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**LEGISLATIVE ASSEMBLY OF NUNAVUT**

**2nd Session**

**5th Assembly**

**HANSARD**

Official Report

**DAY 12**

**Thursday, June 7, 2018**

**Pages 579 – 680**

**Iqaluit**

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

## Legislative Assembly of Nunavut

### *Speaker*

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(Tununiq)

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(Quttiktuq)

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(Gjoa Haven)

*Deputy Chair, Committee of the Whole*

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(Iqaluit-Niaqunnguu)

*Minister of Health; Minister responsible for Suicide Prevention*

**Hon. Jeannie Ehaloak**  
(Cambridge Bay)

*Minister of Justice; Minister responsible for the Qulliq Energy Corporation; Minister responsible for Labour*

**George Hickes**  
(Iqaluit-Tasiluk)

**Hon. David Joanasié**  
(South Baffin)

*Minister of Culture and Heritage; Minister of Education; Minister of Languages; Minister responsible for Nunavut Arctic College*

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(Amittuq)

**Mila Kamingoak**  
(Kugluktuk)

**Pauloosie Keyootak**  
(Uqqummiut)

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(Rankin Inlet South)  
*Minister of Community and Government Services; Minister responsible for the Nunavut Housing Corporation*

**Adam Lightstone**  
(Iqaluit-Manirajak)

**John Main**  
(Arviat North-Whale Cove)

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**Margaret Nakashuk**  
(Pangnirtung)

**Patterk Netser**  
(Aivilik)

**Emiliano Qirngnuq**  
(Netsilik)

**Hon. Paul Quassa**  
(Aggu)  
*Premier; Minister of Executive and Intergovernmental Affairs; Minister responsible for Aboriginal Affairs; Minister responsible for Seniors; Minister responsible for the Utility Rates Review Council*

**Allan Rumbolt**  
(Hudson Bay)  
*Deputy Chair, Committee of the Whole*

**Hon. Joe Savikataaq**  
(Arviat South)  
*Deputy Premier; Minister of Economic Development and Transportation; Minister of Energy; Minister of Environment*

**Hon. Elisapee Sheutiapik**  
(Iqaluit-Sinaa)  
*Government House Leader; Minister of Family Services; Minister responsible for Homelessness; Minister responsible for Immigration; Minister responsible for the Status of Women*

**Cathy Towtongie**  
(Rankin Inlet North-Chesterfield Inlet)

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**Iqaluit, Nunavut**  
**Thursday, June 7, 2018**

**Members Present:**

Hon. David Akeagok, Mr. Tony Akoak, Hon. Pat Angnakak, Hon. Jeannie Ehaloak, Hon. Joe Enook, Mr. George Hickes, Hon. David Joanasié, Mr. Joëlie Kaernerk, Ms. Mila Kamingoak, Hon. Lorne Kusugak, Mr. Adam Lightstone, Mr. John Main, Mr. Simeon Mikkungwak, Ms. Margaret Nakashuk, Mr. Patterk Netser, Mr. Emiliano Qirngnuq, Hon. Paul Quassa, Mr. Allan Rumbolt, Hon. Joe Savikataaq, Ms. Cathy Towtongie.

>>House commenced at 10:00

**Item 1: Opening Prayer**

**Speaker** (Hon. Joe Enook)

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

>>Prayer

**Speaker** (interpretation): Thank you, Mr. Qirngnuq. (interpretation ends) Premier (interpretation) and members, good morning. Nunavummiut everywhere, good morning and welcome to your Legislative Assembly.

We will now proceed with the orders of the day. Ministers' Statements. Minister of Environment, Minister Savikataaq.

**Item 2: Ministers' Statements****Minister's Statement 049 – 5(2): Polar Bear Management in Nunavut**

**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 provide an update on the management of three polar bear subpopulations in Nunavut. I have recently accepted a decision from the Nunavut Wildlife Management Board to increase the total allowable harvest for the western Hudson Bay subpopulation by four bears. This increase will bring the total allowable harvest to a total of 38 bears per year.

>>Applause

Mr. Speaker, from 2011 to 2014 the Department of Environment conducted one of the most robust scientific population surveys of the Baffin Bay and Kane Basin subpopulations in collaboration with Greenland and the Government of Canada. The results of this survey indicated that both subpopulations remain healthy and productive.

>>Applause

Since these subpopulations are shared internationally, the Canada-Greenland Joint Commission on Polar Bears was formed to ensure a collaborative approach in the management of these bears. The joint commission developed harvest recommendations based on the results of the scientific study, as well as a harvest risk analysis and Inuit knowledge. The joint commission recommended an overall harvest of 160 bears for this subpopulation with 80 bears to be harvested by each jurisdiction. Greenland has implemented this recommendation and I have recently accepted the increase from 65 bears to 80 bears...

>>Applause

...for Nunavut following the Nunavut Wildlife Management Board process and decision.

Mr. Speaker, Grise Fiord, as the only Nunavut community that can harvest from the Kane Basin subpopulation, was satisfied to maintain their total allowable harvest of five bears per year. Greenland has implemented a small increase to their harvest of Kane Basin with no concerns from Nunavut or the Government of Canada.

Mr. Speaker, I am happy to report that the new total allowable harvest increases for both western Hudson Bay and Baffin Bay polar bears will be implemented on July 1, 2018. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Education, Minister Joanasié.

**Minister's Statement 050 – 5(2):  
Inuktitut Language Arts  
Curriculum**

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. Good morning, my colleagues and all Nunavummiut.

Mr. Speaker, today I am pleased to provide an update on the current status of our Inuktitut Language Arts curriculum.

Mr. Speaker, Nunavut's Inuktitut Language Arts curriculum is taught from kindergarten to grade 12 using curriculum documents developed between 1996 and 1998. To modernize our resources, we are currently conducting an in-depth review and

revision of the Inuktitut Language Arts curriculum. We began this review work in 2012 with a focus on kindergarten to grade 6.

Mr. Speaker, under the leadership of Curriculum Development Division of the department, an expert working group has been formed. This expert working group has teachers and principals, curriculum coordinators, assessment and evaluation staff, as well as representation from the Department of Culture and Heritage, and linguists from Inuit Uqausinginnik Taiguusiliuqtiit.

Mr. Speaker, I am proud to share with you and my fellow members that our expert working group comes from such a diverse academic background and has members from each region in the territory. With their expertise, review and research work has been completed on the kindergarten to grade 6 curriculum outcomes. This means key decisions about instructional sequencing, cultural relevance, and clear grade level expectations for Inuktitut Language Arts are laid out.

Moving forward, work has begun on assessment practices suitable for measuring student progress. This is especially useful for family engagement because it becomes clearly laid out for parents and students to understand where they are and what they are going to learn next after they master their current level.

Mr. Speaker, the updated Inuktitut Language Arts curriculum helps us achieve more bilingual Inuktitut-speaking teachers who will increase bilingualism in our students. Ultimately the use and promotion of Inuktitut ensures our students become fluent and literate in

our culture. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Economic Development and Transportation, Minister Savikataaq.

**Minister's Statement 051 – 5(2): Work Readiness Program – Arviat**

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. People of Arviat, here I go again.

>> *Laughter*

(interpretation ends) Mr. Speaker, I want to share with you a very successful local training opportunity that the Hamlet of Arviat offered to its local residents. The Work Readiness Program allows Arviarmiut to gain skills and confidence to participate in the workforce, especially at either of the two mines in the Kivalliq region.

This program has been developed at the request of the mining industry back in 2013 and has been consistently offered for the last five years, resulting in a total of 239 graduates to date.

>> *Applause*

Out of the 239 graduates, 121 have gained employment with Agnico Eagle Mines and locally in retail services and administration. A number have also enrolled in further education and training with the Nunavut Arctic College and the fisheries industry.

The Department of Economic Development and Transportation,

through its Mine Training Fund, pays for a portion of this program each year along with other training programs led by the municipality.

Mr. Speaker, the Hamlet of Arviat works closely with its training partners, the Nunavut Arctic College, Northern College, and Agnico Eagle Mines, to develop and deliver the Work Readiness Program. My department, along with the Department of Family Services, is also involved in the Arviat Training Initiative Advisory Group. This group plans what type of training is necessary to meet the demands of the mining industry.

Mr. Speaker, Agnico Eagle Mines, who owns and operates the Meadowbank mine and Meliadine project, provides successful participants with entry-level employment at the mines while other participants work at home in Arviat with various employers.

This program shows that Nunavummiut are taking advantage of the benefits that come with economic opportunities we are experiencing since the creation of Nunavut.

Mr. Speaker, I would like to congratulate the Hamlet of Arviat for the hard work that they put into this program. Thank you, Mr. Speaker.

>> *Applause*

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

**Minister's Statement 052 – 5(2):  
Recreation and Parks Association  
of Nunavut Youth Training**

**Hon. Lorne Kusugak** (interpretation):  
Good morning, Mr. Speaker. Good day  
to the people of Rankin Inlet.

(interpretation ends) Mr. Speaker, I rise  
today to advise the House of an  
important initiative underway to develop  
young recreation leaders in Nunavut  
communities.

Next week the Recreation and Parks  
Association of Nunavut, also referred to  
as RPAN, plans to provide training to  
over 70 young people representing 13  
communities to plan and deliver safe,  
high-quality recreation programs in their  
communities through the “Get Happy  
Summer Day Camp” program.

The Recreation and Parks Association of  
Nunavut anticipates that the 2018  
summer day camp program will provide  
participatory opportunities for over  
2,000 children and youth and  
employment for up to 100 young leaders  
across the territory.

RPAN is a non-profit organization with  
a membership consisting of hamlets,  
DEAs, sport and recreation  
organizations, and community groups.  
RPAN has been successful in building  
partnerships with other northern and  
national organizations and corporations  
who share their goal of developing  
healthy, active communities in Nunavut.

The summer day camp program is one of  
the many programs and services offered  
by RPAN to support healthy, active  
lifestyles in Nunavut communities. The  
program also offers an after-school

physical activity program, the territorial  
school walking challenge, and  
coordinates an annual recreation and  
sport leadership conference.

In 2018-19 the Department of  
Community and Government Services  
has allocated a total of \$340,000 toward  
RPAN initiatives, including programs  
directed at developing recreation leaders.

Mr. Speaker, it is my pleasure to  
announce that 10 Team Nunavut youth  
ambassadors have been identified to  
participate in RPAN's youth leadership  
training. The Team Nunavut Youth  
Ambassador Program is an initiative of  
my department with a goal of using sport  
as a tool for social development and the  
promotion of positive values at home  
and abroad.

The youth ambassadors will participate  
in the training offered by RPAN to  
prepare them to deliver introductory  
programs in their communities and later  
will have the opportunity to participate  
in the Team Nunavut Major Games  
Program as accredited volunteers.

Mr. Speaker, by working together with  
our partners, we have the opportunity to  
support our young people from “the  
playground to the podium.”

I wish to congratulate the Recreation and  
Parks Association of Nunavut and our  
young leaders for working together to  
support healthy, active communities.  
Thank you, Mr. Speaker.

>> *Applause*

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

**Minister's Statement 053 – 5(2):  
Nunavut Roundtable for Poverty  
Reduction Gathering**

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker and people of Arviat.

>>Laughter

(interpretation ends) Mr. Speaker, I'm sure this will be my last minister's statement for the day.

>>Laughter

Mr. Speaker, I am pleased to share that the Minister of Family Services had the opportunity to attend the Nunavut Roundtable for Poverty Reduction in Rankin Inlet. This occurred April 17 to 19 of 2018.

Over 40 participants came together to discuss the ongoing implementation of *Makimaniq 2: A Shared Approach to Poverty Reduction*. Discussions included community-based solutions needed to address homelessness and overcrowding in Nunavut communities, as well as the renewal of the *Nunavut Food Security Strategy*.

The roundtable is co-chaired by my Department of Family Services and Nunavut Tunngavik Incorporated, and provides an opportunity for communities to work together to advocate for and recommend actions for resolving social challenges related to poverty reduction. The roundtable is an example of how we can achieve the priorities of *Turaaqtavut*. One priority of *Turaaqtavut* is working towards the well-being and self-reliance of Nunavummiut and communities, which

is exactly what we are doing.

Mr. Speaker, I know that homelessness and food insecurity are realities for far too many Nunavummiut. I believe that through collaboration and through forums such as the roundtable, we can collectively come up with community solutions.

The Nunavut Roundtable for Poverty Reduction identified a need for a range of welcoming spaces and supports to help people step ahead, *Ikur'raq*. Roundtable members agreed to go back to their organizations and identify what is available, what is needed, and how communities, organizations, and government can collaborate to create *Ikur'raq*.

I would like to thank everyone who participated in this roundtable gathering and shared their knowledge, ideas, and solutions related to poverty reduction. We cannot do this work alone. We must continue to work together and combine our knowledge and resources to respond to community needs. Thank you, Mr. Speaker.

>>Applause

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

**Item 3: Members' Statements**

**Mr. Lightstone:** Thank you, Mr. Speaker. I have a very difficult statement, so I would like to request unanimous consent to conclude my statement before I begin. Thank you, Mr. Speaker.

**Speaker:** Mr. Lightstone, can I ask you to make the request at the end of your allotted time? Mr. Lightstone.

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

Sorry.

Mr. Speaker, I rise today... .

I rise today to make a statement... .

Sorry.

**Speaker:** Okay. Mr. Lightstone, take your time. (interpretation) We understand your situation. Once you are composed enough to make your statement later on, we can return to your member's statement. I will provide another opportunity to you later on if needed. I will move on to the next member to make adjustments as I know this is an intensely personal and emotional moment for you.

I was just led to understand what will now transpire with your statement, and I was informed that you have requested a colleague to make the statement. Therefore I will approve of this change and I will recognize the Member for Arviat in your stead. Mr. Main.

**Member's Statement 084 – 5(2):  
Stopping Domestic Violence**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I will make a member's statement for him.

(interpretation ends) Mr. Speaker, I rise today to make a statement that is both deeply personal and deeply painful for me.

Mr. Speaker, it was seven years today, June 7, 2011, that my sister, Sula Enuaraq, and her two young daughters were murdered. Her two young daughters, Alex and Ailyah, were murdered in a terrible act of domestic violence.

Mr. Speaker, as you can imagine, today's date is one which my family and I mark with grief. To lose family members at a young age is always painful. To lose them in such a way as we did is unbearable.

Mr. Speaker, in the years since the tragedy occurred, my family and I have struggled to find answers and reach some form of closure. As you can imagine, all of us have spent time thinking what might have been done differently to prevent this from happening.

Mr. Speaker, in the aftermath of the tragedy that struck my family, the relevant authorities did take steps to examine the circumstances and events that led to it occurring. I want to publicly express my appreciation to the Office of the Coroner and the Domestic Violence Death Review Committee for the difficult work that they did.

Mr. Speaker, it seems almost unnecessary to say that an issue like domestic violence lacks easy answers. However, the factors that were identified in this incident occur all too often in other cases, such as substance abuse and mental health issues.

Mr. Speaker, the committee that reviewed this case identified the need for a broader public awareness about the safe separation from an abusive partner

and the risks in maintaining ongoing relationships that can jeopardize the safety of women and children, which is why the member wears the white ribbon as a pledge to never commit, condone, or remain silent about violence against women and children.

The committee also recommended that community agencies, in partnership with the Government of Nunavut, should explore the creation of an easily accessible, non-threatening mechanism for friends and family to get information and consult with a trained individual regarding situations where they have concerns that a woman is at risk from her intimate partner.

Mr. Speaker, a number of my colleagues have been speaking strongly and passionately during our current sitting about the need for such actions as improved access to professional mental health care and ensuring that safe shelters and other mechanisms are in place in our communities.

Mr. Speaker, government actions alone cannot prevent tragedies like the one that struck my family. However, the decisions that we make as a government about where to invest our limited resources do matter in doing what we can to stop domestic violence matters very much. Thank you, Mr. Speaker.

>>Applause

**Speaker:** (interpretation): Thank you. (interpretation ends) For the record, (interpretation) Mr. Main made the statement prepared by Adam Arreak Lightstone. Thank you. Members' Statements. Member for Kugluktuk, Ms. Kamingoak.

**Member's Statement 085 – 5(2):  
Congratulations to Vikki  
Niptanatiak**

**Ms. Kamingoak:** *Koana*, Mr. Speaker. Good morning, colleagues, Kuglukturmiut, and Nunavummiut. My thoughts are with the family of my colleague.

Mr. Speaker, this is the first year for the Canadian Parks and Recreation Association to present its Emerging Leader Award and I am very pleased to rise today to congratulate Vikki Niptanatiak for receiving the national recognition as 2018 Emerging Leader in Parks and Recreation.

>>Applause

Mr. Speaker, five years ago, Vikki started working part-time as a youth leader in Kugluktuk. She had a vision and passion for working with children and youth in the community. Since then, Vikki has been a leader in many youth initiative programs, including the "Get Happy Summer Day Camp" and the new PLAY after-school program.

Mr. Speaker, Vikki not only ran summer day camps in Kugluktuk, but when she realized that a number of children from the community were not included, she went out of her way to find ways to support their participation. She has continued to work hard to ensure ongoing funding for youth programs and is expanding her efforts to get youth trained and ready to become leaders themselves.

Mr. Speaker, today Vikki is a full-time coordinator of the Kugluktuk Youth Centre. She not only provides support to

the youth, youth leaders, and staff in Kugluktuk, but she has been developing skills and undergoing further leadership training that she will be using to help other communities develop and run their own youth program.

Mr. Speaker, Vikki's contribution to making Kugluktuk a happier and healthier community for our children and youth is an inspiration in itself. I am very proud that she has been recognized on the national stage. *Koana*, Mr. Speaker.

>>Applause

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

**Member's Statement 086 – 5(2):  
Grays Bay Road and Port Project**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. We feel for our colleague.

(interpretation ends) Mr. Speaker, I rise today to express my disappointment about the government's decision to withdraw support from the Grays Bay Road and Port Project.

Mr. Speaker, this project has the potential to bring many benefits to the Kitikmeot.

Published information indicates that the project will bring "improved regional infrastructure that results in positive changes, including increased business opportunities, reduced cost of living, better access to goods and services, improved food security, diversification of power and heating options, and

lowered options to deliver government services and programs."

Mr. Speaker, our government submitted a number of projects to Ottawa last year for funding consideration under the National Trade Corridors Fund.

It is disappointing that the only project from which the GN formally withdrew as a co-proponent was the Grays Bay project in the Kitikmeot.

Mr. Speaker, we have heard that the GN has concerns about the financing for the project.

However, it has not been clearly explained why these concerns are only being identified now.

They did not seem to be a concern when the project was originally submitted to Ottawa.

Mr. Speaker, I note that Nunavut Tunngavik Incorporated unanimously passed a formal motion in support of the Grays Bay Road and Port Project at its October 2016 Annual General Meeting.

This resolution called on NTI to assist the Kitikmeot Inuit Association "in its efforts to advance the project." I hope that this will happen.

Mr. Speaker, it is the responsibility of the Premier to build trust between the government and all regions and communities of Nunavut.

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

>>Applause

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

**Member's Statement 087 – 5(2):  
Happy Birthday Lucy Niakrok**

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. Good morning to the people of Chesterfield Inlet and Rankin Inlet. Adam, we love you. I remember your sister as being a happy little girl when she was in Rankin Inlet.

I rise today to send happy birthday greetings to Lucy Niakrok, if you are listening. She is a very funny person and my cousin, Karen Collier's good friend. My cousin's dryer broke down so she invited Lucy Niakrok to check her dryer out so she did, and Lucy Niakrok told my cousin Karen that her dryer's muffler is broken.

>> *Laughter*

My cousin replied, "Do dryers have mufflers?" That's to lighten up, and I remember that occurring.

On a more serious note, we have to consider, as Members of the Legislative Assembly, mental health issues and that children and women are being sexually abused (interpretation ends) 155 times (interpretation) higher than the national average.

We know, as Members of the Legislative Assembly, that many people suffer from mental health in our communities and we sometimes don't know who to turn to in these cases. We have to resolve this matter as some parents are intimidated of their sons who are younger and stronger

than themselves, especially when they become destructive and destroy household items. Further, as Inuit something we rarely or have never heard of this occurring these days where a mother stabs their child and kills them. Many women have been murdered, including young boys. This stems from mental illnesses and we have to develop mechanisms as MLAs for people suffering from mental illnesses impacting their lives and who they can turn to. We should provide information publicly on this issue and when people with mental illnesses return home, to identify places where they can go to receive assistance. We need to deliberate on this matter urgently, Mr. Speaker. Thank you.

>> *Applause*

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

**Member's Statement 088 – 5(2):  
Recognition of Abraham Ullalaaq**

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. Good morning colleagues, my fellow residents and all Nunavummiut.

This morning, Mr. Speaker, I rise to acknowledge a person, and I want him publicly recognized as he is passionate about assisting and counselling young couples, youth and his fellow residents. He is a hunter, a traditional counsellor and is now an elder as he is now 72 years old. I want to acknowledge him and his name is Abraham Ullalaaq.

He makes himself available to his fellow residents voluntarily, regardless of

whether it is late at night. If he gets a call, he immediately goes to the people who called. I also want to say I empathize with my colleague. I want to do an unusual request while making my statement.

It may seem unusual, but this person is dedicated to assisting other residents, and to the youth of Nunavut. There is always a person willing to provide assistance in your communities that you can approach. With that out of the way, I want to ask that when my time reaches one minute, we bow our heads in silence in recognition of abused women.

To the youth, I encourage you all. As I stated earlier, there is always one person in each community willing to help. Young people, I ask and urge you to look for people who can provide counselling as our elders who have lived their lives prior to ours.

What I want to do while I am here is acknowledge the person whose name I mentioned earlier, as he is a full-time hunter, a traditional life counsellor, and he provides assistance to couples. As he assists couples, that sometimes includes domestic violence, so I will now take this moment of silence. If possible, if colleagues wish to stand or remain seated, I give you that option. I will use my remaining time to have this moment of silence. Thank you, Mr. Speaker.

>>*Moment of Silence*

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

### **Member's Statement 089 – 5(2): 2018 High School Graduates of Pangnirtung**

**Ms. Nakashuk** (interpretation): Good morning, colleagues and people of Pangnirtung. Adam, we feel for you. Many women have experienced this kind of abuse in Nunavut.

I would like to talk about something interesting; on June 22, there will be a grade 12 graduation ceremony for nine students. I would like to congratulate: Tina Akulukjuk, Kelly Alivaktuk, Aaron Aningmiuq, Sheema Ishulutak, Adam Mike, Karen Alivaktuk, Casey Angnatsiak, Ben Carlee, and Joshua Metuq. These students will be graduating from grade 12 in Pangnirtung from Attagoyuk School on June 22. Thank you, Mr. Speaker. Chairman. Mr. Speaker.

>>*Laughter*

>>*Applause*

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

### **Member's Statement 090 – 5(2): 2018 Kindergarten Graduates of Whale Cove**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. Good morning colleagues, ministers, Premier, and to the people who are watching the proceedings, especially in Whale Cove. I'm going to talk about Whale Cove in this statement.

The following kindergarten students attending Inuglak School in Whale Cove just celebrated their graduation into

school or their (interpretation ends) kindergarten graduation (interpretation) and one cannot help but feel love towards them. I have met some of these individuals and I can actually remember their names.

They sang O Canada before their graduation ceremony, and Mary Nangmalik lit the *qulliq* to mark the ceremony. I'll mention the names of the graduates, Mr. Speaker: Henry Atatsiak, Owen Bradley, Charlotte Inuapik, Tom Inuapik, Leland Kabloona, Kiera Maktar, Jacob Milortok, Easton Naukatsik, Gabriel Okalik, Quinten Okalik, Alexander Pike, Victor Pike, Lee Jr. Teenar, Leela Beth Voisey.

The elders that attended the ceremony were Jackie Napayok, Guy Inuapik, Mary Nangmalik, and Anges Teenar. She is the eldest person of Whale Cove, so I would like to recognize these individuals and urge the parents to keep their children in school until they graduate from grade 12. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 091 – 5(2): 2018  
High School Graduates of Grise  
Fiord**

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. To my colleague, I feel for you. My wife and I remember you in our prayers because it affected us deeply.

Mr. Speaker, today, in Grise Fiord they

are preparing to congratulate four graduates of Ummingmak School this evening. Ummingmak School has seen quite a number of graduates since grade 12 was introduced to the community. I congratulate the graduates and I'm very proud too because I graduated in Grise Fiord as well.

The parents of the four graduates are very proud of their children for graduating in Grise Fiord. The whole community supports the students and I congratulate the students, the parents, their siblings, and all the people who helped these students to complete their studies.

My colleagues, I would like to invite you to congratulate Annie Mary Qamaniq, Emily Babes Kakkee, Jennifer Ningiuk, and Nolan Kigutak.

Mr. Speaker, I encourage them to pursue a higher education because this graduation opens the door to the world for many opportunities. Go reach your goals. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 092 – 5(2):  
Missing Friends in Coral Harbour**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. Adam, we feel for you as you go through this personally difficult time.

I would like to say "good morning" to my fellow residents of Coral Harbour, which is why I rose to make a statement.

I have several people whom I play pool with at our community hall, and we laugh and joke and I miss them this morning especially.

I want to mention the following residents who spend a lot of time there: Willie Adams, Johnny Kataluk, Tommy Paliak, and my *ningauk* Peter Nakoolak. Even though he's an elder now, whenever he comes into the community hall to play pool, he always says, (interpretation ends) "It's cleanup time."

(interpretation) I miss you, my *ningaukallak* and my maternal cousin, Mark Paniyuk, who is constantly cracking jokes and a good person to enjoy time with.

As well, my two younger brothers whom I usually hang out with at the pool hall, Leonard and Jake, and my sister's sons Eric and Aaron Emiktowt, who are probably out hunting geese, however when I return home I will challenge them to a game of pool. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 093 – 5(2):  
Happy Birthday to Daughter**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. Good morning to the people of Baker Lake and Nunavut, as well as to the Premier and my colleagues.

Mr. Speaker, the reason why I rise today is due to the fact I have people whom I love as well, and today is my eldest

daughter's birthday. Doreen Niego, I wish you a pleasant birthday and I hope you enjoy your birthday today.

Mr. Speaker, to my colleague for Iqaluit-Manirajak, Mr. Lightstone, and to the people of Nunavut and his relatives, I empathize with you. As was mentioned earlier, I would like to say that your family is not alone.

>>Applause

Our government's departments of Health and Family Services are mandated to deal with these issues and are places to receive help, and as my colleague from Hall Beach just alluded to, according to Inuit traditional knowledge, for healing purposes, our elders are available to assist.

Healing can impact people obviously, so I say this to the people of Nunavut "you are not alone if you are undergoing a stressful time, as there are places to help you." Some of these places are provided by our government while other places stem from traditional Inuit culture and our elders can provide counselling, or to find a person you can trust. I just wanted to speak to this issue.

As well, I would like to wish the residents of Baker Lake a good day as they will be celebrating the kindergarten graduates, which I would love to attend as students are all smiling and I share in all the families' joy today. Thank you very much, Mr. Speaker.

>>Applause

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

**Member's Statement 094 – 5(2): Boil Water Advisory in Rankin Inlet**

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. Good morning. I completely empathize with my colleague as my sister was also murdered. It still hurts me every day.

Mr. Speaker, this is for the information of the people of Rankin Inlet. The Department of Health's inspector has submitted a boil water advisory for Rankin Inlet. The lake where water is pumped from is quite silty again, and the health inspector provided the boil water advisory recommendation.

To my fellow Rankin Inlet residents, I will keep you informed as to what is required based on the updates I receive. It goes without saying; the inspector at the Department of Health will most likely provide this information to the residents and hamlet of Rankin Inlet about this beforehand. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. Myself, I would like to make a statement.

I would like to congratulate my fellow residents of Pond Inlet. Tonight and tomorrow they will celebrate the high school graduates. I would like to congratulate and I urge them; you are not finished yet. There is more education to come. Just go ahead.

**Hon. Members:** Hear! Hear!

My fellow residents, I would like to mention the names of who will be graduating tonight and tomorrow; Joshie Simonie, Nancy Ootoovak, Jillian

Qajaaq, Junior Qiyuapik, Martha Qaunak, Peter Inutiq, Steven Innuarak and Sarah Innuarak. I congratulate you and please move forward in your life. Take every opportunity you get to get more education. I would like all Nunavummiut to do that. Thank you.

>>Applause

Members' Statements. Let us proceed to the orders of the day. Returns to Oral Questions. Recognition of Visitors in the Gallery. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

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

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. I would like to recognize a person that I have worked with for over six years and I am proud that I went to Greenland with this person on education. This person's life changed when they heard testimonies at the Missing and Murdered Indigenous Women and Girls Inquiry in Rankin Inlet and Canada. I am proud of Jeannie Arreak-Kullualik.

>>Applause

**Speaker** (interpretation): Thank you. Welcome, my cousin. Recognition of Visitors in the Gallery. Member for Pangnirtung, Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. I would like to recognize my friend who is present; Ooleepeeka Arnaqaq, welcome. Thank you, Mr. Speaker.

>>Applause

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

Welcome to the Assembly Ooleepeeka. Recognition of Visitors in the Gallery. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. She was already recognized. She is my sister in-law. Ooleepeeka, please stand so they see you. Thank you, Mr. Speaker.

>> *Laughter*

>> *Applause*

**Speaker** (interpretation): Thank you. Welcome to the Assembly. Recognition of Visitors in the Gallery. I have no further names on my list. Let us proceed. Oral Questions. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

### Item 6: Oral Questions

#### Question 123 – 5(2): Grants and Contributions

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. Good day to Chesterfield Inlet and Rankin Inlet.

(interpretation ends) My question is to the minister of Economic Development and Transportation.

I was going through the grants and contributions and I noticed for revitalization of the Inuit drums, a grant of \$59,250 for performing arts. Now, for the last 10 years, two regions; Kivalliq and Kitikmeot, every year a group of elders and youth perform a week of authentic drum dance songs. For example, there's a song that's about a thousand years old by a woman could

not have children so she made up a song. "If only I could be remembered through this song." It's still sung today.

They go to Naujaat, Kugaaruk, Rankin, and this year, it was in Rankin. Next year, it will be held in Cambridge Bay. I have not seen any grant given to this authentic drum dance group. They met with me in Rankin and requested support for financial a contribution.

So far as I know, they have never received any financial grant or contribution, and this has been ongoing for 10 years. A, how are these grants and contributions given out, and, how do unilingual people access this type of grant? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. I seem to hear two questions, but I would like to give an opportunity to Economic Development and Transportation Minister Savikataaq, you can answer one of both questions if you want, as you wish. Minister Savikataaq.

**Hon. Joe Savikataaq**: Thank you, Mr. Speaker. My department supports the parts of cultural stuff and parts of entertainment stuff and I'm not familiar which program the organization she's talking about may have applied or whether they did apply, but they can go see the economic development officer in the community. They can go and speak with them, tell them what they want to do, and the economic development officer can either help them to put the application in or direct them to where they can get the proper funding.

It may be with Economic Development, it may be with Culture and Language; I'm not sure, but they'd be able to help

them and direct them to where they can get their funding sources. For the other part of the question, I believe that most economic development officers in Kivalliq are bilingual. They work for the hamlets and I'm sure that the hamlet office will have staff that can interpret for them. If they're unilingual, we will make sure that they can be serviced in their language. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The question that was posed, she asked two questions, you answered both of them. Ms. Towtongie, your final supplementary. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Thank you for that information. I will make sure that the unilingual elders are aware of that. I was looking at budget line item under tourism, and there was a grant given to them out of \$150,000 for a festival. How did this line item come about? How can it become available to other festivals for authentic drum dance festivals that the two regions do have. Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Speaker. It's very hard to answer a specific question when it's not specific on exactly who got the funding source, but if it's for culture and entertainment, there are some organizations that do get core funding from the SIP program that is offered by Economic Development and Transportation. If it falls within the guidelines of that program, then they may qualify for some funding source to get their cultural event or their entertainment event going there.

Without specifics on who, what, where, it's very hard to answer that question. I would suggest that the drum dance committee or organization go talk with the economic development officer and they can get guidance on where and how they can best get funding sources. Thank you, Mr. Speaker.

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

### **Question 124 – 5(2): Queen Jubilee Medal Revocation**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My questions this morning are for the Premier as the head of our government.

Mr. Speaker, all of us in this House know that there are unacceptable levels of domestic violence and sexual abuse in our territory. I myself asked questions to the Justice Minister yesterday on the topic of child abuse.

I think it's very important for us as a government representing the people of this territory to stand up and scream it from the hilltops, Mr. Speaker, that this is not acceptable and that we will make this change.

I would like to ask the Premier about a recent statement from the Qullit Nunavut Status of Women Council. In this statement which is on public record, the Qullit Nunavut Status of Women Council calls for an individual, who was a recipient of the Queen's Jubilee... .

Qullit calls on all northerners to protect and support those vulnerable to the violent actions of some men and boys,

and they expressed outrage at the conduct of this individual. Qullit is calling for the Queen's Jubilee to be revoked from this individual in light of that individual's conduct, which was proven in a sexual abuse civil case, Mr. Speaker.

My first question for the Premier is: does the government endorse Qullit's position on this issue? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I would like to thank the member for his question and bringing up the subject because of course the people of Nunavut feel for the victims and our government feels the same.

As a government, we support Qullit's statement. Now, to this government we will not (interpretation ends) tolerate (interpretation) this type of behaviour. As an example, I can talk about this issue as I have personally experienced it when I went to residential school. Today, stories have surfaced about the abuses that occurred at these residential schools and the information is available.

We will not approve any types of abuse as a government. We are fully in support of the any actions the organization recommends, as this organization represents their fellow Inuit and they are well-versed in the history of abuse. We support this statement. Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. Thank you, Premier. (interpretation ends) So in this statement from the Status of Women Council, they provided detailed information as to where individuals or organizations could write in terms of supporting their request to have the Queen's Jubilee revoked from this individual. Has the government submitted anything in writing in this regard? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. As a government we didn't submit a written document. We will leave it up to Qullit Nunavut Status of Women Council, and as I stated earlier, we support them in their efforts and they will initiate the process. Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I would like to ask the government to draft a letter signed by the Premier, as I believe that it would greatly assist this process as the council has made their recommendation for submissions from all northerners.

They want domestic violence brought out by speaking about the issue, and here in this House we are voicing our concerns. However, if we are unwilling to take action and we just continue to only voice our concerns, I don't see how we can improve this situation. At least it is unclear how it would help, Mr. Speaker.

I would like to ask the Premier if he

would consider this request, and if he would be willing to draft a letter to that effect? (interpretation ends) If the Premier could commit to submitting a letter to this official who works with the Governor General's office in Ottawa, I'm asking for that commitment today, Mr. Speaker, from the Premier. (interpretation) Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. We have not received any correspondence to date about asking the government to make a submission, but as I indicated earlier, we are in full support of the Qullit Nunavut Status of Women's correspondence and I hope we do get some kind of correspondence asking us to make a submission. Thank you, Mr. Speaker.

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

### **Question 125 – 5(2): Firearms Licensing**

**Mr. Mikkungwak**: Thank you, Mr. Speaker. (interpretation) Good morning to the people of Baker Lake and Nunavummiut. Mr. Speaker, I would like to direct my question to the Premier.

(interpretation ends) During last Thursday's sitting of the Legislative Assembly, the Premier announced a pilot project to provide passport photo services in three Nunavut communities. This initiative is being undertaken in partnership between the territorial and federal governments, and I applaud all parties for taking on this important work.

Mr. Speaker, as the Premier is very much aware, a long standing frustration in our communities is the process by which hunters, elders and other residents apply to the federal government for a firearms Possession and Acquisition Licence. As we all know, the relevant federal office is centralized in Miramichi, New Brunswick.

Although I understand and recognize that the federal government has put into place the Aboriginal Peoples of Canada Adaptations Regulations, I can attest from personal experience that the application process is not easy, especially for our subsistence hunters.

I believe that the territorial and federal governments should look at making this process simpler. Will the minister commit to approaching the federal government with the goal of having applications reviewed and processed by personnel who are located in Nunavut? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Premier of Nunavut, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I would like to thank the member for looking into this matter. I'm sure there are a lot of people in Nunavut who are sustenance hunters who regularly hunt, especially during this time of the year when it's spring.

Back in 2016, the Department of Health and the RCMP were able to hold training sessions regarding the federal firearms licence applications. They trained 40 individuals, and it's called the Canadian Firearms Safety Course where you can get a licence. There is now an instructor who has instructed 40 individuals.

Yes, it's true in regard to the Aboriginal Peoples of Canada Adaptations Regulations, and especially for elders who do not read English or are unilingual, they can now take oral tests, which is a big improvement. There are 40 trained to do this type of work.

Again, the government liaison officers in our communities are also available. If a photo is required, the liaison officers can help with filling out the forms and other stuff. They are available for those looking to acquire licences for firearms possession. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. I would like to thank the Premier for his response. These forms for firearms registry or possession are pretty hard to complete because, of course, they come from the federal government. Anything that comes from the federal government is not easy.

The Premier indicated that the government liaison officers are available to help hunters and elders. Can the Premier clarify if his department's government liaison officers have been trained to help hunters and elders fill out the necessary paperwork to apply for their firearms Possession and Acquisition Licences? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. The Nunavut

government works closely with the Canadian Firearms Safety Course personnel. As I indicated earlier, the GLOs in the communities are there to help fill out the necessary paperwork to apply for the firearms Possessions and Acquisition License. They are based in our communities and are available to help people, and I can say (interpretation ends) that our GLOs will be assisting individuals in getting the application, in assisting those in need of filling out the application. (interpretation) So that's what I was saying. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak**: Thank you, Mr. Speaker. Ensuring that our residents have access to trained personnel who can deliver the Canadian Firearms Safety Course is important. As the Premier indicated, there are 40 people that have taken the course. As passing this course is a key part of the licensing process, as the Premier will recall and he alluded to this, a letter signed by the Minister of Justice was tabled in the Legislative Assembly at its sitting of June 5, 2017, just over a year ago. This letter indicated that the Department of Health has been working with the RCMP to "strengthen and expand the coverage of Canadian Firearms Safety Courses." Can the Premier confirm today if the Department of Health is still responsible for work in this area, or has he assigned it to another department? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. To date the Department of Health has continued helping in this regard and they work with the (interpretation ends) gun safety law programs and making trigger locks (interpretation) available. They also teach the Canadian Firearms Safety Course and they have a firearms safety campaign. They continue to work with the RCMP. That's how it's still set up.

I can also say that some of our GLOs have been trained to do the (interpretation ends) firearms safety instructor course. (interpretation) They help too. Some of the conservation officers have been trained to do this by the federal government. Some of these officers hold their own workshops outside of the office. We do get a lot of help about firearms safety in Nunavut because firearms are a part of life up here. Thank you, Mr. Speaker.

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

#### **Question 126 – 5(2): Day Camp Program Funding**

**Mr. Hickes:** Thank you, Mr. Speaker. I would like to direct my question today to the Minister of Community and Government Services.

First I would like to start off by recognizing his minister's statement today and I realize this program that these youth are getting trained. The City of Iqaluit doesn't participate and I would like to commend all the recreation workers in the city here for the great work they do with our youth.

We also recognize at the community level how important recreation is, and even more so the peer mentoring that some of our young leaders provide in the community. With the minister, I would like to congratulate the Recreation and Parks Association of Nunavut and the young leaders for working together to support healthy, active communities.

My first question to the minister: with this program that he spoke to in his minister's statement today, the "Get Happy Summer Day Camp" program, how often has this program been offered? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. I thank my colleague for the question. I do agree that this is such a worthwhile program for the youth across Nunavut and municipalities to get involved with. Mr. Speaker, this is the fourth year that this program has been running in Nunavut. Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. First I thank you for the response. It's great to hear that this is an ongoing initiative.

The minister had mentioned 13 communities plan to deliver this high-quality recreation program in their communities. How do communities gain access to this program? Is it restricted by funding or is it just the other communities didn't submit applications

or representatives to the program? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. I thank my colleague for the follow-up. Mr. Speaker, this program covers all the funding to do with the program. They will cover the cost of hotels, meals, travel, participant equipment, and so on. The only thing it doesn't cover is in the case where there is a participant that is a minor that would require a chaperone, then the municipality would be asked to pay for the travel of the chaperone, but everything else is covered under this program, Mr. Speaker.

All they need to do is respond to an email from RPAN to all the municipalities. An email goes out stating that there is this program, it's happening here, and would you like to participate. In that email, you would just respond to it and by responding, you participate or don't, but I encourage all municipalities to partake in this very worthwhile event. Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. As do I, Mr. Minister.

My final question, it speaks to in the 2018-19 budget of \$340,000 has been committed to these RPAN initiatives, including programs directed at developing recreation leaders. Is this going to be an ongoing program? The minister had mentioned that this is the fifth year, I believe, that this specific

program is being offered, but he also spoke to other programs under these initiatives. Just to confirm whether or not these or similar programs will continue in future years. Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. I thank my colleague for the follow-up. Mr. Speaker, I would like to see this program continue. Any money we spend towards youth and opportunities for youth is money well spent. I see this program continuing. This program is not just funded by our department; we have some partnerships in this. We have seen funding supported to this program by the Kitikmeot Inuit Association, the Qikiqtani Inuit Association, the Canadian Tire Jumpstart program, and the Blue Jays Foundation. There are people who put money into this. If there are other funders out there, we encourage you to join this very worthwhile program, Mr. Speaker. Thank you.

>> *Applause*

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

### **Question 127 – 5(2): Program Funding for Youth**

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. My question is for the (interpretation ends) Minister of Culture and Heritage.

Mr. Speaker, as my colleagues will be aware, the community of Pangnirtung

has been struggling with a number of social issues. The youth in the community have been especially affected.

Could the minister describe what efforts are made by the department to reach out to the communities and assist them in accessing funds and specific programming to support our youth? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Culture and Heritage, Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker, and thank you for the question. The Department of Culture and Heritage has a division that deals specifically with youth matters and provides funding that can be requested by any community or youth organization.

They can submit their request to the department through this division, but I also want to state that in the Department of Culture and Heritage there are various programs available that accept funding requests, and we know many organizations look for funding. Nevertheless, we have continued to work towards providing information on the different programs to the communities that organizations can submit funding requests to through the department. Thank you, Mr. Speaker.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. As per my previous statement, the school year is nearing its

annual end, and we should know that children and youth will now have more freedom, and will spend more time outside.

Can the minister clearly describe how his department monitors and evaluates community-based youth initiatives across Nunavut's communities? Thank you, Mr. Speaker.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. Thank you for the question. If any of the community youth want to initiate something on any particular activity, either having meetings or having recreational activities, we try to help them through funding programs that we make available that they can apply to. Afterwards, we review the proposals, and we cannot give money out to everybody, but we try to spread the money out on all the approved projects. Thank you, Mr. Speaker.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I appreciate the funding opportunities are available to groups who have the ability to put together proposals and submit them. However, in some cases those groups need some assistance to not only prepare a proposal, but to identify potential opportunities. The Department of Culture and Heritage includes an Elders and Youth Division. Will the minister commit to ensuring that staff from his department's division of elders

and youth reach out to the community of Pangnirtung and provide support to access funding and program resources for youth activities? (interpretation)  
Thank you, Mr. Speaker.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. Thank you, Ms. Nakashuk, for the question. They can make funding requests to us. We're open to all the communities of Nunavut, including Pangnirtung. To let the member know, we have a toll-free number that they can call if they need help. They can use the hamlet or the GLO to do that, but the number is 1-866-934-2034. They can call that toll-free number or they can go online to [chfunds@gov.nu.ca](mailto:chfunds@gov.nu.ca). Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Netsilik, Mr. Qirngnuq.

### **Question 128 – 5(2): Grays Bay Road and Port Project**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. This is related to something I spoke to earlier. I support my fellow residents of the Kitikmeot and my constituents, and all the fellow residents of Nunavut.

(interpretation ends) My questions are for the Premier. As I noted in my member's statement, the Government of Nunavut submitted a number of projects to Ottawa last year for funding consideration under the National Trade Corridors Fund. However, the only project from which the GN withdrew its

support as a co-proponent, is the Grays Bay project. My question for the Premier is this: what message does this decision send to the people and communities of Kitikmeot? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Premier of Nunavut, Premier Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I thank my colleague for requesting more information on this matter. First of all, I have to say that the Nunavut government supports things that are initiated in Nunavut. We never stated that we no longer support anything. I wanted to make sure that they are aware of that. The federal government makes their own decisions about their own money. It's the federal government's money.

The National Trade Corridors Fund is run by the federal government. We have to request that money from the federal government to access the National Trade Corridors Fund. It is for the three territories: Yukon, the Northwest Territories, and Nunavut. It's available for those three. It's not just for Nunavut, and it was \$400 million slated for three arctic territories and it is administered by the federal government on their own.

We request money from them and we also lobby on behalf of other groups telling the federal government that a particular group is requesting money. Yukon and the NWT governments do the same thing, and I want to make sure that he is aware, that my colleagues are aware, and that the Kitikmeot and people of Nunavut are aware that the Government of Nunavut did not disapprove of this proposal.

We do support it. However, at this time, we all remember as MLAs, when we were in Pond Inlet that we agreed on a list of priorities, and we are trying to follow those priorities. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I don't think I got a response to my question, but I'll try again.

(interpretation ends) The Premier has stated that the Government of Nunavut supports the Grays Bay Road and Port Project in principle. Can he clearly explain what actual financial or technical support the GN is currently prepared to provide to the project? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Although I would prefer not to speak in English, I'll speak in English anyway, though I probably said it already, I'll speak in English.

(interpretation ends) The Government of Nunavut is not saying no to this project. Indeed we support this project, including the development of mines related to it. What we are saying however, is that we are unwilling to support the project as a financial partner at this time. A financing commitment will significantly impact the GN's ability to pursue needed infrastructure in other areas and those are the reasons why we have stated what we have stated.

Again, I want to reassure the member that we support it in principle, again, because it is an economic development opportunity for Nunavummiut like any other major developments. We do support people getting employed and certainly this is what we always aim for; is to get Nunavummiut working. That has been the case. Again, I just want to reassure the member that our focus right now is what we were given as a mandate and priorities from the Pond Inlet full-caucus retreat that we had, and this is what we're working towards. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. When a body such as ours has surrounding problems, it will cause the body to lose strength, or become slower as a result. This is what I was trying to portray as the meaning behind the request to our government.

(interpretation ends) As I noted in my member's statement, Nunavut Tunngavik Incorporated passed a resolution in support of the Grays Bay Road and Port Project at its 2016 annual general meeting. The Premier has stated that the GN needs to work together with Inuit organizations to make projects like Grays Bay a reality. Can he indicate if he is willing to meet face-to-face with the Presidents of NTI and KIA to discuss Grays Bay? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I want to point

out that when this was initiated by the Kitikmeot Inuit Association, we had agreed with them that they would be the sole proponent to this Grays Bay Road and Port Project. I do have the letter of correspondence here, but I would like to tell the member that NTI or either one of the regional Inuit organizations, if they would like to meet with us, we are willing to meet with them if they request a meeting.

I would also like to elaborate further that within the next coming week, the NTI executive will be in town. Perhaps at that time we'll have an opportunity to meet with them. We will meet with them again. So, we are in agreement to meet with any Inuit organizations because we have stated in our mandate that as a government we want to work closely with Inuit organizations and that will not change. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Amittuq, Mr. Kaernerck.

### **Question 129 – 5(2): Poverty Reduction**

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

Now, you announced in your minister's statement that poverty reduction was the main topic of a previous meeting. My first question is this: with the proposed renewal of this program, what is the historical operational effectiveness of the program? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Acting Minister of Family Services,

Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. Thank you for the questions on the Nunavut Roundtable for Poverty Reduction. If the member is asking about this gathering that took place in Rankin Inlet, we have been monitoring the program to see if it's running properly and to find out if they can provide more support.

I personally did not take part in this roundtable, but I know that NTI and the community was involved along with Family Services on how they can deal with this and provide more assistance to the homeless or people facing food insecurity in Nunavut. Thank you, Mr. Speaker.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. I also thank the minister for his response. I would prefer some more detail as yes, poverty in Nunavut is an ongoing concern as many of our people go hungry. Perhaps I can provide an analogy to provide some background.

When we arrive in the morning to the House, we open the meeting with a prayer. In these prayers, references are made for people in poverty, those going hungry to be in our thoughts and prayers. I believe the government can take that perspective when approaching the issue of people and food insecurity, especially when looking at our students who are attending school while hungry.

As I stated previously, many children are going hungry during lunch hour and I

wanted to know if there could also be a lunch program, as I queried the minister on this issue. This is what I want to now ask as my secondary question, Mr. Speaker.

With respect to poverty as it pertains to Nunavut is the main reason, the Hall Beach Hamlet Council has a representative whose portfolio is poverty reduction in the community. How can the Department of Family Services provide more funding to the hamlet council so that they can work on poverty reduction? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. In all the municipalities we work with hamlet councils. They are the municipal governments in the communities and they are the ones that know best what the community needs are. The hamlet councils can write a proposal to the Department of Family Services and they can apply for funding. I am not sure whether it will be approved, but they can apply for funding to run those programs. The proponents there should try to apply for funding.

On the poverty reduction issue; since we're reviewing the main estimates, the Department of Family Services will make future amendments to the main estimates. When we complete the review, we will have a better idea at that time. Thank you, Mr. Speaker.

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

**Mr. Kaernerck** (interpretation): Thank

you, Mr. Speaker. I also thank the minister for elaborating on this issue. Now, in your last response you stated that there is a program called *Ikur'raq* and as I asked earlier, can funding be made available to the hamlet.

To reference this *Ikur'raq* program relating to poverty, in addition to the *Turaaqtavut* mandate which has now been publicly released, this second program was created under the Department of Family Services called *Ikur'raq*. I believe that the hamlets can benefit, indeed all Nunavut hamlets, if they want to elevate to another level, then in my opinion, the hamlets should be partnered with.

This is the last issue I want to ask about, and to use it as my reasoning. Can the Department of Family Services provide a half-day or part-time position to work on the poverty reduction strategy? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. The staff within Family Services who administer the income support program and the (interpretation ends) community development officers (interpretation) are the ones tasked with assisting people living in poverty and how people can improve their situations, perhaps by receiving more (interpretation ends) training, (interpretation) or by landing a job or even taking pre-employment training.

These are the programs we are trying to use to combat poverty. Furthermore, the income support program is geared for

people who may be facing food insecurity or hunger. When they visit the office they can be provided with monthly income support to purchase foodstuffs. We all know of people who go the office for that program. And further, in the Poverty Reduction roundtable, the Department of Family Services isn't the only organization working on this file as Family Services and Nunavut Tunngavik Incorporated serve as (interpretation ends) co-chairs (interpretation) and they work with the communities.

When they met the last time, they presented their reports on the communities and residents who faced food insecurity or hunger with recommendations on how to provide more assistance. This was discussed at that meeting, and now the minutes and recommendations will be reviewed to look for improvements. We anticipate improvement in the effectiveness of the program. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Gjoa Haven, Mr. Akoak.

**Question 130 – 5(2): Municipal Infrastructure Priorities in Gjoa Haven**

**Mr. Akoak:** Thank you, Mr. Speaker. Good morning, colleagues, people of Gjoa Haven, and Nunavummiut.

Mr. Speaker, I want to keep some of my gray hair today.

>>*Laughter*

Thank you, Mr. Speaker. My questions today are for the Minister of Community

and Government Services.

Mr. Speaker, one of the letters that I tabled in the House last week concerned the urgent need for new municipal garage facilities in the community of Gjoa Haven. As the minister will recall, the municipality's letter indicated that this infrastructure had been, "identified in our 2017-18 submission to the Department of Community and Government Services and remains our number one priority in the community."

Mr. Speaker, can the minister indicate how his department is responding to the municipality's request? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I would also like to thank Mr. Akoak for his question. Officials are now working with the Gjoa Haven Hamlet Council and they are working on priorities of the community for infrastructure. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. The municipality's letter describes how the conditions of its current facility pose a number of threats to the health and safety of municipal employees. In the letter it says that the current smell of oil, gas, and sewage is prevalent and the buildings are over 30 years old.

Can the minister indicate what specific assistance his department can provide to

the municipality to address these issues?  
Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Minister  
Kusugak?

>> *Laughter*

All of the above?

>> *Laughter*

(interpretation) Thank you, Mr. Speaker.  
We try to work with all the hamlets if they have a safety issue on how we can rectify it. We work them on an urgent basis. We are currently reviewing the funding of hamlets in areas where we can improve, increase their funding, or loosen some of the rules for their funding.

I understand what he's talking about in Gjoa Haven and we will look at how we can deal with it in a more timely manner.  
Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker.  
Thank you for the response from the minister. As I noted in the preamble of my first question, the municipality's letter indicated that this infrastructure had been, "identified in our 2017-18 submission to the Department of Community and Government Services and remains our number one priority in the community."

Can the minister clarify how his department works with municipalities to

ensure that their priorities are reflected in the Government of Nunavut's capital plan? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. Have a great day.

The community's priorities are in there and all 25 communities in Nunavut all have their priorities. The mayors of the communities and the Nunavut Association of Municipalities review needs and prioritize them. They decide which priorities are more urgent. That is how they identify which communities get garages or other things, or what should be delayed.

We would like to help all of them but that is impossible. And that organization that I just identified is the one who decides which priorities will come first, and its running properly. When there is an emergency on top of that, there is another opportunity for our department to review it. Thank you, Mr. Speaker.

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

### **Question 131 – 5(2): Revisiting Options for Kugluktuk's Long- term Care Centre**

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

When I first raised the issue of the Hamlet of Kugluktuk's proposal to build a long-term care facility in the community, it was my understanding

that the government would not consider the proposal because it had been decided to go with an RFP process. I was therefore very pleased to hear the minister state in response to questions that my colleague from Arviat North-Whale Cove asked in this House on June 5, that the cabinet has not yet decided to go with an RFP process.

Can the minister confirm that the government may be willing to consider a fee-for-service contract for providing elder care in Nunavut? Thank you, Mr. Speaker.

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

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. This is an important issue and I guess we all need to have a common understanding of where we are going with this. I'd like to clarify that as a minister, I don't support any particular proposal and I haven't rejected any proposals either. What I do support is moving forward with real improvements to elder care in Nunavut. That means looking at elder care as a whole and not one community at a time.

This is not about one hamlet's proposal. It's about elders from communities across Nunavut and what is the best way to get them the care that they need. Truly, that's where we are going with this. As we move forward, we will be using a process that is fair and transparent to decide who will be awarded the contracts. For the record; ministers will not be part of these evaluations in any way. I imagine that the work that Kugluktuk has completed to date will be helpful in this process going forward, and I encourage the

community to submit a proposal in response to the call, once it is issued.

In response to the member from Kugluktuk's question on May 24, I stated that cabinet had decided that we would probably issue an RFP. I would like to clarify that a government position on this is still being developed, but I anticipate that a large project such as this one would go through an RFP or a similar, competitive process. The submissions will be evaluated fairly using a process that is transparent.

As I stated in March, we will likely need regional facilities for dementia care. A single territorial facility, even if it's located as centrally as possible, will still leave many elders isolated from their loved ones.

So this is the way we're going with this. There are a lot of people who would like to also participate in caring for their elders. I think, as a government, it is our duty to use a process that is fair to everybody.

I understand where the community is coming from with their frustrations. I think it's no secret that I was involved in the Sailivik project in the last government as well. The proposal that you refer to was also submitted to the last government as well. There was no response from the last government at that time, so I understand your frustrations.

Being a new government and seeing all this new interest in building these facilities and because it is a priority of mine and it's a priority of everybody here to look after our elders, we want to do whatever is the best thing. If

Kugluktuk is the best possible proposal and the best place to put it, then once the call for proposals go out and you submit and that's evaluated, then that's how it will go. Thank you, Mr. Speaker.

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

**Ms. Kamingoak:** *Koana*, Mr. Speaker. I thank the minister for the response. You have been stating for weeks now that the RFP is to be used. When is this RFP going to be issued so sealift can be taken into account? Thank you, Mr. Speaker.

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

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. I can't say the exact date and I think we're all going to take that into consideration, sealift for next summer, but this will be determined. First of all, we need to confirm that it will actually go to an RFP process, which I anticipate that it will, but that needs to be confirmed by cabinet.

We're already working towards what we're going to need in Nunavut when it comes to a long-term care facility. We have approved preplanning dollars to start looking at what kind of facility we're going to need? What kinds of models we're going to be using? Is it going to be a P3? Is it going to be fee-for-service? What is it that we need for Nunavut? We want to do it properly, so we're taking the time to really look at all the different options so that we can pick the very best one. Thank you, Mr. Speaker.

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

Your final supplementary, Ms. Kamingoak.

**Ms. Kamingoak:** *Koana*, Mr. Speaker. You're saying that we have already lost a year when you're thinking next summer. Thank you, Mr. Speaker.

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

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. We need to properly plan this out. Nunavut is big and it's a vast territory, and the need is getting greater and greater every year. What we want to do, or our priority is establishing long-term care, but we need to do it correctly. So unfortunately, that takes time. We wouldn't want to rush into anything and then find that we don't have the right size, we don't have the right model. There are lots of things that could go wrong and we want to make sure that what we do have is the correct version. Thank you, Mr. Speaker.

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

#### **Motion 007 – 5(2): Extension of Question Period**

**Mr. Rumbolt:** Thank you, Mr. Speaker. Pursuant to Rule 39(7), I move, seconded by the Member for Baker Lake, that the time allotted for oral questions be extended. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The motion is in order and is not debatable. All those in favour of the motion, please raise your hand. Thank

you. All those opposed. The motion is carried and therefore question period has been extended for a further 30-minutes. However, in recognition of the clock, we will break for lunch and return to the House at 1:30 p.m.

Sergeant-at-Arms.

>>House recessed at 12:00 and resumed at 13:30

**Speaker** (interpretation): Good afternoon. Going back to the orders of the day. Oral Questions. Member for Hudson Bay, Mr. Rumbolt.

### **Question 132 – 5(2): Status of Capital Preplanning Studies**

**Mr. Rumbolt:** Thank you, Mr. Speaker. Good afternoon to the people of Nunavut and the people of Sanikiluaq.

Mr. Speaker, my questions are for the Minister of Community and Government Services.

As the minister will recall, the Legislative Assembly approved \$1.8 million in capital funding earlier this year for preplanning studies as part of the department's 2018-19 capital estimates. During our winter sitting, I asked the minister to provide a list of specific preplanning studies that the government planned to undertake with this funding.

Can the minister update us today on what preplanning studies are being initiated during the 2018-19 fiscal year with this \$1.8 million that we approved during the winter sitting? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I thank my colleague for the question. I can give you the detailed information as soon as it is available. Thank you, Mr. Speaker.

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

**Mr. Rumbolt:** Thank you, Mr. Speaker. I'm not sure if he will be able to answer my next question if he doesn't have the information with him, but I'll get it out there anyway so that when he does get back to me, he'll have my questions at hand.

During our winter sitting, I raised the idea of using some of this preplanning budget to examine options related to Sanikiluaq's water supply as well as the community's sewage lagoon. Can the minister indicate if any of his department's budget for preplanning studies will be used to look at either or both of these issues? If not, why not? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. I thank my colleague for the question. Mr. Speaker, there was previous funding approved to work on the water and sewage issues in Sanikiluaq. There are monies allocated with this current funding.

Our department has decided that, as I mentioned in the winter session and earlier discussions with my colleague

when he was enquiring about the issues with water quality in his fine community, we said that we're setting up an RFP to find out all the issues regarding the matter and what best approaches there are. There are a few approaches that we could do, one of them being find another water source, maybe putting in a reverse osmosis system, or going with the status quo.

Our department is finalizing that RFP as we talk. I hope we can have that out within the next month. We decided that we should wait until that study is done and at that time we could use that money better towards dealing with doing the study and work towards that outcome. If it's suggested that we find a different water source, then let's do the planning and design and work towards using that new water source, or if it's keeping with the system, then let's do that.

We decided not to spend any planning money until we find out how we can best resolve the water issue in Sanikiluaq. Thank you, Mr. Speaker. I hope that answers his question.

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

**Mr. Rumbolt:** Thank you, Mr. Speaker. I appreciate the information. During our recent winter sitting, the Minister of Community and Government Services indicated that one of the preplanning studies for the 2018-19 year was for the "Qikiqtani General Paediatric Ward and continuing care facility renovations."

Earlier this week the Minister of Health stated in the Legislative Assembly that her department has "allocated \$500,000 from our 2018-19 preplanning funding

to contract experts." I think the minister also alluded to that earlier today as well in questions from another member in relation to the issue of long-term care needs for elders.

Can the minister clarify if this amount is coming from his department's \$1.8 million budget? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. My understanding is yes, it is. Thank you, Mr. Speaker.

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

### **Question 133 – 5(2): Grays Bay Road and Port Project**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. This is a supplement to the Member for Netsilik's questions and in regard to the replies that were given by the Premier.

The Premier responded to the question by stating that the Kitikmeot Inuit Association had chosen to be the sole proprietor of the project they have prioritized for many years. He also stated he had sent a letter, yet, Mr. Speaker, the KIA made a news release on...what day is this now?

Anyway, on June 6 when I was reading the release, the KIA never stated that they desired to be the sole proprietor for the project, and our Premier stated to members that KIA had chosen this route by letting the Premier know. Which is

the truthful statement here? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Nunavut Premier, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Now, regarding the three Inuit regional bodies, we announced that we wanted to work with all three organizations, and this was agreed to, and written into the mandate, which we will follow as a government.

We prefer not to have a public disagreement with other bodies in this House. Now, I just want to clarify that on April 12, the KIA expressed their appreciation through a (interpretation ends) press release (interpretation) prior to our own release, and they wanted it written differently. We agreed to their request, and this was the correspondence from April 6, and this is where we agreed to this change. Thank you, Mr. Speaker.

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

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. The Premier indicated that he wrote a letter to the Inuit organizations. Can he table that response to the House because we don't just want to argue about it?

We have to work together with the regional Inuit organizations. Also, there are mines in Baker Lake and Rankin Inlet. Coral Harbour doesn't have one but there are a lot of benefits coming from the operations of the mines. There should be some benefits being reaped in all regions. Can the Premier table that letter in the House? Thank you, Mr.

Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I cannot speak on behalf of the regional organizations. I can do so if they allow me. We cannot table letters that do not come from us directly. Thank you, Mr. Speaker.

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

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. He responded to part of the Member for Netsilik's question, and they indicated that it would cost the Government of Nunavut too much for the Grays Bay project.

(interpretation ends) But KIA said it has a financing plan that wouldn't involve the territorial government; that wouldn't involve the government being on the hook for all of these funds, thanks to the help of an unnamed third party that could be secured with GN support. (interpretation) Did the Premier have that information or does he know about that? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. First of all, I would like to say that we have various ministers. We have a Minister of Economic Development and Transportation, and it's under his portfolio and he is dealing with it. I believe that the regional Inuit organizations are quite capable and I just wanted to say that I do believe that they

can do anything, including becoming independent.

The Nunavut government is not saying no to the project. We have always said that we support them (interpretation ends) in principle. (interpretation) We will keep a close eye and listen to the progress on what is happening. They were funded by the National Trade Corridors Fund, which is under the federal government, and we support them when they are requesting funds.

I can say that the three Premiers of the northern territories had a meeting with the Premier and made another statement about that project to make sure that those monies are available. I am talking about the National Trade Corridors Fund. Thank you, Mr. Speaker.

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

#### **Question 134 – 5(2): Custom Adoption**

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My question is for the acting Minister of Family Services.

I believe that mental illness and mental health are deeply rooted in Nunavut, and I have also received letters from mothers that have no hope and no one to turn to. Of course some people can help, but when individuals have deep-seeded addictions, we don't have an addictions treatment centre in Nunavut available. That's a reality.

Some people are sent to Selkirk and some have been criminalized and put in

jail when they are actually in need of mental health. One of the studies I read was of child predators. Two highly prominent leaders in Nunavut, a teacher and businessman, were just charged for sexual assault. My concern: when the regular MLAs were meeting with the RCMP, the information came out that 155 percent of child sexual assault occurs in Nunavut.

One of the studies I read said there is no cure for child predators and I don't know the English word. There is another word for it. My question is to the acting Minister of Family Services with regard to child protection: why are Inuit custom adoptions so open today? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Acting Minister of Family Services, Mr. Savikataaq.

**Hon. Joe Savikataaq**: Thank you, Mr. Speaker. Child custom adoption is one of the things that was going to be reviewed by the Department of Family Services just to make sure that if there are any loopholes for any reason, that they could be tightened up, because we want the welfare of the child to be first and foremost. We also want to make sure that we don't hinder custom adoptions. We don't want to make it so much paper work so that the custom adoption doesn't work how it's supposed to.

Just for the member's information, most of the adoptions in Nunavut are through custom adoptions. There are very few that are private adoptions and even fewer that are initiated by Family Services. We are looking at the whole process of custom adoption. Another thing for the

member to know is that custom-adoption commissioners don't work for Family Services. They are independent. We do work with the custom-adoption commissioners. Thank you, Mr. Speaker.

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

**Ms. Towtongie:** Thank you, Mr. Speaker. In the prevailing authority of Inuit custom adoption, there was a screening process. In fact, there were specific acts Inuit had to follow. When I was going to adopt my own children, my mother called me: "You as a young woman with your cousin cannot make this agreement. I, as your mother and her mother-in-law have to make that agreement." The other specific act that Inuit took with adopting a child; the child had to go through a woman's caribou skin and that was a formal recognition the child is now being recognized.

I believe in today's society that we need some type of a screening process for homes. These elders had a screening process. If Family Services can produce a screening process for homes, it would enable us to know whether a person adopting is a child predator. That's what we need. What if we adopt out an Inuk child and the person adopting is a known sexual predator? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. I'm not sure exactly what the question was, but I'll do my best to try to answer what I thought the question was.

The aboriginal custom adoption is between aboriginal and aboriginal, Inuit and Inuit. You cannot do custom adoption, to the best of my knowledge, from an Inuit to a non-Inuit family because that is generally not custom adoption.

With custom adoption, it's almost always with the person giving up the child knows the person receiving their child. I would think the extended family would know the situation very well. Anyone who has a baby, they love that baby, they give it up for a reason, but they love the baby. They would not knowingly give that child up to a known predator or child sex offender. Nobody would do that. That just doesn't make any sense at all.

Everyone in this custom adoption is for the betterment of the child. A lot of this is some young girl has a baby and she's too young, and the parents and her decided that this child should go to this family because they want one and they would love it. That's the whole theme around custom adoption. It's for two different families, one to want to give the child and one to receive it. They both have the best interest of the child in mind.

As for known sex offenders, I know there is a registry, and I guess it could be checked. I'm not sure how you do that. The Department of Justice would know that. Thank you, Mr. Speaker.

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

**Ms. Towtongie:** Thank you, Mr. Speaker. I was informing about the

screening process that Inuit use in terms of custom adoption. In saying that in today's reality, I would not want to go on assumption that a child is not being given to a child predator. My question is: in aboriginal custom adoption, why are criminal record checks not used today? It's an open adoption. I would think criminal record checks in terms of Inuit custom adoption in order to protect the child could be used. Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. As I stated earlier, this *Custom Adoption Act* was going to be looked at and reviewed in terms of if there is any way we want to make it work better. We don't want to hinder the process so that it makes it too hard for a custom adoption to work.

If we go through a regular adoption then yes, criminal record checks are done, there are thorough interviews with the families, they check to make sure the family can afford to adopt this child.

The *Custom Adoption Act* is being looked at right now and it has been in review to see how we could make it work better because we don't want any abuses done and everyone wants the best done for this child who has no say in whether they are adopted or not.

It's an agreement made by the person that had the baby and the person receiving the baby. As I stated, it's being looked at and reviewed because we want to just make sure that there are no ways of a bad outcome happening through custom adoption. Thank you, Mr.

Speaker.

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

### **Question 135 – 5(2): Grants and Contributions Policy**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. My questions are for Economic Development and [Transportation].

Mr. Speaker, as we are dealing with the operations and maintenance budget, which is approved on a yearly basis, and there are people within our communities who are pursuing the private sector; if they were to receive a grant or a loan from the previous year, would they be eligible to reapply in the new fiscal year? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Economic Development and Transportation, Minister Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. Mr. Speaker, if there is a legitimate reason why a business would apply for a grant or a loan then it shouldn't matter which fiscal year it's in as long as the money is there and they fall within the program guidelines then, yes, businesses can reapply. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I know there are different provisions, regulations, and criteria when it comes to small business grants

and loans. When we look at loans, if you are starting to miss payments you automatically are followed up. You have to make a payment and whatnot. What is the case for people that are trying to attain a small business and they had received a grant from the previous year? Is there any business aftercare in place after receiving a grant from the previous year? Is there any aftercare by the Department of Economic Development and [Transportation] for individuals that have received grants from the previous year? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. When Economic Development and Transportation or the Nunavut Business Credit Corporation gives out grants or loans, we work with the clients. When a client receives a grant, usually there are conditions to it. They say “I am going to create this many job, I am going to do this, I’m going to do that.”

We work with them and help to make sure they achieve their goal. If there are any issues in the business, whether it’s a grant or a loan, we work with them. We want the business to succeed and we would like them to be successful, but if the member can be more specific in terms of aftercare that is given after a person receives funding. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. In the grand scheme of things, we would all like to see everything all

hunky-dory and smooth running and smooth sailing in the business world...

**An Hon. Member:** It’s not going to happen.

>> *Laughter*

**Mr. Mikkungwak:** ...but when it comes to reality in life, sometimes you do go through family illness or whatnot and you’re trying to run a small private business. Sometimes you are hit with reality, with an illness within the family, so the business which should have been excelling may slow down or start going into a debt situation.

When we look at Economic Development and the small business grants or small business loans, my question here is: if the Department of Economic Development and [Transportation] does provide aftercare to these people who are trying to create small business within a community, what type of aftercare is followed up for the following year? Is it just consultation or financial aftercare to make sure the business is excelling? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. Each situation is different and in the situation like the member described, I would say that the best options for that is if a business is struggling and they receive money or even if they haven’t received money, if they’re in business and they’re struggling, they go talk to the economic development officer and say, “Look, this is my situation. How can you help me?”

Where can I get help?” From there, the economic development officer, which there is one in every community I believe, should be able to help them in terms of funding and/or how their business can operate a little more smoothly so that they don’t go into financial debt.

Mr. Speaker, my suggestion would be: go see the economic development officer. They can direct you in the right path to help your business as best as it can get for the conditions that are there. Thank you, Mr. Speaker.

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

### **Question 136 – 5(2): Queen Jubilee Medal Revocation**

**Mr. Hickes:** Thank you, Mr. Speaker. I would like to direct my question to the Premier. I would like to follow up with my colleague, Mr. Main’s line of questioning earlier today on the statement made by the Qullit Nunavut Status of Women Council.

Mr. Speaker, on my way home for lunch today, I had a resident of Iqaluit stop me and was questioning me on why the Premier was evasive in his response on why he would not provide a letter of support to the statement without receiving a letter personally to him or the government asking for such a letter. In fact the word used to me was “pathetic.”

Mr. Speaker, in this letter of support it states pretty clearly, “Please support our request by writing for its cancellation to...” and then it gives the following

address.

Mr. Speaker, the Premier has a Minister responsible for the Status of Women and I’m quite sure he would have been made aware of this statement. The evasive nature of his response to my colleague this morning has inflamed a lot of people already.

I would just like to give the Premier one more opportunity to not have to wait for a letter from the Qullit Status of Women, but to take my request, and I request the Premier write a letter of support to the Qullit Status of Women on the government’s behalf. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Premier of Nunavut, Premier Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Now I am unsure of the Inuktitut equivalent term for (interpretation ends) “evasive” (interpretation) and I wonder why he used this particular terminology.

In my explanation, I was clear in voicing our support for the statement released by the (interpretation ends) Qullit Status of Women Council (interpretation) which I fully support. If I am directed by this House to write a letter, I can certainly do that.

Yes, I have already indicated my full support for this initiative and I have voiced that the statement from the Qullit Status of Women is fully supported by this government. This is what I stated clearly, and I don’t know why I was perceived to disagree with it. I said I am in full support and I can certainly write a letter of support. Thank you, Mr.

Speaker.

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

**Mr. Hickes**: Thank you, Mr. Speaker. This will probably be my last question if the response is clarified.

If I understood the Premier's response, he said "a request from the House." I don't think there is a request from the House on the table. I don't want to stop proceedings to have to put a motion forward. I just want to know: is the Premier going to write a letter of support to the statement to the Qullit Status of Women, yes or no? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa**: Yes. (interpretation) Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members, please note that the time for question period has expired and it cannot be extended, so therefore we will go back to orders of the day. Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I would like unanimous consent to revert back to Item 5. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to revert back to Item 5. Are there any nays? There are no nays. Item 5. Recognition of Visitors in the Gallery. Please proceed, Ms. Nakashuk.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I would like to welcome individuals from Pangnirtung. The first person was a former Member of the Legislative Assembly, Hezekiah Oshutapik. Welcome. I'd also like to welcome Markus Wilke. They were in Ottawa for meetings to be the voice of Inuit in putting forward a request for a healing facility for Inuit. They were in Ottawa to meet with the federal government. I'm very proud of them. Welcome.

>>Applause

**Speaker** (interpretation): Thank you. Mr. Oshutapik and Mr. Wilke, welcome to the gallery. I know, Mr. Oshutapik, this is not a strange building for you.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker, for pronouncing my name properly.

Yes, I would like to recognize the two people from Pangnirtung who were recognized already. I'm very proud of them. They travelled a long distance to Ottawa, and I know both of them very well; Hezekiah Oshutapik and Markus Wilke. Welcome to the gallery and thank you very much for providing support to Nunavummiut and working very hard on behalf of their community.

I would also like to recognize Simon Nattaq. If you'll remember, he was our Sergeant-at-Arms, but he has been a council member for a very long time,

even before Nunavut was created. He is still a member of the council for the City of Iqaluit and I would like all of them to have a good day. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Welcome. Mr. Nattaq, welcome.

Recognition of Visitors in the Gallery. Member for Amittuq, Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. There is someone I would like to recognize as well. Once upon a time...

>> *Laughter*

...I had liver problems. If it wasn't for this person, I don't think I would be standing here today. I would like to recognize Markus. If it wasn't for him, I would not be standing here. I don't believe I would even sweat today.

>> *Laughter*

I thank him from the bottom of my heart. That's why I want to recognize him and also my cousin, my uncle's son. He's the eldest son of my uncle and he's a very good hunter. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Welcome. Recognition of Visitors in the Gallery. I have no more names on my list, we shall move on. Written Questions. Returns to Written Questions. Replies to opening address. Petitions. Responses to Petitions. Reports of Standing and Special Committees on

Bills and other matters. Tabling of Documents. Member for Iqaluit-Manirajak, Mr. Lightstone.

### **Item 13: Tabling of Documents**

#### **Tabled Document 031 – 5(2): Office of the Chief Coroner of Nunavut – News Release – Recommendations to Prevent Domestic Violence-Related Deaths**

**Mr. Lightstone:** Thank you, Mr. Speaker. I would like to thank Mr. Main for speaking on my behalf this morning. As he had mentioned during my member's statement, the Office of the Coroner of Nunavut and the Domestic Violence Death Review Committee had a very difficult job in completing the inquest into my sister's murder. In fact, it took them five years to complete their work. In 2016 they shared the results of their inquest with myself and my family.

The review identified a number of indicators leading up to the tragedy, which if it had been acted upon could have possibly prevented the tragedy from occurring. The committee identified 15 recommendations to enhance risk assessment, safety planning, and possible prevention of future deaths related to domestic violence through appropriate interventions by the criminal justice system and health care partners, and also including high-risk case identification and management.

Mr. Speaker, the results of the coroner's inquest in the Domestic Violence Death Review Committee recommendations were not made public for reasons that I do not know, but I would like to make those recommendations public. I would

like to ensure that the difficult job that they had conducted does not go in vain.

Mr. Speaker, as I mentioned, I would like to table the document that includes the 15 recommendations that was made to the Government of Nunavut and other organizations to prevent future domestic violence deaths from reoccurring.

Mr. Speaker, I will have appropriate questions concerning the government's implementations of these recommendations at a later date. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. Member for Arviat North-Whale Cove, Mr. Main.

**Tabled Document 032 – 5(2): Working Together for a Sustainable Future**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I have a letter from a mining company and I would like to table it. It is called the (interpretation ends) *Sustainable Development Summary Report 2017*. (interpretation) It's from Agnico Eagle. This picture is of Ian Joamie from Baker Lake and he's an instructor in Meadowbank mine. I congratulate him.

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

>>*Applause*

As Members of the Legislative Assembly, we have to understand exactly what the mining companies are experiencing and I urge the Minister of Finance to read (interpretation ends) page 16 (interpretation) because they allude to (interpretation ends) taxes, and royalties (interpretation) for Nunavut.

It's all reported there and employment opportunities are on (interpretation ends) pages 8 and 9. (interpretation) Thank you, Mr. Speaker.

>>*Applause*

**Speaker** (interpretation): Thank you. Tabling of Documents. I have two documents.

**Tabled Document 033 – 5(2): 2017-2018 Integrity Commissioner's Annual Report**

**Tabled Document 034 – 5(2): Payment of Indemnities, Allowances, Benefits, and Expenses to the Members of the Legislative Assembly of Nunavut September 24, 2017**

Members, (interpretation ends) I have two documents to table. The first one is the 2017-18 Annual Report from the Integrity Commissioner of Nunavut.

(interpretation) The other document I am tabling, the Report on the Payment of Indemnities, Allowance, Benefits and Expenses to the Members of the Legislative Assembly, Fourth Assembly, for the period April 1, 2017 to Sept 24, 2017.

Going to orders of the day. Notices of Motions. Notices of Motions for First Reading of Bills. Motions. First Reading of Bills. Second Reading of Bills. Consideration in Committee of the Whole of Bills and Other Matters. Bills 4, 5, and 7 with Mr. Akoak in the Chair.

In accordance with the authority provided to me by Motion 4 – 5(2), the committee will stay in session until it

reports itself out.

At this time I ask you to remain here while we get the documents ready because we are going directly to the Committee of the Whole.

Sergeant-at-Arms.

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

**Chairman** (Mr. Akoak): Good afternoon, Inuit and Nunavummiut. I would like to call the committee meeting to order. In the Committee of the Whole we have the following items to deal with: Bills 4, 5, and 7. What is the wish of the committee? Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Good afternoon, members. Mr. Chairman, we wish to continue with the review of Bill 4 and the Department of Education, followed by the Nunavut Housing Corporation. Thank you, Mr. Chairman.

**Chairman:** Thank you. Are we in agreement that we first deal with Bill 4?

**Some Members:** Agreed.

**Bill 04 – Appropriation (Operations & Maintenance) Act, 2018-2019 – Education – Consideration in Committee**

**Chairman:** I would now like to ask Minister Joanasié: do you have officials that you would like to appear before the committee? Minister Joanasié.

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

**Chairman:** Thank you. Does the committee agree to let the minister's officials go to the witness table?

**Some Members:** Agreed.

**Chairman:** Sergeant-at-Arms, please escort the witnesses in.

For the record, Minister Joanasié, please introduce your officials. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Good day to everyone. To my left is my Deputy Minister of Education, Pujjuut Kusugak, and to my right is the (interpretation ends) Director of Corporate Services, Heather Moffett. (interpretation) Thank you.

**Chairman:** Thank you. Welcome to the sitting. Before we proceed with the Department of Education, members are aware that we have an additional ten more departmental main estimates to review. Members are hence advised that I will use my discretion as per Rule 77(2) and limit you to the 10 minutes you have to ask questions to the minister at the witness table as we proceed page by page.

I would also remind all members that during our proceedings, when members ask their questions to the minister and when the minister and his or her officials respond, that you be respectful to all.

We will now proceed with the review of the Department of Education. We're on page G-6. We're on Education. Corporate Services. Total Operations and Maintenance, to be Voted. \$4,973,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Go to page G-7. Thank you. Mr. Main.

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

(interpretation ends) I just wanted to follow up on our discussions yesterday with regard to the four decentralized positions within Education that were deactivated. If the minister could clarify in terms of which community those positions were coming from. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. I'll have the director of corporate services respond to the question, if it's okay with you, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We did look into this. I'm not sure where you're getting the numbers for the four positions that were moved. There were a number of positions that were moved to Family Services, but they were moved in two different batches. Possibly there's an error there in the counting because we actually have one more decentralized position than we actually started with. We have 21 positions there now. The remainder was given to Family Services.

When we did our realignment, we moved three positions out of Arviat, but we moved three in, so we actually did not make any changes from that. Thank

you, Mr. Chairman.

**Chairman:** We're on page C-7. Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. My question is: the amount of funding allocated to the Young Parents Stay Learning Program has remained at \$170,000 for some time. Can you please describe how this program is delivered and how many young parents are currently accessing it? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank her for the question. (interpretation ends) The Young Parents Stay Learning program is a child care subsidy program to help young parents with the cost of child care while they attend school. Eligible candidates must be a parent of one or more children and needing the care that they require for their child.

They must be attending school and work towards their high school diploma, or for parents under the age of 18, and attending full-time post-secondary program. (interpretation) I hope I responded properly. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. I would like to know how many young parents are currently accessing it because it has remained at \$170,000 for some time. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. This program is proposal-driven. (interpretation ends) It's application based. As of February 2018, we've had a total of 62 applicants approved and we've never disapproved any applicants to date. We expend all the money that we can, so out of the 62 applicants broken down by region, I don't have specific communities, but Kitikmeot had 10 applicants, Kivalliq 4 applicants, and Qikiqtani had 48 applicants. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. Your department allocates over \$2 million in grants and contribution for community-based early childhood facilities, and yet there's a lack of child care spaces across Nunavut. Can you please describe to me what efforts are under way to create new child care spaces in Nunavut's communities? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We're relying quite heavily on this new bilateral agreement with the federal government on early learning and child care. There are different components to that agreement, one being on training for child care facility workers, and also on operations and maintenance funding to make it more affordable for child care facilities to operate. That's one of the areas where we're trying to get more child care facilities open. We work with any group that wants to open up a new daycare. There's start-up support that they can

apply to through our department.

Of course any new school that we build, there's going to be a daycare and dedicated space for that. We also need to have the board of directors involved from the local level that would take over the operations and those components. That's what I can say for now. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on page G-7. Branch Summary. Early Learning and Child Care. Next name on the list: Ms. Kamingoak.

**Ms. Kamingoak:** Thank you, Mr. Chairman. Welcome, minister and his officials. Your draft business plan for 2018-2021 indicates that funding for such programs as the Healthy Children Initiative, day cares, and DEA early childhood programming will remain stable for 2018-19. Did this level of funding meet the demand for programming funds in 2017-18, and if not, how does the department ensure that communities or organizations can access adequate funds to deliver early childhood programming? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for that question. (interpretation ends) We have run the Healthy Children Initiative over the years, but this last year we have had a surplus, so we've been using it up as much as we can, again, based on applications that come in. We do want to get more and more applicants, but we've had a surplus in the last year. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Kamingoak.

**Ms. Kamingoak:** Thank you, Mr. Chairman. Thank you, minister, for that response. Your department provides contribution funding for DEA early childhood education. Can you describe some of the challenges in supporting DEAs to provide early childhood education programs in their communities? Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm going to ask the director of corporate services to respond if you may, Mr. Chairman. Thank you.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) One of the largest challenges that we have had in the past has been the way the *Education Act* currently says the money goes to the district education authority. The DEA then makes a choice if they want to run a program themselves or if they would like to give the funds to another organization in order to operate a program.

Where some DEAs have had issues with that is the liability that they take on with that. So if they are passing the funds onto another program, if that program doesn't run or doesn't run effectively, the DEA becomes responsible for repayment of the funds. That has been the largest barrier that we have heard from DEAs, and we are expecting that changes to the *Education Act* would

allow for a DEA to choose whether or not they would like to have a program run by themselves or choose to have another organization within the community to receive those funds directly from the government. Then that allows the DEAs to not be financially liable for a third-party. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Kamingoak.

**Ms. Kamingoak:** Thank you, Mr. Chairman. If I heard correctly, my next question is: does the department provide any kind of support to the DEAs if they would like to run a program smoothly? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, we work with the DEAs if they need additional support for different areas. If it's specific to early childhood learning or child care programming, then we do try to work with them on a case-by-case basis. Thank you, Mr. Chairman.

**Chairman:** Ms. Kamingoak.

**Ms. Kamingoak:** Thank you, Mr. Chairman. Moving on, what is the current status of the Department of Education's early learning and child care framework, which is expected to guide the delivery of related programs and services across Nunavut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman.

(interpretation ends) I understand right now it's in draft, so we are planning to work toward finalizing it, but right now it's still in draft form. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on my list, Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Thank you to the minister. Welcome, and your officials. I will ask my first question in English. (interpretation ends) The Healthy Children Initiative, (interpretation) in the business plan on page 106, I would like clarification on what our colleague, Mr. Kaernerk, asked about. Are the meals provided to the students in all of the communities in Nunavut? Do all the schools have breakfast and lunch programs? I would like information on that. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would like to thank that member for his question. In regard to the Healthy Children Initiative and providing meals, we provide funding through the Department of Health. Those funds are used for breakfast programs especially, but to date we do not have any money set aside for lunch programs. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. How many communities do not provide breakfast programs and how many provide breakfast programs? I hope I was clear. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. All communities are provided funds for breakfast programs in all the communities, though the funds are quite limited. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I will move on to another subject. In terms of the Day Care Grants and Contributions; sometimes we have very young couples who have children and who do not make very much money. What's the limit set on the grants and contributions that are provided to the parents if they are going to be putting those kids in the daycare? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): I will refer this question to my deputy minister, Mr. Pujjuut Kusugak. Thank you, Mr. Chairman.

**Speaker:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. The parents would receive monthly payments upon approval of their application. If their child were placed in a daycare, they would receive up to \$700 per month. If they place their child in a (interpretation ends) family day-home (interpretation) then the monthly payment would be up to \$600 per month.

Now, if the parent has a private babysitter who could be one of their relatives, then the parent would receive

\$500 per month. Also, it is broken down into full or half-time daycare rates, so if the parent only needs a babysitter for a morning or afternoon, then the payment would be \$350 per month.

Additionally, we have another category of \$250 per month, if the child is cared for in an unlicensed facility, but if a student requires child care after school hours, then there is a \$145 payment for an entire month. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I also thank him for his partial response. What I was trying to ask about was a situation where a young person with a child requires daycare services, and most of our youth don't accrue a lot of income obviously being in school.

However, if the young person's parents made a good income annually and it states that families should provide for each other and they have to help one another as parent and child. If the department is informed by the daycare workers about the family household income level, would they have to pay additional fees based on their income?

To use myself as an example, what happens if I had an annual income of \$50,000 or \$75,000 or even \$25,000 per year, which is the threshold or limit where the young parent would become ineligible, and if I could pay for my grandchild's daycare fees? I hope I came across clearly. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Please wait a moment.

If I understood his question correctly, the income threshold would most likely be determined by the Department of Family Services since there are a number of different grants and contributions for assistance programs, but it would most likely be tied to household income as deductions are made for certain income levels. I can only answer like that if I understood your question properly. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Yes, since the minister clarified it for my benefit, I thank the minister.

To move to another subject on the same page, this is the second last item on the page. Earlier, it was partially touched upon, but I really wanted to be totally clear in my understanding so I am asking about it. What is the meaning of this...it's written in English, so I'll say it in English. (interpretation ends) "DEA Early Childhood Culture and Language." (interpretation) Can the minister provide more details on that line item? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank the member for his question. The district education authorities receive funding allocations from our department. This is listed in the *Education Act* under Section 17. It speaks to daycares and the provision of the Inuit language and culture so that they can add funding to

provide these types of programs.

However, the \$1 million fund is set aside annually and it is an application based funding program where the DEAs submit funding requests. This fund total depends on the type of programming they wish to undertake, but basically the *Education Act* sets out what this funding is to be used for. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. This item within your response, where you said it would depend on the program they wish to pursue, so that item you referred to, is it for the DEA, the teachers, or is it only for the early childhood program? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and I would like to thank you for the question. It is application based. The district education authorities make an application, provide information on what types of programs they would like to see, and those funds would be used for the early childhood education or daycares, but it would also have to include Inuit language and culture.

We included that so they can provide those types of programs. If they want to have an elder advisor in the facility, it would be included in the application. We included that so that parents would become involved. It would be an application-based program and the district education authorities are the ones who would apply. Thank you, Mr.

Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. This will be my last question regarding daycare providers. As the minister indicated, it would have to include Inuktitut and cultural programming. If they wanted to have a language instructor in the daycare would the application process go faster? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. For daycares, they usually indicate that they're going to be using that money for the operations, and some daycares are located in the schools themselves. Because of that, I think we have to work together on what types of language and cultural programs would be provided in the daycare. They would work together with the Department of Education and the childcare providers. We always place a priority on Inuktitut because it's an early learning program. We always try to ensure that language and culture are included, be it in written form or speaking Inuktitut proficiently. We try to provide that at all times.

We know that there are different types of daycares in the communities. There are quite a few here in Iqaluit. They have the greatest number of daycares in Nunavut but there is only one daycare in Iqaluit that operates in Inuktitut, while all the others do not operate in Inuktitut or have cultural programming. However, we do provide support and they can access funds through the application process. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on the list: Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. Welcome to the minister and officials. The first question I have is on page 106 of your business plan under Day Care Grants and Contributions. As the minister is well aware, we have a daycare in Baker Lake, but it's maxed out. The first question I have is: if the private sector had a building available, could that be leased as an all-out Inuktitut daycare in the Community of Baker Lake? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) If there's a daycare board and they want to operate out of a private building, I think that's something that we can try to accommodate. We receive applications from all daycare groups and we try to carve up the money as equally as we can. If there is an application for a group in Baker Lake, if there's a daycare society that wishes to operate out of a private building, I think it's something to consider. There are start-up funds available, so this is something that's always on the table. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I thank the minister for his response. As we all know, when it comes to government funding and whatnot, in order to receive it, you've got to be a registered society. Even the daycare boards are societies. As the minister indicated with start-up funds, if a group of parents wanted to start up an

Inuktitut daycare in Baker Lake, could they utilize those start-up funds to ensure that they become a registered society with the Department of Justice to ensure ongoing funding, and to be able to lease from the private sector so that they could have an Inuktitut daycare in Baker Lake? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Unfortunately no, once the daycare society is formed, they would then come to us and we would then start to engage the process of the start-up process. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I fully understand now. In order for a group of parents, if they want to start up an Inuktitut daycare in Baker Lake, they have to be a registered society first. Once they become a registered society, then they can start with the start-up funds and then continue from there. Thank you for that information.

Moving on, on that same page in the business plan, the Healthy Children Initiative; I know in the past, there was one in Baker Lake. They were called Aupilattug Society, but the building had burned down. If that society is still in place, under the Healthy Children Initiative, and they still maintain their registered society status and committee, could they put in a proposal to submit and lease an office building from the private sector? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. I would like the corporate services director to respond to that, please, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, if a daycare society finds a space and it costs them money to rent or lease, that could be included as part of the costs of part of their application for their operations and maintenance funding and we would consider that as part of their cost. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman and I thank the official for the response. If the Healthy Children Initiative Committee finds a building within the community of Baker Lake with the private sector, and if there are some modifications, especially to have little children in the building, you also have to meet standards and codes. If there are minor deficiencies to meet the standards and codes, would that be the responsibility of the committee or the private sector who attains the building? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I am kind of lost where he's going. We have daycare inspectors that look at any facility that any daycare society is running their program out of. Before and when they are operating, there are routine

inspections done to ensure that the facility where they are working out of is in good working order, that there are no safety or other hazards posed. We do have inspectors, if that answers his question. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. Yes, the minister did answer my question. The committee would have to request a daycare inspector first before signing off a lease with the private sector if they found a suitable building to run that program.

Moving on, on page 106 again, in your business plan, Young Parents Stay Learning; as MLAs, we all support education. I guess the question I have is, when we look at the budget line, it remains the same each and every year in the upcoming years. I guess the question I have is; when we look at Nunavut, I believe there is 44 schools, if I recall correctly. Can the minister or the officials give me a true number as to how many students are accessing this fund and from what grade it starts? Is it grade 12 when it starts or does it apply to grade 10, 11 and 12 students at any given secondary school in Nunavut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman and thank you, for his question. In order to qualify for the Young Parents Stay Learning Program, eligible candidates have to be a parent of a child or more, and they need childcare support. They have to be in school and working towards their high school diploma. There is no grade starting

range, but they have to be under 18 years old. For his question, we did share some details. As of February 2018, there have been 62 applicants to date. I broke it down by region: 10 in Kitikmeot, 4 in Kivalliq, and 48 in Qikiqtani. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. On that very same page again, one of my colleagues did ask about DEA Early Childhood Culture and Language.

I guess this question here, I'll use Baker Lake. We have Qilautimiut Society, which has been very active for so many years, our elders' society in Baker Lake, and I do know the Baker Lake District Education Authority works with them. If they wanted to enhance the language of instruction, could they submit additional proposals on top of what the Baker Lake District Education Authority currently accesses from the Department of Education to enhance the language of instruction being passed on to the children under this particular title? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for his question. Yes, the \$1 million funding for DEA early childhood education is specifically what it's for. It's to enhance the Inuit language and cultural opportunities. I said it's based on proposals and you can use it to involve elders into the early childhood programming, engaging parents more, and using local resources, but it's all accessed through the DEA. Yes, DEAs do get an annual operating

contribution funding through our department, so this is on top of what they get. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on the list, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I would like to just pick up where Mr. Mikkungwak left off with the Young Parents Stay Learning. Earlier the deputy minister was quoted with a number of different ranges of coverage within the daycare user subsidy which, if I recall, is a Family Services program. Are there maximum or minimum coverages for the Young Parents Stay Learning Program in the amount of coverage they receive? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Thank you for Mr. Hickes' question. I believe what Deputy Minister Kusugak shared were the maximum amounts where their child is in a full-time, licensed facility. He broke it down by each category. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. My sincere apologies, I didn't catch the original question that Mr. Kaerner had asked when those numbers were quoted.

When I look at recent correspondence to the Chairperson of the Standing Committee on Social Wellness from the Department of Family Services, it speaks to the daycare user subsidy, which has the exact same amounts. When I look in the business plan for the Department of Education under the Young Parents Stay

Learning, I read that it provides funding to cover the parental costs of licensed daycare or approved unlicensed childcare in order to encourage all young parents to complete their high school studies.

I'm getting a little mixed message. Does it cover the parental costs, as it's stated in the business plan, or are there limits to the amount of coverage that a parent going back to school would receive? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Just one moment, please.

My deputy minister can respond. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. I made an error when I responded to it. I referred to a youth program. I had misunderstood the question. (interpretation ends) So I'm apologizing to the MLA earlier for misunderstanding him with the question.

Regarding the Young Parents Stay Learning Program, there are maximum monthly amounts that are given as a subsidy that would go toward the child care, if you would like, I could go through the same numbers I gave and which ones. The maximum we have is \$700 per full-time child that would go towards a licenced daycare as a maximum. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I remember bringing this issue up a number of years ago where there are students that are trying to go back to school, yet we're still not fully covering the cost of the child care. It still puts a burden on them where they're having to be a young, single parent trying to go back to school, still having to work part-time to make up the difference and provide for their children. The next question I have is: is this budget line fully utilized every year? I noticed there was a question earlier that it's kind of stabilized in the amount of budget that it has, but is it fully utilized every year? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If you agree, the director of corporate services will respond. Thank you.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Over the last several years there has been a surplus in every year, but that surplus is actually reducing each year as we make awareness that the program is there. We have not over expended in these funds, but should there be a situation where a young parent was requesting money and the funds we had here were used up, we would certainly look to find the funding and would not be turning away a young parent who wants to go back to school. We would make sure that those monies are available if that was the case. Just for an instance, for last year, in 2017-18, we're projecting a \$16,000 surplus, and the

year before was \$40,000. Thank you, Mr. Chairman.

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

**Mr. Hickes:** Thank you, Mr. Chairman. I already kind of made my comment in the last preamble, but I just want to maybe make a suggestion. The way I read the business plan, the Young Parents Stay Learning Program provides funding to cover the parental cost of licensed child care. To me that's saying it's covering all the costs of licensed child care. I have got a suggestion: plan A, increase the budget and cover the cost of child care for all students that are in learning environments, or B, maybe look at rewording the business plan, but hopefully they'll explore option A. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for his comments. We are reviewing options on this specific line item under this division. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Page 106 of the business plan mentions the comprehensive review of all early childhood programs. That was a priority in the previous fiscal year. It says in terms of determining "...strength, weaknesses, and training gaps." Is it possible for folks who are interested in this area to access any of that information, in terms of what the results of that comprehensive review were?

Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This information would be contained in the draft framework that we're working on. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you. Thank you, minister. In terms of one of the weaknesses of the childhood programs or the frameworks or the current situation, we have these daycares which are funded through a patchwork of different programs and I'm sure that will be identified in that document.

Has the department looked at the idea of making daycare managers GN staff? Thank you.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Not at this time. Thank you.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you. Has the idea been brought to the minister's attention, or is it included in this draft framework that is being worked on? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I can't seem to recall anything that has been brought to

my attention specifically on this, but it would be included probably through the review the *Child Day Care Act* too, since that is a piece of legislation that falls under child care facilities and operations, so it would likely go through that exercise. Thank you, Mr. Chairman.

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

**Mr. Main:** Thank you, Mr. Chairman. Thank you, minister. I think it's something that bears consideration just because those managers are real key positions. I look at the daycare in Arviat and they are managing somewhere over \$1 million in payroll every year. If you're looking to manage a large number of staff and that amount of money, you need a good skillset. It's difficult for a daycare society to attract that kind of talent, especially when their funding is year-to-year and proposal-based. So that's just a suggestion. Hopefully we can have further discussions on that.

Another key limiting factor is the availability of financial expertise in terms of folks to run the payroll and crunch the numbers. Is this a common issue that has been identified across daycares in Nunavut? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank the member for his question. (interpretation ends) I believe this daycare, we know that we have staff, we have a board; our Early Child Care Division, we do have training that we provide to promote quality care and education.

We can do training for parents, early

childhood educators, the workers and staff at these daycares. In addition to that, the three-year action plan through the bilateral agreement, it specified one of the training components would be specifically on financial literacy. Through that, at the federal level, I think that's where they are targeting early learning and child care facilities to have that good base of financial accounting and management. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you. I appreciate the minister's answer there, but what I was referring to specifically is access to professional accounting services, the types of people that can conduct an audit, compile your annual financial statements, and it's a very important function. That's just a comment.

On page 107 it mentions your priorities for this year, develop a "...strategy specifically aimed at families who are not accessing early childhood programs." So these are families who don't have their kids in daycare. That's how I read it. If I'm interpreting this properly, being able to access appropriate books... . We can't expect the government to do everything. Has your department had any communication with retailers; Co-op and Northern in terms of encouraging them to stock children's books in their stores, preferably bilingual Inuktitut and English? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I am not sure if we

approached the retailers specifically, but what I can say: we are trying to work with different education partners and Inhabit Media comes to mind. They develop age appropriate resources or books that are both in English and Inuktitut. We try to do our best to get these types of books and resources available in our daycares. It's an ongoing effort that we want to continue. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Yes, I guess I will just end with a suggestion. You know it might be something that could be rewarding for parents and their kids. I am speaking from personal experience. Being in Whale Cove recently, I had a bunch of children's books from Inhabit Media and my constituents sure enjoyed them. They said, "Wow, we can't get these here in town. " There's an example that people want those books, but they don't have access to it. That is just a suggestion. No further questions. (interpretation) Thank you.

**Chairman:** Thank you. Just a suggestion. Next name on the list, Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you, Mr. Chairman. Welcome, minister and his officials. First of all, I would like to ask: as you stated earlier, some schools have daycares. How many communities have daycares within their schools? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would also like to thank the member for her

question. If I am correct, perhaps 52, but I will have to look into it to make sure the number is correct. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. This issue was referenced by my colleague. Under (interpretation ends) Grants and Contributions on page 106, (interpretation) it states that the Department of Education provides financial support by allocating funding.

Further, it speaks about agreements made being reviewed, the licensing of daycares, as well as (interpretation ends) operating support (interpretation) which is what I wanted to ask about here. Thinking about our situation in Pangnirtung, we also have a daycare at the (interpretation ends) high school.

(interpretation) I can't recall how many years it has been running for but there were several years where they experienced funding shortfalls and deficits. The daycare board has drastically decreased the amounts owed, but when daycares are in this situation, what assistance can the department provide to daycares before they get to that stage? Do you have funds for this? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank her for the question. To respond further to her earlier question, she was asking about how many daycare centres there are in high schools and I responded in Inuktitut. Looking at Nunavut as a whole, I believe there are 24 schools.

With her latter question, I'll have the (interpretation ends) director of corporate services (interpretation) respond to it. Thank you.

**Chairman:** Thank you. Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We know that many daycares are struggling with making the payments, or having parental fees collected, or having fees that are covered based on attendance. What we're doing is increasing the types of subsidies or the types of programs that are not attendance based, which allows our daycares to be able to operate and to pay their staff even if some of the children have not actually attended for each day. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Nakashuk.

**Ms. Nakashuk:** So from that, is that something new that's just coming out or is that something that you guys are just testing to see if... ? Because like I said, with 24 daycares operating in the schools in Nunavut, I'm just thinking... . Like you mentioned, Pangnirtung was one that had a lot of financial difficulties in operating or even paying their employees at times. Is this something that is just coming out? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. If I can get the Director of Corporate Services, Ms. Moffett, to respond to that question. Thank you.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you,

Mr. Chairman. (interpretation ends) It's something that we're looking at relatively recently in terms of how we're making our programs more effective and more accessible, as well as part of the framework and the bilateral agreement with the federal government. We're looking at all of those things together in order to provide as much support as possible. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. (interpretation ends) If it's the same case in other communities like Pangnirtung, I know some of the school daycares are not just kids... . Their parents or their moms are not just students but also working people that put their kids in those daycares. I'm just wondering: what is the percentage on those 24 daycares of outside parents having their kids in daycare? (interpretation) Was that clear? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We don't have the percentage breakdown of how many are either from students or working parents, but we are always prioritizing students' children in the daycares that are within our schools. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. That's understandable and that's the way it should be. I was just reflecting on this issue: does the Department of Education have a policy specific to the

springtime and summer? The daycare is usually closed for these seasons in Pangnirtung but I assume the same applies elsewhere in other communities where the daycare is attached to the high school.

I imagine they also close when the school closes, but I can't be certain, which is why I asked about student summer jobs as some students feel stressed out trying to maintain their job when a daycare isn't available. The daycare spaces are continually full in Pangnirtung even with two daycares.

I wonder if any consideration has been given to keeping it partially open in the spring and summer seasons or is that too difficult logistically to do so? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and I thank her for the question. They work throughout the summer even though they have children in daycare during the school year. The board of directors for child care or the district education authority are the ones who decide on how they're going to treat it during spring and summer and whether it's going to close or not. I think some of them stay open, but it is left up to the district education authority along with the child daycare board of directors. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): I apologize. Thank you. If a community wants to do that would they have to ask your department or is that entirely up to

them without asking you? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If that can be directed to the DEAs, we would be in full support of them. Sometimes the schools, especially the gymnasiums, are used throughout the spring and summer and it's the district education authority that decides that. As long as they can be utilized we would just support their decision. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. That is clearer now. The last question I want to ask is: how many daycare workers are there in the Qikiqtaaluk region? There used to be more than one ECO in Pangnirtung. Is there only one position in Pangnirtung for the whole of Baffin? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. There are four ECOs, early childhood officers. There is one in Pangnirtung, one in Iqaluit, Rankin Inlet and Cambridge Bay. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk, is that it? Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): It's not really a question, but early childhood officers seem to be (interpretation ends) decentralization positions. If there are four positions in the Baffin, is there only one left? Can you clarify if the position

has been moved from Pangnirtung?  
Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation):  
Thank you, Mr. Chairman. I thank her  
for the question. I will ask the director of  
corporate services to reply. Thank you,  
Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you,  
Mr. Chairman. (interpretation ends) We  
originally had three early childhood  
officers, one in each region, and we did  
add a second one for the Qikiqtani  
region. One position has now allocated  
in Pangnirtung and one position is in  
Iqaluit. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank  
you. I have worked there before in the  
same building and I believed it was a  
decentralized position moved to Iqaluit.  
If there is a PY taken out, they are  
required to replace (interpretation ends)  
decentralized positions. That is why I'm  
asking if those positions have been filled  
outside of Pangnirtung. (interpretation)  
That is all. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation):  
Thank you, Mr. Chairman. I'll have the  
Director of Corporate Services, Ms.  
Moffatt, respond. Thank you, Mr.  
Chairman.

**Chairman:** Ms. Moffatt.

**Ms. Moffatt** (interpretation): Thank you,

Mr. Chairman. (interpretation ends)  
When we did our departmental  
reorganization in 2016, it was approved  
by cabinet, and at that time we removed  
six positions from Pangnirtung and we  
put two positions back into Pangnirtung,  
so there was a loss of four positions. The  
rationale for that was that we had  
significantly more positions than we had  
either housing or office space for and so  
there were a number of positions that we  
weren't able to fill for a very long period  
of time. We did make that decision and  
it was approved by cabinet in June 2016.  
*Qujannamiik*, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank  
you. (interpretation ends) That's very  
discouraging to hear because I know that  
curriculum section. In that office, a lot of  
the office spaces are open, so that is why  
I was asking, and I know with ECO  
positions, a couple of those offices were  
empty. It's very discouraging that some  
of these positions were actually  
approved to be put outside of  
Pangnirtung. (interpretation) That is all.  
Thank you, Mr. Chairman.

**Chairman:** That was just a comment.  
Do you want to comment? Minister  
Joanasié.

**Hon. David Joanasié** (interpretation):  
Thank you, Mr. Chairman. I think the  
main reason is the lack of staff housing.  
Some departments are asking for office  
space or a position. It is unfortunate but  
we are all striving to do our jobs. Thank  
you, Mr. Chairman.

**Chairman:** Okay, are you done, Ms.  
Nakashuk. Thank you. Branch  
Summary. Early Learning and Child

Care. You have done your 10 minutes already this morning, early. You've got one minute then. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends)

When it comes to daycare staff and the support that you provide, what does the department advise daycares when it comes to... ? I understand that daycare employees are employed by the society, not by the government. What advice do you give the daycares when it comes to criminal records checks for people who are going to work in the daycares?

Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We recommend that it be required. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you. Without getting too detailed, do you know if, generally, this is a requirement in daycares across Nunavut or do they not provide that information to the department? That's my final question. Thank you.

**Chairman:** Thank you. Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman, and thank you for his question. Yes, we do require it and it is part of the inspection through our Early Childhood Division. When they do the inspection, it's part of what they collect and with that, we also recommend that there is a vulnerable sector check done, in addition to the regular criminal record

check. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Branch Summary. Early Learning and Child Care. Mr. Kaerner.

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. Good day, minister and your officials. On page 106 of the (interpretation) business plan (interpretation) under Daycare Grants and Contributions, you pointed out that you provide contributions.

I stated yesterday that perhaps Hall Beach is the only place without a daycare. You also pointed out you can help us with start-up funding. With the school year coming to an end in the spring, is the district education authority in Hall Beach preparing for that for the next school year? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman, and thank you for the question. The communities without existing daycares are generally prioritized by employees when they are looking at different issues that can be locally run. For example, the agreement with the federal government is set to run for three years.

Within this agreement, the communities that lack daycares or enough space can receive assistance to try to open a local daycare as funding for this purpose will be available in the amount of \$220,000 per year for the (interpretation ends) creation of childcare spaces. I hope I answered his question. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaerner.

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. I thank the minister for clarifying that. The Member for Arviat also asked about whether or not daycare managers could become employees of the government. Although you said no, can I suggest since Hall Beach doesn't have a daycare and there is a start-up grant of \$220,000, that those funds be used to hire a temporary government employee when the school year begins again? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasi.

**Hon. David Joanasi** (interpretation): Thank you, Mr. Chairman. The agreement with the federal government outlines the exact details, but with respect to the funding, it is specifically for establishing new daycares or for more space. For communities without existing daycares there is another area within the agreement that speaks to funds set aside for operations and training of the childcare workers, and to use this example, the training funds can be used for people who work at our daycares. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaerner.

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. I would like to thank the minister. I understand that you won't be providing a position through the government. Yes, to turn to a matter that my colleague for Aivilik... . My mistake. Mr. Qirngnuq spoke earlier about young parents with children, as is the case these days, that haven't completed their education. Though we are supporting education overall as

MLAs, I urge youth to finish their high school first. With that, without an existing daycare, I will keep using my community of Hall Beach as an example because I want our situation understood.

I wonder if Hall Beach residents and Nunavummiut, especially young couples who have children, can be provided with more information. This applies especially to young people who have children at too young an age, so they will know that there are other programs they can access.

Can you help them with the application process or inform them of how to access the \$700 per month financial support? Can they receive support even when they are temporarily out of the education system through this program? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasi.

**Hon. David Joanasi** (interpretation): Thank you, Mr. Chairman. We have students who have children or a child and we want them to stay in the school to complete their grade 12. With that, if they are 18 and under, we provide financial support of up to \$700. Even if there is no daycare, as is the case in Hall Beach, we can provide them financial support even though their child is in an unlicensed location. I also urge you or anyone in your community to access those funds through the ECOs; early childhood officers. They can provide the information on how they can access those funds. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaerner.

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. Thank you for that

response. Yes, while that may be the case, without an existing daycare facility, perhaps the young parent still desires to continue their education and their parents would provide assistance during the day while the student-parent is taking classes.

Without an existing daycare, and if a daycare won't established by this fall; if young parent wishes to return to school and their child will be cared for by their parents, would they be able to access these funds for this purpose especially since we have no daycare? This is my last question on this matter, Mr. Chairman. Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. Yes, of course. As long as they are in school and they have a child, they can access funds through the Young Parents Day Learning. Thank you, Mr. Chairman.

**Chairman:** Thank you. We still have five pages to do, and if you have any questions, you can also pose them to the ministers during question period or go directly to the minister at any time, but Ms. Kamingoak had one more question on this page. Thank you. Ms. Kamingoak.

**Ms. Kamingoak:** Thank you, Mr. Chairman. Thank you for allowing me this one question. There are different levels of training for child care workers. Has the department examined a wage subsidy, and if not, why not? We expect our childhood educators to continue to advance their education and careers, yet due to wage levels, it is a difficult career to commit to. If we expect constant

levels of care, we need consistent staff. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. From what I'm understanding, this is going to be considered under the draft framework that's in development. Once that's finalized, we'll have a better sense of what types of training opportunities or other areas in early learning and childhood education that will be rolling over the coming years. Thank you, Mr. Chairman.

**Chairman:** Thank you. Branch Summary. Early Learning and Child Care. Total Operations and Maintenance, to be Voted. \$6,342,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. We will now take a 10-minute break.

*>>Committee recessed at 15:45 and resumed at 15:59*

**Chairman:** Welcome back. I would like to call the committee meeting back to order.

As I said earlier, we have a few more pages to go yet, but I'm going to ask you to use your 10 minutes wisely. If I put your name down and scratch it off, you're done for the day.

We're on page G-8. Education. Curriculum, Resources, and French Education. Any questions? Thank you. Total Appropriation and Maintenance, to

be Voted. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Under Curriculum and Resources, I wonder if the minister could tell us about the Mining Matters program, which is a third party resource that can be used to teach different grade levels about mining. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I'm sorry. (interpretation ends) I can't tell you anything about it right now. (interpretation) I apologize. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. Does that mean that these resources aren't being used in Nunavut right now? There was an announcement a few years ago. I believe it was at the mining symposium that they would be rolled out. It might have been particular regions. I would just like to know if that's happening. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Perhaps my deputy minister can respond to that question, if you will allow him, Mr. Chairman. Thank you.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. There is an MOU between the GN and Agnico Eagle that

was signed in 2012 that includes Mining Matters. It is available to the schools and is being utilized. They focus on mining, geology, how mines began, what the minerals are being used for, and so on. It focuses on mining and geology. They also use it in schools and it's an introductory program to attract young people and children to the mining industry. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is information from your annual report. When it comes to social studies, which is important if we're trying to train future bureaucrats I guess, for the government, it looks like from grades 1 to 9, the curriculum is the NWT Junior Secondary Social Studies from 1993, so even prior to the creation of Nunavut. It says in the report that it needs a review. Do you have any plans in terms of social studies to update that? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. If you can again allow my deputy minister to respond. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. In regard to social studies, all the programs are reviewed on an ongoing basis and should there be an inclusion or if there's a new program, it focuses on not only social studies, but all subjects that are provided in the classroom. It might be math or science or other subjects. It's really on an ongoing basis. Thank you, Mr.

Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. It also indicated here on page 110 that you are going to be reviewing the (interpretation ends) Alberta curriculum (interpretation) and whether we are going to keep using it or if we should use a Nunavut-made curriculum. What are you going to be reviewing? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for that question. We use the Alberta curriculum in Nunavut and we are going to do a review so that we can make it Nunavut-friendly. We are also thinking about including unique things that only Nunavut has in the curriculum. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) My final question on this page is: when it comes to the practical arts or whatever you want to call it, the trades and trying to get students into the trades, especially once they are in high school; I'm looking at the list of the K-12 Nunavut programs of study. I see career and program planning, but is there something that I am missing? Or, I guess the question is: are there curriculum materials and resources out there when it comes to the trades so that teachers can use that if they would like? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I will refer this to my deputy minister.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. If they wished to focus on trades in their studies, then upon entry to grade 10 this career focus guides the curriculum needed, and to use this example of Aulajaaqtut curriculum, it includes (interpretation ends) health wellness, citizenship, career (interpretation) as they are linked to this curriculum.

However, we also have (interpretation ends) guidance counsellors (interpretation) available and present at these discussions to provide advice during the review of the students' career choice, which could include advanced mathematics if they prefer the academic stream. If they choose a carpentry career or perhaps biology, then the sciences would be the focus.

The (interpretation ends) guidance counsellors (interpretation) provide this assistance to the students to determine their career choices. Also, at this time we are collaborating with the Nunavut Arctic College. As an example, we look at ways to offer certain programs within our schools for students in Nunavut to prepare them in case they want to take courses at Nunavut Arctic College.

In using this example, we should look at ways to offer more choices that provide further opportunities such as geology or if they wish to become a teacher, how can we assist them to work towards their goals so that students can focus on the requirements needed for the career they

have chosen. Thank you, Mr. Chairman.

**Chairman:** Next name on the list, Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. In the business plan on page 109, Curriculum, French. I'll read this in English because it's in English. (interpretation ends) "... the Department of Education's obligations under the *Official Languages Act* of Nunavut and the *Official Languages Act of Canada*." (interpretation) There is nothing about Inuktitut written in this section. However, French language of instruction is mentioned. I know they're going to teach this at the college level. The reason I'm asking is the day before yesterday, in the ceremony, there was a speech done in French, English, and Inuktitut. We're proud that they can do that in our community, that a teacher is able to speak those languages. It would be good if the Inuktitut programs can be continued at the university or college level. Have there been any thoughts about that for the future? I hope you understand my question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The official languages in Nunavut and Canada are there, however the *Inuit Language Protection Act* is in existence. The Inuktit language is recognized through that Act. Nunavut students can go to school using Inuktit. It's under the *Inuit Language Protection Act*, section 8, which must be followed. It is always there. Inuktit teaching is always there. Thank you, Mr. Chairman. I hope that makes sense.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I thank the minister for his response to my question. The second question I would like to ask, my colleague from Arviat spoke to earlier regarding students who have reached the higher grades beginning from grades 10, 11, and 12.

The career development program has its benefits as well, and Inuit who went to Churchill for vocational training underwent this type of schooling. Nonetheless, it seems that there should be some sort of vocational or trades programs in our schools. Has consideration been given to have this available in our high schools either in the short term or is it going to be developed? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Just a moment please. Yes, I would like my deputy minister to respond to that, if that's ok with you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Kusugak** (interpretation): Thank you, Mr. Chairman. If we had a trades school like that it would be great, however, now we have to follow the budget that we have. We can look into this matter because it would be quite different. Some of the teaching would have to be done outside of the school because some students learn better by hands-on experience. We'll have to start looking into that route and thinking about that because we have heard this from more than one source, but it's not available

right now.

I have been called by many people, and many people have suggested that we need to have trades in the schools in Nunavut. We don't have any plans to create that right now. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I thank the deputy minister for the very clear response. It would be good to support trades in the schools in Nunavut because many people are talking about it these days, so it would be good if that can be planned for so that we can see it at some point in the future. Planning should begin. This is just a general comment and it will be my final comment on this matter. Thank you, Mr. Chairman.

**Chairman:** Thank you. That was just a comment. The next name: Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. I would like to ask a question. (interpretation ends) A number of departmental priorities discussed in your business plan address the development of Inuit language resources. What is the current status of Inuit language curriculum resources and materials from kindergarten through to grade 12? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Thank you for that question. I rose earlier today talking about the Inuktitut curriculum. I talked about this a little bit earlier. I can

explain it a little further. Under the same program there are different curricula that are used in schools, especially by teachers. We keep trying to add to the curriculum at higher grade levels.

Also, we get different materials and there are different (interpretation ends) subjects (interpretation) in school. There is math in Inuktitut and language instruction. There are many different kinds of subjects and we try to work with different groups on them and the people who create curriculum. We are getting more and more materials available for the higher grades. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. They are taught in Inuktitut and English. Are they taught 50-50 in grades 10 to 12? Is the instruction 50 percent in Inuktitut and 50 percent in English? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman, and thank you for the question. In response to the question, the schools have different (interpretation ends) strands (interpretation) of curriculum, such as the language strand. There is the Qulliq model that is taught in most of our schools. Different subjects are taught on different days like the strands specific to Nunavut such as the language strand.

These Nunavut strands are specific to social programming or (interpretation ends) social studies (interpretation) to make sure that it's applicable to Nunavut

and also with Aulajaaqtut. Most people know about Aulajaaqtut. We try to make sure they're available in all the schools, but we're always trying to hire more Inuktitut-speaking teachers because we're lacking them still. We're always trying to find more staff that can teach the higher grades in school. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. When our students get to higher grades, they have to take (interpretation ends) algebra, biology, trigonometry, (interpretation) and other subjects like that. They have to complete them in order to get accepted into college or university. Are (interpretation ends) biology and trigonometry (interpretation) and stuff like that taught in Inuktitut? Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Only some of the things like biology are taught by the teachers in English. We need to have English-speaking teachers to teach those subjects. In response to the question, we're trying to put together Inuktitut terminology for biology that is taught in the schools. The Taiguusiliuqtiit and Education have a (interpretation ends) memorandum of understanding (interpretation) so that the proper terminology for these things can be taught in Inuktitut so that we can have a good direction using our language. That's why we use the language authority. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. I had six children that went through school and I would visit the teachers. "I want my child to be as able as you," this is me talking to the teacher, "and I want my children to be able to compete in the world." That's what we want to see our children be able to do.

We look online and we know that some teachers are not very good writers. If they're not very good writers, then our students will not be very good writers. Are our teachers reviewed to make sure they are qualified to teach at those higher grade levels? I hope that was clear, Mr. Chairman. Thank you.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank you for the question. The teachers have to be qualified and we would like to get certified teachers. For example, it would be ideal if they have completed the NTEP program. We want to continually put the NTEP graduates into the schools, but we try to work with the Nunavut Teachers Association to make sure that the teachers have professional development, to make sure that they can teach at the higher grade levels.

I agree with your statement that our children should have the best available education courses they can take. So we try to provide resources to all teachers to teach the different subjects, either through better resources or through further training. This would allow the curriculum to be developed by the teachers and this is how we want to approach this so that it can move forward smoothly in our future.

I encourage all interested individuals who wish to become a teacher to write to the Department of Education where we can provide the information on how to access the NTEP program, and we would assist either financially or if they are current employees, as we stated earlier, we are working on new curriculum development through this training and upgrading option. We continue to try to improve our training within education in Nunavut. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on the list: Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. I was in Chesterfield and the parents brought a concern to me. Some students, I believe it was two or three had completed grade 12, so they moved out of the community to pursue a career and a program that they wanted to do. However, when they left the community, they were returned back because they were unable to do certain subjects. Under the business plan, page 108, Objectives, right above Curriculum Development it says, "To conduct reviews of third party proposals to modify the Education Program to ensure that they are culturally, linguistically, and academically appropriate, and are of educational benefit for Nunavut students."

My question is: can the minister describe how the department evaluates and monitors its success in achieving this objective? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. With your permission, I'll

have my deputy minister respond, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Yes, the curriculum is reviewed to determine the appropriateness, and we are planning to work with the teachers on how to become more effective teachers, and to include the (interpretation ends) principals (interpretation) while we are developing the curriculum. I apologize. I want to be very clear in my comments.

This would be the (interpretation ends) framework (interpretation) for the teachers in determining which areas require improvements, perhaps in writing up report cards or in administering to their student body, or in planning and preparing classwork. These are some of the areas we are working to develop and improve within our department during the school year.

As we make efficiencies in this area, it will result in benefits to the department especially when the teachers are more capable of understanding the Inuit culture, in writing reports and knowing our curriculum fully. This assists the department as well as the students especially in receiving better instructions.

The MLA for Coral Harbour and Naujaat also asked earlier about this area and his comments were critical which we felt appropriate for our department in how we can improve the abilities of our teachers, and what type of training should be provided through programs offered by Nunavut Arctic College that they can take. We have felt this importance as we have received reports

from the review of what is available in our curriculum so that when they complete their high school education they can pursue further education through college courses if desired.

We are currently considering how we can make improvements for the benefit of our students and youth. I hope I responded properly to the question, and if I didn't, I can certainly add a supplementary response as needed. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Towntongie.

**Ms. Towntongie:** Thank you, Mr. Chairman. Your department's draft business plan for 2018-21, indicates one of the branch's responsibilities is to review third-party proposals, to modify Nunavut's education program. Can you provide some detail on what kinds of third-party proposals are considered and adopted for use in Nunavut's schools? That is my final question. Thank you, Mr. Chairman.

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

**Hon. David Joanasie:** (interpretation): Thank you, Mr. Chairman, and I thank the member for the question. There are various proposals that we're trying to consider, such as mining and environmental protection. We want this to be in our schools. As for education programs I can only mention a few of them and those are just a couple of examples that I can provide. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Kaernek.

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. While we are on this topic, curriculum resources, looking at your Business Plan for 2018-2021, you have indicated in your priorities for 2018-19, "Begin a review of Health curriculum to ensure it sufficiently addresses the social-emotional needs of children." Can you provide further detail on this initiative and what the plans are at this time? Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Just one moment please. I'll have my deputy minister answer that, with your permission. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak:** (interpretation) Thank you, Mr. Chairman. (interpretation ends) Some of the reviewed outcomes for social-emotional learning and for IQ values and principles; there have been recommendations for revision, also a renewal based on some of the reviews that have happened. We are having provided in service for the Be Safe Program in all elementary schools and respected in all high schools, as of now. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernek.

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. I also thank you for that response. Yes, now I wanted to speak to this item in your (interpretation ends) business plan. (interpretation) Sorry, let me say it in Inuktitut. In your business plans, on page 109 it states the

department wanted to develop Inuktitut literacy programming.

Now, in light of the recommendation to amend the *Education Act*, I wonder if consideration can be given to some of our students who no longer wish to attend school due to bullying from other students. This is causing attendance issues in our community when a child loses interest in school, though you stated Hall Beach is at 69 percent.

I wonder if we could use our linguistic traditions and culture to teach the children the proper social rules such as *Inuuqatigiitsiarniq*, and perhaps this could be initiated from kindergarten to grade 6. I wonder if it could impact the current percentage we have as when your child no longer wants to attend school, it is really hard to change their minds.

Has this ever been considered for inclusion into our schools? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and thank you for the question. The schools or actually, the DEAs have to try to setup this policy called the *Inuuqatigiitsiarniq* policy within all schools although it isn't standardized.

However, it is up to each DEA to implement this principle for all students and I believe it needs to be better understood by teachers and students in particular in terms of what the policy entails and what the *Inuuqatigiitsiarniq* principle is, which sets out traditional rules to ensure that all students can

attend school.

If a child has attendance issues, then by using the *Inuuqatigiitsiarniq* policy, the DEAs try to resolve issues with students. Also, we as department can try to support them through different avenues for initiatives under the *Inuuqatigiitsiarniq* policy to address local issues. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. Yes, I have reviewed a publication from the NWT related to languages which was published prior to the creation of Nunavut back in 1996, when it began and yet it is still being reviewed. I have also noted that the department wants to table the *Education Act* review in the fall.

Now, in light of that, when students refuse to attend school because of the ongoing bullying they face, as parents, even when you direct them to attend school smaller children become stubborn and it makes you feel like an inadequate parent even as we try to be good parents.

Another example I want to provide here relates to our students' report cards and as parents, we meet with our children's teachers to discuss areas where improvements can be made, areas that they are proficient in, and areas that require more work. This is the type of interaction during these parent-teacher meetings.

Now, in light of the language policy developed in the NWT, is there any possibility of the department reviewing this quickly or soon related to languages

and service provision as well as traditional social interaction rules and to insert them into this policy? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Perhaps if the question pertained to the page, or if we could return back to the page related to curriculum development, then it would be more relevant to the question he raised. If he can please try to stick to the page we are reviewing. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. What I want to ask is: since 1996 we have experienced it with the Northwest Territories when we were talking about language. Can you work on this further in the near future? Maybe that's clearer. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We are continually renewing the curricula in order for it to be more Nunavut-relevant and using our language, and that's why we can't fix some of them instantly. We're always trying to move forward in different areas. For instance, we look at how they operate outside of Nunavut and the curriculum development staff are always looking at them. That's how it operates. I hope that was clear. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman, and minister. Yes, in Hall Beach and in part of Igloolik this is becoming problematic for parents to try and send students to school, and it can put parents in stressful situations even when they aren't defending their child.

Even when they aren't being protective of their child, the teachers can also become fearful of certain parents, and many students drop out of school when bullies receive no repercussions and they know they will just be bullied again or face more (interpretation ends) bullying.

(interpretation) As I stated previously, it behooves us to introduce this at the youngest grade levels, like kindergarten all the way up to grade 6, and if traditional social interaction rules were taught in these grades then it would result in more harmony amongst students.

The school environment would improve and so would the situation at home. Is there any possibility of making this an urgent priority? I would like an answer on that please. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Are we on page G-8? I would like direction, please. I think his question should be on page G-5. I thought we were on page G-8, Mr. Chairman. Thank you.

**Chairman:** Yes, we are on page G-8. Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Yes, thank you. I, too, am reviewing that

page. Perhaps if I turn it around it will make sense. In your priorities here, you list as one of the top priorities as being to develop *Inuusiqattivannirmik* or linked to our lives. Protecting our children is the reason why I am trying to speak to this issue.

Maybe I'll speak in English. On page 111, (interpretation ends) bullet 3, "Implement Health curriculum to ensure it sufficiently addresses the social-emotional needs of children." (interpretation) This is what I was trying to use as my basis as the *Turaaqtavut* mandate states this principle of service provision and in living in harmony.

This is what I am asking it be added to the school curriculum for younger grades in order to create more social cohesion in the school, and to treat each other with respect including toward their teachers. This would also ensure they can treat their parents with respect. I wonder if this has ever been considered. Am I clearer with that language? Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I apologize. I thought you were on a different page. Yes, that has been considered as a recommendation, and we strive to work also with stakeholders as we work on curriculum development, and we've identified our priorities. Yes, we are open to ideas as we consider it. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Kaernek.

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. I also thank the minister for understanding my concern. Now, we aren't the only ones in on this discussion as the viewing audience is watching, and I hope my fellow residents will send their children to school so that our schools can grow further.

That is what I want to say here. I want to share this advice not just with my fellow residents but with all Nunavummiut parents. Whenever we request any type of facility from the government, they look at our education figures. With that being the case, when the review to amend the legislation begins, I hope the people of Nunavut are involved.

You may not understand the gist of what I'm saying because of the length of my commentary. With that being the case, when curriculum development is being considered, another matter relates to the smaller communities and their prevalent usage of Inuktitut. Now, when I use my dialect I would use the word *qinuisaarniq*, meaning patience.

Many youth no longer understand that concept, and yet we hear the department stating they want to use Inuktitut in their curriculum. If you will create the curriculum, will you involve the local elders' committees and would you be able to create another position on languages for this purpose? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Thank you for suggesting ideas. Some teachers teach only language development.

Perhaps I can look into whether there is that kind of teacher at the Hall Beach School. Elders visit at all of the schools to teach culture and language, and this is made available through the district education authorities. We are given elders' names, if I say it in English, for (interpretation ends) cultural skills; (interpretation) people with knowledge of culture or who can teach proper language. We are open as long as we are given names by the district education authorities, and we can try and set up something like that. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Kaernek.

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. Thank you for giving me another opportunity. You didn't stop me. Thank you for clarifying that.

Yes, I would like to reiterate with that being in the planning stage, in our language our dialects are different in the Qikiqtani, Kivalliq and Kitikmeot. How can you use standard terminology in the three regions of Qikiqtani, Kivalliq and Kitikmeot? If I say *pittiaqatigiinni*, I don't know how they would say that in the Kitikmeot or how they would say it in the *Kivalliq*. I would like this to be properly planned for, for our students. How do you see standardization? That will be my last question, Mr. Chairman. Thank you.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman, and I thank him for the question. We work with Inuit Uqausinginnik Taigusiliuqtiit, the

language authority. They are the ones who will determine what terminology we'll be using in Nunavut and within the Department of Education. We want to set something up. They are the ones with the language knowledge and they can help. Also, with writing skills, we want to work on other areas on language. Yes, we are aware that we have different dialects within the communities. Even though we have different dialects, we are able to comprehend each other. If somebody writes something in the Kitikmeot, we can understand it as long as we are able to read it. I think it becomes easier. I know having different dialects is good but when it comes to education, we are trying to use a standard model. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'd like to go back to the Minister's Statement that the Minister of Education read. He must have really liked it because he read it two days in a row, where it speaks to the leadership of the Curriculum Development Division, working with the expert working group, and it talks to the diversity of the academic backgrounds and members from each region exploring their expertise in the review and research on K-6 curriculum. How exactly did this working group participate with the evaluation of the curriculum? Was it in person, or was this over a set meeting, or are they all living and employed here in the city of Iqaluit, or another community altogether? How is the makeup of this working group? Where are they and how are they achieving this? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman, and thank you, Mr. Hickes for the question. Yes, our apologies. There was a mishap with my minister's statement from yesterday and today. However, if you go to the *Blues*, you will read that I did deliver. It was on Inuktitut Titiqqiriniq and today, it was on something separate. If you look into the *Blues*, you'll see the correct version that was delivered yesterday. (interpretation) I would like my deputy minister to respond to his question. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. We look for people from all regions to participate in the working group on Inuktitut. Some are from the Kivalliq region, some are from the Kitikmeot region, and some are from the Qikiqtaaluk region. Some are teachers, some were teachers previously. They are the ones writing the curriculum and we tried something different. They all know Inuktitut and that's how they were selected and appointed to the working group. They make up the Inuit Teacher Advisory Group. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Just to clarify: do they meet at the end and just review the end product at a two- or three-day meeting, or three-week meeting, or however long it takes. Or are they actually working hand-in-hand with the curriculum development team? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If you are agreeable, I will refer this to my deputy minister, Mr. Chairman.

**Chairman:** Minister Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. When I was just starting out in January, they had their initial meeting in Rankin Inlet, and they have had subsequent meetings since then. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Thank you for that response. Out of the 33 PYs in the curriculum division, there are 21 of those PYs under the curriculum development. My first question would be: are all those PYs staffed? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If you would give me a minute, please.

Thank you. I will refer this to the director of corporate services.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Right now, we have 10 vacancies in Arviat. Nine of those are within the Curriculum Division, and one is within the Resource Services Division. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Hickee.

**Mr. Hickee:** Thank you, Mr. Chairman. That accounts for 10 of the 21. Are the other 11 positions located in different parts of the territory and are they staffed as well? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. I will once again refer this to the director of corporate services. Thank you, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Within the Curriculum Division, there are three positions that are in Baker Lake. One of them has been staffed, she started actually yesterday. The other two positions are being posted shortly. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Hickee.

**Mr. Hickee:** Thank you, Mr. Chairman. I'm just trying to think how to word this. I have the utmost respect for teachers. You guys all know that, and for the work that you guys are doing. I'll just use an example. When I was campaigning last fall, I had a parent express their concern to me that her grade 5 and grade 8 kids were coming home with basically the same Inuktitut homework. It was colouring and word searches, with no explanation what the words were. Then when I see that there's curriculum developed from K-6, and obviously some staffing issues in the Curriculum Development Division: what's a realistic timeframe? I know we're talking; we

want bilingual education and I recognize the importance of it. What is reality telling us? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We're trying to produce as fast as we can, and that's what we can say. Also, the capacity of our... We want to continue to build the capacity in Inuktitut teaching and to complement bilingual education. This is a big area that we need to focus a lot of energy and effort in recruitment; not just filling positions but also the resources that come with it. So we're trying to produce as fast as we can. That's what I can say. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickee.

**Mr. Hickee:** Thank you, Mr. Chairman, and I thank the minister for the response. I hope you're tempering that speed with quality as well to make sure that the proper training and curriculum is developed there.

Again, not trying to criticize; I'm expressing different views that were here. I know parents that have kids that are succeeding very well at university levels, and some even in specialized academic streams that are achieving great success coming out of the Nunavut education system. It's also been discussed here that there are concerns of grade 12 grads of what even their literacy levels are potentially in question.

When I look at the objectives of the curriculum resources in the French Education Branch, one of them is to ensure that teaching and learning

resources used in Nunavut schools meet the linguistic, cultural, and learning needs of Nunavut students. There is some argument out there that we are failing in all three of those. What is the priority of the department? Is your priority language training, linguistic, cultural, or learning needs of our students? What is the priority, Mr. Chairman? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would like to thank you for the question. (interpretation ends) Literacy is the priority that we're focusing on right now. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I know during our standing committee meeting there was some discussion on the change of curriculum and the Alberta education system. That change in curriculum obviously falls into our lap as well as we use the Alberta education model.

When I look at the staffing levels that are obviously concerning within curriculum development, again, what is a realistic objective of how fast we can transition or "Nunavutize" that curriculum so that it meets learning needs of our students here?

Where I'm getting, Mr. Chairman, is: how much emphasis and how much effort is really being put into making sure that we've got qualified people in this Curriculum Development Division to make sure that the learning resources our teachers have are going to continue

to meet our needs? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I will refer this to my deputy minister, if you would allow me, Mr. Chairman.

**Chairman:** Thank you. Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's very difficult to put a timeframe on when it will be completed or when all the vacancies will be filled. One thing we're fighting against, and it's been discussed multiple times already, are human resources and the lack of qualified people. Another one being some certified teachers who have their B.Eds. or Masters; they're either teaching, part of the school system, not part of the school system anymore, but also things such as experience in developing resources, and also things such as cultural awareness; how much experience or how much are they in tune with Nunavut and Inuit culture?

There are so many different factors that we're going against at a time like this and our minister has mentioned this before, that we're looking, we're recruiting, we're looking for as much help as we can so that we're able to produce the resources and make the curriculum so that it is a part of Nunavut, it's from Nunavut, and it's created here. In the end, we're also creating a high quality of education so that they are able to contribute into their communities, but also be able to compete and be a part of any other educational institute anywhere in the

nation. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Education. Curriculum Resources and French Education. Total Operations and Maintenance, to be Voted. \$7,487,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-9. Branch Summary. Student Achievement. Questions? Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) When it comes to Student Achievement, I would imagine the minister is provided with different information. Fifteen PYS in this division is pretty small. What key indicators are being tracked by Student Achievement? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Basically we're looking at attendance and our graduation rates. Those are two major indicators of student success. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you. (interpretation ends) In terms of the graduation rates, is there just one type of Nunavut diploma or are there multiple types? When I went to school, there was the academic stream and the general stream. Is it just one diploma or are there different streams? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. It is still like that. Students can go through the academic stream or the general stream. To date this hasn't changed, but if they want to get a diploma, as I indicated, they need 100 credits. I hope that was clear. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman, and I would like to thank the minister. (interpretation ends) I'm looking at the annual report from 2014-15 and graduates by community. In 2014-15 we had 208 in Nunavut. I realize that it's detailed, but you do have it broken down here: age group, ethnicity, gender. Is that number of graduates broken down into the types of diplomas, the general diploma and the academic diploma? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Not to the best of my knowledge, but we can check into that. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. That would be great. It would be very interesting and maybe telling.

I'm trying to piece together information. The number of students that graduated in 2014-15 was 208, but then on page 18 of the report it says that 362 wrote Alberta diploma exams in 2014-15. The average

mark of those who passed the exam was 62 percent. When he provides additional information, would the minister also be able to provide us with numbers in terms of how many students passed their diploma exams and how many failed in terms of better understanding what we are producing in terms of graduates? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for the question. We would have to look into that as well.

(interpretation ends) Going back to the diploma graduation requirements, and looking at the 2015-16 annual report of our Education department, it explains that “Students must complete 100 credits of secondary school course work. Courses can be one, three, four or five credits, depending on total course hours. Each credit is equivalent to at least 25 hours of instruction. It should be noted that most of our students have more than the minimum 100 credits required, upon high school graduation.” Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank the minister. I do understand that there are 100 credits required. I understand that. I believe it was the same when I graduated in 1998. I understand the credits. What I am trying to get at is: are our students are on par with the rest of Canada?

The average mark of those who passed

the 2014-15, the Alberta diploma exams, was 62 percent. What was the average mark in Alberta? I mean, I could probably find that out if I look it up on the Alberta government’s website. I don’t know.

Again, I’m coming back to this point where I think we have to focus on quality as well as quantity because, yes, we want to see lots of graduates, and that is why I was requesting if the minister could provide us with more information in terms of the average mark as well as the stream which are graduates are in.

I guess if the minister could commit to providing that to us at a later date, not necessarily tonight, but at a later date if he can provide that additional detail. (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for the question. Yes, when I have the information I can get back to him. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** When it comes to literacy, it is my understanding that there are standardized literacy tests that have been rolled out. I think they are new. I am not the expert when it comes to education, obviously, but I wonder if the minister could explain how those are working. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for the question. (interpretation ends) Can he clarify if he is talking about English or Inuktitut literacy? Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you. (interpretation ends) English. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would like my deputy minister to respond to that, if that's okay with you. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. That is being worked on. Once the (interpretation ends) assessment, evaluation, and reporting policy (interpretation) have been completed, we will present them.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) When it comes to peer placement and making sure that kids are advancing with their peers, which I understand is very important, under our current system, is there a cap on the number of grades?

When it comes to literacy, if a child is testing at a grade 1 reading level, are they allowed to be placed in grade 8? Is there a cap where you can only be 5 grades behind in your reading level to be advanced with you peers, or is there no

limit set? I hope that's clear in terms of what I'm asking here. How many grades behind are students allowed to be before something different happens other than peer placement? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We try to ensure that every student succeeds and progresses as best they can. It's quite difficult, but this is where our teachers apply differentiated learning, differentiated education. We have to work with the skill level that the student is at. We try to progress them and ensure that they succeed and move forward at the best pace as they can. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just to confirm, there is no cap. From the teacher's point of view; this is based on conversations I've had with teachers, if they're teaching a group of children who are within grade 6,7, and 8, and they're all in the same class, okay, I could imagine how that would work. If you're teaching a group of children and they range from grade 1 to grade 8, I could imagine that would be very difficult for the teacher. If I'm hearing the minister correctly, there is no cap. It's up to the individual teacher who's assessing the child or to the principal. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would like my deputy minister to respond to that again, if it's okay with you. Thank you.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Usually, there's an individual student support plan, and with this plan, they're there to help the students overcome learning or behavioural barriers to achievement. The plans are under review as part of ongoing improvement for inclusive education in Nunavut. It's also up to the principals to have the best class set up, working with the teachers, and also with the parents to see what the best possible ways are to have inclusion, but also the success of a student.

(interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I have no further questions. I just like to comment that I think this is maybe one of the biggest issues that we have to deal with. Yes, we want to have inclusive education, but we have to be fair to our teachers and we have to be fair to all students. Just a comment; no further questions. (interpretation) Thank you.

**Chairman:** Thank you. Next name on the list: Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. In reference to Student Achievement, one of my colleagues, the member from Tasiluk mentioned bilingual education. I know we're a new government here, but during the Fourth

Assembly, the Office of the Auditor General had indicated in the report that bilingual teachers are needed more in our territory. My colleague, from Arviat North-Whale Cove also discussed and wanted to get information. I also understand.

When I went to high school, I went through general or academic stream, but they also had tests to see if you were fluent in bilingual education as a core subject. If that could also be provided with the past graduates, what the numbers are within our territory, at a later date? When we look at student achievement, is that still applying prior to getting their graduation? Are they still tested to see if they are bilingual and what their fluency level is in bilingual education? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman and thank you for the question. (interpretation ends) Right now, we have the diploma that is required. If you are earning a high school diploma, you need to pass the exams and earn at least 100 credits. That is what we have in place right now. All throughout the grades, we have the education program with its core subjects in all areas, Inuktitut being part of it. Inuktitut is part of the curriculum so, in terms of bilingual testing or examination at the end, I guess, to put it, no. We just have the Alberta Departmental Exams that are required in order to achieve a high school diploma. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr.

Chairman. I guess my follow-up question to that would be is: if it's offered as a core subject for grades 9, 10, 11, and 12, is it a credit course? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Yes, it is. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on my list, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I didn't have a chance to dig up the exact route of where my question is going to lead, and I am just going to pick up where Mr. Mikkungwak left off. I seem to recall in a response, and I can't remember if it was a response in an oral question or if it was one of the responses yesterday, but the minister had mentioned when there are discussions on literacy, that there is a final test that students were given to examine their literacy. I guess when you're looking at student achievement, like Mr. Main had said, there is an average of 62 percent on the departmental exams, but if this literacy test is separate, what is the general score or level that these students are graded at with their literacy? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. We'll have to get back to Mr. Hickes' question. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

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

I'm sorry. I missed that response. If I recall correctly, it was either earlier this week, or it might have been last week, or it might have been yesterday. It's all kind of blurring together, Mr. Chairman. The minister, in one of his responses stated, when there is a question regarding literacy, that there is an additional exam that was given to grade 12 graduates regarding literacy. My question is: am I missing something that was added? Maybe I misinterpreted a response. I'd have to go back over the *Blues*, and I will if I'm declared mistaken, but I do pretty strongly recall that statement being made, and I am just wondering how our students are scoring on that literacy exam? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I am trying to remember or recall what I had stated. Perhaps we can get back to you after we review the *Blues* to find out exactly what we stated. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Like I said, it's not going to break the budget. I'm not going to stall things out for that. It's an important issue when we're dealing with the literacy levels of our graduates. I will do some further research in trying to figure out exactly when it was said and I'll go talk to the minister on a personal level.

One of the things in the business plan talks to inclusive education, providing funding for diagnostic assessments and the provision of specialized services and supports. One of the things that have

come up very frequently in the education system, along with health, is the audiology of students not being able to hear, a lot of hearing impairment at early levels impacting education.

I know there have been a number of advancements of microphone systems and speakers in the classroom. If I'm a student in any community in the territory of Nunavut, is this part of the kindergarten assessment and are there other assessments done throughout the child's academic career? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If there were stumbling blocks with the education programs for specialized services for people with hearing impairment, we try to assess them and we work with the Department of Health on diagnostic assessments. I hope my response was clear, Mr. Chairman. Thank you.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I know the minister is trying to answer a tough question of how frequently those exams are given because, as it was just stated during the Department of Health's appearance, there's only one audiologist in this entire region, which I'm sure puts a dramatic strain on assessment. What I'm getting at is: how is the department working with the Department of Health or outside third parties to make sure that our students are getting assessed, audiology being one of them, but any learning impairments?

From a school level, if the child is in a

wheelchair, it's very simple. You need to put in a ramp or an elevator system or whatever needs to meet that student's needs, but when we're assessing hearing or behavioural issues such as FASD and different things like that, it can be very complex.

What is the department doing, working with other departments or outside agencies, to making sure that these assessments are being addressed as expediently as possible? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank you for that question. (interpretation ends) We're working with contractors in this area because it's highly specialized, but also going back, there are two hard of hearing or deaf specialists. One is currently staffed and the other is starting at the end of the month or this month. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on my list, Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. I just have one question. I just saw above that "...this unit is responsible for overseeing homeschooling." My question is: is there a lot of homeschooling in Nunavut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** There is some but not a lot. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** In each of the three regions, he said there are some. What would that go by: Baffin, Kivalliq, and Kitikmeot? Thank you, Mr. Chairman. Final question.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** I apologize. We will have to get back to the member for the regional information. There aren't many. There are only a few. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Branch Summary. Student Achievement. Total Operations and Maintenance, to be Voted. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I have one question I wish to ask that is partially tied to our colleague, Mr. Hickey's question earlier relating to students who have graduated, who have behavioural problems, are mentally challenged, or have physical disabilities. When they graduate, are they provided opportunities to improve their lives to the same extent any healthy person could? Are there any opportunities in this area? That is my main question, Mr. Chairman. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would also like to thank the member for his question.

Hopefully I understood his question correctly for grade 12 students who may have graduated and if they could be provided other opportunities. Actually, we look for ways to make

improvements, and if a student wanted to take advanced education, there are different courses that could be taken by a student in grade 12 who has their diploma.

Some students, as we all know, directly move to the labour market, but, many opportunities are provided to our students to further open the door for the types of careers they may choose. This can be through the Nunavut Arctic College to take pre-employment training or other courses and they are all open. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Branch Summary. Student Achievement. Total Operations and Maintenance, to be Voted. \$4,095,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Go to page G-10. Education. K to 12 School Operations. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Some of my questions were covered with Mr. Main's questioning, but I think it's very important that we continue with that line of questioning.

Over the years the quality of education has been discussed over and over again in this Assembly, but I want to concentrate my questions on grades one to six because I'm not too worried about kindergarten. I'm not overly concerned about the seven through twelve because I feel if we can get it right from grades one to six, the rest of the grades will fall into place.

I'm going to be very blunt with my first question. Can the minister tell us today

whether or not social promotion is happening in our communities? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would also like to thank the member for his question. (interpretation ends) The idea that the department or the education system puts one child or more through the education grades, advanced to the next stage, we always have to evaluate and assess student achievement. That happens all throughout their stages in their school career.

Going back to the questioning around Mr. Main, we apply differentiated learning, and that takes into account where the child is at. Many children have individual student support plans. These outline exactly where a child is at and which subject area, and we work with them as well as the school team to ensure that they succeed in the best way that they can, keeping in mind that we do want to address the quality of our schooling. So I can say that, Mr. Chairman. Thank you.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. That's what it's all about, is the quality of education. Talking to my colleagues around the table, and we all feel that it's far too often that kids are moving on to the next grade when they may not be ready to do so. My next question, and I'm relying on my memory on this; it was written question that was posed to Education a while back, and the question was based on asking for details on students being held

back in the same grade for not having the qualifications to move on to the next grade.

The response to the question gave very little information other than saying that the numbers were so low, no breakdown by community would be provided because they would probably breach confidentiality. That's how low the numbers were. Again, I'm concentrating on grades one through six. Is the low number of students being held back because they have completed the requirements, or is it to keep the students with their peers, or are there other factors that are moving these students on? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) There are many social factors. Looking at our communities, there are many things that are happening that affect our students' ability to succeed. That's where we also need to look at in terms of children school success. My department does not endorse social promotion, and we want to help our children, our students, succeed at the best rate as they can. We try to address this through our individual student support plans and look at this as a whole school team. A concerted effort needs to be made, not just there but also on the community level. Some pieces that we need to look at is that the school system is there and in place. We are wanting to improve the system that we have in place, but also outside of the system, what is affecting it?

Looking at that, there are other things at play that we could look at. Maybe there

are interventions or something that we need to think of if we want to make some drastic changes or some meaningful improvements. We're open to suggestions and considerations, so we look forward to feedback. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. I think there are changes that need to be made in grades one through six in order to correct this issue that we've been having over the years, which leads to my next question. Why is it that there are so few students held back from grades one to six, yet when students get into high school, in grades seven to twelve, they struggle from one year to the next. If they're doing so good from one to six, why all of a sudden, not a failure, but why is it all of a sudden that they are struggling? If you could explain that, please. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and thank you for the question. (interpretation ends) I can't say exactly what. There are many factors that are barriers to our students' success. I think we need to flush out exactly what are the biggest ones, tackling it from there. There might be 10, there might be 20. Like I said, each individual student might have many more, what do you call it; *apurutiit*, or barriers that they have to work with. As a school team, we need to be aware of each individual child and where they're at. There are many things that we need to consider, and I can't say what exactly are the factors that we need to work with. I think there's a lot to go on, but

we're trying to do the best we can. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Again, I couldn't agree more with the minister that we need to flush out, as he said, the issues that we're having. It's been coming up for the past nine years, the issues that we're having, but we still haven't flushed it out and corrected what's going on in our schools.

Moving on, I know from grade 7 to grade 12, there's an attendance requirement in order to move on. Is there an attendance requirement for students that are in grade 1-6? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't know for sure if there is. We'll have to get back to the member on that. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. I'm sure members would agree that if there isn't one, there should be. I'm going to concentrate my last question maybe on grade 12s. Across Canada, is it common for students leaving grade 12 anywhere in Canada to write an exam or some kind of test before they can move on to post-secondary or a college, or is this something that's unique to Nunavut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Is he talking about departmental exams? Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. No, I'm not talking about departmental exams. I'm talking about a person who has graduated grade 12 in Nunavut; he wants to go to college or university, or a trade for example. There is a test they have to take to see if they qualify to take that trade. Is this common throughout Canada, or is it unique to Nunavut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not quite sure if we have that information or not, but we'll look into that. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. I only have one question and that question is, looking at page G-13, one of the K to 12 School Operations Branch, contribution listed on that page is \$100,000 for Frontier College. Can you describe what these funds will be used for? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, thank you for the question. We work with Frontier

College for (interpretation ends) summer literacy camps (interpretation) and this is where it is used. For the previous course held in 2017-18 for the summer literacy program, there were 239 students in Cape Dorset, Arviat and Taloyoak. Thank you, Mr. Chairman.

**Chairman:** The next name on my list is Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. How do I say this? Back when we used to have a school board in the Kivalliq, Kitikmeot, and Qikiqtani, I was one of the board members. We were responsible for schools in the communities. That system was a lot better than the one currently in the Kivalliq.

We have district education authorities, but they don't have any authority. We used to control the education system in our schools. Right now, there's one appointed person by the government who is running the operations of our school. Many people have a problem with this approach. I believe it has been 25 years now since these boards were disbanded in Nunavut.

Has the government ever taken into consideration that the divisional school board model could be returned to oversee our education operations in the manner that ensured each region was operated regionally prior to the establishment of Nunavut? I believe other jurisdictions still have divisional school boards. Has the Department of Education ever considered bringing back this approach with the (interpretation ends) divisional school boards (interpretation) for administrative oversight of schools here in Nunavut?

Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for the question. The school boards were changed many years ago, since the creation of Nunavut, and it has become more obvious outside of Nunavut. If you look at Canada, the school boards have been decreasing all over, but I think this will also be considered when we're reviewing the *Education Act*. The Coalition of DEAs may need some of their authority to be changed, and that would be reviewed. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the minister for the response. (interpretation) Now, what was that word? In our schools we have students who are disruptive and approaching teenage years who cause too many distractions. We now hear of cases where the students who wish to excel in their classes are hindered by the disruptive students, Mr. Chairman.

Does the Department of Education have a policy specific to disruptive students that includes expelling students or even suspending them until corrective action is taken, anywhere from a few days to a week. Does the Department of Education have any such policies or procedures? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank

him for the question. Yes, perhaps if a student is disrupting the class, or if a bullying incident occurs, it impacts the school environment and inhibits learning obviously, and we should use this as reasoning for debate as this is unacceptable.

We have to continue to speak against bullying and abuse, and combat bullying and classroom disturbances as it is not healthy. We have to, as leaders and parents, combat this especially when students are working to complete their classwork. We have to fight this cooperatively, but again, to reiterate that the DEA committee is the lead when dealing with bullying incidents, as well as the repercussions to the student. They would resolve this using their policies. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. I also thank the minister for his response. Now, as a MLA, you receive a lot of information from constituents. When you have 14 to 15 year olds who are in grades 6 and 7, a statement was made that students will be passed even with poor attendance.

It seems quite obvious, Mr. Chairman, that we have examples in Nunavut, and we have to resolve these challenges as it is now noticeable. We want to work with the minister on improving the education system so that it benefits the education of our children, as we need to make big improvements. I concur with the minister's view that the *Education Act* requires review and amendments. We will incur a lot of work to complete it, so I am thankful it will commence. This is just a general comment. That's it.

**Chairman:** Thank you. That was just a general comment. We're on Education. Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. When we look at the school operations, it's very evident we see education as very crucial within our territory, and which requires a lot of work. When we look at the regional school operations currently, we have offices in Kugluktuk, Baker Lake, Pond Inlet, and Iqaluit. My first question here is: when we look at these regional school operations, are they fully staffed? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. (interpretation ends) Mostly. We're pretty good in filling the positions in the regional school operations. There will be a few vacancies though, but they're mostly filled. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I thank the minister for his response. Will the remaining vacancies be put out for advertisement or where do they stand currently? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, absolutely.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr.

Chairman. I thank the minister for his response. In your summary on G-10 it identifies the Department of Education, regional school boards, and whatnot, and district education authorities, but when we look at the K to 12 school operations... . And my colleague also mentioned in the past there used to be divisional boards of education. In this particular school operations branch summary, would you consider it the DEA coalition or are they in a whole different branch summary? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We support DEAs under this branch. We are requesting \$12,364,000, and can he clarify his question? Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I guess I'll rephrase my question. When we look at school operations, there is the Department of Education, Regional School Operations, and respective District Education Authorities within our communities.

I'm just trying to find out where the DEA Coalition stands. Would it be under this branch summary, or an entirely [different] branch summary because they seem to meet with RSOs, DEAs and the Department of Education? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman, and thank you for his

question. The Coalition of DEAs are under the Directorate Branch on page 97 of the business plan, so it would be on G-4 in the main estimates. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I will leave that be and thank you to the minister for identifying it. That page has already past. I'll move on to your business plan, on page 116, the very last bullet. Earlier I indicated that the Office of Auditor General's report had very specifically identified this: "Support the department's Inuit employment efforts, particularly relating to bilingual education."

My question here is: are we making headway or are we at a stable standstill right now? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman and thank you for your question. (interpretation ends) We have a departmental Inuit Employment Plan in place that we're trying to address our shortfall of Inuit educators, whether it's student support assistants, teachers themselves, language specialists, or principals. Across the board we want to try to address all areas. One of the ways that we're trying to do this is the Sivummuqaallirutiksats education leave initiative. That's one part right now that we want to do. However, over the coming years we want to also try to maximize training dollars through the settlement agreement that was reached through Nunavut Tunngavik Incorporated. There was some money dedicated to the GN as well

as the federal government. \$50 million was allocated for GN and federal government, as well as the Makigiaqta funds of \$175 million. We want to try to use some of those funds towards addressing our Inuit employment capacity. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you very much, Mr. Chairman. Moving right along in the business plan on page 117, under Priorities 2019-2020, the fourth bullet, the Nunavut Literacy Framework K-12, in that one year alone, when you look at the Nunavut Literacy Framework... Let's say for example, in Baker Lake I got kindergarten to grade 5, and then grade 6 to grade 12. In that one year alone, will you concentrate on the literacy framework the first six months on the elementary students and on the latter part, the secondary students? I'm just using that as an example. Six months and six months, or how do you guys plan to tackle that action plan? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman, and thank you for his question. It's for now and into the future, but this is the priority for 2020-21, so that's still to come. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Education. K to 12 School Operations. Total Operations and Maintenance, to be Voted. \$169,004,000. Agreed?

**Some Members:** Agreed.

**Chairman:** To page G-11. Branch

Summary. Educator Development. Any questions? Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. There's been a lot of talk in the past about letters of authority, and one of the conditions under which, the letter of authority can be issued is if there are some small gaps in the education process. How is furthering education directed, and how is it followed up on for people with letters of authority? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would like to thank the member for his question. (interpretation ends) I would like to Ms. Moffett to respond to this one. Thank you, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The teachers who are in a letter of authority, there is no certification regulation that mandates that they can continue with education or teacher training in order to maintain those letters of authority. A letter of authority is given out once per year, it's a one-year certificate. That being said, there is no question that our learning coaches and student support teachers are working with those teachers very closely to mentor and train where they can. Most certainly, those teachers on a letter of authority who are interested are highly encouraged to obtain teacher training. We're taking steps throughout our Inuit Employment Plan to try to make that more accessible than it is currently. Thank you, Mr. Chairman.

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

**Mr. Hickes:** Thank you, Mr. Chairman. One of the things that I spoke of earlier with the Department of Health and with EIA is orientation and cultural competency. In the business plan from the priorities from 2017-18, on page 119 of the business plan, it speaks to supporting the Inuit employment objectives. New material for the orientation has been "...developed and will be made available through the launch of the Educator Development Training Calendar and Nunavut Teacher Induction Program..."

As you're just in the process right now of hiring teachers for this school year, how do you anticipate having these orientation programs and cultural competency rolled out through the hiring process for teachers, and if I may supplement the question, Mr. Chairman, if a new teacher comes on midstream, how are they made aware of this training and how do they access it? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank the member for the question. (interpretation ends) There's a Nunavut teacher induction program. There are four key components of it and orientation being one of them. There's also mentorship, professional development, as well as a dedicated website space for Nunavut teachers. The website would contain essential pre-orientation resources and information to support new teachers. It would benefit new teachers to have a structure to support them in their professional development when they

first start off teaching.

It's also going to continually improve the quality of our teaching instruction aimed at improving student outcomes and flexibilities to align with the school program. Overall, that is the goal of this program. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I guess kind of along the same lines, when we are talking about learning coaches in the 2017-18 priorities on page 120, and carrying into the 2018-19 priorities, it talks about offering and modifying training modules to begin the work to develop a certificate program for learning coaches. In 2018-19, it says continue to implement a framework... . It's along the same program; work to develop a certificate program for learning coaches.

As these learning coaches are very engrained in the learning system now, what is the timeframe for developing that certificate program for learning coaches? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Just one moment please. I will refer this question to my deputy minister. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The PD framework for learning coaches was developed in partnership with the Nunavut Teachers Association. These

tools will begin to be used in the 2018-19 school year. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank Deputy Minister Kusugak for that response. When you speak to implementing the professional development framework for the teachers and language specialists, you are including different professional standards, self-reflection of professional development plan tools, yet in the earlier one it talks about creating and developing a certificate program for learning coaches.

Are they hand in hand? Is that support from the professional development framework part of the certificate program or is it the certificate program? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I believe those are separate. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on my list, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. When discussing the NTEP program to train our teachers, I have noted that people who have graduated to become teachers rarely teach at the high school level, in the majority of cases, they teach either at the elementary or middle schools. Why is that? Can the minister explain if this has been noted? If that is the case, what is causing this imbalance, if the minister

feels like explaining the reasons? Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. Thank you for the question, The NTEP program is set up like that. The NTEP graduates generally choose to go and teach in the lower grades. That's generally what they apply for, primary and elementary school levels. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. There will be an NTEP program in Arviat starting this fall and that's great.

This will be my last question. How much education do people need if they're interested in becoming teachers? Do they need a (interpretation ends) grade 12 academic or a grade 12 general (interpretation) diploma, or is either one sufficient? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. Thank you for the question. We're always looking for new teachers that are coming out of the NTEP program, but as I said, we have to hire teachers under the letter of authority once in a while, not too many though. We have to make sure language instructors are qualified and they become authorized as teachers. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're at Branch Summary. Educator Development. Total Operations and Maintenance, to be

Voted. \$10,616,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-12. Education. Advanced Education. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Question.

>> *Laughter*

It has been a long day, Mr. Chairman. I think I only have a couple of questions here.

On page 123 of the business plan, at the very top in the priorities 2017-18, it talks about the formal review of the NTEP program. In the status it says that it is anticipated that the report will be finalized by March 2018, which was a couple of months ago. I'm wondering if the minister would be able to update us on the status of that review. Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. We expect to have the review completed in the fall. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you. I'm just trying to clarify that from what I'm reading and what I just heard. Here it's saying that the report is anticipated to be finalized by March 2018. Just to confirm, the report will now be finalized in the fall of 2018. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank him for the question. Yes, that's how it seems. Nunavut Arctic College is working with a university in Canada under a university partnership and the review has been delayed a little bit because of that. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. The next phase of that was anticipated for the consultants. Just for the record, I did the hash mark sign there, to facilitate a joint planning workshop with key stakeholders, which I would assume would have the participation of the university that's partnering with Arctic College to develop a plan for revision. If the work has just been done up to now, evaluating the course content to make sure it's aligned with departmental priorities, are there any initial findings that jump out that the current program is not meeting the course content or departmental priorities? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The review is not completed yet, and we can't really talk about the results yet. The scope of the review had to be expanded. (interpretation ends) The scope of the review has widened in a way, so we can't really say what the preliminary findings are. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll look forward to seeing that report

when it comes out in the fall. Also, in the business plan on the same page, next bullet on page 123, it talks about collaborating with the Department of Family Services. This is something that I've been speaking about for many years, and this is determining the types of adult education and training that should be prioritized with the needs of the civil service, as well as the public industry out there, in accordance with the Nunavut Adult Learning Strategy. It says in status on that, that the report and coinciding recommendations will be completed this summer of 2018. Can I get an update on the status of that review and report? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for the question. (interpretation ends) It's on time and we're looking forward for it to be completed this summer. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll keep on with my theme. I'll look forward to that report. Just as a preamble to my next question, maybe the minister could just give me a rough idea of what he means by summer. Down in the fourth bullet, it talks about the advanced education working with Arctic College to develop options for funding to develop a Student Support Assistant Certificate program. It's anticipated those options will be finalized in March 2018, again a couple months ago. Can I get the status of that one too? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank the member for the question. (interpretation ends) Going back to that summer 2018, the completion of the review, in collaboration, Family Services is set for July, 2018, and that's the aim of that one. On his last question, I'm going to ask the deputy minister to respond. Thank you, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Mr. Kusugak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Regarding the SSA Certificate Program, in Nunavut right now there is currently no certification for SSAs in the classroom. The department is working with Nunavut Arctic College on the development of a SSA certificate program to be delivered to SSAs employed within the K-12 schools. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Is that program going to roll out this fall or at a later date? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll have to get back to him on that one. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll look forward to that information. One last one again, there's another date

of something to be completed. In the very last bullet on the same page, as we were talking about earlier, the Nunavut Adult Learning Strategy itself is under review, and the report is expected along with recommendations to be completed this coming summer, 2018. What is the status of that one and the anticipated completion date please, Mr. Chairman? That will be my final question.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) July 2018. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. This isn't really a question but more of a comment, which I will keep short. I want to express a personal opinion here. This applies to the written title which is the second last item here. Advanced education, in thinking of that concept, I am speaking about the traditional Inuit culture and language, as well as dialects.

For students who have graduated from high school, if they were placed in an advanced education class, or if advanced education courses were included in the lower grades, it is possible to pass the class, and I wonder if this approach has ever been considered? I imagine it has been considered, but I just want to clearly understand it along with our constituents. Even though it doesn't sound like a question, I am asking about this approach. Hopefully I was clearly understood, Mr. Chairman. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Can the member restate the question? I didn't really understand it. My apologies. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Let me use this example to clarify what I am trying to speak to. Today I had a question earlier when we were on G-6 I believe, or was it on G-8. It relates to the students whose graduation ceremonies we attended last weekend in Taloyoak.

We had a person who was able to speak in French, English and Inuktitut. That person is an exemplary model for students taking those types of classes as it highlights what advanced education can result in with actual examples of Inuit who can succeed and retain their traditional Inuit language even at the highest levels.

Some of the traditional cultural practices are still not known by our youth. We should try to ensure they learn more about the cultural knowledge and I am mixing a comment with a question, and if the minister can respond? If he can't respond, that is fine as well. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and thank you for the question. If I understand it correctly, we want to start to consider different things that can be initiated. In the business plan, on page 124, for

example, we want to develop a strategy for 2018-19 for Inuit men, "...to engage Inuit men who may benefit from the Pathway to Adult Secondary School program." That's an example I can use. We have different cultural and language based curriculum that we want to be open to where we can help with education. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. That's what I was thinking when I spoke. Education touches all aspects of life, and that's why I was saying that. This was my final comment. Thank you, Mr. Chairman.

**Chairman:** That was just a comment. Ms. Towntongie.

**Ms. Towntongie:** Thank you, Mr. Chairman. I'm looking at the business plan on page 123 and it says, "Review and research options for a strategy to engage Inuit men who may benefit from the Pathway to Adult Secondary program." It tells me that due to staff capacity, this initiative has been delayed. In recent years the departmental priorities have included the development and implementation of the Pathway to Adult Secondary School, which means PASS.

My question is: how many adult students have graduated with a Nunavut mature high school graduation diploma since the PASS program was introduced? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank

her for the question. I can't tell you how many adults have passed PASS program since it began, but I can say that for 2018, there 79 students in 16 communities. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. I would be interested in getting statistics on the number of graduates with a mature high school graduation diploma, because I'm interested in getting further detail on what successes have been achieved with this program to date. Thank you, Mr. Chairman. That's my final question.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I did have the information. No, I'm sorry, it's the same information. Yes, we can look into that to get exact figures and get back to the member. Thank you.

**Chairman:** Thank you. The next name on my list, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just have a couple of quick questions.

For the Adult Literacy and Basic Education item, it says that "This program provides funding to organizations..." My question is: how do you determine which organizations get this funding? Is there an application process? Is there a call that goes out? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. (interpretation ends) There's a call that goes out. (interpretation) That's it. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thanks. When that call is sent out, is it just sent to the same organizations year after year? Is it put in the newspapers or on a website? How is it administered? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank you. We mainly use (interpretation ends) newspapers (interpretation) to advertise and also through (interpretation ends) emails. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister. We're almost done here.

On page 123 of the business plan, in terms of the joint venture partnership with southern universities, what types of programs are you looking at? I know that different universities have different specializations. Are you looking at arts programs? Are you looking at science programs? What types of programs are you looking to deliver years down the road? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. (interpretation ends) We're looking at mostly what the labour market demands require in the territory, if that answers his question. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Not really, but I'll follow up with you at a later date.

I have one final question and I hope you will allow me because you have your director of corporate services there. It comes from a constituent, actually, and it's regarding the Nunavut Community Access Program; the CAP program for Internet access. I just noticed that it has been at \$85,000. It came back from the dead in 2017-18. Have you had a lot of interest in that? Is that money fully spent in terms of the last fiscal year, 2017-18?

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I believe that's directed to the (interpretation ends) director of corporate services, Ms. Moffett. Thank you, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) In 2017-18 those funds were not disbursed to the program. The NCAP, the Nunavut Community Access Program, as you said, they were having some difficulties. They have been trying to get things back to organized with a functioning board and they're still hopeful to do that, but if they're not able to, then we may look at actually funding some of the

communities' programs directly as opposed to going through the NCAP program itself. We are keeping an eye on monitoring that because we do want those funds to be disbursed. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just a closing comment, that's good to hear because our public library in Arviat right now is like walking back in time. They have absolutely no Internet access there. They can't even turn on Netscape or Internet Explorer. (interpretation) I'm done now, Mr. Chairman. Thank you.

**Chairman:** Thank you. Next name on the list, Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I'll go right to the question. Can you provide further detail on the initiative regarding the Nunavut Adult Learning Strategy? Or no, my mistake here. It's a long day here.

Your department works with the Department of Family Services to ensure that students going on to post-secondary education are receiving financial support in a timely manner. Is that the case today? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. (interpretation ends) We strive to work with Family Services on ensuring that students receive their financial support on time and as expediently as we can possibly operate. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. When the students that are going on to secondary school or post-secondary and they start having these issues, and they address this with your department, is that given top priority to ensure that they meet the deadline? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Perhaps it's better if he directs that question to the Department of Family Services. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Education. Advanced Education. Total Operations and Maintenance, to be Voted. \$4,102,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Go back to page G-3. Total Operations and Maintenance, to be Voted. \$213,018,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Do members agree that we have concluded the Department of Education?

**Some Members:** Agreed.

**Chairman:** Thank you. Minister Joanasié, do you have any closing comments? Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Very briefly, I would just like to thank you for your questions. I would also like to thank my

officials, my deputy minister and my director of corporate services. We also have official sitting in the gallery. I would like to thank Amy McCall and Ibrahim Suleiman for attending the proceedings since yesterday. They are the staff of the Department of Education and they drafted the O&M budget. Thank you, Mr. Chairman.

>> *Applause*

**Chairman:** Thank you. Mr. Kusugak, would you please proceed with your opening comments for the Nunavut Housing Corporation. Thank you. Minister Kusugak.

**Bill 04 – Appropriation (Operations & Maintenance) Act, 2018-2019 – Nunavut Housing Corporation – Consideration in Committee**

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I am here to discuss the 2018-19 Main Estimates and Business Plan for the Nunavut Housing Corporation.

The main estimates for the corporation reflect the following spending increases:

- Public housing expenditures will rise by \$2,480,000. As the NHC's public housing portfolio increases, so do the costs of maintaining our units. 91 new units, tendered in 2017-18, are scheduled to be added to the public housing stock during 2018-19. The budget increase of \$2.15 million will cover increased cost of maintenance and administration, utilities, property taxes, and leases of those 91 units.
- There is also a \$1,607,000 increase

in funding to cover the net reduction in CMHC Funding.

- And a further \$305,000 increase in funding for three new Information and Technology positions. This includes \$60,000 for travel to communities.

Offsetting these funding increases will be a \$263,000 reduction in funding due to the expiration of two term positions in the headquarters' office. The term positions have been converted indeterminate positions, but will be funded from internal resources.

Also offsetting the 2018-19 funding increases will be an increase in public housing annual rent assessments from \$13.58 million to \$15.56 million. This \$1.98 million increase is largely driven by an increase in new construction over recent years.

As a result of these offsets, on balance the GN funding for the Nunavut Housing Corporation for fiscal year 2018-19 will increase by \$2.149 million, as compared to the 2017-18 main estimates.

My officials and I have begun working on the implementation of *Turaaqtavut* and continue to respond to the needs of Nunavummiut for safe and affordable housing, including support for elders.

Much of this work will be carried out through the *Blueprint for Action on Housing*, which was reaffirmed by this government in April 2018.

With year one of the implementation having come to a close with the fiscal year 2017-18, we have begun to analyze the positive impact the blueprint has had

in fostering collaboration and enthusiasm across the government.

To that end, my goal is to be ready to table the first annual Status of Housing report later this year.

The corporation plans to update staff housing and homeownership programs, which will improve how we respond to housing needs across the territory, while supporting a more complete spectrum of housing options.

Coinciding with this work is a renewed focus on developing transitional housing options in collaboration with the Department of Family Services.

The corporation will be focused on establishing and sustaining strategic partnerships to meet the needs of our communities.

For example, Mr. Chairman, we are renewing collaboration with NTI and the RIAs on joint priorities under the *Blueprint for Action on Housing* to address Inuit housing needs in Nunavut, including collaboration on joint lobbying efforts aimed at the federal government.

Our work to ensure that the *National Housing Strategy* meets the needs of Nunavummiut continues. Nunavut was part of a joint endorsement of the FPT Housing Framework, a multilateral agreement under the *National Housing Strategy* that was released earlier this month.

The negotiations have begun to develop a bilateral agreement with the federal government with sufficient flexibilities for implementation of the funding within the challenging northern housing context

and in a way that meets Nunavut's unique needs.

The corporation will continue to implement its Inuit Employment Plan and we will work to provide opportunities for recruitment, training, and advancement of Inuit within the corporation. This will include internships, career broadening and leadership training opportunities.

In conjunction with this, we will work with the local housing organizations to establish a continuum of Inuit employment from the communities into the corporation's district offices, headquarters, and directorate as we support the LHOs to improve operational efficiencies and services.

Finally, as I noted in the House on May 29, the corporation's public housing mould remediation project continues, with an additional 31 units to be professionally remediated in five communities in fiscal year 2018-19. I will continue to update the Legislative Assembly on this logistically challenging project.

My officials and I are ready to answer any questions you may have regarding the corporation's 2018-19 estimates and business plan, whenever that happens, Mr. Chairman. Thank you.

>>Laughter

**Chairman:** Thank you. Mr. Main, please proceed with your opening comments on behalf of the Standing Committee on Community and Economic Development. Mr. Main.

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

Mr. Chairman. (interpretation ends) I am pleased to provide opening comments on behalf of the Standing Committee on Community and Economic Development on its review of the proposed 2018-19 Main Estimates and 2018-2021 Business Plan of the Nunavut Housing Corporation.

The NHC's proposed 2018-19 main estimates of \$201,096,000 represent a 0.6 percent increase from the 2017-18 fiscal year. The number of positions in the corporation has increased by 3.0 PYs to 119.0 PYs, which represents a 2.6 percent increase from its 2017-18 main estimates.

During the minister's recent appearance before the standing committee, members took the opportunity to raise a number of issues and concerns.

On October 20, 2016 the *Blueprint for Action on Housing – Implementation Plan for the Government of Nunavut Long-Term Comprehensive Housing and Homelessness Strategy* was tabled in the Legislative Assembly. This document contains 60 specific action items to address an extremely broad range of housing issues. However, the Nunavut Housing Corporation's proposed 2018-2021 business plan indicates that a number of the initiatives that it had planned for the 2017-18 fiscal year under the *Blueprint for Action on Housing* were not completed as a consequence of "capacity constraints." The standing committee recognizes that it is not practical to address all of the blueprint's action items at the same time and encourages the NHC to prioritize and focus its work.

The NHC's 2018-2021 business plan

indicates that “In November 2017, the federal government released its *National Housing Strategy*. The *National Housing Strategy* brings with it new funding for housing construction, maintenance, and operations in the territory. Details of the funding will be developed through a bilateral agreement between the NHC and the Canada Mortgage and Housing Corporation, to be signed in 2018-2019.” The standing committee looks forward to a copy of this agreement being tabled in the Legislative Assembly

The Nunavut Housing Corporation’s proposed 2018-2021 business plan indicates that one of its priorities for the 2018-19 fiscal year is to “engage with regional Inuit associations on potential collaborations to provide affordable housing for Inuit on Inuit-owned land, including potential Public-Private Partnership (P3) opportunities.” The standing committee looks forward to monitoring progress in this area.

The Nunavut Housing Corporation’s proposed 2018-2021 business plan indicates that “In 2018-2019, the Nunavut Housing Corporation will be making specific efforts to strengthen its relationship with Local Housing Organizations.” It also indicates that it is “finalizing a revised Management Agreement with Local Housing Organizations that clarifies and defines the relationship and authorities between the NHC and Local Housing Organizations, and helps to ensure that the NHC’s programs are delivered consistently across the territory, as well as identify areas where more support will be offered to Local Housing Organizations.” The standing committee looks forward to the tabling in the Legislative Assembly of the updated

Master Management Agreement.

In 2004 a Member of the Legislative Assembly asked a detailed written question concerning public housing rental arrears and tenant damages. The government’s response indicated that as of November 2004, approximately \$6.6 million was owed in public housing rental arrears to local housing organizations across the territory.

The Nunavut Housing Corporation’s 2014-15 annual report, which was tabled in the Legislative Assembly on November 5, 2015, indicated that “the over \$27 million in rental arrears currently owed to the Nunavut Housing Corporation could pay for the construction of almost 60 new public housing units.” The Nunavut Housing Corporation’s 2016-17 annual report, which was tabled in the Legislative Assembly on September 19, 2017, indicates that there was a total of \$30,479,000 in “rent receivables” owing as of March 31, 2017.

The Nunavut Housing Corporation’s proposed 2018-2021 business plan indicates that “The average collection rate across the territory increased between 2015-2016 and 2016-2017 from 83.8 percent to 87 percent. This trend is expected to continue, as the NHC focuses on supporting Local Housing Organizations in rent collection.” The Nunavut Housing Corporation’s proposed 2018-2021 business plan also indicates that one of its priorities for the 2018-19 fiscal year is to “continue to monitor and review impact of collections policy and procedures to reduce Local Housing Organization arrears, and continue to develop and implement Local Housing Organization deficit

recovery plans.” The standing committee looks forward to monitoring progress in this area.

On January 24, 2013 the Government of Nunavut announced changes to the public housing rent scale. These came into effect on February 1, 2014. A key goal of reforming the public housing rent scale has been to remove disincentives to employment. However, the extent to which the new rent scale has achieved this goal remains unclear.

The Nunavut Housing Corporation’s 2016-17 annual report, which was tabled in the Legislative Assembly on September 19, 2017, indicates that “only 2 percent of public housing tenants earn over \$100,000 per year.” The standing committee notes that the Nunavut Housing Corporation’s *Blueprint for Action on Housing* indicates that one of its specific action items is to “review possible development of a fixed-rent subsidized housing model targeting high-income public housing tenants, particularly those currently paying maximum rent in public housing.” The standing committee looks forward to monitoring progress in this area.

The Nunavut Housing Corporation’s *Long-Term Comprehensive Housing and Homelessness Strategy* states that “staff housing should provide new employees who move into market communities with a home until they become settled. Then these employees should be encouraged to move into the private sector or discouraged from remaining in staff housing.” The Nunavut Housing Corporation’s proposed 2018-2021 business plan indicates that the NHC “carried out a review of the GN Staff Housing Policy, which resulted in the

development of an options paper. From those options, the NHC will develop recommendations for cabinet consideration in 2018-19. The review of the staff housing program has included an examination of realistic alternatives to staff housing that still support recruitment and retention within the Government of Nunavut.” The standing committee looks forward to monitoring progress in this area.

The Nunavut Housing Corporation’s budget for its homeownership programs is funded through its annual capital estimates. The corporation’s 2018-19 capital estimates, which were approved by the Legislative Assembly earlier this year, included a total of \$4,616,000 in funding for homeownership programs. The NHC’s proposed 2018-2021 business plan indicates that it is undertaking a homeownership program review and that it “awarded a contract for the program review, with the work to be completed in 2018-2019. This work will lead to improvement in homeownership programs that will support private housing construction and, in turn, private land development.” The standing committee looks forward to monitoring progress in this area.

Mr. Chairman, that concludes my opening comments on the proposed 2018-19 Main Estimates and 2018-2021 Business Plan of the Nunavut Housing Corporation. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Main. What is the wish of the committee? Mr. Netser.

**Mr. Netser:** Thank you, Mr. Chairman. The wish of the committee is to report

progress.

**Chairman:** Thank you. We have a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion. All those opposed.

>>*Laughter*

The motion is carried. I will now rise to report progress.

**Speaker** (interpretation): Going back to the orders of the day. Report of the Committee of the Whole. Mr. Akoak.

### **Item 20: Report of the Committee of the Whole**

**Mr. Akoak:** Thank you, Mr. Speaker. Your committee has been considering Bill 4 and the main estimates and would like to report progress. Also, 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? Thank you, Mr. Joanasie. The motion is in order. All those in favour of the motion, please raise your hand. Thank you. All those opposed. The motion is carried.

Going to the orders of the day. Third Reading of Bills. *Orders of the Day*. Mr. Clerk.

### **Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for June 8:

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 4
  - Bill 5
  - Bill 7
20. Report of the Committee of the Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

>>*Applause*

**Speaker:** Thank you, Mr. Clerk. Well read. I'm always amazed at how, Mr. Clerk, you can keep up with the interpreters.

>>*Laughter*

>>*Applause*

With that, (interpretation) in accordance with the authority provided to me by Motion 4 – 5(2), this House stands adjourned until Friday, June 8, at 10:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 18:56*

