the students to stay in school. We'll have those ads.

This coming week the deputy minister will meet with Inuit Tapiriit Kanatami, ITK, to discuss how we can engage the parents. Let us all be aware that ITK requested help from the Nunavut government in regard to pursuing parental engagement and they stated that they will contribute \$50,000 to this program and they asked the Nunavut government if we match that, and we have agreed to it.

I would just like to expand my response by saying we'll be able to give you a detailed response next week. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I'll wait until next week to ask my question to the minister in the House then. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Moving right along. (interpretation) Whenever you wish to speak up, raise your hand up clearly. My eyes aren't as sharp as they used to be. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. We're under policy and planning, and this is from the opening statement. I just want clarification on one line there. In 2013-14 you began an important initiative that is helping to standardize our education system. Just for clarification if that means a student in grade 6 in the small community will have the same academic standards as grade 6 here in Iqaluit. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Paul Quassa (interpretation):
Thank you, Mr. Chairman. I also thank the member for asking the question. It basically means that the curriculum to make them absolutely the same in all schools in Nunavut, and also the assessments. We need to have proper assessments of students to see where they are at in their learning. We're trying to make it so that it's the same in all of Nunavut. If our children want to go any school in Nunavut, we want to see exactly the same thing available there too. So that's basically for the standardization of curriculum in Nunavut. Thank you.

Chairman (interpretation): Thank you, Mr. Minister. Mr. Savikataaq.;

Mr. Savikataaq: Thank you, Mr. Chairman. I thank the minister for that explanation. I fully support his initiative for that because all schooling should be

the same, no matter where you're being taught within Nunavut with the same standards.

I now ask the minister if there is a difference in academic standards between small communities and larger communities at present. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Before I answer your question I would like to say that the math and the science has to be standardized and the English literacy instruction has to be the same as well. Sometimes we end up using the NWT curriculum. If we are going to use them, we have to use them in all the schools.

Your question was in regard to standardization. Up until now, all of the schools have received the same curriculum. The main difference up to this point has been where some schools are using slightly different curriculum than other schools, and we have given them direction to stop doing that and to try to use the standardized system.

If you do not mind, Mr. Chairman, one of my officials can further explain and give us a more detailed answer. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just to add a bit of detail and clarification for the question; the intent is to have the same standard across the whole territory.

We have identified the curriculum as an example that all schools will have to follow. We will be using the same assessment tool all across the territory in assessing the students. For example, in terms of making sure that everybody has the same, we purchased math books for all schools where they have to use the same math book. We will ensure that the old math books come out of the schools so that there will not be different types of math books that students will be using.

I wanted to touch up on programming within communities; programming within communities is different. It is up to the local district education authority and the principal to determine the program plan and this will depend on the teachers that they hire.

For example, you may find some communities that may offer the 30-1 and 30-2 in English. The 30-1 English allows an individual to enter universities. The 30-2 allows a graduate to enter into college. There are different levels of programming that is available within the communities.

For example, you may have some smaller communities that may not be offering calculus, biology, or chemistry, but they may be offering the sciences. In terms of programming, that is what we really need to take a look at, what is the community offering. You also have to work with the strength of the educators that are within the communities.

We are just finalizing a directive on distance education, right now, that talks about online/distance learning courses for programming that may not be available within the community. We

work with Alberta learning distance education specifically with this topic.

There are differences between communities with respect to what actual type of programming is offered within the school level. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Let me just remind everyone, as Chairman, and also the witnesses just to make sure that the people listening are understanding everything properly, let us make sure that we don't talk too fast so that our very good interpreters can do their work properly. Thank you. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I'll ask a bit more on standardization. Is that for all grades? I think we have to be realistic that small communities cannot offer the same variety of courses as a large community and high schools. Would the standardization be both in elementary and high school? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Yes. (interpretation ends) Thank you.

Chairman (interpretation): Thank you. (interpretation ends) Yes. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. On a different topic, your department has brought forward a number of new regulations to accompany the *Education Act*. One of

your department's priorities for 2014-15 includes work on new regulations for home schooling. What is the current status of home schooling across Nunavut and do you anticipate an increase in home schooling in the near future? Thank you, Mr. Chairman.

Chairman (Mr. Mikkungwak) (interpretation): Thank you very much. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thank you to my colleague for asking the question. We are just now going to start work on the regulations for home schooling for the first time. We're estimating that we would begin reviewing the regulations for home schooling in April 2015.

We have to go through consultations and as I stated in my opening remarks, I said that the regulations to the *Education Act* are very complex and we have to do various consultations. In regard to your question, we will only be starting that in April 2015. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. When someone does start home schooling, does the Language of Instruction Regulations apply to home schooling? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. That's a good question. I can tell my colleague that I don't have the answer in front of me right now, but I can take it as notice and

get back to him. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. You're done. Following the list of names, Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you, Mr. Chairman. (interpretation ends) I want to ask just a couple of questions in regard to legislation development and it has to do with child care facilities. With the number of turnovers in regard to the staffing of child care facilities like the early childhood educator, how would you go about to ensure that early childhood educators know the Act that they operate under? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. (interpretation ends) Hon. Minister, Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thank you for that question. In the Act, and under it's regulations, it states that. I've just signed a new directive to the DEAs in the communities as to how they can use that manual. I just signed a new directive on guidelines that day care workers will have to follow. It's under translation right now into Inuktitut. We will be putting out guidelines about that. This fall, we will be tabling that to the House. We will be presenting these at the early childhood education workshop in the fall.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: My last question on this section is when will a bill propose an amendment to the Child Care Act be

introduced into the House? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank the member for her question. We have to have a process that we have to follow even though I can't say exactly when that will come about. (interpretation ends) There are a lot of processes that we have to follow (interpretation) before the act is introduced. We have begun to work on it. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Any other questions, Ms. Angnakak? That's it. I don't have any more names on (interpretation ends) Branch Summary. Education. Policy and Planning. Total Operations and Maintenance, to be Voted. \$1,458,000. Do members agree?

Some Members: Agreed.

Chairman: Thank you. Moving on. Education. Branch Summary. Corporate Services. Total Operations and Maintenance, to be Voted. \$3,320,000. Mr. Hickes. G-6.

Mr. Hickes: Thank you, Mr. Chairman. Sorry I got caught reading something and I almost let you approve the budget before I asked my questions.

Mr. Chairman, the government's Inuit Employment Plan discusses the need for Inuit teachers and other education staff. Here in the House we've heard this repeatedly, especially during the OAG's report on bilingual education. What is the department's greatest challenge in this area and what is the plan to

overcome these challenges? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. That's a good question from the member. Ever since Nunavut came into being, that is what we want to accomplish and we want to have bilingual educators and we are always short of bilingual educators that are bilingual although we push for bilingual teachers. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I was wondering if the minister could educate me on what some of the specific challenges are in filling that need and what his department is doing to overcome those challenges. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I can answer with one word because they have to have the want to be a teacher or have the need to become a teacher. (interpretation ends) I think the fact that it is a matter of those graduates who want to become teachers. (interpretation) They have to want to be teachers.

In 2014, we know that there are 22 teachers that will be graduating, which is a big help to our department and there will be 22 graduates. Since 2006, there

have been 107 Inuit teachers that have graduated.

I would like to also state that the Department of Education gave \$2.2 million for teacher education, which is Nunavut Teacher Education Program. In 2014, there are people that went to school in Iqaluit, Gjoa Haven, Arviat, Rankin Inlet, Sanikiluaq, Cape Dorset, Clyde River, Pond Inlet and Hall Beach. Those are the teachers that are taking the teacher education at the present time. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. As I mentioned in some of my lines of questions during Oral Questions today, the signing with the NTA the finance in your department is a big step so obviously teachers are comfortable with the amount of money they are making.

I know that with a little bit of interest that you mentioned since 2006 there has been 107 Inuit NTEP grads that coincided with the Minister of Education of the day tabling the government's 10-year teacher education strategy that is scheduled to go from 2006 to 2016.

Although the strategy came into effect before the current *Education Act*, how is the strategy being used today to increase the number of bilingual educators across Nunavut? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. We would like to review the Teacher Education

Program. (interpretation ends) We will be reviewing the Teacher Education Program. On top of that, we will have vice-principal/principal training programs going on. Aside from that, we're also doing a lot of other training programs, such as student support assessments, school community counsellor training programs. There are various training programs. I'll go back to the fact that we will be reviewing also the Teacher Education Program. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Hickes.

Mr. Hickes: Thank you very much, Mr. Chairman. It sounds as if your department's Human Resources Development Division is almost as busy as the Policy Development Division.

Under the proposed funding for corporate services, there's an increase of a little bit over \$600,000. Would the minister be able to explain what the purpose of this increase in funding is? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Mr. Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. We will be able to respond to the member's question. There are various reasons. Perhaps I can talk about it a little bit. There are \$251,000 that we are going to be using for transporting of supplies for the schools and for such things as computers, about \$100,000, the hard drive disc, coming in from Saskatoon, \$63,000 will be used for school materials and for storage, as well as for

various licences, such as Pearson Equella licences. For computers, it's \$55,000 to \$66,000. Those are for various equipment for the schools. Thank you, Mr. Chairman.

Chairman (Mr. Enook)(interpretation): Thank you, Mr. Quassa. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. That \$100,000 for computers, is that the computers that are being provided to the daycares? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. We will be using that only for the schools proper. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Just one last question, and I believe the deputy minister may have answered a portion of this during the Auditor General's sitting, but is the new student information system set up in all the schools right now and do they have all the necessary technology to support this new system? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I am happy that I can answer yes in the affirmative. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Quassa. (interpretation) We're on page G-6. Education. Branch Summary. Corporate

Services. Total Operations and Maintenance, to be Voted. \$3,320,000. Are you in agreement?

Some Members: Agreed.

Chairman (interpretation): Thank you. Moving on to G-7. Branch Summary. Education. K-12 School Operations. Total Operations and Maintenance, to be Voted. \$154,135,000. Excuse me. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. That was quick. I have to be awake here. My question is what responsibilities does the coalition have under the *Education Act*? Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Ms. Angnakak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Inside the *Education Act*, it is stated that in terms of what the district education authority responsibilities are. The terms and references are stated clearly in the Act.

The teachers have the authority that coalition in the regions and employees have to be responsible and so the budget that will be used by the DEAs in the communities are reviewed through that process and also they identify issues to be forwarded to the minister. We have regular meetings with them. We will be meeting with them again in the next week in relation to dealing with the training plan of the district education authorities. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Quassa. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I'm wondering about the DEAs, do they have the authority to hire and fire teachers? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. The district education authorities are consulted only by the teachers. They can be part of the process but they do not have the hiring and firing powers. It is the principals that have that authority.

Chairman (interpretation): Thank you, Minister. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer, minister. My next question is can we get a break down on how the proposed budget will be used? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Which budget are you talking about? Thank you, Ms. Angnakak

Ms. Angnakak: The money slated for DEAs and the Coalition. Thank you.

Chairman: Thank you, Ms. Angnakak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thank you for her clarification. They are set up thusly: the local DEAs, for executive meetings it's set aside \$47,000, \$185,000 for annual meetings, \$5,000 for teleconference calls, \$205,000 for other support, \$40,000 for travel,

\$82,000 for translation services, \$35,000 for office supplies, \$30,000 for education purposes, \$36,000 for office expenses and leases with a total of \$665,000. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, Minister. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that breakdown. My next question has to do with coalition again. I would like to know how many PYs does the coalition employ? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. This is an excellent question. I will answer it properly. We only have identified two employees, one for the executive director, and the other for executive assistant. We have only set aside budgeting for those two positions; however, if the coalition wishes, they can also hire more employees as and when needed. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer, minister. The amount of funding provided to DEAs will decrease in 2014-15. Given that the DEAs have significant responsibilities under the *Education Act*, what accounts for the decrease in funding? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. This is an excellent question; all of them are excellent by the way. Perhaps my finance director could provide a concise answer on this, if you don't mind, Mr. Chairman. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Rose.

Mr. Rose: Thank you, Mr. Chairman. Thank you for the question. The decrease in funding to the DEAs is primarily related to a reallocation of \$6 million to the Early Childhood Education Division. Also, there is a decrease related NTA casual costs that are no longer funded through the DEAs and they are funded from the department itself. There is also a small decrease related to enrolment-based funding for the DEAs. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rose. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you, Mr. Rose for that answer. It is very clear to understand. What is the department's working relationship with the coalition and how are the budget allocations determined? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thank you for the question. The coalition itself set up their own business plans and then they forwarded it to us for the annual approval and we have always met with them every two months in terms of their operations. That is how we are

functioning at the present time. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Can you tell me what kind of working relationship does the department have with local DEAs? Thank you, Mr. Chairman.

Chairman: Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. All of the DEAs have their local boards. We work with them, cooperate with them, and discuss things with them and they always inform us properly and we inform them properly so that we know where everything is at. We have an excellent working relationship. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, hon. minister. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I'm just referring to as well a pest. I remember last fall, there was a lot of disagreement between a local DEA in a Nunavut community and the department in regard to social promotion. I'm wondering if those kinds of challenges have been addressed. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I have stated that we have an excellent working relationship and we discuss things every two months. We listen to them and we

discuss issues together. We will be aware because we work according to what is stated in the *Education Act* according to all of its requirements of the law. Sometimes it is not liked. However, that is the only way that we, as a government and the education department, work in terms of our dealings with education. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Just keeping in line with how the department interacts with the local DEAs, I know that as the minister, you haven't been a minister for that long. I would like to ask your DM how many times, as the DM, she meets with local DEAs. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I have been a minister now for about six months, so every time to communities, I always meet with the local education authorities and I have only visited a few communities to date, but I do have meetings with every single one of them in the communities where they do have them or that I do visit. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Quassa. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. How often does your deputy minister meet with DEAs? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Whenever it becomes possible, all of us including my staff, whenever we have the opportunity and we are in the community, we arrange to meet with the district education authorities in the communities. Pretty much every day, we have a working relationship too via the phone network. We do consult and talk with them pretty much all the time. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Have you reviewed the possibility of providing consistent funding for schools to offer breakfast programs? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. To date, in regard to the breakfast programs in the schools, they are set up from money accessed outside the government sources. All of the teachers get their breakfast program funding from agencies other than the Department of Education. All of the hamlets can access Brighter Futures programs and so all the schools are able to access funding through that program and not from the department of Education. The district education authorities invest their finances, and still do so up to today. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Actually, that's the reason why I asked the question. It seems like, from what I understand in talking with some hardworking teachers at the schools, that they care a lot about the children coming in and they don't want anyone to go hungry. Over and beyond their own jobs, they're writing proposals, they're going out to the stores and buying food, and then they take it back and they prepare the food. This is all done on top of their jobs.

We all know that we need incentives to bring children to school, and one of that can be to receive a hot meal. Also we know that children learn a lot better when they have something in their tummies.

I am wondering if, as the minister, you would be willing to sit down with Family Services and the Department of Health and try to find a way that schools can get funding so that they know every year of how much they are going to get so that they could order through sealift, and also maybe enough to hire a half PY who can help prepare the food and alleviate some of the challenges this poses on teachers. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I totally agree with your first comments that the teachers are supposed to be there to teach. That is supposed to be the number one thing that the teacher does. The

program should be run more by the community and be community-based, the breakfast programs for the students.

Parents of the students have a responsibility for their children as well because they are the parents. I wanted to repeat that. I agree with you that the program helps a great deal. In Apex we went to visit the school there and I fully understood that students attend more school when there is a breakfast program. We always support them. If the community can run it on its own, it's better. I agree with you that the Department of Family Services and the Department of Health ministers should be involved. I will meet with them and talk about what else we can do in this area. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. I appreciate the fact that you're willing to have further discussions with the Minister of Health and the Minister of Family Services because I believe this is a really important initiative and we need to invest in our children. I think this is one good way we can do that.

I'd like to ask the minister if he would commit to coming back to the House with, once you've had your deliberations with the other two ministers, and tell us what further plans you have in terms of delivering breakfast programs? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Hon. Minister.

Hon. Tom Sammurtok (interpretation): Thank you, Mr. Chairman. We can do that. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Let us proceed. Mr. Hickes.

Mr. Hickes: I'd like to start off on the business plan under 2013-14 on page 81. About half way down it talks about implementing a revised career planning program for grades 7 through 12. It says it continues to be a work in progress for the department and that work will continue in this fiscal year with an emphasis on a communications plan for implementation.

I've heard numerous stories of students finding their calling or finding an interest of study later on in their academic lives where they've already made poor choices in their course selection which really restricts their ability and in some cases dashes dreams. I really want to emphasize on the importance of assisting our students with their career planning and explaining to teachers and parents to educate the students on how it can open doors and opportunities, Mr. Chairman, for a child's future so that they take a harder education challenge. But at the end of the day their options are almost over-abundant and they're very clear.

Would the minister be able to educate me on the projected time line? It has this over the next couple fiscal years to be working on this. Can the minister let me know how the time line is progressing? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. It's a good question. I thank you for asking it. If it's ok with you, Mr. Chairman, I would like my deputy minister Okpik to respond to that so she can clarify. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We totally agree that that's one of the most important fundamental pieces of work that both parents and students need to undertake in determining course selections. Currently, as of right now, the career program plan is very cumbersome. It's a very long document. There's consultation with the parent and identifying where that child would like to go. We look at it as early grade 6. We really feel that even at grade 6 the students and the parents themselves need to look at where they want their child to be in 4 or 5 years in terms of their course selection.

I don't have an absolute time frame for you but we commit to getting back to you with respect to the actual development and the work that will be done with the career planning document. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I thank the minister and his deputy minister for those responses and I very much look forward to receiving that information. I'm just going to jump ahead a bit, but I will revert back to that fiscal year and the priorities, but I'm

going to jump ahead to 2014-15 as I feel it's related to the question that I just asked.

One of the departmental priorities on page 82 of the draft business plan is to ensure consistency in curriculum across Nunavut that will enable student success and measure against any Canadian jurisdiction. What steps are being taken to measure the adequacy of Nunavut's high school grad standards and compare them to graduation standards across Canada? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Up to now, in our schools for the higher grades we use the departmental exams. But we have to assess the students as to where their learning actually is. We have to further assess them.

Right now we have to set some benchmarks so that we will be able to track progress. That is all I can say. I stated earlier, once we find the benchmarks, the assessments will be based on the benchmarks to see where they have progressed to compared to the rest of Canada. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Along a similar line, I guess, one of the biggest challenges that have been brought to my attention through your deputy minister's responses at the OAG review was attendance. We discussed it a little bit at that level. I'd like to get a

response from the minister on what type of initiatives that the department has been doing that have seen successes? Is there any way we can improve on them?

Chairman: Thank you, Mr. Hickes.
Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thank you to my colleague for asking that question. This past year in Iqaluit, at the Aqsarniit Middle School, we worked with the school computer system people and connected with other students in the school. They could learn together with other students online. Once the computers were online, attendance improved. Once they found that they could share their schoolwork with other students in other places, it really helped attendance. We're going to try it out in Arviat and other communities as well. We will keep the communities and students informed. It really enhanced students' education already.

For the grade 6 to grade 9 students, we're trying to create different resources where these students can be taught more about informatics and computers and also about traveling to other communities. We're trying to bring out subjects that kids and people like, such as learning how to sing or how to use musical instruments. We want to bring more things out that the students like.

We're introducing reading material that shows how textbooks can be made more people-friendly and it will help the students envision as to what they want to do and where they want to go. We will continue to do that to see how we can improve attendance in our schools.
Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I thank the minister for that response and I look forward to seeing some headway on that issue.

I just have one, I guess, hopefully final question regarding the mentoring program for new teachers in Nunavut. It talks about it in their priorities for 2013-14. It's the third last bullet on page 81. The formal mentoring program is being developed by a group of educators from across the territory. The goal in here that's outlined in the status is that it be completed by April of this year so that it will be ready for review and approval. Has that framework been completed?
Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Hickes.
Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank the member for his good question because our teachers are very important in our schools. With that, we have three different mentoring programs for teachers and we have them available through the website to make sure that various pieces of information get out to the new teachers in Nunavut. We have that information or reading material for that. This is going to be implemented in 2014 in the fall time.

Teachers will receive orientation on how the school is operated. Because communities differ from each community, they will also receive orientation when they get to the communities. At this time, we're now starting to set up and working on it so

that we can have a standardized mentoring program for new teachers coming up to Nunavut.

We expect that the standardized mentoring program is going to be completed by June 2014. At that time, we will be able to implement and that's our target date and that's in our plans. Also, NTEP graduates who will be new teachers and new teachers arriving from outside of Nunavut will use that orientation program. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Moving along. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I'm sure that my colleagues had asked those questions, but on page 80 of your business plan, I'm not sure which MLA asked this question on kindergarten to grade 12 instruction. The funding has been reduced.

Just at the bottom, Support to District Education Authorities, the funding line item has also been reduced and also on the same page regional school operations have increased. My question is the two programs that are geared towards the communities for regional school operations have increased and the two were reduced. Why is that? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Although I'm sure this question was posed earlier on but perhaps I'll have to provide a more

detailed answer. I'd like to ask my deputy minister to supplement the response I gave earlier on. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Minister. Although you responded to that but if you'd like to supplement the response, Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The support to district education authorities as mentioned earlier, the decreases of \$1.6 million of early child hood monies that rested with the DEA funding has now been moved to the newly created early childhood education division for them to implement that money.

The other piece that was attached to this was our payments to DEAs don't follow the full fiscal year. We have what we call the fifth payment so when the Department of Education, through the Government of Nunavut, took back the hiring of casuals for DEAs, the fifth payment that the DEA would have received reverted back to the Government of Nunavut because now we hire the casuals on behalf of the DEAs. That amount was over \$300,000 as well. That was the change in funding for DEAs.

With respect to the increase to regional school operations, again this is part of the new money that the Department of Education has received for the new 2 PYs, the *Education Act* implementation specialists. Also, why it's increased in this area is previously we had five American sign language interpreters on contract so we hired them as permanent employees now. We moved that amount of money from contract services to the

compensation and benefits funding.
(interpretation) Thank you, Mr.
Chairman.

Chairman (interpretation): Thank you,
Ms. Okpik. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation):
Thank you, Mr. Chairman. That's clearer
now as to why there was a decrease and
why there was an increase. Thank you
for the explanation.

I'm not sure if this question was posed
earlier but on page 81 under your
business plan (interpretation ends) Under
priorities, the third bullet,
(interpretation) I have a question...

Provide school level support. Can you
explain to me what kind of changes there
will be? Thank you, Mr. Chairman.

Chairman: Thank you, Mr.
Mikkungwak. Hon. Minister.

Hon. Paul Quassa (interpretation):
Thank you, Mr. Chairman. I'm sorry I
did not understand the member stating
"third bullet." Can you explain to me
which bullet you meant?

Chairman: Thank you, Mr. Minister.
Which third bullet are you talking about,
Mr. Mikkungwak?

Mr. Mikkungwak (interpretation):
Thank you. (interpretation ends) Under
Business Plan, page 81, under priorities
2013-14, third bullet, "provide school
level support for implementation of new
high school graduation requirements and
ensure employers and public understand
the changes." Are we foreseeing drastic
changes? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you,
Mr. Mikkungwak. Is that clearer now?
Minister Quassa.

Hon. Paul Quassa (interpretation):
Thank you, Mr. Chairman. Thank you
for the explanation. In regard to the third
bullet, I'll provide a brief answer.

This coming fall, we will be meeting
with the principals and at that time, they
will be able to make more discussions,
but I would like to ask my deputy
minister to supplement my response.
Thank you.

Chairman (interpretation): Deputy
Minister, Ms. Okpik.

Ms. Okpik (interpretation): Thank you,
Mr. Chairman. The changes were
discussed recently and the minister
discussed them through the media.
Although there isn't a huge change,
there's a minor change.

For gymnastics or gymnasium, three
credits and five credits. If you have 75
hours of schooling, it's equal to three
credits. If you're going to get five
credits, you need 125 hours of schooling.
One credit equals 25 hours. For
gymnasium, they would give five credits
right away and we made changes to that.
We changed it from five to three credits.

The mandatory Aulajaaqtut curriculum
for grade 12 has been removed. The
Aulajaaqtut curriculum for grades 10
and 11 hasn't changed, but the student
can still choose which subject the
student needs from the Aulajaaqtut
curriculum. The reason why we made
that change is for science and math so
that the students can have more

discretion as to which subject they would like to choose.

Those were the main changes. We first met with our staff in regional operations and school services and we sent documents to them. They are to distribute the documents to the schools. In August or September, when the school principals come for a meeting or gathering, we will inform them of the new changes. I'm sure that there will be new principals.

Our public affairs officer in our department can provide information to the parents of the schools and put the information out in public places before the school year starts. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I thank you very much for your good response. I would like to move on to another topic on page 82 of your business plan, (interpretation ends) priorities 2014-15, second bullet, "Implementation of Nunavut-wide assessments to assess student literacy in language and numeracy skills." (interpretation) I have a question in regard to this bullet and I'll use an example.

As Members of the Legislative Assembly, we have different dialects. If we want to ask questions or start working with numbers, and we do not understand each other, we revert to English. I would like to know how you are dealing with this issue. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. That is a good question. We wanted to make sure that this was done properly because we have a multi-layered approach to assessments.

In the 2014-15 school year, the assessments will be utilized then, and Fountas and Pinnell benchmark assessment that we will be using in 2014-15 and these are directed for grade 7 and grade 8, they have the same assessment... we have the same assessment, common assessment for those grades.

For grade 7 and 8, 9 we have as well for kindergarten to grade 12 we will be using the Canadian achievement test version 4 and for all the schools... that's for all the schools. Like I stated earlier that this will begin 2014-15 and all the teachers will have to have the knowledge of using these assessment procedures in the schools and we will be notifying the teachers that those are the ones that we will be using for assessing students.

Those are the plans in place that we have for 2014 we will be doing personal development training and in January 2015 we will be supporting the teachers on the assessment or the training plans from May 20. Last week we... balance we did a training program for these school principals. And in September 9 to the 12, 2014 we will have education leaders conference in September and then we will be doing assessments too on literacy. And at the end of September, beginning of October we will also have another training in Kivalliq, Kitikmeot,

and in Iqaluit 2014-15. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Mikkungwak.

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Chairman. I thank the minister for his response. On that same business plan under priorities 2014-15, implement the safe schools initiative. His department, who did they consult with? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Mikkungwak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank the member for his question. I think it was this morning that...

Community and Government Services there was a similar question posed and I can say that we are going to be working with Community and Government Services in that respect for safe schools. We have safe school committees in the schools. There are two individuals from the government and from the Nunavut Teacher's Association; there are two members and some people from the school who deal with the safe schools initiatives. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I thank the minister for the long-winded answer. When we look at the safe schools initiative, I guess we could look at it in two essences; one is the school infrastructure which is looked after by an inspector. The question I was trying to ask was if an angry parent has a

problem with a teacher or something and decides to go on a rampage and scares a whole whack of children, this initiative, has your department consulted with anyone regarding this? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Yes, I understand his question perfectly well. We were just talking about the buildings. On top of that there are also problems that we might encounter such as...

With respect to safe schools we also deal with that in all of the schools to ensure that if there is a problem, such as the member is saying, how the school can deal with that. This is another one that we have to make sure that the schools are safe.

Also with respect to emergencies in the school we are working with the Department of Health and also the Department of Justice, Family Services, and Community and Government Services and the RCMP. Those are the bodies that we work with if there was an emergency in the school. The schools can be closed as soon as possible, right away, if there's an outside danger such as fire or other things.

If there was a death inside the school or if there was somebody that got hurt, those are the types of different things that we deal with. Not just buildings, but things such as the member is describing and we want to make sure that all of the students, the staff and the teachers should not be in any danger. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Minister. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I thank the minister for the response I wanted to hear. I got the full answer.

Earlier, one of my colleagues had asked if the department will support ongoing initiatives for breakfast programs as an initiative for students to attend school. As the minister may recall, the other day I did ask the Department of Community and Government Services, and Community and Government Services has also supported initiatives in prize material for computers, whether it be to both elementary and secondary schools.

Has the Department of Education taken a further look at other initiatives for both elementary and secondary schools so that we keep the school attendance high? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mikkungwak. Mr. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. What we wanted to do was initiate things including the parents. We would like to have a parental engagement with respect to school attendance and prize giving and we want to work with ITK. We will be meeting with them to and we want to be able to include the parents as much as possible in the school. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Minister. Just to remind the members that we are on page G-7. N-7 in Inuktitut. Branch Summary. Department of Education. Kindergarten

to Grade 12 School Operations. Total Operations and Maintenance, to be voted \$154,135,000. Agreed?

Some Members: Agreed.

Chairman: Thank you. Turning the page. Page G-8. Inuktitut N-8. Curriculum and School Services. Department of Education. Branch Summary. Total Operations and Maintenance, to be voted. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I have a question for the minister. One of your priorities for 2014-15, as indicated on page 85, is to ensure the curriculum emphasizes that the basic of reading, writing, math, and problem-solving. Can you describe what specific changes will be made to the current curriculum to achieve this objective? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Savikataaq. Before I ask the minister to respond to that, if you have any questions on G-8, please put your hand up in advance. Thank you. Mr. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. It's an excellent question. We have indicated priorities that we have identified and that we wanted to initiate. There are specific things in there. These guided reading and guided study will be our priorities in the balanced literacy program. I am sorry that I have been switching back and forth between English and Inuktitut and mixing them.

In literacy, those are the ones directed towards obtaining literacy in 2014-15 that we have set goals for. I would like

to elaborate a bit more on them. By stating that we are going to be doing guided reading, they would need to be reading out loud so that the teachers could assess their literacy skills. We know that the teachers do that, but we want more of a balanced literacy program to be done.

Since the students need to have strengths in English literacy in all schools, they would be directed to standardize all those things that every school would have to do. They need to be required to do reading and to become proficient in literacy, especially since they will need to study various subject matters and those require literacy. The teachers would be directing and guiding them in that direction.

If it could be properly understood in Inuktitut, I hope that I have answered you correctly. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, hon. minister. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. (interpretation) Yes, you did answer sufficiently, Mr. Minister. (interpretation ends) This is regarding teaching again. In your opening letter, you remarked that you're investing \$492,000 to "provide teachers with in-depth training on literacy acquisition so they have the skills to teach literacy at each level." Are we hiring teachers who cannot teach literature? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Savikataaq. (interpretation ends) Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Our teachers are different. For some teachers, English is their second language. I think we have given a few examples in relation to the principals. We will be having conferences with them in Iqaluit, Rankin Inlet, and Cambridge Bay in order to address new initiatives, even though they would not be totally new initiatives. Some teachers have qualifications in terms of providing their fellow teachers with specific skills that are required. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Savikataaq.

Mr. Savikataaq (interpretation): Thank you, Mr. Chairman. If I understand correctly, it seems some of these teachers may not be able to teach. I am saying that some of the Inuit teachers cannot really teach literacy in English properly. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Perhaps I did not make myself clear, but I want to say that all of our teachers are qualified to teach, and it is only by having qualifications and having been certified that they can teach. Perhaps my words did not come out clearly. Some of the teachers that we do obtain have various qualifications and some of them are specialists in this field, and that field, and can teach their fellow teachers certain skills.

In terms of priorities that we will be doing, all the teachers will be required to become commissioned of our new

directions that we wish to go to... Thank you, Mr. Chairman.

Chairman: Thank you, Hon. Minister. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I thank the minister for a clear explanation. During the Auditor General's report, it was noted that the marks that some students received in their departmental exams, there was quite a difference in the marks. Some were as high as 30% in difference, and some got 30% less in their departmental exams and final marks during the school.

Can the minister tell us if anything is being done to correct the big difference between the departmental marks and the school final marks? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, (interpretation ends) Mr. Savikataaq. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. That is an excellent question. We are trying to institute new policies to be utilizing the schools. It is because there is a perception that grades in the north are not what they seem to be. Therefore, I have talked about the objectives in 2014-15.

In relation to the question, after we monitor them will we be able to make assessments. The new assessment student information system... we would be able to determine where students in the north are at in terms of their academic skills. This will be useful. All the schools will have all the same standards. I think that it would be

beneficial and the new policies that will be instituted should result in the students being proficient in literacy.

For example, the ministers in NWT and Yukon, we also have discussions about what kinds of systems they have used. It's not just in Nunavut that we have concerns in this area. The other territorial ministers have concerns similar to ours. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I thank the minister for his response. I know that the education system won't change overnight and it's going to be a long process, but can the minister indicate when we may be able to results of the hard work and effort that he's putting into the system right now? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank my colleague. I would like to be able to say that we will start seeing improvement tomorrow, but we won't see improvements tomorrow.

However, we hope that with the assessment program that we will institute, we would be able to determine where the situation is at. Naturally, I want something to look forward to in the future in terms of tremendous improvements. We know that the *Education Act* will be reviewed. Once those are completed, we would have school programs and teachers who are

able to teach students comparable to any students in other parts of Canada.

Looking at the preschoolers, we would begin to direct our attention on them in terms of the early year evaluation. If their IQ could be assessed even before they start preschool at that small age, it could be determined more or less. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Quassa. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Under a different matter, on page 83 of your business plan, I'll read out the third bullet, "To provide a public education system that focuses on graduating bilingual youth who are equipped with the skills and knowledge to succeed in post-secondary studies, and to be successful in the world of work."

I'll focus on "graduating bilingual youth." I'll ask the minister. If a non-Inuktitut-speaking person goes in the school, when they graduate, the graduate will be bilingual in Inuktitut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Savikataaq. (interpretation ends) Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I think I mentioned earlier and I will state it again in a similar fashion. Naturally, we need Inuktitut-speaking teachers or teachers who are cognizant of Inuktitut. I agree with you wholeheartedly that those who graduate should be bilingual in terms of Inuktitut and English or English and the other language, perhaps, but all the students should be able to graduate. . . .

It's only by having Inuktitut-speaking teachers that those people could then graduate being bilingual. Thank you, Mr. Chairman.

Chairman: *Qujannamiik*, hon. minister. (interpretation) We are on page G-8. Education. Branch Summary. Curriculum and School Services. Total Operations and Maintenance, to be Voted. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. You almost missed me. I'm talking about curriculum. I'd like to ask the question to see if you've had any thought in how you will gain the confidence of Nunavummiut that the curriculum that you currently offer now and that you plan to offer in the next school year will be of the highest quality? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. (interpretation ends) I didn't almost miss you, I tried to miss you.

>> *Laughter*

Chairman: Hon. Minister.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Thank you to my colleague. For her question. The education resources in resource development that is where it will help. Through the curriculum because we need proper curriculum. Today we hear that there is not much Inuktitut educational material available in the schools.

Our department is actively creating school books that will be used in Inuktitut. That's all under resource

development. That's how it will help. The parents can be more proud of their students in our school if we have proper materials available. That's what we're trying to do.

Perhaps my deputy minister can elaborate on this so that you can have all of the information that you want to hear. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect to the curriculum that we're adapting and adopting currently, as the minister had announced previously with respect to which pieces of curriculum we would be adapting and adopting those are already nationally recognized curriculum. They are recognized as entrance requirements for post-secondary education for example. That's the standard right there.

As the minister said, we're really looking at resource development because we really need to focus on the resource development from a Nunavut aspect. For example, if in grade 7 there's a science strand on plants that we can use. That's the curriculum strand. What our responsibility would be to develop a resource that would be specific to Nunavut but also look at the global world, as example.

As Inuit we utilize plants, for example. If we look at the *Qulliq* and the *Manaq*, the wick that we use then the resource that we'd develop would use those types of ideas. Because we're a treeless territory, if we look at other treeless parts of Canada do they have similar

types of plants that they would use for that same purpose?

We're bringing a Nunavut context to it but we're also bringing a global context to it as well. When we talk about resource development, we want to start off with Nunavut as the base but exploring from a global context as well. That's a real push right now, to do that resource development, to be able to assist teachers to be able to deliver the content that supports the curriculum strand. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Nice try, but you didn't get away with it. Thank you for that comment. I understand that you have new initiatives coming up, but there is so much talk and discussion last fall about that social promotion; I'm going to use that as an example. Since then, because we in the House we talk with the minister about what his department is doing. We are quite aware of what developments you have done since then.

I asked the question of how you get the buy-in of parents. Only because...I wonder if you feel that they are just as aware as we are of all of the work that you are doing to get to that standard. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Angnakak. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. Ever since I became the minister, I have visited a few communities. Whenever I go to the

communities, I try to go on the community radios because parents, teachers, students, and DEAs have to be fully aware of what is happening. In the few communities that I have visited, I meet with the DEAs and report to them. For the educational staff, I have told them that better communication is very important.

I will be giving information through television and radio so that this important communication can continue, but we are still putting together a communications plan. We need to have proper communication, and that important part of this will be how we can engage the parents and that will help. I can say that, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you, Minister Quassa. Ms. Angnakak.

Ms. Angnakak: I have one last question here. You spoke about \$1 million to provide updated, standardized curriculum and resources, a new literacy and assessment framework that is going to be used in every school. I would like to ask if all of the teachers that will be using these assessment tools, have they been taught how to use them properly and updated using the new assessment framework? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Minister Quassa.

Hon. Paul Quassa (interpretation): Thank you, Mr. Chairman. I thank the member again for asking that question. I believe I touched on some of the issue already. Our teachers will need to be trained on how to use this new curriculum.

Starting in September 2014, we will train different teachers in the three regions. From May until late October up until February we have outlined the curriculum that will have to be taught. The assessments that will be used in the schools.

I want to talk more about the Fountas and Pinnelle system. It has to be learned fully by the teachers so that they'll be able to use it. There are different things that the teachers will have to learn and this will continue until February. We will be able to show the MLAs what these teachers are going to be learning. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. We're on page G-8. Education. Branch Summary. Curriculum and School Services. Total Operations and Maintenance to be Voted. \$16,367,000. Do you agree?

Some Members: Agreed.

Chairman: Thank you. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I make the following motion. I move to report progress.

Chairman (interpretation): Thank you, Mr. Mikkungwak. There is a motion on the floor and that motion is un-debatable. Those in favour of the motion raise your hand. Not in favour. Motion passed.

Thank you. I will stand to report to the speaker. Before we do that, it's Friday. While I'm the Chairman of the Committee of the Whole, I would like to thank the people who assist the chair

people here, as well as our pages, especially the regular members' chairs.

I will now stand and report to the Speaker. Sergeant-at-Arms, please escort the witnesses out. Thank you.

Speaker: Item 21. Report of the Committee of the Whole. Mr. Enook.

Item 21: Report of the Committee of the Whole

Mr. Enook (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 2 and would like to report progress. Also, Mr. Speaker, I move that the Report of the Committee of the Whole be concurred with. Thank you, Mr. Speaker.

Speaker (interpretation): There is a motion on the floor. Is there a seconder? Ms. Ugyuk. (interpretation ends) The motion is in order. All those in favour. Opposed. The motion is carried.

Item 22. Third Reading of Bills. Item 23. *Orders of the Day*. Mr. Clerk.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that on Monday, June 2, there's a meeting of the Regular Caucus starting at nine o'clock in the Tuktu Boardroom.

Orders of the Day for June 2:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions

5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Responses to Petitions
13. Reports of Standing and Special Committees on Bills and Other Matters
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 2
 - Bill 3
21. Report of the Committee of the Whole
22. Third Reading of Bills
23. Orders of the Day

Thank you.

Speaker (interpretation): Thank you. (interpretation ends) This House stands

adjourned until Monday, June 2, at 1:30
p.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 17:47*

