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**DAY 4**

**Thursday, March 8, 2018**

**Pages 140 – 198**

**Iqaluit**

**Speaker: The Honourable Joe Enook, M.L.A.**

## Legislative Assembly of Nunavut

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(Tununiq)

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(Quttiktuq)

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(Gjoa Haven)

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(Cambridge Bay)

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(Iqaluit-Tasiluk)

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(South Baffin)

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**Pauloosie Keyootak**  
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(Pangnirtung)

**Patterk Netser**  
(Aivilik)

**Emiliano Qirngnuq**  
(Netsilik)

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(Aggu)

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**Allan Rumbolt**  
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*Deputy Chair, Committee of the Whole*

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(Arviat South)

*Deputy Premier; Minister of Family Services; Minister responsible for Homelessness; Minister responsible for Immigration*

**Hon. Elisapee Sheutiapik**  
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**Cathy Towtongie**  
(Rankin Inlet North-Chesterfield Inlet)

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**Iqaluit, Nunavut**  
**Thursday, March 8, 2018**

**Members Present:**

Hon. David Akeeagok, Mr. Tony Akoak, Hon. Pat Angnakak, Hon. Jeannie Ehaloak, Hon. Joe Enook, Mr. George Hickes, Hon. David Joanase, Mr. Joeline Kaerner, Ms. Mila Kamingoak, Mr. Pauloosie Keyootak, Hon. Lorne Kusugak, Mr. Adam Lightstone, Mr. John Main, Mr. Simeon Mikkungwak, Ms. Margaret Nakashuk, Mr. Patterk Netser, Mr. Emiliano Qirngnuq, Hon. Paul Quassa, Hon. Joe Savikataaq, Hon. Elisapee Sheutiapik, Ms. Cathy Towtongie.

>>*House commenced at 13:31*

**Item 1: Opening Prayer**

**Speaker** (Hon. Joe Enook)

(interpretation): Mr. Quassa, can you say the opening prayer, please.

>>*Prayer*

**Speaker** (interpretation): Thank you, Mr. Quassa. Premier and members, good afternoon. Our fellow Nunavummiut who are listening to the radio broadcast and watching the televised proceedings, welcome to your Legislative Assembly. Good afternoon.

As we proceed, I wish to inform members that our colleague from Hudson Bay will be absent from the House today due to illness. We hope that you get well soon.

Going to the orders of the day. Ministers' Statements. Minister of Environment, Minister Sheutiapik.

**Item 2: Ministers' Statements**

**Minister's Statement 008 – 5(1):**  
**Climate Change Pan-Northern**  
**Permafrost Hazard Mapping**  
**Meeting**

**Hon. Elisapee Sheutiapik**

(interpretation): Thank you, Mr. Speaker. I will be reading in English.

(interpretation ends) Mr. Speaker and fellow members, I stand today to announce my department's collaboration with the Yukon and Northwest Territories to host a two-day meeting on pan-northern permafrost hazard mapping in Iqaluit which began March 7.

Mr. Speaker, the pan-northern permafrost hazard mapping meeting aims to discuss how melting permafrost is impacting our northern communities and how our jurisdictions can work together to be action-oriented when addressing climate change issues. In addition, this meeting will also explore how to improve climate change hazard map-making by including Inuit traditional knowledge.

Mr. Speaker, officials from my department will be collaborating with officials from the governments of Yukon and Northwest Territories to discuss community perspectives that will ensure northern infrastructure and cultures are resilient to the effects of climate change.

Mr. Speaker, I believe that collaboration and knowledge-sharing is the best way to ensure the long-term well-being of all Nunavummiut, and I look forward to continued collaboration with our northern partners. (interpretation) Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Family Services, Minister Savikataaq.

**Minister's Statement 009 – 5(1):  
Nunavut Roundtable for Poverty  
Reduction Gathering**

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. I say “good day” to the people of Arviat.

(interpretation ends) Mr. Speaker, I am pleased to share that the Nunavut Roundtable for Poverty Reduction will be holding its sixth gathering in Rankin Inlet from April 17 to 19, 2018.

The roundtable is co-chaired by my department and Nunavut Tunngavik Incorporated and provides an opportunity for communities to work together to recommend ideas and actions to resolve social challenges related to poverty reduction. The roundtable is an example of how we can achieve the goals of Article 32 of the *Nunavut Land Claims Agreement*.

Some of the recent work of the poverty reduction roundtable has included informing the proposed reforms to the Income Assistance Program, engaging the federal government on the need to change the Nutrition North Canada Program, providing resources for community-based food security programs, and undertaking research related to homelessness.

The theme and focus of the upcoming gathering will be on community-based solutions to food security and homelessness. Discussions will be informed by the results of the department's needs analysis for second-

stage housing and its research on hidden homelessness across Nunavut.

Mr. Speaker, in advance of the meeting, I would like to thank the community of Rankin Inlet for hosting our roundtable members. I would also like to thank those who will be attending the gathering and sharing their knowledge, ideas, and solutions related to poverty reduction in Nunavut. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Community and Government Services, Minister Kusugak.

**Minister's Statement 010 – 5(1): Team  
Nunavut Going to the 2018 Arctic  
Winter Games**

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I say “good day” to the people of Rankin Inlet who are watching the proceedings and our fellow Nunavummiut.

Mr. Speaker, I rise today to ask my colleagues and my fellow Nunavummiut to join me in sending our best wishes to the Team Nunavut delegation who are participating in the 2018 Arctic Winter Games (AWGs) in the Northwest Territories.

Mr. Speaker, our team is not only comprised of the athletes that will compete. We also have cultural and artistic performers, coaches, trainers, officials, as well as our mission staff, all who have put in many hours of hard work to be able to represent our territory. I thank them all.

(interpretation ends) Mr. Speaker, Nunavut will also be represented by a group of youth ambassadors who will perform various volunteer and diplomatic duties with the host society. These young leaders will be able to take the lessons learned from this experience back to their home communities.

This has been a busy year for Team Nunavut as we have participated in a number of major competitive events. I would like to acknowledge the hard work and commitment of our athletes for pursuing their goals both on and off the field of play as well as our staff at Sport Nunavut and the many volunteers who put in time with the territorial sports organizations. To all of you I say “thank you.”

I look forward to being able to watch some of our teams in competition when I get to Hay River once our session here has been completed.

Mr. Speaker, I would like to invite you and my colleagues in the Assembly to join Premier Quassa, myself, and our Commissioner for the unveiling of the Arctic Winter Games 2018 uniforms and pin sets in the lobby during our break this afternoon.

With that, all we have left to say is “Go Team Nunavut!” *Aksulausaaq!*

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers’ Statements. Minister responsible for the Status of Women, Minister Ehaloak.

### **Minister’s Statement 011 – 5(1): Qullit Nunavut Status of Women Council**

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Today, March 8, is International Women’s Day.

As Minister responsible for the Status of Women, I am honoured to rise today to highlight the activities accomplished by the Qullit Nunavut Status of Women Council and to table their 2016-17 annual report.

In 2016-17 the Qullit Nunavut Status of Women Council focused its efforts on a number of priorities, including:

- Working with partners to prevent violence against women;
- Advocating for affordable housing for families;
- Fostering leadership opportunities for women;
- Promoting the unique and diverse cultural traditions of Nunavut’s women; and
- Supporting women’s interests and independence through equal participation in employment and economic development.

The council also saw the appointment of two new members, Angie Curley and Sileema Angoyuak, and the reappointment of Elizabeth Lyall.

Mr. Speaker, the council has continued to engage in the following yearly projects: Wise Woman Awards, International Women’s Day, December 6 National Day of Remembrance, and the Qullit Leadership Bursary. The council has also played a role in

effectively planning Nunavut's response to the National Inquiry into Missing and Murdered Indigenous Women and Girls.

Mr. Speaker, the Department of Family Services has provided \$250,000 in annual core funding to the council through a contribution agreement. The department looks forward to continuing its support of the Qullit Nunavut Status of Women Council and the work they do to improve the lives of women in Nunavut.

Celebrate all the women and acknowledge the great things they do. Tell a lady close to you or tell a lady close to your heart just how much she means to you. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. I have no more names on my list. Moving on. Members' Statements. Member for Iqaluit-Tasiluk, Mr. Hickes.

### Item 3: Members' Statements

#### Member's Statement 039 – 5(1): Acknowledging International Women's Day

**Mr. Hickes:** Thank you, Mr. Speaker. As a grandson, a son, a nephew, a husband, a father of three beautiful girls, I would be remiss not to recognize International Women's Day.

I would also like to pay tribute to our federal government that, in 2017, announced Canada's first gender-based budget and most recently in the recent budget last week, a budget promoting gender equality.

Mr. Speaker, there are a number of strong women in my life and I think I would be here for well over my time if I went through how many women influenced where I am today, from aunts to my grandmothers' history, representatives on municipal councils, and my aunt, a leader in the cadet program.

I would like to take this moment just to recognize my *anaanatsiaq*. I have a picture of her in my office and I look at it quite often. It was presented to me by one of our interpreters and it helps keep me grounded. She was Jenny Quassa Tootoo. She was a very strong woman. She had to be; she raised 11 boys.

Every day when I'm at work representing my constituency and the Territory of Nunavut, when I look at the photographs that I have in my office, it makes me humble and proud to be representing the people, especially women.

Our own legislature is ever-increasing numbers of women representatives, which is an exciting development and growth of our territory, from our Commissioner to former Premier. The women in our leadership to our president of NTI, the women in our leadership across the territory are to be recognized and valued.

For my male counterparts, we all have wives at home who make sure that they keep the home fires burning, as the saying goes. I just want to take this moment just to recognize that as an elected official, I wouldn't be able to do what I do without the support of my wife and my family. I would just like to recognize that today being International

Women's Day. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Kugluktuk, Ms. Kamingoak.

**Member's Statement 040 – 5(1):  
Congratulations to Kugluktuk's  
Newly Elected Mayor and  
Councillors**

**Ms. Kamingoak:** Thank you, Mr. Speaker. Before I get into my Member's Statement, I am very proud to take this opportunity to join with millions of people across the globe to mark International Women's Day.

I also want to acknowledge and pay special tribute to the women in our own lives who have served as mentors and role models.

Today I wear kamiks that were made especially by my grandma and for that I am very thankful. They keep me grounded.

Mr. Speaker, earlier this week the residents of Kugluktuk elected a new municipal council. I am very pleased to offer my congratulations to Ryan Nivingalok on his success in the election. I am confident that he will bring a lot of energy and good ideas to this position.

I also thank Valerie Miyok and Philip Evaglok for having stood for election.

Mr. Speaker, I also congratulate newly elected councillors Larry Adjun, Miranda Atatahak, Nadene McMenemy, and Danny Zita on their elections to

council. I take that as 60 percent elected women on council. Congratulations!

I also thank Robert Ayalik and Douglas Klengenber for having stood for election as well.

Mr. Speaker, it is very important for the municipal and territorial levels of government to have a close and respectful working relationship.

As the MLA of Kugluktuk, my door is always open to the mayor and his colleagues.

Mr. Speaker, I ask all members to join me in congratulating Kugluktuk's new mayor and council. *Koana*, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Arviat North-Whale Cove, Mr. Main.

**Member's Statement 041 – 5(1):  
Ikajurumajut Volunteers of Whale  
Cove**

**Mr. Main** (interpretation): Let me first thank you, Mr. Speaker. Perhaps if I am continuously voicing my gratitude to my constituents, it may wear on people both from Whale Cove and Arviat.

>> *Laughter*

Yes, so thank you for that.

I rise today to acknowledge and recognize women on this International Women's Day. I am particularly happy and I truly love my dear wife, and I am remembering my mother on this day.

These volunteers from Whale Cove deserve recognition today and I wish to recognize them today. They work together as a group that is called Ikajurumajut, or those who wish to help. They formed a committee to raise funds for people requiring assistance through what is called in English (interpretation ends) bereavement travel (interpretation) or when families are undergoing struggles. The purpose of this group is to provide this type of assistance. They recently hosted a feast in Whale Cove that garnered quite a bit of praise from residents.

I wish to thank the following volunteers: Elizabeth Kabloona, Mona Okalik, Lianna Kalluaq, and Louisa Uluqsit. I extend our deep appreciation for your tremendous dedication and hard work, and I urge you to work even harder to provide this needed assistance. Volunteers provide much-needed help throughout Nunavut. Mr. Speaker, I wanted to recognize them. Thank you. (interpretation ends) Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Gjoa Haven, Mr. Akoak.

**Member's Statement 042 – 5(1):  
Addressing Mental Health  
Services**

**Mr. Akoak:** Thank you, Mr. Speaker. Good afternoon to Gjoa Havenmiut and my colleagues.

Mr. Speaker, I rise today to embark on an important mission to encourage our government to improve and increase

mental health services for the community of Gjoa Haven and beyond.

Mr. Speaker, the community of Gjoa Haven has suffered a number of tragedies and critical incidents in recent years. The lack of adequate services, especially in times of crisis, is a critical factor in the ongoing trauma suffered by community residents.

Mr. Speaker, it is my belief that the establishment of a mental health facility in the community of Gjoa Haven would provide much-needed support and respite for individuals and their families who are suffering from mental health issues.

Mr. Speaker, it is not only the residents of Gjoa Haven who would benefit from additional resources to address mental health issues. Smaller communities such as our neighbouring Kugaaruk and Taloyoak would also certainly benefit from having such services closer to their homes.

Mr. Speaker, it is my belief that offering services closer to home in such areas as mental health, elder care, and substance abuse rehabilitation would be effective and economical for Nunavut.

Mr. Speaker, establishing a mental health facility in Gjoa Haven would allow for professional collaboration between staff at the facility and staff at the current continuing care facility. It would also promote the development of opportunities for home-grown health care workers.

Mr. Speaker, I strongly encourage the government to consider putting more resources towards addressing mental

health issues.

In financial terms. . . .

**Speaker** (interpretation): Mr. Akoak, your time is up. Mr. Akoak, you must ask for unanimous consent if you want to continue with your statement. Mr. Akoak.

**Mr. Akoak:** Thank you. I ask to conclude my statement. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to conclude his statement today. Are there any nays? There are none. Mr. Akoak, please proceed.

**Mr. Akoak:** Thank you, Mr. Speaker. Thank you to my colleagues.

Mr. Speaker, in financial terms we often talk of investing to achieve a profit.

Mr. Speaker, in human terms we must consider investing towards achieving a healthier and happier society.

Mr. Speaker, at the appropriate time I will have questions on this issue. Thank you, Mr. Speaker.

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

**Member's Statement 043 – 5(1): Coral Harbour Participants at 2018 Arctic Winter Games**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. Earlier the minister mentioned the athletes who will be travelling to Hay River to participate in

the Games, our young people who will represent us. I also wish to highlight the athletes representing us from Coral Harbour, as I take pride in their upcoming representation of Nunavut in the Games. They are:

- Kevin Jr. Angootealuk,
- Owen Angootealuk,
- Ossian Ala Ottokie,
- Abel Jr. Kalai,
- David Pee,
- Chase Harron,
- Colin Pudlat,
- Quinton Netser, and
- Zoey Duffy

Work hard. We're proud of you for representing us. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 044 – 5(1): Baker Lake's Jesse Oonark Centre**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. Before I begin my statement, today being International Women's Day, I send my love to my mother as well as my wife, including the women of Nunavut. I hope you have a good day, as well as the people of Baker Lake and Nunavut.

Mr. Speaker, I rise today to express my gratitude to the coordinators of the Jesse Oonark Centre in Baker Lake.

(interpretation ends) Earlier this week the Department of Culture and Heritage

announced that it is holding free printmaking and embroidery workshops at Baker Lake's Jesse Oonark Centre.

Mr. Speaker, Jesse Oonark is a world-renowned artist from Baker Lake who helped to pave the way for printmaking across Nunavut. From the 1950s to 1970s Oonark produced countless prints that are still being reproduced today, more than 30 years after her passing. The Jesse Oonark Cultural Centre in Baker Lake provides space to local artists.

Mr. Speaker, artists and their work make our communities brighter places to live; Inuit artwork gives us an opportunity to appreciate the beauty of Nunavut's history and land.

The workshops that will be held at the Jesse Oonark Centre later this month are a great opportunity for people to explore careers in art. I encourage my fellow residents of Baker Lake to take advantage of this great opportunity.

Mr. Speaker, I would like to say "thank you" to the coordinators of the Jesse Oonark Centre and to the organizations that have made these workshops possible. (interpretation) Thank you very much, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

**Member's Statement 045 – 5(1):  
Acknowledging International  
Women's Day**

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. I rise today on International Women's Day to acknowledge Inuit women in Nunavut.

I take great pride in our ancestors who used to give birth in our igloos. We are here due to our ancestors' birthing practices without any doctors' assistance. I have no idea how they managed that.

I also wish to acknowledge women who impacted my life from the time I could remember, my grandmother Qavangat and Hattie Alagalak from Arviat, including my older sisters, Leonie Duffy, Manitok Thompson, Mona Netser, and Rosemary Sandy.

I state this as I also stand today to acknowledge a person who was recognized earlier today, Qunngaatalluriktuq Tootoo, very well known by residents of the Kivalliq region as well as outside the region.

His grandson, Terence Tootoo, was more skilled in hockey during his youth as we watched him play, and he was Jordin Tootoo's late older brother. There is currently a hockey tournament in Rankin Inlet and this is in commemoration of him. It is extremely important to the residents of Rankin Inlet to acknowledge the surname Tootoo and we are commemorating the name through this tournament with representatives from all over, including a team from Iqaluit, and from every community in the Kivalliq region.

I also wish to acknowledge Rose Tootoo. Although this day may be construed as being particular to Inuit women today, I wish to recognize her as

she has ancestral roots in Ukraine. She is a dear friend of mine, if she is listening.

If the residents of Chesterfield Inlet and Rankin Inlet are watching the proceedings, I take pride in all the women in both communities.

Please feel welcome in approaching us MLAs, and I acknowledge my fellow women MLAs. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Pangnirtung, Ms. Nakashuk.

**Member's Statement 046 – 5(1):  
Celebrating the Women of  
Pangnirtung on International  
Women's Day**

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I thank my fellow residents of Pangnirtung for giving me the opportunity to participate here on International Women's Day.

I wanted to say that I have female relatives who work very hard and help friends. It was mentioned that women provide for the homes, they do hard work, and they provide support to their fellow women through counselling and helping. I'm proud of the women.

I also want to mention that the Inuit Ilagiit Society held meetings in Pangnirtung. They have a soup kitchen. They held meetings with youth, students, parents, elders, and teachers. They were planning to raise funds for over five years so that our children can have a brighter future. They raised funds and they will be announced on the status

after get-togethers.

I have been very proud of the rebirth of the group Pujualussat. It's not only for women; they also provide assistance to men through healing.

I would like to say that I'm proud of the endeavours that the community of Pangnirtung has undertaken. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for South Baffin, Mr. Joanasie.

**Member's Statement 047 – 5(1):  
International Women's Day**

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. Good afternoon to my colleagues and to the people of Nunavut, Cape Dorset, and Kimmirut.

I, too, would like to acknowledge International Women's Day. Women have had a positive impact on our lives; our mothers, our grandmothers, our sisters, our daughters, and our aunts have played a part in our lives.

First of all, my wife is a very good seamstress and she made the top I'm wearing when I was first elected. She also works on other things and she's a very capable person in the house and out in public. Women are very capable. Lots of people are wearing beautiful clothing made by women. The women are powerful and we can feel their strength.

Mr. Speaker, I would like to say that if it weren't for the women, I wonder where

the men would be today. With that I would also like to say to my fellow men to please respect and pay close attention to the women because they bring good, positive things into our lives. Let's take care of them and be friends with them.

The Jerry Cans sing that beautiful song and it's called Arnalukkaq (young woman). I dedicate it to all the women coming from all the men of Nunavut. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Rankin Inlet South, Mr. Kusugak.

**Member's Statement 048 – 5(1):  
International Women's Day**

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I, too, wish to rise today to acknowledge the women of Rankin Inlet, actually all the women of Nunavut, as they deserve acknowledgement and recognition. I feel that one day is too short to do so properly. Let's take pride in our women every day.

The women in Rankin Inlet are very active, so I voice my recognition of them all. We have women involved in various committees, such as the search and rescue committee, providing foodstuffs to those in need, looking after those who require supervision, and providing clothing for the less fortunate. Whenever a fundraising drive is needed, it is generally the women that lead it. Women are working hard nonstop in our community and it makes one wonder how they accomplish that. The women of Rankin Inlet are second to none in this

area, so I express my pride.

Every one of us was born of a woman and we have all had mothers, although some of us still have mothers. Please be proud of your mothers.

I wanted to acknowledge the contributions of the women of Nunavut, particularly Rankin Inlet. I would like to thank all the women for all the work and contributions they provide. It is due to their hard work and skills that we can stand here today within Nunavut. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Iqaluit-Manirajak, Mr. Lightstone.

**Member's Statement 049 – 5(1):  
International Women's Day**

**Mr. Lightstone**: Thank you, Mr. Speaker. I would also like to recognize International Women's Day, as this is a day that is dedicated to the social, economic, cultural and political achievements of women. It's a call to action to support women's rights and advance gender equality. Now, our nation has gone a long way, but we still have a long way to go, ourselves here at home.

I would like to point out that the Government of Nunavut is made up of approximately 66 percent female or women employees, but I would like to point out that the majority of women, on average, are being paid less than their male counterparts. In the last *Public Service Annual Report*, women's average salary was \$87,000 compared to

the male average salary of \$95,000.

Although we have gone a long way, we still have a long way to go. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Aggu, Mr. Quassa.

**Member's Statement 050 – 5(1):  
International Women's Day**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I also say "good day" to the residents of my community.

Similar to my colleagues, I share the sentiments that have been voiced during this International Women's Day, which is recognizing the contributions of women, as we all take pride in our women.

According to our traditional culture, Inuit men can be named after women whom the relatives want to remember. This is an ancient practice and tradition of Inuit. I am quite proud of this cultural practice. I, too, have a name of a woman, Qunngaasalluriktuq, who was commemorated earlier as I heard the name. Shortly after that I heard the name Piunnguallaq, who was the mother of my namesake, Qunngaasalluriktuq.

Another matter mentioned was the capabilities of Inuit women and the fact that many gave birth within an igloo. I personally was born inside of an igloo. This shows the skillfulness of Inuit women that we have all seen and experienced.

I, too, would like to acknowledge and pay tribute to all the women in Nunavut and all the women who are at the Legislative Assembly. Have a great day, all of you. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Quttiktuq, Mr. Akeegok.

**Member's Statement 051 – 5(1):  
International Women's Day**

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. I would also like to recognize women who are residing in my riding. They are working very hard and I am proud of them. I envy all those who have mothers because you can see your mothers working.

Since I represent the High Arctic, there's a woman who is 98 years old. She has not stopped yet; she still works. She recently went to visit her son and then she went back home, which I am very proud to see. Every time I see that woman, she would give me advice and I very much appreciate that.

The Mayor of Grise Fiord, Meeka Kiguktak, has never stopped working. She has a full-time job and she's also the mayor and a mother. She never stops working at the community and I'm very proud of her. She also likes to sing a song of endearment to me and I know that she will do so as soon as she sees me, which will make me shy.

>> *Laughter*

These are some of the various things that we face, especially my wife. She is my

wife and sometimes I treat her like a mother because she takes care of all our daughters and sons.

I'm also named after a resident who was from Arctic Bay and she had many daughters. They work very hard in their community as well as here in Iqaluit and they're visible.

I would also like to thank all the women of Nunavut and the world. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Netsilik, Mr. Qirngnuq.

**Member's Statement 052 – 5(1):  
International Women's Day**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I, too, would like to acknowledge International Women's Day.

Our mothers have raised us and we should be appreciative of that. As our wives are the ones who provide us support from the beginning, let's appreciate and love them. I love my wife. I urge my sons to listen to their mom, including my daughters and adopted child. To all of us who reside in Nunavut, let's listen to our parents so that we can lead a healthy life.

I thank the Speaker for giving me the opportunity to acknowledge the women on International Women's Day. Thank you.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Iqaluit-Sinaa, Ms. Sheutiapik.

**Member's Statement 053 – 5(1):  
International Women's Day**

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. I have to rise and make a statement about the women I have worked very hard with, some of whom are here, some reside within Canada, particularly the women overseas, as it is International Women's Day. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. I have no more names on my list. Going back to the orders of the day. Item 4. Returns to Oral Questions. Minister of Economic Development and Transportation, Minister Sheutiapik.

**Item 4: Returns to Oral Questions**

**Return to Oral Question 001 – 5(1):  
Driver's Licences**

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. The question was posed on March [6] by Mr. Rumbolt. I regret that he's not here. As I stated, I would read the response today, so I will proceed.

(interpretation ends) Mr. Speaker, I would like to take this opportunity to clarify answers I provided to the member.

The Department of Economic Development is currently overhauling

and examining driver's licence issuing processes.

As many of you are aware, there have been numerous challenges associated with the decision of the RCMP to stop providing written and practical exam services.

The member enquired about the plans to replace the RCMP service and I can inform the member that the department is currently reviewing the procedures and has submitted a business case for additional funds to add capacity to the system. Once a decision is made regarding the business case, I will be able to fully update the Members of the House on new procedures.

Additionally the member for Sanikiluaq enquired about the upcoming graduated licensing system approved by the previous Assembly. I should be clear in stating that the department fully supports graduated driver's licences as we feel it will improve safety in our territory.

However, as the [member] is aware, the graduated licensing system greatly increases the number of tests required by the drivers prior to receiving their full licence. I have instructed my staff to ensure that the necessary capacity to conduct examinations is in place prior to implementing the system.

The legislation envisions that the regulations around GDLs would come into force in December of 2018 and we will be making changes to our testing system before then.

Finally the member enquired about the reasons for the RCMP decision regarding driver exams. I would like to

thank the RCMP for the hard work and dedication of their members throughout our territory. I would like to clearly state that it is understandable that these officers have priorities other than providing driver exams.

In our efforts to replace the RCMP service, the department is examining a number of options. The department is working with the Hamlet of Arviat to conduct a pilot project to provide locally-based testing capacity. We will also be hiring casual examiners to help address the backlog.

I am pleased to inform the member that the department has hired a new senior drivers' examiner who will be greatly assisting in this process. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Returns to Oral Questions. There being none. Going to Item 5. Recognition of Visitors in the Gallery. Member for Baker Lake, Mr. Mikkungwak.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. I rarely get to recognize individuals as it is very expensive to get to Iqaluit from Baker Lake. However, I would like to welcome Salomonie Pootoogook, who is originally from Cape Dorset but is now living in Baker Lake. I welcome him. He is originally from Cape Dorset, but he is from my constituency of Baker Lake and I thank him for coming to my office. I would like to welcome him to the House. Thank you very much, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Welcome to the gallery. Recognition of Visitors in the Gallery. I have no more names on my list. Moving on. Item 6. Oral Questions. Member for Gjoa Haven, Mr. Akoak.

### Item 6: Oral Questions

#### Question 025 – 5(1): Addressing Mental Health Needs

**Mr. Akoak:** Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health.

Mr. Speaker, earlier today I addressed the need for mental health services in the community of Gjoa Haven.

Can the minister provide an update on what steps are being taken by her department to increase mental health services across Nunavut? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Health, Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. I understand where the member is coming from when it comes to mental health and it's an important area that I think all of us want to address. We're always looking for ways that we can provide more support to people.

We have a mental health nurse or psychiatrist or psychiatric nurse in every community when we try to address problems in mental health at the local level. In fact the focus that we want to do is to have more mental health services at the community level. It might not be in the form of an actual facility that you are requesting. We also have a

mental health facility in Cambridge Bay and Iqaluit here that provide mental health services.

We have the Quality of Life Secretariat. They provide quite a few programs and services, grants and contributions that communities can access. They can access it if they want to provide mental health counselling, let's say, using more of a traditional method. There is money available for addictions. There's a variety of options that are available for Nunavummiut. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. I note that the Department of Health is looking to hire mental health paraprofessionals in Nunavut communities. Can the minister clarify what types of skills and experience will be required for these positions? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. That position would be under a nurse, anything that's related to health that's not like a professional, like somebody with a degree or diploma. It would be more that relates to helping those that are in more of the diploma positions, if that makes any sense. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. I believe she answered part of my last question.

Mr. Speaker, I appreciate that the government is looking to increase the number of individuals working in mental health across Nunavut. Will the minister commit to also considering the establishment of a mental health facility in Nunavut? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. I thank the member. I guess I can't commit to something as big as that, but I can commit for my department to be working with yourself and your community to find more ways that we can address some of the trauma that your community has experienced because there are other ways as well. Some of the ways, for example, if your community is suffering from a trauma of any kind or would like extra help, we do have a mobile unit that we can bring to your community and work with your members. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Kugluktuk, Ms. Kamingoak.

#### **Question 026 – 5(1): Mental Health Education**

**Ms. Kamingoak:** Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health.

Mr. Speaker, mental health issues are a serious concern across Nunavut. There are many different reasons why individuals may suffer from such issues, including trauma and crisis, substance abuse, a difficult childhood, or even [genetic] conditions.

Can the minister describe what kind of mental health education is provided to Nunavut's health care professionals, such as nurses and community health workers, to help them identify the types of mental health issues that may be affecting their clients? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Health, Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. I thank the member for that question. Being a new minister, I don't know all of the programs and services that are offered, but I do know that the Quality of Life Secretariat works with all community members, including the staff at the health centre. I also know that there is Ilisaqsivik in Clyde River. They also provide traditional counselling when it comes to mental health. There are different areas that are in place. I don't have the whole list, though, that I can tell you, but I do know of those. Thank you, Mr. Speaker.

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

**Ms. Kamingoak:** Thank you, Mr. Speaker. It is important that our health care professionals are able to identify mental health issues at an early stage in order that cases can be dealt with as soon as possible. Can the minister clarify what protocols are currently in place for nurses to diagnose individuals with mental health issues and ensure they get the services they need? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. I thank the member for that question. I can't say that I know the list again off hand, but I would assume that a community mental health nurse, either through somebody making an appointment with them or somebody informing her that maybe one of their family members is sick or needs some kind of counselling, would take that patient and work with them and they would be able to make the assessments of what does this patient need and who should be contacted.

For example, we have telehealth. You can access psychiatric services at the Sick Kids Hospital in Toronto, for example, or we have the mental health facilities. Like I mentioned before to Mr. Tony Akoak, we have mental health facilities as well in Cambridge Bay. We have a facility here and we also have contracts where we can send people out of territory if we need to do that. Thank you, Mr. Speaker.

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

**Ms. Kamingoak:** Thank you, Mr. Speaker. I appreciate that the Department of Health is making an effort to increase resources in Nunavut's communities with the hiring of mental health professionals. Can the minister describe how these new positions will work with communities and health professionals to ensure that those who need mental health services receive them? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. You're absolutely right that's critical. We need people in the communities to be working together. I think one of the strengths of a community is they know each other. They know who is working where. When they can identify a problem, then they say, "Hey, I need to call so-and-so. We need to work on this together." It can be with Family Services. It can be with other staff within the health system. It depends on what the situation is. I think the best way to go is working together in partnership to identify and also to address some of these real, critical mental health issues that arise on a daily basis. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Pangnirtung, Ms. Nakashuk.

#### **Question 027 – 5(1): Issues with the Tammaativvik Boarding Home**

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health.

The minister indicated yesterday that there is a review and that next year they will find some solutions for the medical travel issues. I would like to address the Tammaativvik Boarding Home in Iqaluit; there have been some concerns about it.

There was an elder who was staying there, and they experience really bad things with drunks and that has been told to me. There are elders that have to go to hospital and they have to be kept in a safe place. That is why I am bringing this up.

Can the minister clarify whether there are security guards on staff at the boarding home and, if not, can she clearly explain what security measures are in place to ensure the safety of medical travel clients, especially our elders who need a safe place? That's my question. Thank you.

**Speaker** (interpretation): Thank you. Minister of Health, Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. Yes, it's true that there are always concerns about the Tammaativvik Boarding Home. The issue of security has been brought to my attention and I understand it. I can say that our officials have met with their officials and this was discussed. They have one security guard right now, but they will be coming up with a contract to get an extra security guard. That's what we found out when we met with them. Thank you, Mr. Speaker.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I thank the minister. As we're talking about Tammaativvik and you just indicated that they will be getting an extra security guard, when do you think that will be? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Please be patient.

>>*Laughter*

Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you. From my understanding, the contract will go out in March and it will probably close after about a month. I don't really know that yet, but I know that the contract will go out for tender in March. Thank you, Mr. Speaker.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. This will be my final question. It has come to my attention that the conditions at the Tammaativvik Boarding Home are not ideal. Medical clients have noted that the rooms are not clean and there is dirt around. I know this is an operations and maintenance matter, but we have to be aware of the health of the people staying there; they have to stay in a clean place, especially the elders. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. Yes, any home has to be kept clean. Again, that was one of the agenda items I addressed when my staff had a meeting with their staff, as I indicated earlier. Cleanliness of the facility was also discussed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Arviat North-Whale Cove, Mr. Main.

#### **Question 028 – 5(1): After-hours Calls to Health Centres**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. My questions today are

directed to the Minister of Health.

>> *Laughter*

First of all, I want to say that I am very proud of the health professionals, doctors, nurses, and everyone involved in the medical field. I'm very supportive of them. I'm sure that all of my colleagues appreciate having those types of professionals in our community, but there is a need to improve health prevention in Nunavut. I would like to ask the minister if we can work together in order to make these improvements in the coming years.

(interpretation ends) Can the minister provide some information in terms of protocol and practice regarding after-hours calls to health centres, particularly in communities that don't have a regional health centre such as Arviat and Whale Cove? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Health, Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. I also thank you for always being welcoming. I also appreciate our nurses because they work many hours. We know they try their best, even when they're short-staffed.

(interpretation ends) Mr. Speaker, from what I understand because of course, forgive me, I'm a new minister, so I am trying to learn the ropes as well, but from what I understand from my staff, if there is a call after five o'clock, the call goes to the nurse on call. They have a phone conversation with whoever's calling, wanting to see somebody, wanting to see the nurse. If the nurse determines that the person calling really

should come into the health centre, then she will go to the health centre and she or he will see the client right away.

If, through that conversation, the nurse feels that perhaps the person calling could wait for the next day, then they would talk about it and they would make an appointment together over the phone for the next day or for whenever the next opening can be. If it's to do with any child that is one year old or under, the nurse will see them immediately. Thank you, Mr. Speaker.

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

**Mr. Main**: Thank you, Mr. Speaker. I thank the minister for the response. Has the minister received any specific reports of issues with this particular service regarding after-hours health requests from patients? Have you had any specific incident reports or anything like that coming to your attention recently? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. No, I haven't seen anything like that. If there was anything received by the department, it didn't come to my level yet. Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I have received a letter from my constituents who said that at times when they called the health centre and talked to the nurse in charge, the

phone is never answered. Sometimes it might be an emergency situation and they have concerns, but the phone at the health centre is not answered.

(interpretation ends) It's not a hypothetical question; it's actually a situation that has arisen multiple times. What should I tell my constituents to do if nobody answers the nurse in charge's phone number? Is there another number that they can call or is there something they can do to rectify that situation? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Health, Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. That's a situation that sometimes arises where somebody is not answering the phone that should. We also have the Office of Patient Relations. That's an office that one could call to say, "Can you investigate this? This is something that's not working out for us." You as an MLA can also come to me and we can work out something. There are options that we can do and I would be happy to discuss that with you. Thank you, Mr. Speaker.

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

### **Question 029 – 5(1): Child Apprehension Protocol**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My question is not to the Minister of Health today. (interpretation) With regard to the question, I am unsure if it should be directed to the Minister of Justice or maybe it fits under the Minister of

Family Services.

When a couple has an argument or are at odds, the end result sometimes means their child is apprehended whenever the officials feel either the mother or father is being irresponsible. My question is: which department is responsible for the apprehension of the child? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. I believe that question is directed to the Minister of Family Services, if he can respond to it first of all. Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. When a child is apprehended, usually we use the *Child and Family Services Act*. If the parents are involved, then they go through the Department of Justice. Thank you, Mr. Speaker.

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

**Mr. Netser** (interpretation): Thank you, Mr. Speaker, for your clarification. If the mother has mental problems and the father is okay or vice versa, who apprehends the child? Could the child be given to the grandparents or to the parent whose mind is stable? Thank you. I hope I was clear.

**Speaker** (interpretation): Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. If I understood your question correctly, if there's a problem with one of the parents, the child would either go to the mother or father whose mind is stable and doesn't

have mental issues.

Mr. Speaker, I'll explain how a child is placed when they are apprehended by social services. Apprehension doesn't happen very often, but it does happen on occasion for the best interests of the child. When a child is apprehended by social services, first and foremost the child would be placed with their immediate family and if that's not possible, then they would look at the extended family. If that's not possible, then they would look for foster parents in the community for that particular child. If it's not possible again, then they would be sent either down south or to a child group home. Thank you, Mr. Speaker.

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

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. Thank you, minister, for your response. If the mother or father wants to get their child back once they have stabilized and the grandparents do not want to release the child to either parent, who can the parents turn to for assistance? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. In that situation where the child was apprehended and if the child is to be returned to the parent after everything is normalized, the child would be returned and the parents or parent would approach social services and indicate that they're stabilized and ask to have the child returned.

Social services would do an assessment of the house and they would question the parent and see if the parent is stabilized. If everything is okay, the child would be returned back home. A child has to be with his or her parents, but the household has to be stable. If social services think that it's good for the child to go back, then they would return that child. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towntongie.

**Question 030 – 5(1): Study for Improvement to Docking Facilities in Chesterfield Inlet**

**Ms. Towntongie** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to Minister Elisapee Sheutiapik.

This question is different from the one I asked yesterday. I'm talking about two things and this one is for the marine facility in Chesterfield Inlet. As a preamble, I had a discussion with the Hamlet of Chesterfield Inlet SAO Roy Mullins about a particular child whom I thought was drowned this summer. I was told that it happened more than once. There are incidents of people going to the beach and having an accident where they go into the water. The residents of Chesterfield Inlet believe that is dangerous.

The Department of Economic Development and Transportation conducts studies on how to improve docking facilities. Can the minister indicate whether or not there can be a study done in Chesterfield Inlet? That's

my first question. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Minister Sheutiapik.

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. I learned a lot today. Thank you for your question. I can say at this time that there is funding available for docking and marine facilities, as I stated yesterday. There is funding available from our department called the Small Craft Harbours Program and the communities can make proposals. Thank you, Mr. Speaker.

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

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. I would like to thank the minister for her response. I had received a letter from the mayor yesterday. The hamlet can make a request for funds from the small craft harbour funds. I would like to ask the minister: what information is available that we can send to the people who would like to make a request? I don't think that funding has been accessed by the communities. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Sheutiapik.

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. Yes, I will direct my staff to write the letter to your community on what kind of funding is available. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Uqummiut, Mr. Keyootak.

### **Question 031 – 5(1): Caribou Harvest Numbers by Community**

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. I am going to direct my question to the Minister of Environment.

Mr. Speaker, we're all aware that we in the Baffin are allowed to harvest 250 caribou annually. Mr. Speaker, what is the status to date of how many communities have depleted their total allowable harvest, or have all the communities not reached their total allowable harvest? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Environment, Minister Sheutiapik.

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. I would like to provide a proper response without making an error. I did read it earlier, but I don't want to make a mistake.

What I can say in regard to caribou management is that (interpretation ends) under the *Nunavut Land Claims Agreement*, Inuit have the right to harvest wildlife and they have the right to sell harvested wildlife. (interpretation) Thank you, Mr. Speaker.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. What I was trying to

ask was that the residents of Baffin Island are allowed to harvest 250 caribou. How many caribou have been harvested, or have they almost reached the quota and which communities have reached their quota? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Sheutiapik.

**Hon. Elisapee Sheutiapik**

(interpretation): Thank you, Mr. Speaker. I can state today that I don't have that information with me. It's an ongoing monitor. Caribou management is very important in Nunavut and I have not been given the exact numbers, but they're presently monitoring it. Thank you, Mr. Speaker.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. My question was not answered. Mr. Speaker, concerning caribou management, we are only allowed to harvest male caribou in the Baffin region. How many male caribou have been harvested? Can the minister indicate if there were any female caribou harvested or not? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Sheutiapik.

**Hon. Elisapee Sheutiapik**

(interpretation): Thank you, Mr. Speaker. What I can speak to right now are the harvest numbers for the communities within the Baffin region: (interpretation ends) Arctic Bay, 20; Cape Dorset, 20; Clyde River, 32;

Igloolik, 12; Iqaluit, 41. (interpretation) These are the listed harvest numbers as recorded, but I haven't been informed as to how many males and females have been harvested. Thank you, Mr. Speaker.

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

**Question 032 – 5(1): Justices of the Peace Appointment and Remuneration Committee**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. My questions are for the Minister of Justice.

Mr. Speaker, as the minister is well aware, the Justices of the Peace Appointment and Remuneration Committee is responsible for recruiting new Justices of the Peace in Nunavut.

Can the minister indicate how many times the Justice of the Peace Appointment and Remuneration Committee has met since its formation? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Justice, Minister Ehaloak.

**Hon. Jeannie Ehaloak:** Thank you, Mr. Speaker. Thank you, my fellow MLA. I don't have that information right now, but I will find it for you. I will take the question as [notice]. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. I understand that the minister has taken the question as notice, so I will proceed. Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

**Question 033 – 5(1): Clean Energy**

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

As anyone who has worked with me for any length of time can attest, one of my great passions is energy that is both clean and green.

The Government of Nunavut's energy strategy, *Ikummatiit*, was released back in 2007, over a decade ago. Although many of the goals that are envisioned in the document, such as moving towards greater use of hydroelectricity, wind power, and solar power, remain valid today, the strategy itself needs to be updated to take into account developments over the past decade.

Can the minister tell us what direction she has given to her officials regarding the importance of updating our government's energy strategy? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Energy, Minister Sheutiapik.

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Thank you for the question. I can say, through the briefings, that our department has been proactively working with other agencies and departments, the Qulliq Energy Corporation, Community and Government Services, and the Nunavut Housing Corporation, on alternative energy.

I think it's best that I take that question as notice because I will be tabling the Auditor General's report. There may be

information in that report that might clarify issues or targets we might not have met. The audit is coming; I'm tabling it this week, so I'll take that as notice. (interpretation) Thank you, Mr. Speaker.

**Speaker:** The minister has taken the question as notice. (interpretation) I will proceed. Oral Questions. Member for Netsilik, Mr. Qirngnuq.

**Question 034 – 5(1): Status of Taloyoak School Upgrade**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Education.

Mr. Speaker, many Nunavut parents want to see their children graduate from school as they know that education is the key to a good future.

The Taloyoak District Education Authority has written to the Minister of Education requesting a new high school for the community. Can the minister confirm that he has received a letter from the Taloyoak DEA requesting a new high school? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Education, Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I also thank you for the question. The Department of Education has received the letter and we're looking into the request. I can say that we have that letter. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq:** Thank you, Mr. Speaker. The community of Taloyoak is growing fast. There are many more potential students than in the past years. If all these children attended school, it will not be big enough to accommodate them. I do recognize that attendance is an important factor in deciding whether a new school will be built. Can the minister clarify what considerations have been given to building a new school in Taloyoak? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I agreed with you when you said that we as parents should be encouraging our children to go to school and there needs to be a good environment in the school for them to attend. There are many schools that are being built right now and are under consideration for the future.

The request from Taloyoak will have to be put into consideration in the capital plan. The number of students and the size of the school should be considered. I will want to work with the district education authority on how we're going to plan for education in Taloyoak. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq:** Thank you, Mr. Speaker. The parents in the community of Taloyoak are in full support of education and are very aware that

education is an important factor in getting future employment in the community. Will the minister commit to providing an update on his department's plans for building a new school in Taloyoak before the end of the sitting? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I can say that for the request from Taloyoak for a school, we collaborate with Community and Government Services and we would like to do a preplanning study. I will be bringing it up again next time we discuss the capital plan for the Department of Education. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Before we proceed, I would like to recognize former MLA Mr. Tapardjuk. Welcome.

>> *Applause*

Oral Questions. Member for Iqaluit-Manirajak, Mr. Lightstone.

### **Question 035 – 5(1): Climate Change**

**Mr. Lightstone:** Thank you, Mr. Speaker. My questions are for the Minister of Environment.

In my member's statement yesterday, I spoke about the importance of addressing the impact of climate change.

In 2016 the government merged two entities into a single Climate Change Secretariat, which falls under the responsibility of the Department of Environment. Information published by

the secretariat indicates that one of the initiatives that it has been working on is “Developing climate change action plans for five pilot communities in Nunavut.”

Can the minister confirm which communities have been involved in this project and will she commit to tabling the results of the pilot project at the earliest opportunity? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Environment, Minister Sheutiapik.

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. Yes, once it is completed or even if it’s not completed, we can provide information on which communities are involved and where they’re at. Thank you, Mr. Speaker.

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

**Mr. Lightstone:** Thank you, Mr. Speaker. There has been a lot of discussion in recent months about the impact of the new federal carbon tax.

Mr. Speaker, although the word “tax” is never very popular, it is important that we keep in mind that the Government of Nunavut has publicly stated that it “recognizes the role of carbon pricing in the pan-Canadian Framework for Clean Growth and Climate Change. Given Nunavut’s particular circumstances, the Government of Canada and the Government of Nunavut will work together to assess the implications of carbon pricing in the territory for its economy, communities and people...”

Can the minister clarify what role she and her department have been playing in this assessment process? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Sheutiapik.

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. I can respond by saying that the (interpretation ends) Minister of Finance or the Premier (interpretation) can provide proper responses to this question. Thank you, Mr. Speaker.

**Speaker** (interpretation): I apologize. Your final supplementary, and make sure your question is directed to the Minister of Environment, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. My last supplementary question is also directed at the Minister of Environment.

Earlier this week the Office of the Auditor General of Canada publicly announced that the AG’s next report to our Legislative Assembly will be tabled in the House next Tuesday, and it will be on the issue of climate change in Nunavut. As the minister will be aware, similar reports were recently presented to the legislatures in the other two northern territories. Mr. Speaker, I’m very much looking forward to our televised hearings on this report and the important subject that it addresses.

Can the minister tell us today what progress has been achieved in developing an updated climate change strategy for the territory? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Sheutiapik.

**Hon. Elisapee Sheutiapik**

(interpretation): Thank you, Mr. Speaker. (interpretation ends) Great question. As you know, this department was created last year and they have been working on a strategy. I, too, look forward to the auditor's report because, being new, it's going to help us better strategize if there's something lacking. I, too, look forward to the auditor's report. (interpretation) Thank you, Mr. Speaker.

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

**Question 036 – 5(1): Unlawful Property Forfeiture Act**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. My questions will be directed to the Minister of Justice.

Prior to me asking the question, I would like to make a comment. It's regarding Bill 19. I had asked a question a year ago and after I had asked the question yesterday, the same questions that I had asked a year ago were publicized by the news media, and I got similar answers from a year ago.

My question to the Minister of Justice is regarding Bill 19. The minister replied that "It is estimated that it will take six months to a year to have the necessary work done to establish this forfeiture office. The office will be made of a legally trained director and one or two caseworkers."

My question to the Minister of Justice regarding Bill 19, *Unlawful Property*

*Forfeiture Act*, is: will the director and the two caseworkers, as indicated to the response I received, be hired by August of 2018? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Justice, Minister Ehaloak.

**Hon. Jeannie Ehaloak:** Thank you, Mr. Speaker. Thank you, Mr. Mikkungwak. To your question, as I stated yesterday, the Department of Justice is working on, like you said, job descriptions and other processes that will set up this office. I cannot promise whether or not this department will start or open in August of 2018. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I thank the minister for her response. Bill 19, *Unlawful Property Forfeiture Act*, was introduced in June of 2016 and passed in March of 2017. After the bill was passed, I had asked these questions. My next question here is: is there a definite timeline regarding the office location and the employees being hired? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak:** Thank you, Mr. Speaker. A final decision on where the forfeiture office [will be] has not been decided. However, it will probably be in Iqaluit because of the need for communication and close contact with the RCMP "V" Division and the public prosecution office, which are both headquartered here. The location would also make it easier for the director to file

court documents and appear for forfeiture hearings at the Nunavut Justice Centre.

However, the location of the forfeiture office will be able to receive cases from any community in Nunavut. The community has not been decided, but it's looking like it will probably be in Iqaluit. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. A year has lapsed before any of the employees have been hired or an office has been decided. My last question regarding Bill 19, *Unlawful Property Forfeiture Act*, is this: in the particular bill, Bill 19, section 33, there is a forfeiture fund which has to be established also and new regulations have to be involved in that. Do we anticipate for this particular forfeiture fund and the new regulations to be established, as a year has already lapsed, in the next six months or a year? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak:** Thank you, Mr. Speaker. The Department of Justice is focused on setting up the office, which will include a small organization of the department and staffing all of the positions. As this is a completely new office with new legal powers, we want to ensure that the administrative structure is in place before enforcement can begin. In the meantime the department is preparing any necessary regulations, including those involving the special

fund, so that once the office is established, it can begin. Thank you, Mr. Speaker.

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

**Question 037 – 5(1): 30th Anniversary of the Environmental Technology Program**

**Mr. Hickes:** Thank you, Mr. Speaker. I didn't think I would get two questions today, so I'm going to satisfy a curiosity. Mr. Speaker, my question today is for the Minister responsible for Nunavut Arctic College.

I was driving around the other day and I heard a radio ad talking about the 30-year anniversary of the Environmental Technology Program at the college and I was very intrigued with not just the length of how long that program has been available, but it raised a curiosity; my Curious George factor had to come into play. I was curious: out of 30 years, how many graduates from that program? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Nunavut Arctic College, Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Speaker. Thank you, Mr. Hickes, for the question. The Environmental Technology Program is 30 years strong. It has been stronger than ever, and uptake is always high. I don't have the exact figure of how many have taken the program over the 30 years, but I can say that 85 percent of the graduates have all found employment in their field of study. I think this is a highly successful

program.

**An Hon. Member:** Hear, hear!

>> *Applause*

**Hon. David Joanasié:** Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. That leads into my next question, not just with this specific program but with programs across Nunavut Arctic College. When people go into these programs and there are graduates, is there tracking to how many get employed in their field of study after graduation? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. I agree with Mr. Hickes. We want to do that as much as we can in all the fields of our students that go into, whether it's ETP, NTEP, all across the board. We want to be able to track that. I think, with our new president and also vice-president, what they want to do is have academic plans for students over a five-year period, looking at what are students going into but also on the back end, once they finish completing their studies, where do they go. I look forward to working with them on that and moving forward. Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. I

thank the minister for that response. I, too, would look very much forward to seeing hard facts and those types of statistics. It leads me to my final supplementary.

How is success of college programs determined if we're not tracking employability links to the field of study? Is the success measured on the money expended to put a program forward? Is it measured in positions filled or employment after? Currently how does the college decide how to continue to maintain a specific program, measuring a success to it? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. That's a great question, Mr. Hickes. I think, for us at the college, we're looking at how many students are graduating. That's one indicator of success. That's one of the hard facts that we can look at. Also in addition to that, another area that we want to focus on too is that sometimes some of our students might not have completed their studies, but they come back at a later date. I think that's another area that we want to keep getting more students returning and completing their studies. I think that's another area of success that we can work towards from the college and in the communities as well. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members, please note that the time for question period has expired. Mr. Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I would like

unanimous consent to go back to Item 5.  
Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to go back to Item 5 in the *Orders of the Day*, Recognition of Visitors in the Gallery. Are there any nays? There are none. Mr. Kusugak.

### **Revert to Item 5: Recognition of Visitors in the Gallery**

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I would like to recognize a fellow resident of Rankin Inlet. I would like Raymond Mercer Jr. welcomed into the gallery.

Also, I recognize this individual. When I first became a member, Louis Tapardjuk was one of the first people who welcomed me. We sat next to each other for a number of years. I am one of the many people that he has taught and some of the staff here in my time as a minister. I thank and welcome you.

Also from my department, I would like to recognize Policy Analyst/ Communications Officer Kris Mullaly, Sport and Recreation Development Officer Alison Griffin, Sport and Recreation Development Officer Brittany Masson; and the Arctic Winter Games athletes who will be modelling the uniform later are Anna Lambe, basketball player; Tiivi Tauki Ipeelie, hockey player; Samprass Okah, futsal player; and the youth ambassador will be Rosalina Naqitarvik. Please feel welcome in the gallery.

>>Applause

**Speaker** (interpretation): Thank you.

Please feel welcome. Recognition of Visitors in the Gallery. Member for Aggu, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I would like to recognize someone from my community, my brother-in-law, Louis Tapardjuk. Welcome. He is a board member of the Inuit Uqausinginnik Taiguusiliuqtiit, and I'm very proud that he is still doing what he loves to do.

I would also like to recognize someone who has been a good friend of mine for a very long time. He is my fellow Pauloosie. Paul Irngaut has been working with Nunavut Tunngavik for a very long time and I think he knows everything about all the wildlife now. Please feel welcome in the gallery. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Please feel welcome. Recognition of Visitors in the Gallery. Member for Amittuq, Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. I, too, would like to recognize on International Women's Day all the women here. I would first of all like to welcome my son who is named after my mother, Jarrod Javagiak, and his mother, Samantha Morgan, who is very good at what she does. We have been able to keep going because she is very supportive. I would also like to recognize my older brother Jopie Kaernerck. Please welcome them to the gallery. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Please feel welcome. Recognition of Visitors in the Gallery. Member for (interpretation ends) Arviat South, Mr. Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. I would like to recognize people from Arviat, my son Joe Jr. Savikataaq, my sister-in-law Lilian Savikataaq and her daughter June Savikataaq. They were supposed to come here last fall during the swearing-in ceremony, but they couldn't get here because of bad weather. They're able to be here now to see the proceedings and I would like to warmly welcome them to the gallery. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. June, welcome to the gallery. Recognition of Visitors in the Gallery. Member for Aivilik, Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. I would also like to welcome a former colleague of mine as an MLA, Louis Tapardjuk. When we held a cabinet retreat in Chesterfield Inlet, we were really arguing about Piqqusilirivvik. He wanted it in his community and I wanted it in a smaller community. We argued all day about that. We are good friends, but we had that big argument at one time. Please feel welcome, Mr. Tapardjuk. It's great to see you.

>>Applause

**Speaker** (interpretation): Please feel welcome, Mr. Tapardjuk. Recognition of Visitors in the Gallery. Member for (interpretation ends) Rankin Inlet North-

Chesterfield Inlet, Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. My maternal uncle's grandson, Ray Mercer, I love you. Please feel welcome. I think he's actually my nephew. Paul Irngaut helped me at NTI and as I was finishing my term, he was my assistant. Please feel welcome. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Welcome to your Legislative Assembly. Recognition of Visitors in the Gallery. I have no more names on my list. Going back to the orders of the day. Item 7. Written Questions. I don't see any show of hands. Item 8. Returns to Written Questions. There being none. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Responses to Petitions. Item 12. Reports of Standing and Special Committees. Item 13. Tabling of Documents. The first one is Minister Ehaloak, Minister responsible for the Status of Women.

### Item 13: Tabling of Documents

#### Tabled Document 012 – 5(1): Qullit Nunavut Status of Women Council Annual Report 2016-17

**Hon. Jeannie Ehaloak:** Thank you, Mr. Speaker. As I stated earlier, I am tabling today the Qullit Nunavut Status of Women Council's 2016-17 Annual Report. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. Minister responsible for Nunavut Arctic College, Minister Joanasie.

**Hon. David Joanasie** (interpretation): I didn't bring the documents. I'm sorry, Mr. Speaker.

**Speaker** (interpretation): That's okay. Tabling of Documents. Minister of Education, Mr. Joanasie.

**Hon. David Joanasie** (interpretation): I didn't bring those documents either; I forgot them.

**Speaker** (interpretation): Both of them? Okay. Thank you. Member for Netsilik, Mr. Qirngnuq.

**Tabled Document 013 – 5(1): Motions from the Hamlet of Taloyoak's September 26, 2017 Council Meeting**

**Mr. Qirngnuq:** Thank you, Mr. Speaker. I wish to table today a copy of the motions that were passed by the Hamlet of Taloyoak during its council meeting of September 26, 2017. These motions concern the government's municipal block funding program.

Mr. Speaker, I will have questions for the appropriate minister at the appropriate time. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. Member for Kugluktuk, Ms. Kamingoak.

**Tabled Document 014 – 5(1): Keadjuk Family: Letter of Thanks**

**Ms. Kamingoak:** Thank you, Mr. Speaker. I was pleased to note the Minister of Justice's statement yesterday on the National Inquiry on Missing and Murdered Indigenous Women and Girls.

This initiative helps to support families who suffer from their loss, including those who are left wondering what has happened to the women and girls who have gone missing from their lives.

Recently the RCMP made a significant breakthrough in the case of Mary Rose Keadjuk, originally from Kugluktuk, who went missing in Yellowknife in 1993. The family is extremely grateful for the efforts made on behalf of their relative and have asked me to table this letter in the House on their behalf in order that they can publicly thank all those involved in resolving this case and helping them reach closure. *Koana*, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. There being none. Item 14. Notices of Motions. Item 15. Notices of Motions for First Reading of Bills. Item 16. Motions. Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Item 19. Consideration in Committee of the Whole of Bills and Other Matters. Bills 1, 2, 3, and 4 with Mr. Mikkungwak in the Chair.

Before we proceed, we will now take a 20-minute break.

Members, let me remind you that our youth who will be representing us at the Arctic Winter Games are here, so please go see them and show your pride for the fact that they're going to be representing Nunavut. Mr. Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. If you will allow me, I would like to go back to Item 13 before we proceed. Thank you.

**Speaker** (interpretation): Minister

Joanasie is seeking consent to go back to Item 13. Are there any nays? There are no nays. We're now on Item 13. Tabling of Documents. Mr. Joanasie.

**Revert to Item 13: Tabling of Documents**

**Tabled Document 015 – 5(1): 2016-2017 Annual Report of Nunavut Arctic College**

**Tabled Document 016 – 5(1): 2014-2015 Annual Report of the Department of Education**

**Tabled Document 017 – 5(1): 2015-2016 Annual Report of the Department of Education**

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I am tabling first Nunavut Arctic College's 2016-17 Annual Report.

I am also tabling the amended versions of the 2014-15 and 2015-16 annual reports from the Department of Education. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. There being none. We're now on Item 19. We will now take a 20-minute break.

Sergeant-at-Arms.

>>*House recessed at 15:35 and Committee resumed at 16:06*

**Item 19: Consideration in Committee of the Whole of Bills and Other Matters**

**Chairman** (Mr. Mikkungwak): I would like to call the committee meeting to

order. In Committee of the Whole we have the following items to deal with: Bills 1, 2, 3, and 4. What is the wish of the committee? Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. We wish to continue with Bill 1 and continue with the review of the capital appropriation for the Department of Community and Government Services, followed by the Department of Education. Thank you, Mr. Chairman.

**Chairman:** Thank you. Are we in agreement that we first deal with Bill 1 with the review of the departments of Community and Government Services and Education? Agreed?

**Some Members:** Agreed.

**Bill 01 – Appropriation (Capital) Act, No. 2, 2018-2019 – Community and Government Services – Consideration in Committee**

**Chairman:** Thank you. Minister of Community and Government Services, Minister Kusugak, do you have officials that you would like at the witness table?

**Hon. Lorne Kusugak:** Yes, I do, Mr. Chairman.

**Chairman:** Thank you. Does the committee agree for the officials to enter the witness table? Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. (interpretation) Sergeant-at-Arms, please escort the minister's officials in.

Thank you very much. For the record, Minister Kusugak, please introduce your

officials. Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. To my right is my Deputy Minister, Lori Kimball, and to my left is my Assistant Deputy Minister, Eiryn Devereaux. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Welcome. (interpretation ends) We're still on page J-3. Community and Government Services. Local Government Services. Total Capital Expenditures. \$47,287,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Community and Government Services. Petroleum Products Division. Total Capital Expenditures. \$3,250,000. Mr. Netser.

**Mr. Netser** (interpretation): Thank you. (interpretation ends) Just a quick question, Mr. Chairman. (interpretation) It was very cold this winter in Coral Harbour. What we call bad gasoline might be in short supply for home heating fuel. Does the minister know about that situation? Thank you.

**Chairman** (interpretation): Thank you very much. Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you. At this time we're not aware of the situation and I believe we're going to have an adequate amount of fuel in all communities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Community and Government Services. Petroleum Products Division. Mr.

Akoak.

**Mr. Akoak:** Thank you, Mr. Chairman. I just have one question. In June of 2017 the previous Legislative Assembly approved capital carryover funding for tank farm projects in Baker Lake, Cambridge Bay, Gjoa Haven, Igloolik, Pangnirtung, Rankin Inlet, and Sanikiluaq. Can you provide an update on the status of these projects? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you. I believe my Deputy Minister, Ms. Kimball, can respond to that question. (interpretation ends) Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. I don't have the details for each of those individually, but we can definitely provide that to you.

**Chairman** (interpretation): Thank you very much. Following the list of names, Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. I was trying to ask this question yesterday. I will say it in English. (interpretation ends) Your department's proposed 2018-19 capital estimates include \$3.25 million for the Tank Farm Code Compliance Program. Information provided by your department indicates that this funding will be used to upgrade various Nunavut tank farms and bring those facilities up to code. Your department also indicates that it plans to undertake two to four of

these upgrade projects each year. Can you provide a breakdown of how this funding will be spent during the 2018-19 fiscal year? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. The projects we want to undertake in 2018-19 for Kimmirut, Hall Beach, and Clyde River are to repair (interpretation ends) actuator valves, (interpretation) change underground utilidor systems and (interpretation ends) replace them with double-walled piping, tank inspections, painting for proper colour-coding of the different types of fuel, and overflow protection systems. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Community and Government Services. Petroleum Products Division. Total Capital Expenditures. \$3,250,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Go to page J-2. Community and Government Services. Total Capital Expenditures. \$50,537,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Do members agree that we have concluded the Department of Community and Government Services? Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Closing comments. Hon. Minister of Community and Government Services, Mr. Kusugak.

**Hon. Lorne Kusugak:** Thank you, Mr. Chairman. (interpretation) I would like to thank my colleagues for their very excellent questions. I am very pleased that the members are interested in where the money is going to be spent, as we expend large amounts of money. We will make sure that we get the information you wanted that we weren't able to provide. We will have a response for you before the end of the sitting. Thank you for requesting information.

I very much thank all our government employees at CGS who prepare us for these meetings. I especially thank the two officials sitting with me at the witness table for their assistance. Thank you, Mr. Chairman, for running a very good meeting.

**Chairman** (interpretation): Thank you very much. Sergeant-at-Arms, please escort the witnesses out.

Sergeant-at-Arms.

>> *Committee recessed at 16:14 and resumed at 16:15*

### **Bill 01 – Appropriation (Capital) Act, No. 2, 2018-2019 – Education – Consideration in Committee**

**Chairman** (interpretation): Thank you very much. We will now be dealing with the Department of Education. (interpretation ends) Hon. Minister of Education, Mr. David Joanase, can you please proceed with your opening comments. Minister Joanase.

**Hon. David Joanasie** (interpretation):  
Thank you, Mr. Chairman. Good afternoon, members and Nunavummiut.

Mr. Chairman, I am pleased to be here today to present the proposed 2018-19 Capital Estimates for the Department of Education.

Mr. Chairman, the 44 schools across Nunavut represent a significant capital investment and commitment to education. Our schools host a total of 9,085 students from kindergarten to grade 12: 1,768 in the Kitikmeot region, 2,825 in the Kivalliq region, and 4,492 in the Qikiqtani region.

Mr. Chairman, the Department of Education's proposed capital estimates for 2018-19 is \$40,521,000. Capital projects across Nunavut that will continue during the 2018-19 fiscal year include:

- The new high school in Cape Dorset is in its third and final year of construction, with a budget of \$9,526,000. This school is scheduled for completion in August 2018.
- The new high school in Igloolik is in its third and final year of construction, with a budget of \$840,000. This school is scheduled for completion in June 2018.
- The new school in Kugaaruk is in its second year of construction, with a budget of \$21,950,000. This school is scheduled for completion in August 2019.
- My department is proposing a budget increase from \$800,000 to \$1 million for IT infrastructure. This increase

addresses the need for replacement or repair of intrusion alarms, CCTVs, paging systems, and telephone systems. It also addresses the need for replacement of Internet-capable devices, such as computers, modems, routers, SMART Boards, and printers, to ensure they are capable of working with current software.

- My department is proposing a budget increase from \$5 million to \$6 million for ongoing lifecycle repairs. Lifecycle items include major components of a building, such as foundations, boilers, generators, roofs, siding, flooring, wall finishes, windows, and air handling units, that require periodic repairs or replacement if they have met or exceeded their intended lifespan.

This budget allows us to prioritize capital projects with the assistance of the Department of Community and Government Services and prepare for repair or replacement, minimizing impacts to the delivery of school programs.

Mr. Chairman, my department is also requesting a minor capital budget of \$925,000 to complete minor repairs, renovations, and upgrades. This budget covers projects that are often health and safety related, as well as small projects such as wheelchair ramps, chairlifts, and mould remediation.

Mr. Chairman, each year we review requests for school buses and departmental vehicles. In 2018-19 we have budgeted \$280,000 for new or replacement vehicles that are past their intended lifecycle.

Mr. Chairman, we gather information from hamlets, district education authorities, communities, schools, and the Department of Community and Government Services to develop, plan, and manage our capital priorities.

I look forward to your questions, comments, and discussion as we review the Department of Education's capital estimates for 2018-19. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) I will now ask Member Lightstone to proceed with his opening comments. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I am pleased to provide opening comments on behalf of the Regular Members' Caucus as the Committee of the Whole begins its consideration of the proposed 2018-19 Capital Estimates of the Department of Education.

Mr. Chairman, the Department of Education's proposed capital estimates for 2018-19 include three community-specific projects which are ongoing from previous fiscal years and four projects for which funding will be allocated to meet various Nunavut-wide capital needs during the 2018-19 fiscal year in the areas of information technology, ongoing maintenance and repair, as well as for such items as school buses.

Mr. Chairman, members recognize the need for budgets to be allocated towards the ongoing maintenance of buildings and other such infrastructure, and also for the upgrading of equipment which is old or out of date. Members were

pleased to note that a number of specific projects and estimated budgets have been identified under these line items for the upcoming fiscal year.

With respect to funding for school buses, however, members have requested further detail regarding which specific communities are being considered to receive new or replacement school buses in the upcoming fiscal year and what criteria are used to establish the need for additional bus services.

Some communities are expanding rapidly in size and such environmental hazards as severe weather fluctuations or threats from wildlife such as polar bears must also be taken into consideration in determining busing allocations.

Given that school busing services are provided through such varying means as contracted services or with government-owned assets, members would appreciate receiving a comprehensive listing of the types of school busing services that are provided across all of Nunavut's communities.

Mr. Chairman, members recognize that the department's current practice for prioritizing school projects takes into account such factors as current student enrolments, attendance rates, and existing school capacity. Members would appreciate receiving up-to-date information on enrolment and attendance rates for all schools across Nunavut. Members urge the department to put greater emphasis on long-term community population trends and anticipated future needs as part of its capital planning process as well as taking into consideration any long-term environmental issues that certain schools

may be facing.

Mr. Chairman, as we are all aware, the Peter Pitseolak School in Cape Dorset and the Kugaardjuk Ilihakvik School in Kugaaruk were both destroyed by fire in recent years and members are pleased to note the progress in replacing these facilities as well as the government's efforts to ensure that students have been able to continue with their studies in the interim. Members encourage the minister to provide ongoing updates on the progress of these projects as we proceed.

Mr. Chairman, members support the department in its ongoing efforts to implement security measures, such as installing CCTV cameras to capture outside perimeter images at schools, and encourage the minister to work with his officials in considering further options for combating the ongoing threat of vandalism and damage to school facilities and school playgrounds.

Members have raised concerns with respect to the lack of information made available to parents regarding crisis response protocols and safety standards at Nunavut schools and encourage the minister to work with district education authorities in providing up-to-date information sessions on these and related issues in all of Nunavut's communities.

Mr. Chairman, during the minister's appearance to discuss his department's draft capital estimates for 2018-19, the challenges of ensuring adequate and appropriate housing for education staff were addressed. Members encourage the minister to work closely with the Minister responsible for the Nunavut Housing Corporation to establish a long-

term housing strategy for education staff. The lack of adequate housing continues to have a considerable impact on staff recruitment and retention.

Mr. Chairman, computer technology is now a standard tool in the delivery of education programs across Canada. Members are in full support of the minister's plans to update equipment across Nunavut's schools as technology evolves. During the minister's appearance to discuss his department's draft capital estimates for 2018-19, members were pleased to receive an update on the new hearing and sound field technology that is being implemented across learning spaces in Nunavut's schools as well as the additional funding being dedicated to student supports and staff training in this area.

Mr. Chairman, that concludes my opening comments on the proposed 2018-19 Capital Estimates of the Department of Education. I am confident that individual members will also have comments and questions as we proceed. Thank you.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Minister Joanasie, do you have officials that you would like to appear before the committee? Minister Joanasie.

**Hon. David Joanasie:** Yes, please, Mr. Chairman.

**Chairman:** Do members agree?  
Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. (interpretation)

Sergeant-at-Arms, please escort the minister's officials into the House.

Thank you very much. For the record, please introduce your officials, Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. On your right and on my left is Pujjuut Kusugak, Deputy Minister, and to your left and my right is Assistant Deputy Minister John MacDonald. Thank you.

**Chairman** (interpretation): Thank you very much. Welcome. It's Deputy Minister Kusugak's first appearance before the committee. Please feel welcome.

(interpretation ends) I would now like to ask the members to go to page G-3. Education. Corporate Services. Total Capital Expenditures. \$40,521,000. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. I'll first speak to one of the communities that I represent, Naujaat. They got a new school and we're pleased with that as well as the community. It's a beautiful school and we thank the government for providing the school in Naujaat.

The new school is right at the end of town, almost outside the community, and it's quite a distance from the old part of the community. There are two schools now in Naujaat. They have a very small bus that provides services to both schools and it's lacking. The district education authority asked for support for another bus. Can the minister explain how they would initiate a request for a bus? Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. School buses are included under the *Education Act* and we work with the district education authorities. That's how we usually initiate them. As soon as they put in a request through correspondence and provide a motion, we would initiate a review. We have to put under consideration the number of students enrolled in the community and the distance from the school. They also consider the distance for safety purposes. Those are the things that are considered before we make a decision for providing a bus for the community. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. I also thank the minister for his response. I apologize; I did not say "welcome" to the minister and his officials. Welcome to the witness table.

The school is quite new. I believe the department should know since it is their building that it's very far from the old part of Naujaat. Naujaat is growing at a very rapid rate. Maybe the Department of Education doesn't know how far the new school is from the community.

As I stated before, we now have two schools in our community. It's evident that there are many students and that is why we now have two schools in Naujaat. Perhaps the Department of Education doesn't know how far the new school is from the old part of the community. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank the member for his question. According to my understanding, the site for the new school in Naujaat was selected with the assistance of the Department of Community and Government Services and the Hamlet of Naujaat. For the lot size, we have to look at other needs of the community. They located the new school at that site for various reasons. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. It seems like nobody considered that the new school would be quite far from the community. I noticed last winter that some students had to walk quite far to the school. Some people with vehicles have to pick the students up on their way to school. Otherwise they would have been late because they have to be back in school at one o'clock. The bus is now too small to provide service for the two schools.

I know that the Kivalliq School Operations in Baker Lake consults and visits the community. Can't they make a report to your department to provide recommendations on which communities require busing services? Perhaps they're not allowed to make recommendations to your departmental officials. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The site of the school was the only site that was selected with the help of the local education authority. To date, Naujaat has made an application for buses. There is more than one community that is requesting to get a bus, so we're looking at the highest priority and need of each community. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. Thank you, minister, for the response. It states here that there is \$280,000 for buses. Will Naujaat be receiving a bus as well? Some buses are managed by the contractors. If you're not going to include Naujaat in this line item, perhaps you can negotiate with the private businesses in Naujaat to make sure that they provide busing services. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Hon. Minister of Education, Mr. Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If I understand you correctly, with the help of DEAs, we can discuss how they provide contracted busing services. When we're purchasing new buses, it goes through O&M. I hope that I'm coming across clear. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. We will be expecting a bus this coming summer in Naujaat

because they are in dire need.

I live in Coral Harbour. The old school in Coral Harbour is one of the oldest buildings in Nunavut. I visited the school prior to Christmas and they're lacking space. There isn't even a computer room in the school. The school smells of mould. The odour of mould is so strong in the school. I was in the school for one hour and got a headache. Some of us cannot handle mould physically. Some of us get headaches if we smell mould. It's becoming hazardous in that school.

I would like to know if you have any plans to construct a new school in Coral Harbour, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank the member for the question. We are quite aware of the Sakku School that he is talking about. We understand that it needs to be rectified. We are now drafting a business case at this time. At the appropriate time in the month of May or June 2018 we will be able to complete the business case.

However, I would like to say again that they put in an exhaust fan in the school to make sure that the air is exchanged properly. We are considering what the member is talking about and I'm sure that we will rectify the issue in the future. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Netser.

**Mr. Netser** (interpretation): Thank you,

Mr. Chairman. Thank you, minister. Just to provide clarification, part of the school staff, one of the SSAs, had stated that their students are lacking space. Some students don't have a classroom, so they end up in the gym. When one of the classes goes to the gym, the other class goes to use the classroom because they don't have enough space.

When I visited the school, I noticed all the classrooms were full of mould odour. Each classroom had a plug-in air freshener. Every time it rains, the middle of the floor gets a puddle in the classroom. I would like you to include that in the business case because you have to consider Coral Harbour for it has required a new school for quite some time. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. According to the work that needs to be done on various schools, we know that the Sakku School is one of our priorities and we have started planning on it. We have been considering whether to put in an addition or renovate it, or to provide portable schools. We are considering various options and it will be more evident as to which options we will be using for our plans this coming summer/spring. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. The minister had stated that there are options to fix or renovate or get portable schools. Thank you for

considering that.

Minister, can I ask you then that the department will work closely together with the municipality and the DEA to make sure that they are provided all the information? Instead of just telling them what we're going to do, perhaps you can consult with the hamlet council and the DEA in Coral Harbour and involve them before you make a decision. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for your question. The DEA is where we usually start and we work closely with the DEAs when we have to construct new schools and they are usually the first people we contact. The municipalities also take part with local entities that they need to work with. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Following the list of names, Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. My first question is: which communities currently have busing services provided by private contractors? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If the member can wait a bit, I will provide the information as to which communities have contracted busing services.

I'll start with the Baffin region. The communities that have contracts with the Department of Education are Cape Dorset, Hall Beach, Kimmirut, and Qikiqtarjuaq. The other communities have different contracts.

The Kivalliq communities that have contracts through the DEA are Chesterfield Inlet, Coral Harbour, Naujaat, and Whale Cove. The other communities of Arviat, Baker Lake, and Rankin Inlet don't have DEA contracts.

All Kitikmeot communities have contracts through the DEA. Thank you.

**Chairman** (interpretation): Thank you very much. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. As for the other one... I'll ask my question in English. (interpretation ends) IT infrastructure, computer and access to the Internet have become important tools in many institutions and workplaces. My question is: to what extent does Nunavut's curriculum and educational programming rely on the use of computer technology? Thank you, Mr. Chairman.

**Chairman**: Thank you. That is more of an operations and maintenance question. Ms. Towtongie.

**Ms. Towtongie**: Thank you, Mr. Chairman. I'll go back to it later.

Lifecycle renewal, \$5 million in funding was allocated for lifecycle repairs in 2017-18. How does your department prioritize and address these issues under the lifecycle renewal budget?

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. With respect to lifecycle repairs, whenever the Department of Education has a critical need to have something fixed, they first look at that. They determine if it has to do with the school's plumbing or boiler system or air handling system. Anything that keeps a school operational is looked at. Whenever something breaks, it's always a critical matter. We always consider emergency repairs first.

**Chairman** (interpretation): Thank you very much. Ms. Towntongie.

**Ms. Towntongie:** On occasion schools experience major issues. For example, all the windows in Rankin Inlet were broken and vandalized, such as fuel spills, and I just mentioned vandalism and so on. Are any communities currently facing major school repair issues which are affecting the delivery of the education program?

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Yes, as we just heard from Mr. Netser, if anything like windows needs to be fixed, it affects the education program. I would like to point out that if the infrastructure is too old for lifecycle repairs or if the school needs to be closed down, we consider that as well for emergency repairs so that the school won't need to be shut down. That's one of the priorities that we have, thinking about the students that need to be in school. I hope that was understandable. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Towntongie.

**Ms. Towntongie:** Thank you, Mr. Chairman. Vandalism is becoming an increasing problem across Nunavut's communities and schools are often targeted by vandals. How many schools currently have security camera systems in place and secondly, does the department have a plan to install security systems in all of Nunavut's 43 schools? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We don't want vandalism in schools, breaking of windows or any parts of the school to be occurring because it's really no good for healthy communities. Whenever something like that happens, we always want to fix them right away at the first opportunity. However, all schools have security cameras and some of them need to be updated but not annually. There are 44 schools actually and sometimes when the technology gets too old, we try to update them. We try to keep that in the planning. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Towntongie.

**Ms. Towntongie** (interpretation): Thank you, Mr. Chairman. This will be my final question. Which communities have been identified as currently having a critical need for school staff housing? Is it all communities or which communities? Rankin Inlet is larger than Chesterfield Inlet and has less housing available. Are there any statistics on that? Which communities have a critical

need for school staff housing? That's it for me. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): If I understood the question on housing for teachers, I can't say which communities have shortage of staff housing for teachers. I can say that we work with the housing corporation to provide housing for teachers whenever there is a need. We know that in some communities some teachers who work together share a home. I can't say which community has the most of those problems, but it's a concern in all the communities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Following the list of names, Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. The question that I would like to ask is in the opening comments on page 3 about the new school in Kugaaruk. There may be some changes made to the new school with a budget of \$21,950,000. Will that funding be spent in one year? Thank you.

**Chairman**: Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. This is for the planning for 2018-19. The school is scheduled for completion in August 2019. Yes, that money is for one fiscal year. I hope that you understand that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Let me move on to the five-year capital plan. Mr. Chairman, let me know if I'm moving a little ahead. I'll read in English about the construction of the new school in Kugaaruk. It's about the scope of work.

(interpretation ends) The new school will be 400 metres, (interpretation) if I'm not mistaken, (interpretation ends) and it will accommodate 450 students. It will have 21 classrooms made up of one kindergarten classroom, 13 standard classrooms, one home study classroom, one trades classroom, one science classroom, two multi-purpose classrooms that can each be subdivided into two separate rooms, one student support classroom, one learning coach classroom, administration offices, a special needs classroom, a daycare, a resource centre, and gymnasium, with washrooms and storage.

(interpretation) I am very happy that this has been documented. However, the question I have is in terms of a library. We think that there should be a library because we learn while we read. It looks like the school is not going to have a library. I don't see anything here about a library. That's what I'm asking about. Are there any plans to add a library? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Hon. Minister of Education, Mr. Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We work with the local DEA to plan the school. We were thinking that everything is becoming computerized and you can get reading material through that as well

because we can put a whole library into one computer and you can put so many books into a computer. We wanted them to put more thought into that. The local DEA was involved in the planning of the school. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I should be grateful that we're getting a new school, but here I am arguing away. I am just thinking that some Inuit are not computer-literate. Some people can read whereas other people can't read, and that's why I was asking that question. This is just a general comment. I don't have any more questions. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Following the list of names. Education. Corporate Services. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. I have a few questions, but I would like to start off with stating that considering the schools are quite often the largest facilities in many communities, I was curious when I noticed that none of these new schools being constructed have any O&M costs associated with them, such as water, sewage, staff housing, fuel, or power. Is there an explanation for that? Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. This information is in the Community and Government Services' budget. Thank

you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Lightstone.

**Mr. Lightstone**: Thank you. I had anticipated such an answer for schools that were replacing the other schools that were burnt down by fires, but I'm assuming the new school that is being constructed in Igloolik didn't have a prior budget attached to it. Is CGS not requesting additional funds for that budget? Thank you.

**Chairman**: Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. If I understand the question, I believe it should be directed to CGS, Mr. Chairman. Thank you.

**Chairman**: Mr. Lightstone, if you can repeat your question. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. When you're constructing new schools, what is the estimated cost to provide power and heat? Thank you, Mr. Chairman.

**Chairman**: Thank you. Minister of Education, Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. If I understand correctly, that is the responsibility of CG&S. Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Well, I'm hoping that maybe next year we can have fully completed

substantiation sheets that don't have these O&M costs left blank.

I'll move on to my next question. Considering these schools are some of the largest facilities that are owned in the government's assets, I'm assuming that they take a considerable amount of energy to power. As I had mentioned previously, I was disappointed that there was no alternative energy initiatives incorporated in the designs of these new schools, considering the fact that they are actual designated emergency facilities for the communities.

If the school were to lose power or run out of fuel, then the school would still need to generate power through alternative sources. What I'm trying to get at is I'm really disappointed that there's no solar or wind turbine associated with the construction of the new schools. Maybe with the new schools going forward, we will be able to see those included.

With that being said, we definitely need to be forward-thinking when we're planning our capital estimates and how we're going to spend our capital dollars. When I was reading the scope of these schools, I did notice that none of them include cafeterias to be providing lunch or food programs. I'm curious why cafeterias were not included in the scope of these schools. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Usually in the communities the children go home for lunch. We're not looking at making

any changes. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I would just like to state that with the number of children going home to food-insecure homes, these children are going home to empty fridges. I am hoping that in the future we can start moving towards providing more food programs, but I'll leave that for another time.

I would like to go on to the Igloolik new high school. When I was reviewing the scope on page 2, I did notice that Igloolik's high school did not include a student support room or learning coach classroom. Is there a reason for that? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The school design was made before we had learning coach positions available. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Lightstone.

**Mr. Lightstone:** Thank you for that response. Moving on to the next school, the Kugaaruk school, it's being built without a library. I would just like to ask: considering that there's no library, how many electronic reading devices will there be provided for these kids to read from? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): I can't say how many of these devices will be available in that school, but once I have the numbers, I'll provide it to Mr. Lightstone and I will table it in the House. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Moving on to the next project, the buses, I was surprised at the minister's response to the number of communities that rely on contracted buses. I'm curious to know if there was a contract versus purchase calculation used when deciding which schools to buy buses for and which schools to contract out the services for. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The district education authorities have the authority through the *Education Act* to administer that. That's how it's set up, (interpretation ends) Mr. Chairman. (interpretation) Thank you.

**Chairman**: Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. One supplementary question on the buses is I know that the contracting busing services must vary quite a bit from community to community. I'm curious if the minister would happen to know the average cost of a busing contract. I believe here it stated that the average cost is \$125,000. Thank you, Mr. Chairman.

**Chairman**: Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. There are different contracts with different limits in each of the contracts and the contract dollars are getting higher every year according to what we can gather from the information. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Thank you for that response. Would the minister be able to provide us with that information at a later date? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Yes, I will.

**Chairman**: Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Last question on the buses is: what happens to the old buses once they are replaced? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for your question. CG&S is usually the department that handles surplus assets. Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr.

Chairman. Thank you for that response. Moving to ongoing lifecycle, I would like to state that I appreciate all the detail that is put into these substantiation sheets. In the substantiation sheet, the department has justified the increase in the ongoing lifecycle for the 2018-19 fiscal year, but the department has not justified the request ongoing. I'm curious if the prior budget, I believe it was \$5 million, is expensed fully every year. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. We usually expend the whole amount every year. If we're looking at all the schools and if we're going to do all the projects, we estimated that it would cost over \$100 million. Thank you, Mr. Chairman.

**Chairman:** Thank you. Following the list of names, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I would like to take a step back to the IT section. When we're talking about doing a replacement of the CCTV, or closed-circuit television, in the substantiation sheet it speaks to the 29 schools that require replacement or repair and the \$260,000 that's being allocated to it is to do two schools.

With the recent losses that we've had with education facilities and closed-circuit television being a way to mitigate or at least the threat is there that people are being watched, are two schools per year going to be the plan going forward? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you

very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Thank you for that question. I can say that from 2016 to 2018 we have installed 12 closed-circuit televisions in the schools over the last two years. If we use this money wisely, we can install more CCTVs. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I understand that when there is closed-circuit television, it's being recorded somewhere. Is there any desire or any foresight being examined on actually having monitored cameras like a motion sensor type thing would trigger an alert that somebody is in an area where they're not supposed to and it could be immediately monitored by a live person? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. We are currently looking at that, but transmitting the information from the CCTV online would use up a lot of bandwidth. We also have to factor that in when we're making those types of considerations. Thank you, Mr. Chairman.

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

**Mr. Hickes:** Thank you, Mr. Chairman. With the current system, you're saying it's not bandwidth. Is it just recorded on site? As an example, if a school does burn down, do we lose all the footage of the surrounding area or is that data

stored offsite? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The footage is only located at the school. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I think it might be worth examining some type of technology, whether it just be hardwired to a nearby facility, to be able to have that data available. I'm sure it would make any investigations... . Hopefully we will never need another investigation, but if there was one, it would make things a lot easier. I'll leave that as a comment.

I would like to take a step back to the busing when a couple of my colleagues were talking about contracts. Here in Iqaluit there have been some recent public opinions. I'll use that word mildly. The buses are overcrowded, that we're barely, if we are, meeting the need. I know that the DEA has the authority to contract the provider. I know the provider here in Iqaluit does a great job with the resources they have as well.

What parameters within the contract... ? Is there like growth coverage or is it needs-based? If buses are overcrowded, is there an obligation on the contract provider to purchase more equipment and that type of thing? I think the minister knows where I'm going. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We are working with the district education authorities on busing. As I stated earlier, we consider the distance from the school and the number of students. Looking at the priorities, there are many communities with needs. The community with the most need is prioritized with the different contracts out there. We take his question into consideration. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I know that we have quite a robust district education authority here in Iqaluit. Where I was leading to is: what type of control do they have over the contract? I know they're the ones signing the contract with the provider and it's funded through the Department of Education. I know we're talking about the average \$125,000 per contract. I can only assume, with the size of our capital city here, that the contract would be substantially higher than the average.

Where I'm getting at is: what type of flexibility does the DEA have to work with the contractor to make sure that all the needs are being met? I know there's quite a tight schedule for all the different schools that we have. There are staggered times of pick-ups and drop-offs to be able to use the existing resources, but I have also heard comments that buses are overcrowded. When you're overcrowding a motor vehicle, there are safety concerns.

I don't know if that's a comment or if there's a question in there somewhere, but I wouldn't mind some further analysis from the minister. Thank you.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The district education authorities can set their own bus schedules and set up routes that the buses can take. They have the authority to identify other routes if they need to make improvements.

However, I would like my Assistant Deputy Minister, Mr. MacDonald, to answer if you will allow him, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you very much. Mr. MacDonald.

**Mr. MacDonald:** Thank you, Mr. Chairman. In Iqaluit there's an exception. In Iqaluit the department actually signs and administers the contract on behalf of the district education authority, and that's unique in our system. Elsewhere the DEA either directly delivers the busing services or we issue a request for proposals on behalf of or in association of the DEA to contract locally.

In the case of Iqaluit the contract has some flexibility, but some of the limits to that are obviously the number of buses available and the contractor's ability to hire drivers to operate those buses, and so on and so forth. If there are identified issues, whether it would be overcrowding as an example, as busing is the responsibility of DEAs, we would be relying on the district education

authority to alert the department of concerns and we would react by helping them to problem-solve.

For example, we would initially look at are the routes appropriate and do some analysis to see if the bus is in fact overcrowded or if there's something else at play, perhaps rumour. Ultimately, if there is an issue, the department would look at ways to modify the contract to meet the need. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll just ask this very simple question. Has the DEA approached the Department of Education with any concerns over bus overcrowding or is it just rumours or analogies around the city? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. To my understanding, we've had discussions with them, but they haven't put a request in. I hope you can understand that. Thank you, Mr. Chairman.

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

**Mr. Hickes:** Thank you. I'm just going to change to my next topic here.

Again, one of the concerns that have been brought around the territory a number of times is the snapshot of enrolment in the school year. Those numbers are used not only for O&M and staffing but for infrastructure to make

sure that, if a community or a school district area has a need for renovation, expansion, or a new school, it is based upon those numbers. Over the years I have heard the discussion numerous times in this House and in the public on the timing of that snapshot.

I'm just wondering, for the benefit of the millions of people watching these proceedings, if the minister could describe the purpose of that specific date of being taken as a snapshot of enrolment. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. It's after the school year starts at the end of September when they count the number of students enrolled or in attendance. When we get that information, yes, what Mr. Hickes is saying is true that it affects the budget. Once the utilization rate reaches 85 percent, it initiates the planning. Using Kimmirut as an example, if they have a capacity for 100 students and 85 or more students are enrolled, then that would initiate the capital planning process. Thank you, Mr. Chairman.

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

**Mr. Hickes**: Thank you, Mr. Chairman. I'm sure there will be other questions on that topic, but I'll let it drop for now.

I would like to go into the ongoing lifecycle page and I brought this up during our committee meeting with the Joamie School safe bus drop-off area. I know there are a number of renovations

of that area to be able to provide safety for the children who go to that school that's in my constituency to make sure that the kids are being able to meet their parents, get on the bus and everything safely.

At the time I suggested very strongly that there be discussions not just with the DEA but with the principal and staff of the Joamie School to make sure that any planning being done is meeting the needs from a working level. I'm not somebody from an office planning level, so I just wondered if the minister can assure me that that discussion did occur. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank the member for the question. Yes, we would like that to be ongoing to involve the school principal and the district education authority. We would like to carry on that practice, as Mr. Hickes stated. Thank you, Mr. Chairman.

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

**Mr. Hickes**: Thank you, Mr. Chairman. One of the concerns that were brought to my attention at that time too is that there was a small shed or a medium-sized shed that is currently just being used for cold storage. Part of the plan was to remove that and put the road in that area. Although it's an inadequate facility, it's still being used. The question I had at that time was to make sure there would be storage consideration taken into mind during this project as well. That was one of the concerns that were brought to me

and I just wondered if that has worked its way into the planning process as well. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We want to initiate discussions on storage spaces and if they can consider sea cans for storage, whether it would be more appropriate or not. We have begun discussions with Joamie School, whether they could use a sea can outside of the school. Thank you, Mr. Chairman.

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

**Mr. Hickes**: Thank you, Mr. Chairman. I'll follow along with that. It is the only school out of all the schools in Iqaluit that is physically in my riding, so I want to make sure I keep on top of that.

I'm sure the minister was listening very closely to my discussions with the Minister of Community and Government Services yesterday on the preplanning proposed addition to the École des Trois Soleils here in Iqaluit. I noted with some interest that the project was on hold, as it was described, due to a dispute.

As I mentioned yesterday, this is a concern to me for a number of different reasons. One specifically is that just because there is a dispute now doesn't mean it's going to be a dispute ongoing. Are we losing time and opportunity to access Heritage Canada or other federal program funding to complete a renovation for this facility itself?

When it was built, it was only at a 50

percent cost to the territory unlike other schools where it's 100 percent cost. If we can maximize economically to be able to access outside dollars flowing in for our infrastructure, I believe it's a shame that we're not taking advantage of opportunities such as this.

I would just like to get the Minister of Education's perspective on why this project is currently on hold. Thank you, Mr. Chairman.

**Chairman**: Thank you. Minister of Education, Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, I was following his line of questioning yesterday. It is before the courts, so I'm not at liberty to say.

He talked about federal funding, that we are looking at the possibility of that school. There could be some federal funding that our department can tap into for that specific project. Thank you, Mr. Chairman.

**Chairman**: Thank you. Maybe you might want to clarify that, Mr. Hickes.

**Mr. Hickes**: Thank you, Mr. Chairman. I'm not getting into the legal discussion or disagreement. My point is just because there is a disagreement today doesn't mean that it's going to be ongoing. If we're losing time, I've got a letter from the then Minister of Education, February 28, 2014, talking about this project. That was four years ago. Losing another period of time concerns me. We all know how disputes can be ongoing for lengthy processes, but they can also be solved very quickly.

I'm quite sure that whatever dispute is ongoing between the CSFN and the Department of Education doesn't include this infrastructure proposal. I would just like to maybe get some confirmation from the minister that they will unblock this project and continue to move forward. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you, Mr. Hickes, for the question. We're still in the development of that for Trois Soleils. We are planning as though once... This dispute is actually very close to a resolution or an agreement. Once it's made, we are in that mode where we can move forward with this project. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I purposely left a few seconds on the clock in case I needed to ask one more question.

>>*Laughter*

What I'm hearing is that this project is still blocked until such time as this disagreement has been resolved. If the minister could maybe correct me, I would like to have heard that you're going to continue planning for this project and work it into the capital plan. As we all know, it could take a long time to get that worked in on the assumption that the dispute would be resolved sometime in the near future. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister

Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. The member's understanding seems to be correct. Thank you, Mr. Chairman.

**Chairman:** Thank you. Following the list of names, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Welcome, minister and your officials. Good afternoon.

I don't have too many comments to make. Let me first go with this: we need to make our students a priority, which is understandable. However, we're going to have to talk about the schools that have burnt down.

From my understanding, some kids are able to go under the school and set the school on fire. When we went to Pond Inlet last month, I saw with my own eyes the kids crawling under the school. What is your department doing to make sure there is fire prevention in place for the schools? Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Thank you for your question. I'm sorry we have lost schools. They burned the schools down with arson, which is a crime that has happened in our communities more than once. Before the division of Nunavut from the Northwest Territories, we had experienced that quite a few times.

I want to get your support that this does not occur again. Our department wants to make sure that we give serious

consideration to this issue. As you have stated, kids can crawl under the school. What else can we do to prevent that? Alternatively, if we see something like that as parents, who do we report it to? We want to make sure the process is very clear so that everyone knows and parents inform their children that playing with fire can result in a negative impact for the community. I just want the members to make sure that we educate the parents and the public. We need to wake up our community residents. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. Getting to specifics, what would the cost be to make it so that no one can get underneath every school in Nunavut? What would the cost be? Does the department have that information and do they have a plan for when this date we will have the bottom of every school sealed off with steel, gravel, or whatever? I'm getting specific, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I can't give you a definite price because the schools' foundations differ from each other. If they can crawl under the school and if they can put in a fence, we would like to make sure that we look into these issues as soon as possible. The security camera system can be used as a deterrent. We don't know exactly how much it would cost to work on all the schools to make sure that nobody can crawl under them. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main** (interpretation): Since you don't know the price and you're reviewing it, when will you be able to know how much it would cost? I believe we can work on it during our term or this fiscal year. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Perhaps we can educate the public to make sure that they don't play with fire. I just wanted to reiterate that. Our priority should be to educate people about fire prevention. I probably can't say whether we can do this every year. With respect to his question, (interpretation ends) can he rephrase it? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. I'm just trying to get a date and a cost. If the cost isn't available, what is the earliest date when we can have this issue dealt with basically so that we can make it so that children cannot go underneath any school anywhere in Nunavut, like physical barriers? Thank you.

**Chairman** (interpretation): Thank you very much. I think that's clearer now. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I'm reluctant to respond because I would be guessing. We would need to review all the schools. I can say that the new schools that are being constructed will be built so that

there is no access underneath the school. That has occurred in Cape Dorset. If we're going to be dealing with this on an annual basis, I can probably guess how much it will cost if we want to plan on it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main** (interpretation): I thank the minister. I would be in full support when we start working on that in the coming years.

I don't want to just talk about fire, but do all the schools have proper insurance in case of fire? Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The Government of Nunavut's Department of Finance deals with insurance through the Risk Management section. The schools are currently insured. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main**: Thank you, Mr. Chairman. I'll move on to a few other subjects. I'll just make a comment on the bus contracting issue. I'm not going to ask for an answer on this.

I feel it's a great opportunity for local businesses across Nunavut to make some money and it's a great opportunity for the government to step back and let private business do its thing. My personal feeling on the subject is that the government shouldn't own a single bus

across Nunavut. It should be all contracted out because I feel that private businesses can do it more efficiently than the government could. That's just a comment.

When it comes to designing new schools, I'll just rattle off some numbers here: Cape Dorset design, \$3.5 million; Igloolik design, \$2.2 million; and Kugaaruk design, \$21.9 million. It's in the substantiation sheets. I'm pretty sure there's an explanation for that discrepancy there, if the minister could clarify. Thank you.

**Chairman**: Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It might be a typo, but (interpretation) that's the average cost for design, looking at the size of the school. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main**: Thank you, Mr. Chairman. Just wanting to learn more about that project in particular, could the minister explain the timeline and the construction methods that are planned for the Kugaaruk school, considering that it was a response to an emergency event? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. For the Cape Dorset school, they had used the design-build through contract. With that, the

contractors were designing the school and they had to order the materials right away to make sure that it makes it on the sealift. That's why it cost so much for Kugaaruk. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main**: Thank you, Mr. Chairman. Before I move on, I would just ask the minister maybe if he can provide some further information later on or at a further date regarding the Kugaaruk \$21.9 million for design. I'm just interested to understand more on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. That is for the design and construction. The school construction is included in the \$21.9 million. If you want to get a breakdown, I can provide it to you and I can table that information here. Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I'm getting tired of speaking in English, so I'll switch to Inuktitut.

For those of us who are living in Arviat, there are many young people and children. We now have three schools in the community and we had expected in the past years that we would get a fourth school. We were going to get a fourth school in our community according to my understanding that the government had expended \$1 million for the

planning of the school. Can the minister provide an update on the status of the school that was to be built in Arviat? Thank you.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. With respect to the annual number of students in Arviat, I don't know how it happened, but there was a 22 percent drop in enrolment since 2012. There is an 85 percent threshold. The school has to be utilized at 85 percent and it has not reached 85 percent, so the proposed new school for Arviat was removed. That's the current status. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I also thank the minister. How many communities across Nunavut have exceeded the 85 percent utilization rate? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Let me look for that information. To this date there are nine schools. Hold on, please. In 2016-17 there were nine schools that were in that utilization rate. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main** (interpretation): Which are the nine schools? Thank you, Mr.

Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The schools are the Kugluktuk High School and Taloyoak's Netsilik School, which are in the Kitikmeot; in the Kivalliq, Arviat's Levi Angmak School and (interpretation ends) Qitiqliq Middle School, (interpretation) and Sakku School; in the Baffin, Iqaluit's Joamie School, Igloolik's (interpretation ends) Ataguttaaluk Secondary, Ataguttaluk Elementary (interpretation) schools, and Hall Beach's Arnaqjuaq School. Thank you.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I also thank the minister. In Arviat two schools have almost exceeded the utilization rate. When can they expect the proposed new school will be renewed and put back into the capital plan? When can we expect that to happen? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. CG&S has started the preplanning stage. We're looking at the schools with the highest need because they have different utilization rates. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I will ask for more information from the minister at a later date. I believe it has gone through the preplanning stage already. They have spent \$1 million for preplanning. I will find out if they need to do the preplanning study again by talking to the minister personally.

What about the condition rating of the school in Whale Cove? The school is getting really old and I haven't seen any money set aside for Whale Cove. There is no information as to how much money was put into that school in the past three years. Can the minister explain that and what the people of Whale Cove can expect in terms of work done to their school? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. I apologize. Can he repeat the question? Thank you.

**Chairman**: Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Have you looked at the fact that the Whale Cove school needs to be renovated? It's getting really old. Has your department looked at that? I would like to know if they found any deficiencies.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. It has been a while since it was looked at, I believe, but because it was brought up, we can work through the local DEA to see what

can be considered for that school. We can start talks with them. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. I'll wrap up here after another short ramble for Mr. Kusugak.

I think that my colleague, Mr. Lightstone, hit on a very important issue in terms of the O&M costs that we're facing with these very large facilities, but in order to reduce our O&M costs which we are not talking about today, we need to make a capital investment. Incredible things have been happening in the area of renewable energy, particularly with solar panels, for example. The cost to generate a given amount of power has been coming down and down and down steadily.

I would be very supportive and very interested to see the Department of Education look into collaborating, maybe, with other departments on doing a cost-benefit analysis. You have these huge buildings with a lot of roof space, which are prime real estate for solar panels. If the minister has any knowledge of this or if there have been any discussions, I would be interested to hear about that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Yes, we paid attention to his story and we will work with everybody, including everyone here, the people on my right and left. It

would be interesting to find out about cheaper sources of energy. There are other sources of energy that are getting more expensive all the time. As a government, we're always interested in hearing how to cut costs. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. I'll just add as a final comment that I'm of the opinion that renewable energy and renewable technology should not be implemented if they're not cost-effective. I look forward to working with the minister in this regard and hopefully we can find a way to save some money for the betterment of our students in Nunavut. Thank you, Mr. Chairman. No further questions.

**Chairman:** Thank you. Education. Corporate Services. Total Capital Expenditures. \$40,521,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Go to page G-2. Education. Total Capital Expenditures. \$40,521,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Do members agree that we have concluded the Department of Education? Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Hon. Minister of Education, Mr. Joanasié, closing comments.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Thank you to my colleagues for asking interesting questions. Education is one of the biggest departments and has the largest infrastructure in the communities.

There have been some fires. I would just like everyone to be aware in Nunavut that as a government, we have been made to go through very challenging times, including the communities, students and parents trying to get the schools to keep going. These fires have really affected us in a bad way. We hope that we don't have to experience that again in the future.

As leaders, we have to make sure that the community knows how important and precious the schools are. I would like support from all of you on this, as we are working on this and putting up these huge, expensive buildings.

I would like to thank my officials here, especially Pujjuut. This is his first appearance. Thank you for welcoming him and Mr. MacDonald. This ends my piece, Mr. Chairman.

If you didn't remember, there is a concert at the school tonight. The Qilaut concert will begin at seven o'clock tonight at the high school and you're welcome to attend. Thank you.

**Chairman** (interpretation): Thank you very much. Sergeant-at-Arms, please escort the officials from the witness table.

I will now recognize the clock and report progress to the Speaker. Thank you very much.

**Speaker** (interpretation): Thank you, Sergeant-at-Arms.

Going back to the orders of the day. Item 20. Report of the Committee of the Whole. Mr. Mikkungwak.

### **Item 20: Report of the Committee of the Whole**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. Your committee has been considering Bill 1 and would like to report progress. And, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. There is a motion on the floor. Is there a seconder? Mr. Kaerner. Thank you. The motion is in order. All in favour of the motion, please raise your hand. Thank you. All those opposed. The motion is carried.

Item 21. Third Reading of Bills. Item 22. *Orders of the Day*. (interpretation ends) Mr. Clerk.

### **Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for March 9:

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. Petitions
11. Responses to Petitions
12. Reports of Standing and Special  
Committees on Bills and Other  
Matters
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First  
Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of  
the Whole of Bills and Other  
Matters
  - Bill 1
  - Bill 2
  - Bill 3
  - Bill 4
20. Report of the Committee of the  
Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

**Speaker:** That was fast. (interpretation)  
Thank you. This House stands adjourned  
until Friday, March 9, at 9:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 18:06*

