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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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Development and Transportation*

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(Gjoa Haven)

Deputy Chair, Committee of the Whole

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(Cambridge Bay)

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(Iqaluit-Tasiluk)

*Minister of Finance, Chair of the Financial
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Minister responsible for Suicide Prevention;
Minister responsible for the Workers' Safety
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*Minister of Culture and Heritage; Minister of
Education; Minister of Languages*

Joelie Kaerner
(Amittuq)

Mila Kamingoak
(Kugluktuk)

Pauloosie Keyootak
(Uqqummiut)

Hon. Lorne Kusugak
(Rankin Inlet South)
*Minister of Community and
Government Services; Minister
of Human Resources*

Adam Lightstone
(Iqaluit-Manirajak)

John Main
(Arviat North-Whale Cove)

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Minister responsible for Seniors; Minister
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Iqaluit, Nunavut**Wednesday, February 27, 2019****Members Present:**

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

>>*House commenced at 13:30*

Item 1: Opening Prayer**Speaker** (Hon. Joe Enook)

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

>>*Prayer*

Speaker (interpretation): Premier and my colleagues, good afternoon. Nunavummiut who are listening to the radio broadcast and watching the televised proceedings, welcome to your Legislative Assembly. Also, the visitors in the gallery, welcome.

Before we go to the orders of the day, I would like to join you in wishing one of pages, Kim Qavavau, a happy birthday.

>>*Applause*

Have a happy birthday.

We can now proceed to the orders of the day. Ministers' Statements. Minister of Family Services, Minister Sheutiapik.

Item 2: Ministers' Statements**Minister's Statement 165 – 5(2):
Damp Shelter in Iqaluit****Hon. Elisapee Sheutiapik**

(interpretation): Thank you, Mr. Speaker. (interpretation ends) I want to take this opportunity to provide an update on the damp shelter that opened in Iqaluit in January 2019.

The "In from the Cold" shelter is a collaborative and collective response to a growing concern and challenge of supporting individuals who are intoxicated and have no place to go at night.

In partnership with the Inukshuk Guardian Society, my department opened the damp shelter as a three-month pilot project. The department will evaluate this project at the end of the three months and I will happily report on this during spring session.

Mr. Speaker, during the first month over 60 individuals have accessed the shelter at least once. Some of these individuals are seeking shelter because of other challenges they face, including escaping family violence or facing hunger. These are important statistics we will continue to gather to shed light on existing gaps in programming and services in Iqaluit.

Uqaqtitsijii, the Inukshuk Guardian Society is conducting outreach with the individuals accessing the damp shelter, working with them in various ways, including helping them apply for social [insurance] numbers, assisting with referrals to addiction and recovery groups, and resumé writing.

As seen in other jurisdictions, one of the key benefits of damp shelters is to help connect individuals with services to move them towards safety, stability, and well-being. Damp shelters also and most importantly provide a safe space for individuals who might otherwise find themselves in a vulnerable or risky situation as a result of having no shelter for the night.

Uqaqtitsijii, I would like to commend all of our community partners who are providing wellness and shelter programming to Nunavummiut in need and recognize in particular today the collaboration between community members, government departments, and the Inukshuk Guardian Society, who helped get this initiative off the ground. We remain committed in our work to support individuals facing homelessness and working with communities to find innovative solutions to this issue. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

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

**Minister's Statement 166 – 5(2):
Eliminating Bullying, Abuse, and
Harassment from Sport**

Hon. Lorne Kusugak (interpretation): Good day, Mr. Speaker, and thank you. I say "good day" to the people of Rankin Inlet.

Mr. Speaker, today is Pink Shirt Day, a time for us to show our commitment to *Inuuqatigiitsiarniq* and stopping bullying and harassment. As members

can see, I am wearing a pink shirt today to show my support.

Members will recall that last week I spoke to the Red Deer Declaration for the prevention of harassment, abuse, and discrimination in sport endorsed by federal, provincial and territorial ministers responsible for sport at the 2019 Canada Winter Games.

(interpretation ends) I would like to inform members that the Department of CGS is taking steps to ensure Nunavummiut have the opportunity to participate in sport in an environment that is safe, welcoming, inclusive, ethical, and respectful and one that protects the dignity, rights, and health of all participants.

>> *Applause*

Our Sport and Recreation Division has recently developed a new Code of Conduct and Ethics policy outlining the expectations of appropriate behaviour for all registered participants of sport and recreation programs delivered by the department, including the Team Nunavut Major Games Program and the Nunavut Youth Ambassador Program.

Mr. Speaker, we recognize that abusive behaviour and harassment in sport are an unfortunate risk and reality at all levels of sport. We need to work collaboratively with our territorial and community partners to reduce and ultimately eliminate abuse and harassment from our sport system.

This year we will partner with our respective sport organizations and the Coaching Association of Canada to host a safe sport summit. This summit will be

an important first step in aligning our resources and policy initiatives to address abuse and harassment in our sport system.

(interpretation) Mr. Speaker, I look forward to updating the House on our progress as we engage our stakeholders in developing effective approaches to prevent and respond to incidents of harassment, abuse, and discrimination. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Minister of Culture and Heritage, Minister Joanasié.

**Minister's Statement 167 – 5(2):
Uqausivut 2.0**

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. (interpretation ends) Happy Pink Shirt Day, Nunavummiut.

(interpretation) Mr. Speaker, I introduced last June the second edition of *Uqausivut*, the Government of Nunavut's comprehensive plan for the implementation of the Nunavut *Official Languages Act* and the *Inuit Language Protection Act*.

Mr. Speaker, our government remains committed to strengthening the foundations of a fully functional bilingual society and to taking positive action to ensure Inuktitut remains the focus in the areas of language of learning, language of work, language of services, and language revitalization for years to come.

Since the tabling of the first plan in

2012, we have achieved concrete results, including:

- Producing over 725 student guided reading books and teacher resources to support the progressive development of reading skills among our children in Inuktitut
- Supported over 25 Inuktitut music recording projects
- Supported the creation of 56 new original songs in Inuktitut through our annual Qilaut songwriting contest.

Mr. Speaker, these are only a few examples of what we can accomplish with a legislated mandate, plans and dedicated resources to support our language.

Mr. Speaker, when we started this journey, we also knew that it cannot be achieved through legislation and government alone. It is a generational task. It requires the commitment of all Nunavummiut, our communities, our families, and all organizations.

Mr. Speaker, it is all of us working together that we will be able to achieve our goal to increase the number of Nunavummiut who learn and can speak Inuktitut within our homeland.

Qujannamiik, ma'na, koana, merci, thank you. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Minister of Health, Minister Hickey.

**Minister's Statement 168 – 5(2):
National Nutrition Month**

Hon. George Hickey: Thank you, Mr.

Speaker. Every year Canadians across the country celebrate National Nutrition Month in March. Nunavut is an active participant in National Nutrition Month as we continue to promote a diet of country food and healthy, store-bought foods.

Mr. Speaker, National Nutrition Month reminds us of the importance of healthy eating and the positive impact good nutrition has on our health and well-being. Food fuels our bodies, prevents illness, connects us to our land and culture, and brings us together. Whether you eat country foods or store-bought food, ensuring we have lots of variety to get the nutrients we need for good health is essential.

Activities are planned throughout the territory by community health representatives, Department of Health dieticians, and others to encourage healthy eating by having country foods, making water the main drink of choice, supporting healthy store-bought food choices, and by bringing people together.

Mr. Speaker, in addition to National Nutrition Month, once a year a special day is dedicated to dieticians across Canada. Nunavut's dieticians recognize the importance of country foods and healthy store-bought foods in our diet. They continue to support Nunavummiut in incorporating nutritious foods in our diets in an effort to reduce chronic diseases, such as diabetes and heart disease, in our territory.

Mr. Speaker, this year Dieticians Day will be celebrated on March 20, 2019. Please join me in thanking our territory's dieticians on their hard work. Thank

you, Mr. Speaker.

>> *Applause*

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

**Minister's Statement 169 – 5(2):
Curriculum and Resource
Database**

Hon. David Joanasic (interpretation): Thank you, Mr. Speaker. I am pleased to tell you that the Department of Education has created a curriculum and resource database to provide educators, parents, and other stakeholders with pertinent information related to student learning.

Mr. Speaker, my department recognized the need to provide educators with easy access to the different curriculum documents and associated resources they need to support their instructional practices.

Mr. Speaker, the database is linked to my department's website and includes approved curriculum outcomes for each grade and subject area. The database also includes links to approved resources associated with each grade and subject area.

(interpretation ends) Mr. Speaker, the database is searchable by strand, grade, and subject and is easy for teachers and other stakeholders to access. Resources are available as downloadable PDFs and additional resources will be uploaded as they are completed. This database will continue to grow and expand as we identify and upload resources in all official languages.

Mr. Speaker, my department understands the importance of providing educators with the tools they need to support students. We will continue to upload resources to the curriculum and resource database so that educators have the teaching and learning tools they need to support student learning and their own instructional practices. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Uqqummiut, Mr. Keyootak.

Item 3: Members' Statements

Member's Statement 262 – 5(2): The Importance of Dogs to Inuit

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. Today I rise to voice my pride about this matter and to share it with my colleagues.

As we are all aware, our ancestors depended entirely on sleds and dogs for transportation, travelling to every nook and cranny in their territories, often travelling hundreds of miles. Inuit depended solely on husky dogs for their transportation, and many of us sitting here wouldn't be here if our ancestors did not have husky dogs to depend on.

Our ancestors diligently fought for survival and without their dogs, they would have faced more hardships. They would also travel great distances, using only their dogs and sleds.

Mr. Speaker, we still have Inuit today practising this ancient tradition, although the numbers are quite low nowadays, but

practically every community still has Inuit who depend on dog teams for their transportation. Seeing this still instils pride in many Inuit when they see a dog team travelling, although many Inuit no longer travel immense distances.

However, husky dogs are still used in our communities for dog team mushing, and we have to praise the dog team owners as they are continuing our ancient Inuit practices and showcasing the dependability of husky dogs.

Mr. Speaker, I wish to publicly name some of the hunters in my constituency communities of Clyde River and Qikiqtarjuaq who still practise the Inuit methods of travelling by dog teams. I want to share with my colleagues the pride I feel in these Inuit hunters:

- Amosie Sivugat
- Jason Palluq
- Sam Killiktee, and
- Johnny Keyootak.

They are still using dog teams like our ancestors did. If it wasn't for dog teams, a lot of us wouldn't be here today. We have to recognize the dog team mushers of today. Thank you, Mr. Speaker.

>> *Applause*

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

Member's Statement 263 – 5(2): Stop Bullying

Mr. Main (interpretation): Thank you, Mr. Speaker. Good day, my colleagues.

Mr. Speaker, I rise today to talk about

(interpretation ends) bullying,
(interpretation) as they call it in English.
(interpretation) In Cape Dorset it is
called *suungasarniq*, which is totally
different from my dialect. I was
personally bullied, especially at school.

I have been bullied, I have been harassed
in the school environment mentally and
physically, and it was a daily occurrence,
every time I went to school from
(interpretation ends) Monday to Friday.
(interpretation) I don't know why I was
bullied in school, but when you get older
you look at the bullies and find that they
themselves were going through hardship.

I even thought about quitting school
because of being bullied on a daily basis.
If my parents didn't push me, I would
have dropped out of school.
(interpretation ends) I would have
dropped out of school, I would have quit
school because that is where I was
suffering the most. (interpretation)
However, I kept going to school every
day and the bullying gradually subsided,
possibly because I grew tall. I don't
know what happened, but I wasn't
bullied anymore.

We must support individuals or young
people who are being bullied in school,
and help them even if we're not a
teacher or a parent. We should not
tolerate harassment or bullying in any
environment. Tell them what they are
doing is not right. Let's do that in
Nunavut so that bullying and harassment
will subside. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 264 – 5(2):
Celebrating the Accomplishments
of Hilu Tagoona**

Mr. Mikkungwak (interpretation):
Thank you very much, Mr. Speaker. I
rise today to celebrate the
accomplishments of Baker Lake resident
Hilu Tagoona.

(interpretation ends) Mr. Speaker, my
constituent, Hilu Tagoona, has recently
successfully completed her Bachelor of
Arts degree at Carleton University.

>> *Applause*

Mr. Speaker, she accomplished this
while on education leave from the
Government of Nunavut, which is an
excellent option for staff career
development.

>> *Applause*

Mr. Speaker, Hilu Tagoona is a single
parent of two children who are also role
models within the community of Baker
Lake.

I have recognized Hilu's daughter in the
House previously, as she has taken a
lead role in organizing our annual
community cleanup, even though she is
a very young woman.

Mr. Speaker, Hilu's son is also at
Carleton University in his first year of
sociology and communication.

Mr. Speaker, Hilu is a career
development officer, helping people
with their personal resumé's and assisting
them to find ways to improve their
career options.

Mr. Speaker, I ask you to join me and the community of Baker Lake in congratulating Hilu Tagoona on her accomplishments. (interpretation) Thank you very much, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

**Member's Statement 265 – 5(2):
Inukshuk Guardian Society**

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. Good afternoon. I heard Minister Sheutiapik's statement. I will be making a similar statement. We weren't racing to get to speak first because it is obviously very important.

(interpretation ends) Thank you, Mr. Speaker. I rise today to recognize the compassion, caring, and dedication of the members and supporters of the Inukshuk Guardian Society.

Mr. Speaker, in June of 2017 some members of the Uqutaq Men's Shelter Society branched out. On their own time they were doing outreach in the community of Iqaluit, going out into the community to meet with the homeless individuals and families living in shacks, tents, abandoned buildings, and unheated shelters.

Mr. Speaker, these caring individuals committed to helping out with regular deliveries of food hampers, clothing such as hats, gloves, and winter gear, as well as other necessities, including jugs of naphtha for heating. They did this with their own money and donations from others and with significant help

from a southern charitable group called Helping Our Northern Neighbours.

Mr. Speaker, the Inukshuk Guardian Society, led by Matthew Clark and Dan Laffin, who are sitting behind me, formally registered as a society in December 2018. They worked with Lindsay Turner from the Department of Family Services to increase outreach in the community, leading to the opening of the "In From the Cold Shelter," which not only allows entry to intoxicated people but offers so much more.

Mr. Speaker, the group has worked with the Red Cross and the Department of Justice to acquire cots for sleeping on and with the Qikiqtani General Hospital to acquire bedding. They coordinate with the RCMP to ensure intoxicated clients have a safe place to stay. They have even worked with the housing authority to help some clients move out of their shacks on the beach into public housing.

Mr. Speaker, I'm going to go further on; I have more, so I seek unanimous consent to conclude my statement today.

Speaker (interpretation): Thank you. The member is seeking unanimous consent to conclude her statement today. Are there any nays? There are no nays. Ms. Angnakak, please proceed.

Ms. Angnakak: Thank you, Mr. Speaker. Thanks to my colleagues.

Mr. Speaker, since opening its doors on January 12, "In From the Cold" has helped over a hundred individuals from the community. Of the 525 overnight stays in the past six weeks, approximately two-thirds were intoxicated and approximately one-third

were women. There is breakfast and coffee in the morning, a TV and movies, and most of all a clean, warm and safe place to stay.

Mr. Speaker, I am humbled by the spirit and the kindness of the individuals involved in carrying out the Inukshuk Guardian Society's good work. They care; they show a willingness to help and the genuine interest in the lives of their clients. I am very pleased to recognize Matthew Clark and Dan Laffin as the driving forces behind the Inukshuk Guardian Society initiative. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 266 – 5(2):
Welcome Wife to the Assembly**

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I say "good day" to you, my colleagues, the people of Kugaaruk and Taloyoak.

Mr. Speaker, the reason why I rise today is due to my joyousness as my wife could travel here during our sitting, Katherina Qirngnuq, whose Inuktitut name is Augaq.

>> *Applause*

Mr. Speaker, back in 1969 she moved to Arvilijjuaq, or Pelly Bay. Back then we had no freedom, and our marriage was arranged by our parents which they informed us about. Today we have complete freedom.

>> *Laughter*

Now, she is my partner mainly due to this reason. Although we men are physically stronger than women, we must never try to overpower them but rather hold their hands and work in partnership to live our lives.

She bore me eight children, with five sons and three daughters, and we now have over 30 grandchildren today. We also have over ten great-grandchildren. We got married in 1970 and next January will be our 50th anniversary, as this year we have reached 49 years of marriage.

Mr. Speaker, I want my wife to be warmly welcomed to the gallery, Ms. Katherine Qirngnuq. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 267 – 5(2):
Recognizing Audrey Qamanirq
from Arctic Bay**

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. I say "good day" to the people of Quttiktuq.

This past January this woman was recognized for her service by Pauktuutit and she is a constituent of mine, Audrey Qamanirq. I wanted to express the pride I felt and to congratulate her on her recognition for her long-serving work.

She has worked within the healthy living and life counselling area for many years,

and she has spent over 20 years introducing various programs to teach the youth, such as sewing courses for young people.

Further, she tries to look after her older relatives and at this time she is the sole caregiver of her elderly mother. I am always very grateful for her help, as I have an endearment term for her mother, “Ukuamaaq,” whom she looks after very well.

She also works as an interpreter and teaches sewing courses for participants to craft kamiit, parkas, and mittens in her home community of Arctic Bay. Also, she doesn’t just offer courses for young women, as she also has some programs for the young men related to crafting hunting implements, and hunting parties where the harvests are provided to the elders in the community.

She was recognized and I would like to recognize her and express my pride in Audrey Qamanirq in Arctic Bay. She was recognized by Pauktuutit as the 2018-19 Woman of the Year. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members’ Statements. Returns to Oral Questions. Minister responsible for the Qulliq Energy Corporation, Minister Ehaloak.

Item 4: Returns to Oral Questions

Return to Oral Question 304 – 5(2): Qulliq Energy Corporation Power Disconnection Policy

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I was asked by Mr. Joelle Kaerner, MLA for Qamani’tuaq, asked of the Minister responsible for Qulliq Energy, No. 304 – 5(2), on February 21.

The question was:

“How many Nunavummiut are currently on partial power? Can the minister tell us how many homes are affected across the territory due to their debt?”

Mr. Speaker, the Qulliq Energy Corporation is unable to share the list of Nunavummiut that are on partial power or load limiters due to privacy laws. However, I can confirm that at this time there are ten customers on load limiters due to non-payment of their bills. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Returns to Oral Questions. Minister responsible for the Qulliq Energy Corporation, Minister Ehaloak.

Return to Oral Question 317 – 5(2): Alternative and Renewable Energy Projects

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I want to apologize to Mr. Joelle Kaerner.

Mr. Speaker, asked by Mr. Allan Rumbolt, MLA for Hudson Bay, asked of Minister responsible for the Qulliq Energy Corporation, Question 317 – 5(2), on February 22, 2019.

The question was:

Can the minister provide an update today

on the status of the Sanikiluaq residential heat project?

Mr. Speaker, the answer is:

The Qulliq Energy Corporation will be connecting the [Nuiyak] School and the Paatsaali High School to the district heating systems and the project will commence in April 2019 with an expected completion date of 2021.

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Returns to Oral Questions. Let us proceed. Recognition of Visitors to the Gallery. Let me lead off the recognition of visitors for the first time.

>> *Laughter*

Item 5: Recognition of Visitors in the Gallery

I am very pleased and ask that this person feel welcomed to the gallery, whom I want to recognize first of all, my fellow resident and Constituency Assistant, James Simonee and his son, Edwin, my dear friend.

>> *Applause*

Welcome to the gallery. As well, another fellow resident who is also a friend, Rebecca Qulitalik-Killiktee, and another dear friend, Kristen Killiktee, please feel welcome in the Legislative Assembly.

>> *Applause*

Who is next? Member for Quttiktuq, Mr. Akeeagok.

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. I will be

recognizing eight visitors today, although you already mentioned two of the visitors, my cousin from the scenic community of Pond Inlet, Rebecca Qulitalik-Killiktee, and her daughter Kristen.

As well, my oldest daughter, Amy Kalluk, along with my youngest daughter Hope Akeeagok, along with my two grandchildren, Darla Kalluk and Faith Kalluk, along with two Arctic Bay residents who are in town to attend training courses, my sister-in-law Connie Kilukishak and Amanda Muckpaloo. I would like to recognize them. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Please feel welcome. Recognition of Visitors to the Gallery. Member for Iqaluit-Niaqunnguu, Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you. I would like to recognize and very warmly welcome the people that I referred to in my member's statement earlier. They provide tremendous assistance to the residents of Iqaluit.

An Hon. Member: Hear, hear!

Ms. Angnakak (interpretation): We require dedicated community members like that in all of our communities, people who are empathetic and compassionate towards homeless people in particular or people facing food insecurity. They are constantly providing much-needed assistance as they established the (interpretation ends) Inukshuk Guardian Society. (interpretation) They have used this society to offer assistance, which is

sorely needed, and I am ecstatic that they are able to be present here. Thank you, Mr. Speaker. Matthew Clark and Dan Laffin; I almost forgot to mention their names.

>> *Applause*

Speaker (interpretation): Thank you. Welcome to the gallery and always feel welcome here. Recognition of Visitors in the Gallery. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. First of all, I have dressed on behalf of bullied people with this shirt. I don't support bullying, only friendliness and support for children.

This person whom I wish to acknowledge became involved in politics at a fairly young age. He has worked within the government for many years and represented the Kivalliq mayors, as he is always involved in politics and continues to push for more development.

Also, this person operates a large vessel in Chesterfield Inlet offering services up and downriver to Baker Lake, and he is now pushing for a local deep water or (interpretation ends) deep sea port (interpretation) to be constructed locally.

I want to recognize the Mayor of Chesterfield Inlet, Simeonie Sammurtok.

>> *Applause*

We were young together back in the day. Now as he too is getting older, he still perseveres due to his resiliency and will continue onwards until he sees the destination he is heading towards.

Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Welcome, Mr. Mayor, to the gallery. Recognition of Visitors in the Gallery. Member for Arviat South, Mr. Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Thank you for mentioning my GLO in Pond Inlet. You recognized her already. Rebecca Qulitalik-Killiktee is the GLO in Pond Inlet. Please feel welcome.

Also across the room, she was recognized yesterday, Lavenia Ulayok, who is a fellow resident from Arviat. Please feel welcome here in the gallery. I made a mistake with her name, Aulajut. I forgot. She's Aulatjut now. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Aggu, Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Speaker. I was going to recognize some people but they left. However, I would like to recognize a fellow student at Chesterfield Inlet for a very long time. We went to school in Chesterfield Inlet. There are a whole bunch of us here.

Canute Krejunark, I'm sure, will be recognized by others, but I would like to recognize him as the Mayor of Kugaaruk. There are many mayors in town right now. It is great to see them. They have their own meeting that they

have to attend, so we don't see all of them here, but I would like to recognize Canute. He was my classmate in Chesterfield Inlet.

>> *Applause*

Another person who was recognized earlier, Simeonie Sammurtok, I recognize him as well. He was extremely young attending the school in Chesterfield Inlet and he was actually a very small boy. Now you can see that he is much bigger.

>> *Laughter*

I wanted to recognize those two people. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Mr. Mayor, please feel welcome. Recognition of Visitors in the Gallery. Member for Netsilik, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I, too, want to recognize a visitor, Mr. Speaker, our Mayor, Canute Krejunark, who was elected as the mayor three years ago.

As well, another visitor I want to recognize is a resident of Gjoa Haven, my nephew who is a son of my sister, Joanni Sallerina, who is also the Mayor of Gjoa Haven.

>> *Applause*

Also a person whom I acknowledged earlier today is my dear wife, Katherina Qirngnuq. We have been married for 49 years and next year we are hoping to reach our 50th year. Please welcome her

here, Mr. Speaker. Thank you.

>> *Applause*

Speaker (interpretation): Thank you. Ms. Qirngnuq and Mr. Mayor, welcome to your Legislative Assembly. Recognition of Visitors in the Gallery. Member for Rankin Inlet South, Mr. Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Last week we went to a meeting in Winnipeg and we met with many people, including mayors from the Kivalliq. Today I will recognize someone I shook hands with while I was at a hockey game as usual.

>> *Laughter*

An Hon. Member: You too?

Hon. Lorne Kusugak (interpretation): Yes. We lost, unfortunately. If we lost to Toronto Maple Leafs, I was going to express my pride in him.

>> *Laughter*

>> *Applause*

When you shake hands on something, you have to follow through. I am proud of him and I recognize Simeonie Sammurtok. He's a very hard worker and he's the mayor of Chesterfield Inlet, so I am very proud of him and happy about him. I would also like to welcome his mayoral colleagues to their House. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Welcome to the gallery. Recognition of

Visitors in the Gallery. Member for Gjoa Haven, Mr. Akoak.

Mr. Akoak (interpretation): Thank you, Mr. Speaker and my colleagues, as well as all Nunavummiut who are watching the proceedings. I, too, wish to recognize my fellow resident of Gjoa Haven, as he has filled the role of mayor quite capably. He provides leadership to our citizens as he works to develop our community and our residents and also goes on the local radio to make announcements.

Further, he has been a teacher for over 30 years now where he has taught in Gjoa Haven. As well, he is well-versed in Inuit traditions as he practises our traditional dances and drum dances, and he is an expert drum dancer. He is helping to keep our traditions alive.

I want to recognize him, as earlier I also saw a video of his recognition on national TV that I wanted to let him know about, so I would like to warmly welcome the Mayor of Gjoa Haven, Mr. Joanni Sallerina. Thank you.

>> *Applause*

Speaker (interpretation): Thank you. Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Kugluktuk, Ms. Kamingoak.

Ms. Kamingoak: *Koana*, Mr. Speaker. Good afternoon, colleagues and Nunavummiut.

I would like to welcome my youngest daughter. Although she's young, she wears her heart on her sleeve and she makes everything all better. I would like to say "hello" to my daughters at home

who are on lunch. I miss you. I love you. I would like to especially thank Amy Kalluk for making this possible for me to take my daughter.

>> *Applause*

Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. To the dear children, welcome to your Legislative Assembly. Perhaps when we're not here anymore, you will be sitting here, right?

An Hon. Member: Yes!

>> *Applause*

Speaker (interpretation): Recognition of Visitors in the Gallery. Member for Uqqummiut, Mr. Keyootak.

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. Today I would like to recognize individuals. We are welcomed as MLAs with more than one community because our constituents are very welcoming. I would also like to welcome two visitors in the gallery. I would like to recognize the people from my constituency community of Clyde River, first of all, Jennie Arnakak and Archie Aipellee. I would like to warmly welcome them to the gallery. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Recognition of Visitors in the Gallery. I have no more names on my list.

To all the visitors in the gallery, even

those who were not mentioned, welcome to the gallery and always feel welcome. Whenever you're in Iqaluit, those who are watching the televised proceedings and listening to the radio broadcast, always feel welcome to your Legislative Assembly. It is yours and we want to be very receptive to all of you. When you are able to come here, please do so. Thank you.

>> *Applause*

Going to the orders of the day. Oral Questions. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

Item 6: Oral Questions

Question 350 – 5(2): Housing Strategy

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. My question is for the Minister responsible for the Housing Corporation.

In reading the territorial housing shortage and homelessness strategy, on page 14 it states that “The link between housing and economic development is clear...” It also states that future projects also impact housing challenges and that future projects require more local hires to ease this challenge.

What is the definition of this statement that says that training will be part of future projects where youth will be trained for construction work? My first question is towards that statement, Mr. Speaker. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister responsible for the Nunavut Housing Corporation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. (interpretation ends) Good afternoon, everyone. (interpretation) I'll respond in English so that we understand clearly.

(interpretation ends) Mr. Speaker, on the housing and homelessness strategy page 14 statement, it is a broad statement and Actions 42 through to 46 under the key issue of workforce development areas where the NHC and the GN are working together collaboratively to work towards addressing this issue. (interpretation) Thank you, Mr. Speaker.

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

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. I want a clear understanding of this statement. When a construction project commences, will a directive be sent requesting training of local youth locally so that they can be hired in future construction projects? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. I also thank her for that question. Mr. Speaker, part of the *Turaaqtavut* mandate we are using as a government is trying to implement some of the directives, for example, that communities shall be our priority and to train local residents to enter the construction workforce so that fewer southern workers have to be flown up, and to create more of our own territorial workforce. This is part of the directive we are aiming for and we will work to implement it, Mr. Speaker. Thank you.

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

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. In September 2017 the Nunavut government made an announcement...let me go on a tangent here. The mining company, Agnico Eagle, just recently signed an MOU, or (interpretation ends) memorandum of understanding, (interpretation) where this agreement looked to prioritize certain aspects of society and this priority listing included housing. This MOU is slated to establish a subcommittee that will identify ways for cooperative work and partnership in housing.

I am asking the Minister for the Housing Corporation how the Government of Nunavut is involved with the memorandum of understanding committee when they work to identify priorities such as housing initiatives for the Kivalliq region. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. With regard to issues like this, we have no choice but to work in partnership with industry to resolve our housing challenges. Just this past month I was in Rankin Inlet on a tour of the (interpretation ends) Meliadine mine (interpretation) where I also met with the employees and we had a short meeting at the mine site. We have identified a date next month, not in March but in April, where they will travel to Iqaluit. We will meet with the representatives, much like the question

from the member, to determine if there are ways to pursue partnerships to deal with that issue. Thank you, Mr. Speaker.

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

Question 351 – 5(2): Status of Gjoa Haven’s Community Learning Centre

Mr. Akoak: Thank you, Mr. Speaker. I would like to direct my question to the Minister responsible for Nunavut Arctic College.

Mr. Speaker, the minister has mentioned that he will be visiting the three regional campuses and possibly Arviat and maybe he will be convinced to go to Sanikiluaq to see the community learning centre there.

I would very much like him to add a visit to the community of Gjoa Haven to his itinerary. Like my colleague, I have been raising the urgent need for something to be done about the state of the Gjoa Haven Community Learning Centre for quite some time.

Mr. Speaker, can the minister provide a clear update on the current status of the Gjoa Haven Community Learning Centre? Thank you, Mr. Speaker.

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

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. If it is possible, we plan on visiting Gjoa Haven.

With respect to our community learning

centres, we are currently conducting a review of all the facilities we own and what state they are in, including the age of the buildings and so on, which are part of this review. I cannot commit right now as I don't have that information, but it is included in the overall review of all of our facilities in the communities. Thank you, Mr. Speaker.

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

Mr. Akoak: Thank you, Mr. Speaker. The building which housed Gjoa Haven's community learning centre is very old and in a bad state. Last year I noted that the windows were boarded up, there was mould and drafts, and the stairs were damaged. The windows were replaced with Plexiglas and a new set of steps was installed. Now the floor has fallen in. The building is unusable.

Can the minister explain what is being done to ensure that the community residents have a safe and comfortable facility in which to pursue their adult education needs? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. Currently I understand the old nursing station up in Gjoa Haven is being utilized at the moment by the college and we are assessing the building in question at the moment. When I have further information, I will certainly let the member know about it. Thank you, Mr. Speaker.

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

Mr. Akoak: Thank you, Mr. Speaker. Thank you for your response. Mr. Speaker, I have been given to understand that staff have travelled around to all Nunavut communities to assess the status of each community learning centre and prioritize which ones need immediate attention. Mr. Speaker, however, it seems that nothing concrete is actually being done. Meanwhile program delivery is being affected and my constituents are losing opportunities to develop their skills in order to get jobs.

Mr. Speaker, will the minister commit to replacing the Gjoa Haven Community Learning Centre at the earliest opportunity and with the highest priority? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. Certainly we would like to replace all aging infrastructure throughout the territory, but currently we're assessing the building in question. Once we have more concrete information, we will go forward from there. (interpretation) Thank you, Mr. Speaker.

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

Question 352 – 5(2): Status of Sanikiluaq's Community Learning Centre

Mr. Rumbolt: Thank you, Mr. Speaker. My questions today are also for the Minister of Nunavut Arctic College. Like my colleague, there's a sad state of

affairs for our community learning centres in our communities.

Mr. Speaker, Sanikiluaq's community learning centre is currently located in the Nuiyak School and the lease for this space will expire on June 30, which is just four months away.

In December 2017, over a year ago, I wrote to both the Minister responsible for Nunavut Arctic College and the Minister responsible for Community and Government Services on the need for a new location for Sanikiluaq's community learning centre.

I have also asked a number of questions in the House since then and it's still not clear if a location has been identified for Sanikiluaq's community learning centre after June 30 of this year.

Can the minister provide a clear update on the status of the Sanikiluaq Community Learning Centre and whether a location has been identified for the next learning year? Thank you, Mr. Speaker.

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

Hon. Patterk Netser: Thank you, Mr. Speaker. I haven't been briefed on the particular community on the question posed by the member, but I will get back to the member once I have more information on that. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker.

As my colleague mentioned earlier, while he's doing tours of communities, he should also consider visiting Sanikiluaq. I will ask the minister: is he willing to visit the community and see with his own eyes the state of affairs that our community is facing when it comes to the community learning centre? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. (interpretation ends) I take his word that his community learning centre is in need of repair. As for visiting the community, I believe we are going to go down sometime this spring for a graduation ceremony. Whether I will be going personally or my vice or president, extra rather, we haven't really touched on that yet. (interpretation) Thank you. (interpretation ends) We're thinking about it at the moment. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. The continued delivery of adult education and training programs is critical to promoting employment and self-reliance in our community. Sanikiluaq residents have a right to learn and to improve their career options.

Will the minister commit to identifying a location for the Sanikiluaq Community Learning Centre before the June 30 of this year deadline and further, will he commit to making that announcement in this House preferably during this sitting, but if not, at the very least during the

spring sitting in May? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. I cannot make any commitments on that, but I'm certainly willing to work with the member on how we can go forward with his request. Thank you, Mr. Speaker.

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

Question 353 – 5(2): Status of Kugluktuk's Community Learning Centre

Ms. Kamingoak: Thank you, Mr. Speaker. My questions are also directed to the Minister responsible for Arctic College.

Mr. Speaker, Kugluktuk's community learning centre has been closed since the new year began and it does not appear that any adult education programs are currently being delivered.

Can the minister provide an update on when Kugluktuk's community learning centre will reopen? *Koana*, Mr. Speaker.

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

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. I'm pretty new to this portfolio and we have a new president. I have yet to be given an update on this issue. My officials are listening to and watching the

proceedings. It's obvious that they will be writing about the member's question. As soon as I find out, I will get back to her. Thank you, Mr. Speaker.

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

Ms. Kamingoak: *Koana*, Mr. Speaker. Thank you for the response. Mr. Speaker, I have been given to understand that staffing at the Kugluktuk learning centre has been an issue. We have had some turnover, but there may be individuals in the community who are willing and able to fill the adult educator position.

Can the minister explain what steps can be taken to fill the adult educator position in Kugluktuk as soon as possible? *Koana*, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. Thank you for the question. Last month I visited the campus in Rankin Inlet and one of the issues raised by the campus was that our instructors were on a contract basis. For continuity of programs, they were requesting that we have indeterminate instructors and that way we have a continuum of programs and ensure that we have an instructor for indeterminate periods. Certainly that was one of the issues that I would like to address, having indeterminate instructors in our communities so that we can produce our youth to take on jobs that we are training them for. (interpretation) Thank you, Mr. Speaker.

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

Ms. Kamingoak: *Koana*, Mr. Speaker. The lack of adult education programs in the community means that my constituents have fewer opportunities to upgrade their skills or learn new ones which will improve their opportunities to seek employment and further their careers.

Will the minister commit to ensuring that the delivery of adult education programs will resume in the community of Kugluktuk as soon as possible?
Koana, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. I think it's in our best interest to ensure that we have training programs in our communities, as I just answered earlier. To have our youth take over Nunavut, whether it's in a construction site or accounting or doctors or lawyers. I'm committed to ensuring that our programs are carried forth to produce graduates for Nunavummiut.
(interpretation) Thank you, Mr. Speaker.

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

Question 354 – 5(2): Proposed Airline Merger

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. Good afternoon, fellow members, and welcome to the visitors in the gallery, and also to the people of Pangnirtung who are watching

and listening to the proceedings.

Today I would like to direct my question to the Minister of Economic Development and Transportation.

The community of Pangnirtung currently receives scheduled airline service from two airlines. In light of this week's report from the federal Competition Bureau, I want to revisit the issue of the proposed airline merger between First Air and Canadian North.

To say it in English, (interpretation ends) the Competition Bureau's report clearly stated, "The merged entity is likely to have the ability and incentive to materially raise prices and lower the quality of service to passengers and cargo customers on all affected routes except Edmonton-Yellowknife if the Proposed Transaction proceeds in its current contemplated form."

Mr. Speaker, I have a clear question for the minister: does the Government of Nunavut share the position of the Competition Bureau, yes or no? Thank you, Mr. Speaker.

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

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. (interpretation ends) One of the areas that we have identified as one of our concerns is through the merger, whether that's going to reduce our services. Through part of this our government has also responded to Minister Garneau's request for public input in terms of what impacts this merger is going to have to Nunavut. Those are areas that we have also

indicated that we do have concerns with. (interpretation) Thank you, Mr. Speaker.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. (interpretation ends) When my colleague from Gjoa Haven raised this issue last week in the House, the minister indicated that the Government of Nunavut has or will be making at least two separate submissions to the federal government concerning the merger. Now that the Competition Bureau has released its report, will the minister commit to tabling a document of his submission to that office before the end of our winter sitting so that Nunavummiut can see for themselves what our government submitted on their behalf, yes or no? Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. This was an interdepartmental submission and something that I'm going to be working with my colleagues in determining when to publish our response. As I indicated last week, we have at a higher level and at a technical level, and both of these were interdepartmental. It was not specific to my department. Through collaborations with my colleagues, that's something that I will commit to looking at into whether making this public. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you.

Your final supplementary, Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. This past week (interpretation ends) the Makivik Corporation and the Inuvialuit Development Group issued their reaction yesterday to the report of the Competition Bureau. They stated that "...the very organizations proposing this merger have a constitutional mandate to represent the rights and interests of Nunavik and the Inuvialuit Region." Mr. Speaker, I think it's important to note that Nunavut was not mentioned even once in their announcement.

Mr. Speaker, I have a clear question for the minister: does the Government of Nunavut share the position of the Makivik Corporation and the Inuvialuit Development Corporation, yes or no? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. (interpretation) Currently the Inuit whom we represent in Nunavut are not involved with the airline, and we were copied in two pieces of correspondence specific to that.

However, I understand that the Competition Bureau had consulted with Inuit in the territory of Nunavut, mainly through the Inuit associations, as to what their positions are with respect to the merger, but we haven't heard from them. Nonetheless, Inuit will be highly impacted as per the report on this proposed merger from the (interpretation ends) Competition Bureau, (interpretation) but I can state succinctly

that our constituents in Nunavut will be impacted if a merger proceeds.

I personally have felt the impact in our constituency of High Arctic when only one airline provides services there. Now, you spoke about your community and that it has two airlines servicing your community and at least you have options. Nevertheless, we have to consider all of these various factors and as the government, we will present our position along with our concerns.

The people from Makivik and Inuvialuit region can submit their concerns directly to their land claims organizations about the impacts. However, I can say clearly here that these two institutions don't represent us in any manner. Thank you, Mr. Speaker.

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

Question 355 – 5(2): Airline Routes

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. I'll be asking a similar question that my colleague asked. I would also like to direct my question to the Minister of Transportation.

Mr. Speaker, it's in regard to the scheduled flights, which are causing a problem, particularly in the two communities that I represent, especially Clyde River. The medical patients and elders spend many hours on the air going to their destination, which is a concern to the communities.

Mr. Speaker, can the Minister of Transportation talk to the airlines and see what they can do to alleviate that

problem? Thank you, Mr. Speaker.

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

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. Yes, as a government, we currently put out an RFP for medical travel and duty travel. It is currently out there and I'm not sure what the outcome is going to be. My ministerial colleague is working very hard on this subject. We have sent out invitations to all the airlines to see what kinds of services they can provide to us. We have extended the invitation, especially on how they can improve the system, including the many hours of flights that they have to endure. Thank you, Mr. Speaker.

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

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. In regard to Clyde River and Qikiqtarjuaq, we have huge problems with the routing. For example, some individuals leave Clyde River, land in Pond Inlet, and then they go to Arctic Bay when they're trying to get to Iqaluit. They have to go all the way through those communities before they start coming back down the island to Iqaluit. The long flights are very taxing for the elders and medical patients.

It was better for passengers when they used to fly from Clyde River to Qikiqtarjuaq to Pangnirtung. That route was preferred by our constituents. Is it possible to go back to the old route that they used to follow? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. I'm glad that you brought this up in the House. First Air and Canadian North are servicing those communities and we have open dialogues with those two airlines. We also give them suggestions on how they can improve the system and which would be the better route to go. We usually have discussions with the airline representatives, thinking about the passengers and medical travellers.

There was a question about whether they can use the jet service, but they're private companies and they set up their own routing. I'm very glad that you brought it up in the House because I can give that as a suggestion to the representatives of those airlines at our next meeting. Thank you, Mr. Speaker.

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

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. I also thank the minister for his response. It does create a problem for those of us who travel. The minister indicated that he would have dialogue with the airline representatives. I would like a priority placed on the travellers and not just be a source for profit as residents of Baffin Island. We don't own any airlines up here in Nunavut and those airlines are profiting from us while there is not much thought put into the routes that passengers have to travel. There are people with relatives from other communities. For example, if I leave here and go to another community, there are a lot of

communities that I have to stop by before reaching my destination. This is becoming problematic. Can we expect this to be rectified? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. Yes, as I indicated earlier, we have sent out an RFP and your concern is included. We want to know what routes they're going to be taking and we will make sure that we review all the proposals. Your concerns are going to be included. We will factor in all your concerns when we're reviewing the proposals.

I would like to remind you again that the airlines are private and they can schedule their flights however way they want or whether they're going to provide jet services or what type of aircraft they're going to be using. However, I look forward to looking at the proposals and see if there are going to be any improvements. Thank you, Mr. Speaker.

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

Question 356 – 5(2): Homeownership Programs

Mr. Lightstone: Thank you, Mr. Speaker. Today my questions are for the Minister responsible for the Nunavut Housing Corporation and I'm asking questions on the homeownership program.

Mr. Speaker, I do appreciate the efforts of the Nunavut Housing Corporation to

assist residents in securing and maintaining their homes, though I'm sure I'm not the only member here today that has heard many complaints of frustration over the length of time it takes for the corporation to process applications.

My first question to the minister today is: what is the average length of time from the moment an application is received until the applicant is informed of the final status? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister responsible for the Nunavut Housing Corporation, Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. The NHC conducted in 2017 a review of its homeownership program processes to examine issues that account for process delays and identified potential areas for modification or improvement. Mr. Speaker, as for timelines, I do not have that information the member is asking for, but we did a review on that. Thank you, Mr. Speaker.

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

Mr. Lightstone: Thank you, Mr. Speaker. I appreciate that the Nunavut Housing Corporation has made some effort in improving the homeownership program processes, and I hope that one day the minister will be kind enough to share that with us.

My next question is, I'm very pleased to see that over the last three fiscal years the Nunavut Housing Corporation has approved over 1,000 homeownership

applications. Although, during that same time period, 422 and applicants were denied and that represents about 25 percent.

My next question is: why are so many Nunavummiut being denied assistance to homeownership programs and for what specific reasons? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. I can't really answer that, but I believe one of the reasons some people are denied is because of maybe rental arrears and a scope of different things, like the income is too high to meet the criteria and things like that. I believe that is part of problems why some members are unfortunately denied their applications. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Before we go to your final supplementary, Mr. Lightstone, I would like to remind you once again to slow down because everything you say has to go through the interpreters. Please keep that in mind. We have to use the interpreters, so let's be cognizant of them. We would like to make sure that all the information is going out to Nunavummiut. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Speaker. The most recent annual report that was published by the Nunavut Housing Corporation, which was the 2016-17 fiscal year, although I'm not entirely sure why 2017-18 has yet to be tabled, but I'm not going to ask that question today.

In the 2016 annual report it was identified that there were 277 public housing tenants who at that time had an income of over \$100,000. Mr. Speaker, during the three-year period that I was referring to in my previous question, a total of five applicants were submitted to the Tenant to Owner Program and all five had been denied. I would like to ask to the minister: why isn't the corporation promoting this tenant to homeownership program and why were those five applicants denied? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. The NHC has completed a program design review of its suite of homeownership programs and design changes will be made more to clearly establish outcomes based on the individual homeowner needs.

As for why those five people were denied, I don't know who they are and I would like the member to maybe give me a list of those people and we can certainly find answers for him as to why they were rejected. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Aggu, Mr. Quassa.

Question 357 – 5(2): Federal Indigenous Languages Act

Mr. Quassa (interpretation): Thank you, Mr. Speaker. I would like to direct my question today to the Minister of Languages.

On February 5 the federal government announced that they will introduce a bill respecting indigenous languages. It's called the (interpretation ends) *Indigenous Languages Act*. (interpretation) I think it is still under debate.

Mr. Speaker, I would like to ask the Minister of Languages if he could give us an update or if he has any concern on this matter. Was he involved in the dialogue and did he follow debates on the federal bill? Thank you, Mr. Speaker.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. I also thank you for the question. We have tried to keep on track as to how it will affect us where the federal government is trying to pass legislation concerning indigenous languages. Last summer my staff held some meetings with the federal cultural people to see how this will function. There were some of my officials taking part from the Department of Culture and Heritage. We have also heard that our MP for Nunavut opposes this proposed legislation. Thank you, Mr. Speaker.

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

Mr. Quassa (interpretation): Thank you, Mr. Speaker. Thank you for helping us to understand that. I believe we have to be a part of it as the people of Nunavut when it comes to languages because as the people of Nunavut we have always pushed hard for our Inuktitut language to make sure it doesn't disappear. I'm

always lobbying for that and pushing that in the House here.

The main reason for the indigenous people and Inuit groups was that this new law would recognize indigenous languages, but it does not recognize the Inuktitut language on its own. If it is going to be law, then the Inuktitut language has to be a part of the new proposed law that the federal government is working on.

Do you support the fact that Inuktitut should be mentioned as a part of the indigenous languages? Our representatives, ITK and Nunavut Tunngavik, explained their position. Do you support their submission to the federal government? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. I also thank you for the questions on this matter. The Inuit organizations have requested that the Inuit language be recognized within federal legislation. Language is one of the biggest things that are happening in Nunavut and the majority of Inuit speak Inuktitut. We would like it to proceed well.

We have been using Nunavut's language legislation as an example to the federal government when they are working on legislation for indigenous languages. We want Inuktitut incorporated into the legislation and anticipate partnering with the Inuit organizations to ensure that the Inuktitut language receives more legal recognition within the federal government. Thank you, Mr. Speaker.

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

Question 358 – 5(2): Nunavut Participation in Study on the Kivalliq Hydro-fibre Link

Mr. Main (interpretation): Thank you, Mr. Speaker. I rise to direct my question to the Premier about the fibre optic linkage proposal.

It was announced just recently on the news and it was good news to hear that the federal government has set aside funds for this purpose to link our region. The Kivalliq Inuit Association is leading this initiative and the Government of Nunavut is a partner, which our Premier made an announcement on this fact in this House.

Now, the first question I have is: with this proposal for the (interpretation ends) feasibility study, (interpretation) how is the Government of Nunavut involved in this initiative? Thank you, Mr. Speaker.

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

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Now with respect to the (interpretation ends) feasibility study (interpretation) on the proposal submitted by the Kivalliq Inuit Association, it is their proposal. We as the Government of Nunavut are not included in the study itself. However, our government will be one of the groups that will be consulted on specific parts.

I am unsure what consultations would revolve around, but perhaps it's on the

proposed route of the fibre optic or (interpretation) hydro-fibre (interpretation) line or how this line would be constructed, or perhaps on the overall costs of the project for the fibre optic linkage to the communities, so details such as this would require studying.

We will be consulted by the groups conducting the study as the Government of Nunavut as to how we would be an, perhaps if I state it in English, (interpretation ends) anchor customer (interpretation) for this proposal. We would be purchasing large segments of the bandwidth of the fibre optic line if the price is acceptable. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. Thank you, Mr. Premier. Now, in reading the announcement from the federal government, yes, it talks about the territorial government, the federal government, and a partnership with Inuit organizations and Nunavut Tunngavik. They are mentioned in the announcement, but if I understood it properly, this linkage would be originating from the province of Manitoba. Has the Government of Manitoba or perhaps a provincial indigenous group indicated their support for this proposal or are they listed as partners in this proposal? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Premier Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Recently

during the meeting of the (interpretation ends) Hudson Bay Roundtable, (interpretation) the Dene Nation attended as they are also identified there. With respect to this project, we haven't heard of any statements of non-support, but this study will also include (interpretation ends) a consultation process (interpretation) that will commence beforehand. Nonetheless, there is another group of Dene who are negotiating with the federal government to claim lands in our territory, and if they have identified lands that block the route for the fibre optic line, then due to the status of their land claim, the route may have to go through their lands. It is included as part of their land claims process. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. Thank you, Premier. Now, this is a worthwhile proposal to go after. Actually it would be very beneficial to see this proposal realized. As a resident of the Kivalliq region, one can foresee tremendous benefits to local businesses, to our governments as well as for the mining companies. Everyone would benefit, which is why this proposal is so easy to support. When can we anticipate a decision after the completion of this study and a potential timeline for the project announced? What should we be anticipating (interpretation ends) in terms of the timeline? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Premier Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. The work or

proposal is owned by the KIA, so they are aware of the (interpretation ends) timeline (interpretation) they set as it is their project. However, with respect to the research or (interpretation ends) feasibility study, (interpretation) I was able to ask about the length of time it would take to complete the process.

It started in January where the KIA used their own funding to commence the process and supplemented it with additional funds from the federal government. Their estimated completion date is 12 months, or a period of one year, for the (interpretation ends) feasibility, pre-engineering, and a permitting study. (interpretation) To say it in English, it's the (interpretation ends) pre-engineering, permitting, and feasibility study. (interpretation) That's what it's called. (interpretation ends) They hope to have the feasibilities done in a 12-month period. Thank you, Mr. Speaker.

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

Question 359 – 5(2): Nunavut Housing Corporation's Initiatives in Baker Lake

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. My questions are for the Minister responsible for the Nunavut Housing Corporation.

Mr. Speaker, as the minister is aware, the people and community of Baker Lake are eagerly awaiting the completion of the local housing authority's new office and warehouse complex.

Mr. Speaker, this important project has been funded through the Nunavut Housing Corporation's capital estimates, and I want to express my appreciation to all of my colleagues for their support of this project.

Can the minister provide an update today on the timetable for the opening of the new facility in Baker Lake? Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you. Minister responsible for the Nunavut Housing Corporation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. When the mosquitos come back, perhaps, it will be open, to answer his question. Thank you, Mr. Speaker.

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

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. I also thank the minister for his response. I want to take this opportunity to pay tribute to the members and staff of Baker Lake's housing authority. I believe that the upcoming opening of the new office and warehouse complex would be an excellent opportunity for the minister to meet in person with the board of directors to discuss such issues as the housing corporation's new master management agreement with local housing organizations. Will the minister accept my invitation to come to Baker Lake for the grand opening of the new facility? Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you.

Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. We talked about this when our officials had a meeting and once it's ready to be opened, we can go there for the opening of the new office, only if there are not too many mosquitos, though, Mr. Speaker. Just kidding.

>> *Laughter*

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

Mr. Mikkungwak (interpretation): Thank you very much, Mr. Speaker. I also thank the minister's official for the housing corporation.

My question now is the Nunavut Housing Corporation offers a significant number of important programs for private homeowners, including programs that are intended to benefit elders. However, I believe that more can and should be done to promote the awareness of the NHC's programs. For example, the housing corporation's most recently tabled annual report indicates that only 16 applicants under the housing corporation's homeownership programs were approved for Baker Lake applicants during the 2016-17 fiscal year.

Once the minister is in Baker Lake, if the minister comes for the opening of the new complex, can the minister make considerations to see if the Nunavut Housing Corporation's staff can come to Baker Lake at the same time to inform the community about the programs that they have available, to have the staff

there for a week? Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. For the personnel working out of our Arviat offices, they are responsible for the operations at that Arviat office. The employees can receive the queries or questions as to when they would be able to arrive there. We also send directives out asking them to tour the communities, especially to work with private homeowners. This maintenance funding for homeowners is very beneficial and this program will continue, and I will keep my colleague informed about when the staff would be travelling to Baker Lake. Actually this will be when the staff would be able to travel there. Thank you, Mr. Speaker.

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

Question 360 – 5(2): Priorities of the New Department of Human Resources

Ms. Angnakak: Thank you, Mr. Speaker. I'm glad I got in.

Mr. Speaker, since my colleague from Baker Lake got a number of very good answers from the new Minister of Human Resources during yesterday's sitting, I thought I would give it a try too to see how it would go.

Mr. Speaker, the government's 2019 Budget Address clearly stated that one of the top priorities for the re-established

Department of Human Resources will be to "...focus on promoting wellness and alternative dispute resolution methods to improve the government workplace. The department commits to designing a respectful workplace program rooted in Inuit societal values." That's a good thing.

As you know, Mr. Speaker, this is an issue that I have been pushing consistently since I was first elected to the House, so it's a near and dear topic.

Can the minister indicate what shape or form the new "workplace wellness office" will take? Thank you, Mr. Speaker. I'm trying to speak slowly.

Speaker (interpretation): Thank you. Minister of Human Resources, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I'm happy that you can ask your question before our time is up.

Mr. Speaker, the re-establishment of HR as a stand-alone department, including the set-up of the department, has been the subject of many discussions. My colleague, Ms. Angnakak, has been one of the most strident voices on this matter. It is pleasant to listen to the passion of our colleague and to have the public hear about planned improvements to the operations of this government, as everyone around the table forms the government.

We debated the various pros and cons for a stand-alone department, the foundation of the department, as well as an effective department that has a safe environment, the various requirements to

have the PYs and staffing levels, the dispute mechanisms, resolutions and such that need to be incorporated.

With respect to your question, what I can state here is the working details of the department and how it will operate are currently under development. Based on the completion of these details, we will keep you informed, including others who want to be involved in setting the direction of the department. Thank you, Mr. Speaker.

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

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. That was very good to hear. We want to see the success of the department. We all have opinions on this.

(interpretation ends) Last year the Premier announced the appointment of the new department's deputy minister and I know that the government was recently advertising for two assistant deputy minister positions for the department. I really hope that they got some really good candidates.

Mr. Speaker, we know that the deputy minister-level appointments in the government are made by the Premier, which is consistent with the way things are done pretty much everywhere else in the country. However, when it comes to the ADM-level appointments, things are not always so clear. Going forward, can the minister clarify whether all ADM-level appointments across the government will be competitively advertised? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I appreciate the question. What I would like to see and I think what we all want to see in government and around this table is that all competitions that are able to be advertised publicly be done so. Our goal is to try where we can to ensure that job advertisements are given out so that all Nunavummiut have a fair chance at applying for any of the positions. Thank you, Mr. Speaker.

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

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. I also thank you for that good response. (interpretation ends) As noted in the preamble to my first question, one of the stated priorities for the new department will be to promote “alternative dispute resolution methods to improve the government workplace.”

Mr. Speaker, I fully recognize that when it comes to workplace disputes, there is always more than one side to the story, which is why I have consistently advocated for improvements to the way that we handle these issues in our small jurisdiction.

Mr. Speaker, under the *Public Service Act*, the government appoints the position of the ethics officer. Can the minister indicate what changes to this position’s responsibilities are being considered? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. The department we’re talking about right now is brand-new and in a little over a month it will become a reality. Right now some of the questions you are asking are about how we can improve situations. Right now the parameters are broad, so I cannot tell you with experience how things are happening. Once we are operational, some of our priorities will be identified coming forward and we will share them with the members. As I stated, I want to work together with others. I appreciate and want to work with you on this and we want to see this implemented. Thank you, Mr. Speaker.

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

Motion 026 – 5(2): Extension of Question Period

Mr. Mikkungwak: Mr. Speaker, pursuant to Rule 39(7), I move, seconded by the Member for Uqsuqtuuq, that the time allotted for oral questions be extended. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The motion is in order and it is not debatable. All those in favour of the motion, please raise your hand. Thank you. All those opposed. The motion is carried and question period is extended by an additional 30 minutes starting now.

Oral Questions. Member for Netsilik, Mr. Qirngnuq.

Question 361 – 5(2): Marine Safety and Tourism

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. My questions are for the Minister of Economic Development and Transportation.

(interpretation ends) I want to follow up today on some issues related to marine safety and tourism that I raised in the Legislative Assembly last fall.

As the minister will recall, I asked him questions last October about the incident that took place during the summer of 2018 when a large cruise ship ran aground near the community of Kugaaruk. At that time the minister indicated that his department was in contact with the federal Transportation Safety Board regarding its investigation of the incident.

Can he update the House today on the status of the investigation into the Kugaaruk incident? Thank you, Mr. Speaker.

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

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. (interpretation ends) At this very moment I cannot provide an update. I don't have that information with me, but I will commit to working with our member to provide the update on that incident. (interpretation) Thank you, Mr. Speaker.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I also thank the minister. I will be looking forward to receiving the update.

(interpretation ends) As the minister will recall, I also asked him questions last October about the importance of ensuring that communities are prepared for large-scale marine incidents, especially in light of the increase in traffic that we are experiencing. Can he describe what initiatives his department is working on in this area? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. For any marine activities, it is a federal responsibility and a federal mandate. As a government we continue to have discussions with the Department of Fisheries and Oceans. Also, we sit on numerous federal-provincial-territorial tables, and one in particular is on marine that we sit and we continue to advocate that we do not have the capacity in our territory and we continue to remind them.

This year I was very pleased that the Department of Fisheries and Oceans has realigned their new office to have Arctic-only, and it was very pleasant to see our very own Nunavummiq be leading that regional office. That's something that we will continue dialogue and I am very pleased that we will be able to focus on the Arctic with the department that is mandated for the oceans in our territory. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you.

Your final supplementary, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I also thank the minister for that information and for the good news.

(interpretation ends) As the minister will recall, I also asked him questions last October about the status of his department's new *Marine Tourism Regulations*. Under the new regulations, cruise ship operators are required by law to submit detailed reports concerning their activities while in Nunavut waters.

Can he confirm today that he will be tabling the reports from the 2018 cruise ship season in the Legislative Assembly before the end of our current winter sitting? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeegok.

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. (interpretation ends) I'm not planning on tabling it for this winter session, but I am still committed to tabling it to this House. I don't have a firm date in terms of when I will be tabling it, but it's something that I am directing my staff to start getting that report to be tabled for this House. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. I have no more names on my list. Written Questions. Member for Iqaluit-Manirajak, Mr. Lightstone.

Written Question 025 – 5(2): Homeownership Program Application Process

Mr. Lightstone: Thank you, Mr. Speaker. My question is for the Minister responsible for the Nunavut Housing Corporation and the subject is homeownership program application process.

Mr. Speaker, in a recent news article a Nunavut family indicated that they had to wait six weeks for emergency repairs to be performed to repair a water leak.

Mr. Speaker, there have been numerous complaints over the length of time of applications to be approved through the Nunavut Housing Corporation homeownership programs.

Mr. Speaker, the corporation has publicly indicated that there is nothing wrong with the program and suggests that homeowners pay for the repair out of pocket and later be reimbursed when their emergency repair application is approved.

Mr. Speaker, I'm sure that most homeowners in the territory do not have the luxury to be able to afford to pay for the tens of thousands of dollars in home repair.

Mr. Speaker, this is why I would like to request information on the Nunavut homeownership application process.

Mr. Speaker, my questions are detailed and I request that they be entered into the *Hansard* as read.

Item 7: Written Questions

1. For each of the homeownership programs listed below, identify the process of review, including such detail as the steps undertaken by NHC staff from the moment the application is received leading to the final decision of whether the applicant is approved or declined:
 - a. Senior Citizens Home Repair Program
 - b. Emergency Repair Program
 - c. Nunavut Downpayment Assistance Program
 - d. Home Renovation Program
 - e. Senior and Persons with Disabilities Preventative Maintenance Program
 - f. Heating Oil Tank Replacement Program
 - g. Interim Financing Program
 - h. Tenant to Owner Program
 - i. Seniors and Persons with Disabilities with Disabilities Home Options

2. For each of the homeownership programs listed below, provide a breakdown of the number of days it took from the moment an application was received to the moment applicants were notified of approval. For simplicity, the information may be provided on a total basis. For example, Senior Citizens Home Repair Program had a total of 42 approved applications. Please provide the number of days from receipt of the application to the approval for each of the 42 applicants.
 - a. Senior Citizens Home Repair Program
 - b. Emergency Repair Program
 - c. Nunavut Downpayment Assistance Program
 - d. Home Renovation Program
 - e. Senior and Persons with Disabilities Preventative Maintenance Program
 - f. Heating Oil Tank Replacement Program
 - g. Interim Financing Program
 - h. Tenant to Owner Program
 - i. Seniors and Persons with Disabilities with Disabilities Home Options

3. For each of the homeownership programs listed below, identify all the reasons an application was denied and how many applicants were declined for each reason by fiscal year.
 - a. Senior Citizens Home Repair Program
 - b. Emergency Repair Program
 - c. Nunavut Downpayment Assistance Program
 - d. Home Renovation Program
 - e. Senior and Persons with Disabilities Preventative Maintenance Program
 - f. Heating Oil Tank Replacement Program
 - g. Interim Financing Program
 - h. Tenant to Owner Program
 - i. Seniors and Persons with Disabilities with Disabilities Home Options

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The member is seeking consent to have his questions entered into the record as read. Do you agree?

Some Members: Agreed.

Speaker (interpretation): Thank you. The questions will be entered into the record as read.

Written Questions. Returns to Written Questions. Replies to Opening Address. Replies to Budget Address. Petitions. Responses to Petitions. Reports of Standing and Special Committees on Bills and Other Matters. Tabling of Documents. Minister responsible for the Status of Women, Minister Sheutiapik.

Item 14: Tabling of Documents

Tabled Document 127 – 5(2): Nunavut Status of Women Council 2017-2018 Annual Report

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr. Speaker. Today I am tabling the 2017-18 *Annual Report of the Nunavut Status of Women Council*. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Tabling of Documents. 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 13, 15, 16, 17, and 18 with Mr. Mikkungwak in the Chair.

In accordance with the authority provided to me by Motion 17 – 5(2), the committee will stay in session until it reports itself out.

We will take a 20-minute break.

Sergeant-at-Arms.

>> *House recessed at 15:36 and Committee resumed at 16:01*

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

Chairman (Mr. Mikkungwak) (interpretation): Thank you very much, people of Baker Lake and Nunavut. (interpretation ends) I would like to call the committee meeting to order. In Committee of the Whole we have the following items to deal with: Bills 13, 15, 16, 17, and 18. What is the wish of the committee? Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) We wish to continue with the review of Bill 15 and the 2019-2020 Main Estimates of the Department of Education, followed by the Department of Community and Government Services. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Do members agree that we first deal with Bill 15? Do you agree?

Some Members: Agreed.

Bill 15 – Appropriation (Operations & Maintenance) Act, 2019-2020 – Education – Consideration in Committee

Chairman (interpretation): Thank you very much. (interpretation ends) I would now like to ask Minister Joanasi: do you have officials that you would like to appear before the committee? Minister Joanasi.

Hon. David Joanasi: Yes, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. (interpretation ends) Does the committee agree to let the minister's officials go to the witness table? Agreed?

Some Members: Agreed.

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

Thank you very much. Minister Joanasié, for the record, please introduce your officials. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. To my right is my Deputy Minister, Louise Flaherty, and to left is the Financial Comptroller, Abraham Suleiman. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Welcome to the House. Yesterday we were on page G-6. Education. (interpretation ends) Corporate Services. Total Operations and Maintenance, to be Voted. \$4,793,000. Agreed?

Some Members: Agreed.

Chairman (interpretation): Thank you very much. (interpretation ends) We are now on page G-7. Education. Early Learning and Child Care. (interpretation) Questions? Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Welcome. I'm going to keep my questions brief. Your business plan for 2019-2022 indicates that your department has made programs and funding available to increase the accessibility and affordability of daycare

in Nunavut communities. To date, how many communities have been able to increase their daycare accessibility options under this initiative outlined in the business plan? That's my first question, Mr. Chairman. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank you for the question. If I understood it correctly, you're asking about how many communities have been able to increase their daycare accessibility options. We have a funding agreement with the federal government to be stretched over three years, but I can't say how many communities have been able to increase their daycare accessibility options. We do provide support to the communities to make sure that they have a board of directors, adequate staff, and daycares need to have a licence in order to operate. We do provide those types of supports. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I also thank you for that little bit of information. I have another question regarding the young parents and it's quite high in order to pay for a spot at a daycare centre. It's quite hard when you have limited income.

Again, your business plan for 2019-2022 indicates and I'll say it in English, (interpretation ends) "...affordability of daycare" in Nunavut communities. (interpretation) Cost should not be a deterrent if you want to place your child

in a daycare. Can you give us an update and is there enough funding available so that it's accessible in all Nunavut communities and not only in Iqaluit? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. With the federal government agreement, we provide funds to the daycares for young parents so that they can pay for a spot at a daycare. The monies have been slotted to help those young parents. Within our department, we have the (interpretation ends) Young Parents Stay Learning (interpretation) program. We would like to see an increase of the amount allocated to the Young Parents Stay Learning program. My ministerial colleagues and I will make a decision as early as possible so that the program can continue. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. In Iqaluit we pass this daycare every morning and it's that new daycare centre that's being built on the road to Apex. You can probably visually see it. That building is being constructed using federal funds. I would like more information from the minister. Has the federal funds started flowing for the building that is being constructed? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. That building

is funded solely by the federal government and it has had no impact on the Government of Nunavut's capital dollars, but I can refer this to my Deputy Minister, Ms. Flaherty, if you would allow, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Flaherty.

Ms. Flaherty (interpretation): Thank you, Mr. Chairman. That daycare will be run by Tundra Buddies, but we haven't received any applications for licences or anything yet. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I know that it's being funded by the federal government and not by the Nunavut government. Again, to the same subject, are you kept informed by the federal government? I'm sure that's not the only daycare that's going to be funded by the federal government. Are there any updates? It's very nice to see that we're getting a new building being constructed and I would like to see those types of programs set out. I would like to see more facilities being built that are federally funded. Are you looking at whether you can build more facilities outside of Iqaluit? That's my question. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank the member for his question. Since it's a federal program, no, we haven't had any feedback and I don't know if they're going to be building any daycares in the

outlying communities. I have no further information. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I know that the Department of Education is closely involved in the daycare program in Nunavut. I'll ask my last question in English, Mr. Chairman. (interpretation ends) Your department provides contribution funding for DEA early childhood education. How many DEAs currently provide early childhood education programs in their communities? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I'll have to get back to him with the question, but I can respond further to his earlier question. For the past six months, we have opened three new daycares and there's one after school program and they are Igloolik's Piruqsiat Daycare, Naujaat Daycare, Iqaluit's Joamie After School Program, and the last one is Qikiqtarjuaq's Amaaqtaarvik Daycare. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Thank you for that information. I am aware of the Igloolik daycare which just opened this fall. Very briefly I would like to ask a question. Is the new Igloolik daycare running efficiently? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you Mr. Chairman. I also thank the member for his question. I have never had any feedback on the operation of the new Igloolik daycare. If we have the information, we can give additional support should they require it. In the information sheet through the ECE programming, there are eight DEAs that are funded, including the CSFN, which is the (interpretation ends) Commission scolaire francophone du Nunavut. (interpretation) Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you Mr. Chairman. There is a planned facility for a high school in Igloolik that I am aware of that has space for a daycare. As the minister previously announced in the House, I believe in August of this year when the new school year starts, it would be available. I also know that it already has the space included since it is a new design and it's a (interpretation ends) high school.

(interpretation) What I want to ask about is the daycare manager, as it will require an administrator when it opens. Has any further information come to light about the daycare to be in the new school or if any plans have been developed, or are you encouraging the new daycare workers in Igloolik about this position of a daycare administrator? I believe this will now be my last question. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Yes, the daycares are all independent as they operate separately, although we provide assistance through funds allocated to the local DEA as that is part of the process.

At this time the daycare workers in Igloolik could conceivably be asked to consider this position when the new daycare has been completed and officially opened. It would be administered by local people and we can try to go that route.

However, to reiterate, the daycares are independent, with their own boards and have to have a society established through the (interpretation ends) *Societies Act* (interpretation) and then develop their operating procedures and by-laws. Most societies have that requirement.

Further, the daycare manager or (interpretation ends) director (interpretation) and the staff could then start working in the daycare and announce its opening. Thank you, Mr. Chairman.

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

Mr. Qirngnuq (interpretation): Thank you Mr. Chairman. I have one question I wish to pose here, although it may expand to more than one based on the responses provided.

Firstly a short preamble before I state my question that I want to share with my colleagues. Just prior to our scheduled

travel to Iqaluit to attend our session, one of my grandsons usually visits us at our home and he is 11 years old. He only speaks English. He started to talk to me when he visited me that day by asking in English, “Grandpa, can you please start talking to me in Inuktitut so I can start learning my language?” I was flabbergasted and at first I was in shock, but I had no choice but to agree. In English he made a (interpretation ends) resolution (interpretation) to his own grandfather!

>> *Laughter*

>> *Applause*

Yes, with that background, I want to ask the minister if this type of resolution or reminder to parents could be used to strengthen our language in our communities and if there are any preparatory plans to that effect. I would like to understand if that is the case, hence my question to the minister on this subject. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister of Education, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. All the daycares have their programs and curriculum to teach their daycare students through culture and language so they can learn their own language. Up to now we have set aside \$300,000 geared toward daycares for their early childhood education programs. There are currently 55 licensed daycares through the Department of Education and we try to support all of them any way we can, to reiterate. Thank you, Mr. Chairman.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I also thank the minister for that response. Now, we all want to make improvements in this area, and Inuit members often lament the fact that our language is disappearing with statements talking about how Inuktitut should be preserved and it should be taught to our children.

Does the Department of Education deal with local DEAs when an initiative for Inuktitut promotion is proposed, either by a local person or by the local DEA? I would like to get further clarification whether a linguistic initiative could be supported and the reason for my query, Mr. Chairman. Hopefully I came across clearly. Thank you.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The DEAs have funds set aside which is allocated under (interpretation ends) early childhood education (interpretation) of about \$1 million specific to Inuit language and cultural matters. The DEAs can submit an application to request part of this fund towards initiatives such as that. This occurs annually up to now.

Furthermore, there are currently eight DEAs that have submitted proposals to the fund. We are keeping this open to all DEAs to develop linguistic or cultural programs locally to preserve or strengthen the curriculum, so please submit your proposals under that fund. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Following my list of names next is Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. Within the prepared documentation, specifically number 115, under daycare funding, the total amount of the funds is \$2.1 million under (interpretation ends) daycare grants and contributions (interpretation) in English.

However, I have been in Chesterfield Inlet where I was able to do a quick inspection of the facilities used as a daycare and the building is quite old. I believe it is over 40 years old.

I just read within the documentation that the DEAs can apply under this legislation. It states, “The department issues start-up grants; provides ongoing program contributions; inspects facilities annually; and provides licensing and operating support.”

Now, my question is, when I was there in Chesterfield Inlet, I noted that the furnace room floor is drooping and not aligned. If inspections are done annually, how many times in a year do inspections occur? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman and for the question. With respect to daycare start-ups, we can provide funding assistance at this time for their operations and programming. With respect to capital expenses, we don't deal with any construction costs currently. Further, it is only the licensed daycares that are supposed to be inspected three times a

year based on the licence requirements. Our employees issue the licences and part of the requirements is to have three inspections in a year. Thank you, Mr. Chairman.

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

Ms. Towntongie (interpretation): Thank you, Mr. Chairman. Thank you, minister, for your adequate response. One feels rather envious to see the Iqaluit daycare construction funded by the federal government as this building is going up fast and looks magnificent. The smaller communities must not be ignored by our governments as well.

Now, the school administrators have apparently produced materials for use by all the daycares in different languages and cultural programming. This is to standardize the programs offered that the daycares will provide inside their classes. Now my question is: do all daycares receive an equitable share of these programs or funding for their use within the language and cultural programming funds? Has this already been established? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. We have attempted that and we want to continue to offer that through the agreement we came to with the federal government on language programs for a three-year period. The curriculum we are developing falls under culture and language funds through this agreement to ensure standardized programs are

available. We have had some success by funding programs through this fund. Thank you, Mr. Chairman.

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

Ms. Towntongie (interpretation): Thank you, Mr. Chairman. The last question I want to ask is about the Young Parents Stay Learning funding that has remained at the \$175,000 level for many years. I want to get clarification on how many young parents are using these funds to return to high school. Within these Department of Education funds, how many young parents have children at the daycares and is enough space available? Do they use our daycares? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank her for the question. As of February 18, 2019, the numbers counted in Nunavut for young parent students totalled 66 under the (interpretation ends) Young Parents Stay Learning (interpretation) program to further their education. The program is still open.

We have schools that have daycares while others don't have space available, but the funding is usually allocated to communities with available daycare space, although we look at different ways to provide support as we want all young people to complete their basic education reaching grade 12. To reiterate, there are 66 young parents using this fund. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Following my list of names, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to continue the theme of questioning around Young Parents Stay Learning. You had mentioned that there are currently 56 students taking advantage of the program. I was wondering if applicants have ever been denied access to this program. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just to clarify, I said 66. As far as I know, there has never been an application that has been denied. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm looking at the eligibility criteria for the Young Parents Stay Learning and it indicates that the student must be full time, under 18, and not receive funding from a regional Inuit organization. How many students who have applied have not met these criteria? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister of Education, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you. (interpretation ends) I'm not sure if we have same... According to our Young Parents Stay Learning Schedule B Policy, eligibility is restricted to individuals that require

financial support in order for them to stay in school. Applicants must complete and submit a Young Parents Stay Learning application form. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. I would like to remind my colleagues again that when you speak, don't go too fast and be mindful of the interpreters. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm looking at the Department of Education's website and it says, listed under eligibility criteria, that students must not be receiving funding from a regional Inuit organization. Is this accurate? Is this outdated information? Why does the website state one thing and the policy another? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also apologize if there was an error. (interpretation ends) We will have to get that rectified, but just to further elaborate, the Young Parents Stay Learning initiative is with the idea that parents are in school and we encourage attendance for them to receive this funding. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I would like to ask one last time. Under the eligibility criteria of Young Parents Stay Learning, are students allowed to receive daycare funding from regional Inuit

organizations as well as Young Parents Stay Learning? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. We are reviewing this specific program under our department and we hope to iron things out with regard to whether or not students benefiting through this program are receiving other subsidies outside of government support. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. That was the third time asking if the eligibility requirement about students receiving funding from regional Inuit organizations and I still have not received an adequate response. It's a yes or no question. Are students able to receive Young Parents Stay Learning funding as well as daycare funding from regional Inuit organizations? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm being advised no, but I'll have my deputy respond further, Mr. Chairman. Thank you.

Chairman: Thank you. (interpretation) Are you done? I'm sorry. Ms. Flaherty.

Ms. Flaherty (interpretation): Thank you, Mr. Chairman. Right now we are

reviewing that and the way it is set up now, students are not supposed to get additional daycare funding. The answer is no. Thank you.

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

Mr. Lightstone: Thank you, Mr. Chairman. Other eligibility requirements indicate that the student must be registered as full time.

As I'm sure the minister is aware, a lot of students are required to return for a final semester to upgrade and get the final credits that they require for graduation, and I'm sure most of the time that does not require a full course load.

For the students that return after graduation to upgrade and are not receiving a full-time course load, are they eligible to take advantage of the Young Parents Stay Learning program? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Yes, those students would be eligible and looking at not just full time, it's basing it on if they're registered for high school courses and they're attending high school courses, it is a big factor in it. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. I would like to move on to another topic. Looking at the final aspect of this branch, the branch has had

significant lapses of funding in prior years. Last year it was only \$1.8 million, but the two years before that was \$3 million each, and a significant portion of that lapse of funding was out of grants and contributions.

Looking at the list of grants and contributions under early childhood education branches is a list of daycare programming and funding made available to daycares. I'm wondering: what sort of challenges are daycares having in taking advantage of these grants and contributions? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like to get Mr. Suleiman to respond to that, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Suleiman.

Mr. Suleiman: Thank you, Mr. Chairman. I thank the member for his question. One of the major issues we've had with the daycares, what they've shared with us, is that a lot of the paperwork and administration is burdensome on the daycare. What we did with the daycare, specifically the program, is we removed a lot of the quarterly reporting that is required in contribution agreements and what we have done is based it on a licence fee. The parental fee that they're charging parents, as long as they maintain or reduce that fee, they will receive full payment. Essentially, as long as they meet that requirement, it's simpler administration of paperwork for them to

receive on a month-to-month basis.

On another note, as the minister mentioned, we are working on the Young Parents Stay Learning program, making changes to make it more accessible as well. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm glad that the Department of Education is working to remove the barriers, such as the quarterly reporting requirements for these funding programs.

Specifically of the four early childhood and daycare programs that are available, which programs are you removing this quarterly reporting requirement and which ones do you expect to see an increase in usage due to the change? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. We did recognize these lapses of funds and I did direct the department. We want to spend as much of this budget as we can. With that, the two largest ones, the early childhood program daycare contribution as well as the DEA early childhood culture and language, those two, we have streamlined the applications and removed the barriers on reporting. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Following my list of names, Mr. Main.

Mr. Main (interpretation): Thank you,

Mr. Chairman. Good day, minister and your officials.

Earlier you spoke to this issue that within Nunavut there are 55 licensed daycares, and the letter of December 19 states that there are 12 daycares in schools. (interpretation ends) I'm looking for just a breakdown of that number of licences. There are 55 licences, 12 are in schools and the rest of them located out of school. How many are located out of schools? What types of organizations do these licences currently sit with in terms of the facility? I think you understand where I'm going with this. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't think we have that level of detail that the member asks. Hold on.

There are 18 licensed child care facilities in Nunavut schools. There are three Aboriginal Head Start programs, six full-time child care facilities, four part-time preschool programs, and five after school child care facilities.

With that, with regard to the other licences outside of the schools, I would probably have to come back to the member and the committee with further details. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again I'll refer to this letter, the letter of December 19, and it shows that in the schools there are 300 spaces at 11 schools across Nunavut. Does the minister have a tally on the total number of daycare spaces across Nunavut currently? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. The 2017-18 licensed spaces available in the territory, we had a total of 1,144. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the minister. Would it be possible for the minister, going forward, to compile a similar type of table which would summarize a snapshot of the territory in terms of the number of spaces across the territory to allow us to break down that number?

I understand that yes, they not all located in our schools, but in terms of the service that is being provided, they are all supported and licensed and inspected by the department. Would that be something that could be prepared going forward for us to receive and track? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. Yes, we would be willing to share this information in some form. Thank you, Mr. Chairman. We can work out what that would look like. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. We have no space available in Arviat, as there are over a hundred backlogged children requiring space in the daycare but have no room. There are young people who want to go to school, who want to work. As I stated previously in this House, there is a serious lack of daycare spaces and the daycare workers don't know where the capital money will come from to create more spaces.

Does the Department of Education receive correspondence from a community when the daycare space in their schools has too many names on their (interpretation ends) waiting list? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. (interpretation) We try to keep track of the waiting list for daycare space and today, in the 2018-19 fiscal year in all of Nunavut, the waiting list for daycare space is 1,105, including Iqaluit, but Iqaluit has the longest waiting list of 771.

I would also like to explain about the federal government funds that were made available through an agreement to

create daycare spaces. (interpretation ends) For the creation of childcare space, there is dedicated funding for space creation in the tune of \$220,000. That's available to any daycare facility to either expand or make more spaces available given the wait-list. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister. The lack of daycare spaces is definitely a barrier, and I wonder how more daycare spaces can be created in Nunavut to meet our needs. Currently a daycare has to apply to various funds at different levels, such as the federal government, the Nunavut government, and to other various organizations to submit their funding proposal.

The other aspect to this is the complexity and particularly more so with the federal government funds. I believe the feds just love the written word. "If you want \$1,000, you have to fill out a 1,000-word form." At least it appears that way to me. (interpretation ends) Just a joke, but in terms of the paper burden that exists for these daycares, it sounds to me like the department is aware of this. I commend you for cutting down on your reporting requirements where possible. It's great that you could do that.

Has there been any thought given to working with the federal government to streamline the application process for the daycares? Specifically what I'm thinking about is rather than each daycare submitting an application to the federal government, if one application could be submitted for the entire territory by the department, and then further disbursed to

the daycares. Is this something that has been looked at? Has it been brought up at any point? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, through the bilateral agreement, this is kind of where we have the agreement with the federal government and then we disburse the funds to all the daycares. This is where we have streamlined and removed the barriers on the reporting for daycares to access those funds. We want to continue on that path to ensure that our daycare facilities are operating to their full potential.

I just want to go back to the wait-lists and point out that some parents do put their child on multiple wait-lists, so that number might not be so accurate, but we count all the different facilities' wait-list numbers and compile them all together, and that's the number that we have for now. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. I have a couple more questions. In looking at daycare staff, although I am aware they aren't GN employees, I would appreciate an answer from the minister. Does the department conduct any criminal record checks for daycare staff, where they have to submit their (interpretation ends) criminal records check (interpretation) if they want to work at a daycare? To use myself as an example, if I wanted to work there, would I have to submit that?

Is this requirement being followed for all daycares within Nunavut? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Yes, that is the requirement for all daycares. Potential employees must have a criminal record check done to be able to work there. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) When it comes to the inspections that are done, it mentions here inspecting the daycares and Ms. Towtongie did ask questions about the inspections. Do you have any figures you can share with us in terms of how many infractions or what the outcomes were of those inspections from the last reporting period? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) Unfortunately I don't have that kind of information with me today, but I could commit to bringing some further... . If we have that data readily available, I can send it to the committee. Thank you, Mr. Chairman.

Chairman: Thank you. Next name on my list, Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Welcome, minister and your

officials.

Under your objectives under Early Learning and Child Care, the second bullet states, “To support early childhood programs and services for children from birth to age six and for licensed out-of-school programs for children up to [age] 12, specifically special needs children.” I’m wondering if the minister can elaborate on that a little more. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank Ms. Kamingoak. (interpretation ends) We try to identify and recognize special needs areas in a facility and/or school where there’s a daycare facility to try to meet those needs as best we can. I think under the Health Children Initiative program, that’s a funding pot where we can use for those specific types of instances. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Thank you, minister. How do I put this? If a school was to be interested in running a program for specifically special needs children or offer support for them, can they get funding through the healthy initiative pot? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I have advised if there’s funding to contact our department and look at the Healthy Children Initiative

program in further detail. If there’s a possibility or potential for an application from the community of Kugluktuk, I advise my colleague to let my department know and we can work from there. Thank you, Mr. Chairman.

Chairman: Thank you. Next name on my list, Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Welcome, minister and your officials.

I would first like to ask about, as you mentioned, the 55 licensed daycares in the territory. How many communities have no daycares? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The information is here somewhere. At this time there are nine daycares that are closed that said that they will probably not open again and they are in Arctic Bay, (interpretation ends) Kugaaruk Preschool, (interpretation) Peter Pitseolak Pairivik in Cape Dorset, (interpretation ends) Mittimatalik After School, Naurainnuk, (interpretation) and in Resolute Bay (interpretation ends) Qarmaqtalik Preschool, (interpretation) in Resolute Bay (interpretation ends) the Pairivik Daycare, Saimavik Daycare, (interpretation) Resolute Bay, (interpretation) Saipaaqivik Pairivik in Clyde River, and Hall Beach’s daycare. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you. I don't think I fully understand. Are those daycares operating in communities in Nunavut? I was trying to ask how many communities don't have daycares. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Those that I mentioned are the nine communities or daycares (interpretation ends) or preschool or after school programs. (interpretation) There are some communities with two daycares. There are two daycares in Resolute Bay. Those are the ones that I mentioned that don't have daycares. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you. I would like further clarification. Did these communities have daycares or they've never had a daycare? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. They had daycares, but they are now closed and have not reopened or they might not open. For example, when the school caught fire in Cape Dorset, there was a daycare in the school, but a daycare is not being used in the new school because there is a separate daycare in the community and they have their own building. The daycare in Cape Dorset has not opened that is attached to the

school. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. I also thank the minister for that clarification. In Pangnirtung there is more than one daycare and they have struggled quite a bit in recent years. Funding is always an issue. Communities that don't have daycares make it very difficult for the workforce. I know the Department of Education daycare and early childhood officers do inspect daycares. Before daycares find themselves in difficult situations, do those officers also work with the daycares? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. We try to provide support to our daycares at every opportunity, as we prefer not to see daycares closing. In some manner to ensure that funding is used properly and based on the information I was provided, if a daycare has closed which previously operated beforehand, after a three-year grace period, they can reopen the daycare with better financial controls. Hopefully I was clear. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. Some daycare workers are very dedicated and hard-working. Nonetheless, when a daycare encounters financial difficulties, the whole community is impacted. Has this ever been contemplated or can plans be

made to have financial management courses to train daycare staff? There should be a workshop or other training provided for the financial management aspects. Daycare workers are trained to look after our children, and financial management is something many residents in Nunavut really need. Without any financial management training, they run into financial difficulties. Do you have any plans to provide training for these workers? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank you for that question. Yes, financial management training is included as part of the services provided by the local daycare. We have an agreement with the federal government where we can set aside funding to provide training for financial management and daycare operations. This is something important to our department and we want to provide support. This agreement in August 2018 was over a three-year period and it outlines the types of financial management training to be provided. There are two training programs that have been used since August 2018. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. I have another question on the inspections that are done in the 55 licensed facilities. How many inspectors do you have for the Baffin region? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you. If you can wait a moment, please...well, if she can wait.

I think there are five in all of Nunavut and (interpretation ends) there are no vacancies in those five. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. If I understand correctly, there are (interpretation ends) no vacancies in those positions. Does that mean the positions have been filled in the regional office in Pangnirtung? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you. I was told yes. Thank you.

Chairman: Thank you. Ms. Nakashuk.

Ms. Nakashuk (interpretation): I don't have much left to ask, but I would like to know if you have thought about or whether you can put in the plans about... Well, in the smaller communities there are a lot more people speaking Inuktitut and the children in the daycares are speaking Inuktitut. When you come down here, they speak more English than Inuktitut. Would it be possible to make it mandatory to use the Inuktitut language in the daycares or to teach Inuktitut in the daycares? That's my question. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. As independent daycares with their own boards, we do provide support when it comes to language and culture. It is something that is of importance to us and to have it made available in all the daycare facilities in Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you. We are on page G-7. Education. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. I would like to ask more questions. (interpretation ends) Currently it is a requirement that all daycares are run by non-profit societies. I'll use Whale Cove as an example. We have a really nice facility that is sitting there and to my knowledge, it hasn't yet opened due to issues with setting up that society.

Has the department ever intervened or provided an administrator to run or to set up a daycare? I'm not talking about the capital side; I'm talking about the actual role the societies play. If a society goes bankrupt or if a society can't be set up, has the department ever intervened or provided a service? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) As far as I am concerned, no. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just a suggestion, maybe it is something that could be looked at going forward, maybe a pilot project. We are talking about one PY or it could be one contract employee to act in an administrative role to, I guess, be the linchpin for the society or for the daycare in a community. That is just a suggestion, not a question, no. (interpretation) That's it for me, Mr. Chairman. Thank you.

Chairman: Thank you. We are on page G-7. Education. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman, for recognizing me. I just want to follow up on some of my colleague Mr. Main's questions about the child care facilities located in our schools. Looking here, we have a total of 11 daycare facilities or 12, whatever the actual number is. There are also 300 daycare spaces and one number that stands out is École des Trois-Soleils which has 94 daycare spaces. I just want to confirm if that is correct. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you Mr. Chairman. (interpretation ends) I'm going to have to get back to the member on that to verify if he is correct. Maybe he has another question, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm sorry; I didn't quite hear

the minister's response.

I'm looking at a letter dated December 19 from the minister to Mr. Main regarding child care facilities in Nunavut schools. The table references or lists the child care facilities located in each school as well as the number of spaces in each child care facility. In total there are 300 child care spaces in daycares in Nunavut schools and 94 of them are in École des Trois-Soleils. I just want to confirm the accuracy of the 94 spaces. Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. That looks like it, 94. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. Last year I was asking questions about enrolment requirements to get into the French school and how you have to be of French heritage and prove your actual French lineage to get into the French school. Does that policy also apply to the daycare located in the French school? Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I'll have to verify that question to Mr. Lightstone and the committee, but the CSFN administers three facilities that they run. There are two after school child care programs and

one preschool. I'll have to get back to the member on his question around eligibility. Thank you, Mr. Chairman.

Chairman: Thank you. May I remind members to be cognizant of our interpreters? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Looking at the number of spaces, a total of 300 daycare spaces in Nunavut's schools, how many of these spaces are currently used by students' children, children of students that are in the schools? Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. It would be the number of students that access Young Parents Stay Learning, 66. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Currently there are 66 students taking advantage of the Young Parents Stay Learning class and they are using up 66 of the 300 daycare spaces in our school facilities. Who is using the other 236 daycare spaces in our schools? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) We don't have the details that the member asks, but I would imagine that there are a great number of people who are on the wait-list. I imagine it's people like myself that are working that need child care. My

youngest daughter is in daycare. I would imagine that it's working people of Nunavut. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. Considering that these daycares are located in school facilities, I really do think that the Department of Education should be tracking the actual student usage of these facilities.

In recent months there has been a lot of media attention on the Inuksuk High School's Inukshuk Infant Development Centre and how their board had set a policy restricting the number of students that are able to take advantage of the daycare's usage. I was wondering: what is the minister's position on that type of policy? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. If they do have a child, we do want to encourage our students to further their education and complete their high school grade 12. We have been following the development at the Inukshuk Infant Development Centre. This is an area that, going back to the original intent behind why we started building schools with a daycare facility, I think we need to go back to that and relook at why exactly are daycares in high schools and follow that path

Again going back to the situation here in Iqaluit, it was a board decision of the Iqaluit infant development centre to set their own policies, but we do encourage that they make a priority for our students

who are in high school. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm glad that the minister encourages the daycare societies to provide spaces to students and prioritize students, but when a daycare society sets a limit of 5 of 24 that are available to students, I think the minister needs to step in and say, "No, that's not acceptable. It should be the other way around. There should be a maximum of 20 students, not five."

I would like to ask the minister to commit to making a decision on daycare usage policies for daycares that are located in school facilities. I would like the minister to commit to making the policy as soon as possible and enforcing it immediately and not giving the daycare societies the power to decide or put a limit on the number of students who are able to access daycare facilities in our schools. Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. I appreciate the member wants a commitment. Right now on school usage policy, DEAs have a huge role in this. DEAs can make, I think, that call to say whether or not a school facility is being used for what purpose and why. I would encourage the member to seek...maybe the IDEA in this instance can make that call and maybe if they don't, that's when we will look at that and review if that's something our department has or needs to put our foot

down on. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I don't know, but I'm speaking on behalf of a number of constituents, a number of angered students and parents. I don't believe the minister should be shrugging this responsibility onto the DEA. I think the minister should take the responsibility himself and use his authority to ensure that daycares in our school facilities are prioritizing students, as they should be. I would like to once again ask the minister to commit to create a policy to ensure that this sort of situation will never occur again. Thank you, Mr. Chairman.

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

Hon. David Joanasié: I'm going to discuss this with the coalition and the impacted DEAs. This is something that, I think, we are going to seriously look at. It might be crossing... Under the current Ed. Act, the DEAs, like I said, we as a department... On usage of the schools and whether there's any space, how that is all decided, DEAs have that authority. We're devolving that authority to them. Whether or not we need to relook at those, that's to be a part of the Ed. Act review. Perhaps that's somewhere that something that you can bring up for discussion and debate. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I have no further questions.

Chairman: Thank you. We are on page

G-7. Education. Early Learning and Child Care. Total Operations and Maintenance, to be Voted. \$6,180,000. Agreed?

Some Members: Agreed

Chairman: Thank you. On page G-8. Education. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. This is related to the employees who develop our (interpretation ends) curriculum. (interpretation) In reading the documentation, it speaks about the Alberta curriculum that most schools use in Nunavut.

In reading the language of the plan on page 119, it speaks to a study that is ongoing on whether we will continue to utilize the Alberta curriculum or if we search for others. What exactly was the subject of this study and in looking at it, what exactly was deliberated upon by the department towards this statement? (interpretation ends) What were the specific factors that were considered in this review of using the Alberta curriculum? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you very much. Minister of Education, Mr. Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. The Alberta education department began a renewal of their kindergarten to grade 12 curriculums back in 2016 and so this has been ongoing since then.

We've had participants from Nunavut as well as the Northwest Territories Department of Education and we were

invited to join in that process of renewing their curriculum. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) In terms of making a decision whether we should continue using the Alberta curriculum, what factors were looked at in this review? What were the reasons? What were the different factors that were taken into consideration to make that decision? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. They decided that it's time for them to renew their curriculum and so since it impacts us here in Nunavut, we need to be participatory in that process. We have been participating in these meetings and a number of our courses in high school. . . . Alberta has taken a unique approach to this process and it's with the idea, we hear and we want students, all students in different grade levels that are able to see themselves in the learning material that they're using. That's the approach, but they decide the curriculum renewal themselves, but since it impacts us, we are participating in that renewal. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. If a decision is made to abandon the Alberta curriculum, if we no longer wished to use it, where would we turn to then? Do we look at all the

other provinces within Canada? For example, if we look at Manitoba, they also have indigenous peoples that are among the highest numbers in Canada. (interpretation ends) In terms of cultural considerations and deciding which curriculum we want to use, what is the alternative if we decide not to go with Alberta? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just to clarify, Nunavut's program of study includes curriculum from not just Alberta, but we do use portions from Saskatchewan, Manitoba, and the Northwest Territories. There has been a great deal of effort made to create made-in-Nunavut curriculum, but at the same time our department doesn't have enough manpower to do the enormous task of accomplishing that for every single area of the curriculum. I think we're trying to address it in different ways. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister. Indeed that last annual report shows the different pieces of the curriculum. (interpretation ends) That chart that is provided in your annual report is excellent in terms of a summary of where the different pieces for the curriculum come from, so thank you for including that in your annual report.

In here, on the third bullet on page 119, it says the priority for the past year or

the current year, “Update Health curriculum to ensure it sufficiently addresses the social-emotional needs of children.” I wonder if the minister could unpack that statement a bit or explain it a bit for me. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is to ensure that our students have coping skills and mechanisms for them to be able to identify... . Of course mental health is a big issue throughout the territory, whether or not people have either behavioural issues or challenges. This curriculum is to help with the idea for our students to have the skill and ability. The outcome is that they will be able to deal with these types of situations and at the appropriate age. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) One of your priorities for this upcoming fiscal year, right at the bottom of page 119, references the Nunavut Core curriculum. “Develop a multi-year work plan for Nunavut Core curriculum...” Will this include materials and curriculum related to mining?

We have operating mines in every region of Nunavut now and it’s going to be a major economic driver for our territory. I realize that the work plan isn’t in place yet, but I would just like confirmation that mining will be given consideration and inclusion in that curriculum work.

(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) When we refer to core curriculum, it’s organized by strand and subject as follows: so there’s Nunavusiutit, which includes social studies, Inuuqatigiit, and “entrepreneurialship,” then there’s Iqqaqqaukkaringniq, which includes math, science, and technology. There are four core curriculums, so that’s the second. The third one is Uqausiliriniq, which includes language arts, communications, and fine arts. The fourth one is Aulajaaqtut, which includes health, wellness, leadership, and physical education. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) When I look at these four different strands, where currently would I find the curriculum pertaining to mining? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If I’m not mistaken, I think it would fall under technology. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

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

terms of going forward, I would hope that this will be something that's included in this work plan for the core curriculum.

Just to back it up a bit, how many schools across Nunavut are currently teaching or providing information and materials to their students regarding mining? I know there are modules, such as Mining Matters, that have been rolled out or used in some parts of Nunavut, but looking at the whole territory, what is the situation? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. How can I say this? When there are opportunities that arise, I think schools do try to participate in different learning opportunities, whether it's field trips or subject matter, when it relates...current events type of thing. I'll use an example.

I know that in Rankin Inlet there's a trades training facility there and I visited there a number of times. One of the directors or assistant directors said that they met with high school students. They did a walkthrough and talked to them about potentially going into the trades. There are those types of interactions that happen at the high school level in preparation and planting the seed kind of thing to our high school students on their career path or potential career path. We do try to encourage those types of learning.

As for details on how many schools are accessing mining-related lessons, I don't have that level of detail. Thank you, Mr.

Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Can the minister look into this matter and inform us as to how the situation is? From my understanding, communities are given the option. They basically can do whatever they want. If there was a principal in a school that is against mining, then perhaps there would be no teaching of mining in the school. There could be possible jobs that are lost. Can the minister look into this matter and inform us as to what the situation is about this in Nunavut? Thank you, Mr. Chairman.

Chairman: Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Yes, I can try to get information on this matter to see how it is, but I can say that the district education authorities can also support what curriculum they want taught in the school. The school principal has to make a direction and decide what curriculum they will follow or if that principal is against mining, then the district education authority can look into that matter. If they don't like the way the person is doing things, the DEA can correct the procedure that is being followed. I'm just informing my colleague of that. Thank you.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister. If the minister wanted to research it further, there are many places in Canada and the world where the curricula are

based on future employment needs and sectors.

The local education authorities know their students will eventually graduate, as they won't spend their entire lives in school and they will need gainful employment. We also know now that we have too many non-residents working at our mines where they are the majority, yet we have many youth who aren't employed and they are the most numerous sector of our population. I think it would benefit us in the future if this can be taught in schools. There is the environment along with (interpretation ends) environmental monitoring (interpretation) that has to be a part of it, as well as wildlife management and so on.

Lastly about language, in here on page 120 it mentions the Uqausiliriniq language curriculum development plan. Will they be using roman orthography or some other writing system? Maybe if I say it in English, I'll make sense. (interpretation ends) When it comes to the Uqausiliriniq curriculum development plan, does the department have a position on which writing system is the best for teaching children in terms of roman orthography or syllabics? Do you have any information or studies or a position on this matter? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Right now roman orthography and syllabics are both used. The Inuit Language Authority has been taking part in the work as to which writing system will be used. We rely on them when we are making school

curricula. I would like my deputy minister to explain this further, if you will allow, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Flaherty.

Ms. Flaherty (interpretation): Thank you, Mr. Chairman. For the first question as to which writing system is going to be used, it is the responsibility of... . ITK has the Atausiq Inuktitut Titirasiq Task Group that will be used by all Inuit lands. We have been waiting for them since August of last year. They were going to have us select one of the writing systems, but I think they're running late. However, the Inuit Language Authority has been doing the same thing and we're still waiting for them. Once the writing system is chosen, we will start using it.

For the Uqausiliriniq language curriculum development, there was planning done and it was completed. The language curriculum for kindergarten to grade 6 was outdated. That curriculum has been completed. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. (interpretation ends) Next name on my list, Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. I received this correspondence from Chesterfield Inlet, where the students in the general stream who have graduated grade 12 try to attend post-secondary classes, but they usually give up and return home.

Now, I am greatly concerned about (interpretation ends) social passing, (interpretation) as it is called in English, where students who may not have passed

their grades are allowed to move up with their peers without proper accountability or perhaps they have missed a large part of their required courses and chose lower level classes as they weren't quite at the required grade levels or if they are being passed by the teacher when they actually failed academic requirements. Some teachers may not be completing all the required classes in each grade, which also impacts their grade levels. My question is: is social passing still utilized? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I think it would be more appropriate if the question was asked on the next page, Mr. Chairman, if it's okay with you.

Chairman (interpretation): Thank you very much. Once we get to that page, you can ask the question. Do you have another question? Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. One of your priorities for the 2019-2020 fiscal year is to "Develop a multi-year work plan for Nunavut Core curriculum..." In terms of the Nunavut Core curriculum, how will that be similar to or differ from what is currently offered, and how will it be specifically designed to prepare students for post-secondary studies or job opportunities? We are starting to see grade 12 students who are not qualified for jobs, who cannot write properly. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): I apologize, Mr. Chairman. Which page is she referring to? Did she say it was on page 119? If she can also indicate which bullet she is referring to. I'm sorry, but I'm not sure what she is referring to, Mr. Chairman.

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

Ms. Towtongie: Thank you, Mr. Chairman. (interpretation) I'm sorry. (interpretation ends) I will continue in English. A priority for 2019-2020 listed in the draft business plan is to "Develop a multi-year work plan for Nunavut Core curriculum..." How will the Nunavut Core curriculum differ from what is currently offered, and how will it be specifically designed to prepare students for post-secondary studies, such as universities, college, and work opportunities for Nunavut? We are seeing a lot of grade 12 graduates unable to prepare... They are not prepared. They are not at the level of grade 12. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you for the clarification about the matter being asked about. Regarding the curricula being taught and the different core items under this category, as I mentioned earlier, they are separated into four strands, which are Nunavusiutit, Iqqaqqaukkaringniq, Uqausiliriniq, and Aujajaaqtut. At this time I can't say whether or not they will be changed or not.

However, I am aware of what my colleague mentioned regarding this

matter. We have noted certain trends and if we require changes to the different streams, we do have areas we want to improve. We want all of our students to have the adequate academic background to continue education upon completion of grade 12. We want them to all reach the right grade 12 level and that is what we are striving for, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. (interpretation ends) My last question, on page [119] of the draft business plan, last paragraph, fourth bullet says, “Implement Health curriculum to ensure it sufficiently addresses the social-emotional needs of children and help to establish a whole school health framework that leads to self-reliance.”

Will it be at the parent’s authority saying in the schools, “I want my child to be taught this health curriculum,” or will it be at the authority of the teacher? My question in this because I don’t know if other jurisdictions, and the minister can correct me, they have social-emotional needs that they deal with in other jurisdictions besides the NWT. Thank you, Mr. Chairman. That’s my final question.

Chairman (interpretation): Thank you very much. Minister of Education, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank my colleague for her question. For this, (interpretation ends) health is core curriculum, Aulajaaqtut, and teachers teach this curriculum. It’s with the idea

that we want to have wellness emphasizing different ways people can have a healthy mind, body, and environment. I think it’s a partnership between the education system and the parent to establish that, so I think we need to work together to achieve that.

If a parent is uncomfortable of their child learning anything that’s being presented in our education program, I advise the member and the parent to contact the school and see what ways we can work around. If you have a complaint or anything that you are not agreeing with in what we are delivering, let us know and we will try to address it. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Using my discretion as the Chair, we will take a 10-minute break.

>>Committee recessed at 17:54 and resumed at 18:13

Chairman: I call the committee meeting back to order. We are dealing with the Department of Education. We were on page G-8. Education. Curriculum Resources and French Education. Next name on my list, Mr. Quassa.

Mr. Quassa (interpretation): Thank you, Mr. Chairman. On page 119 of the business plan, one of the priorities for 2019-2020 is that you are going to “Continue development of additional resources required to support Nunavut’s Literacy Framework K-12 including classroom supports, phonics programs, alternative publication formats, and teacher resources in Inuktitut and Inuinnaqtun.”

My first question is: what is the status of

this now? It is obvious that the Inuktitut curriculum will need to be updated annually, as it requires more Inuktitut and Inuinnaqtun materials under curriculum development. What is the current status? I am aware it will need to be ongoing since they will need to develop those resources on an annual basis. Is it running well? It's clear that it will be ongoing because it is really required. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman and for his question. Our department has various language curriculum materials under the Inuktitut stream, as they are involved in setting curriculum around the Inuktitut language.

The Inuit language curriculum materials are developed under the (interpretation ends) language arts project charter, (interpretation) as it is called. This started to be updated in previous years starting in 2017-18, and to date the curriculum being developed has been incorporated into this stream.

Further, an added benefit is to try to develop the language of instruction. This includes trying to assist students who have lost their language due to the lack of practice, or (interpretation ends) language loss. (interpretation) This is also factored in. Following the skills and strengths of our school staff, that's what I have been trying to keep an eye on. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I'll switch to English.

(interpretation ends) One of the priorities for 2019-2020 listed in the draft business plan is to develop Inuktitut "terminology specific to education that includes the needs of all curriculum areas..." The business plan for the Department of Culture and Heritage notes that work on science and math terminology for schools has been undertaken.

My question is: for which specific study area will the...? (interpretation) I'm sorry for speaking English.

(interpretation ends) For which specific study areas will the development of terminology be a priority?

(interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I have been informed that math and science are lacking, so this is one of the priorities. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. This is a tremendously large undertaking when it is obvious that the department must use resources outside of its own in order to develop the curricula and they are developed as well. Does the department create their own curriculum internally? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. In terms of developing curriculum, we have resources and staff within the department for that. When we have resources available with the curriculum, we also source out through a (interpretation ends) third party contract. (interpretation) Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. In the curriculum work that they are doing, which communities do you base this curriculum development? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you. We have a unit in Arviat that has been developing curriculum. That is our main resource for Inuktitut curriculum development. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I also thank you. I knew that. I just asked that question, but I knew they are developed in Arviat.

Again, I would like to go back to an issue where in Baffin and Kitikmeot there is a difference in dialect, and I'm very pleased and I'm very glad that we do have different dialects. Are those curriculum materials being developed in Arviat distributed to all the schools in

Nunavut? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Yes, they are geared towards Nunavut schools, so they are distributed all the communities. I'll just add that regarding the language curriculum materials that are developed, even if we have different dialects, we would like to have it standardized. We believe that it's better to have it that way in the education system. No matter where, be it Sanikiluaq, Grise Fiord, or Kugluktuk, I think it's better if we have the same curricula being utilized in all schools. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. In Arviat they are developed in both Inuktitut and Inuinnaqtun. Are they all developed in Inuinnaqtun and Inuktitut? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. They develop the curriculum with the assistance of the Elders Advisory Committee that has representation from the different regions of Nunavut. For example, through Inuktitut Titiqqiriniq we have developed many literacy materials to date and it will continue. We are using one system, but we have made reading material specific to Inuinnaqtun. That's what we have done to date. Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. Again, to the same subject, I don't know whether I'm going to be asking a question or not. You indicated that they publish curriculum in Arviat in both Inuktitut and Inuinnaqtun, and those publications are going to be utilized in all schools. Are they made in both Inuktitut and Inuinnaqtun in Arviat? Thank you, Mr. Chairman.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. If he's asking about literacy, then the reading materials and resources are published through a (interpretation ends) third party contract. (interpretation) Thank you, Mr. Chairman.

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

Mr. Quassa (interpretation): Thank you, Mr. Chairman. I think I understand that they are published in both Inuktitut and Inuinnaqtun in Arviat. That's what I seemed to understand. I'm not opposed to the idea, but I indicated that we have different dialects and I think we all know that we have dual writing systems. As the minister stated, we have both syllabics and roman orthography. Roman orthography is used in the Kitikmeot region and that's why I brought up that question, when the only department that develops curriculum is based in Arviat.

Now, what is also quite noticeable when reviewing the Inuktitut curricula... . For

example, we are in the South Baffin and if you move farther north towards the High Arctic, these lessons are being used. However, what I have noted is that the level of the literature in the Kitikmeot is specifically only for the lower grades. It seems they are constantly lagging behind in developing the required curricula. In reading the reports about other regions, in the Kitikmeot it's from kindergarten to grade 4 while in the Qikiqtaaluk region it is usually from kindergarten to grade 6 where they receive Inuktitut language instruction. Is that the case? How can it be improved? Thank you, Mr. Chairman.

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

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. If I understood his question correctly, we're developing language curriculum from kindergarten to grade 6 and then from grades 7 to 9, there is another set of curriculum that is being developed. It also depends on the level of their reading and writing proficiency. All Nunavut schools have been involved in reviewing the writing systems. Even though there are different dialects in Nunavut, we would like them to be included in that. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. A lot of my questions have already been asked under the curriculum branch, but there is one very issue that I brought up yesterday and that is the issue of sexual education and how we need to have Nunavut-specific design to ensure that our children have the

knowledge that they need to prevent themselves from being in the wrong type of situation. I was hoping the minister would be able to give us a little update on what the current situation is on sexual education in Nunavut. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the member for his question. We try to use age appropriate curriculum on health and sexual education. I made reference to the grade 4 “Be Safe!” program.

I’ll point to the database in the minister’s statement that I had earlier today. If you go to gov.nu.ca/education/curriculum/database you will hit the database and it’s organized by strands and you can search subject and grade level. If you go to grade 4, for example, under Aulajaaqtut or health, you will go to a page where it’s “School Health Program Grade 4” and when you click on that, it will show you just the different types of subject matter that’s covered.

At the end, when the student goes through, they get to explain, or these are the outcomes that are listed. As an example, under Family Life, Abuse Prevention, students will be able to identify feelings associated with touch, identify how to deal with touches that produce negative or confused feeling, and then be able to identify trusted people within the community who can help.

These are the types of things that the

curriculum tries to address with sexual education. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Other jurisdictions do introduce child abuse and sexual education to children as young as grades 1 and 2. Why is that it is not introduced until grade 4 in Nunavut? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. To clarify that, we do introduce it at the grade 1 level, but that was a specific outcome that I listed for grade 4 and so we do have other more age appropriate and based on their grades. We do introduce that at an earlier grade. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Are you done? Following my list of names, Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Welcome, minister and staff.

Just going back to Mr. Quassa’s line of questioning with the dialects, resources, videos, and stuff like that, the Titiqiriniq literacy programs, am I to understand that books that are sent to Gjoa Haven are translated to Netsilingmiut? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. I thank the member. The

balance literacy program, Inuktut Titiqqiriniq, we do have a specific working group and there are members from the Netsilik-speaking group represented. We do try to incorporate...when we develop these resources that they take into account the dialectal difference in the Netsilik area similarly to Inuinnaqtun, but we are working on this continually. We want to hear feedback on how it's being received on the local level with our children. If you have feedback, let us know. Thank you, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. You're right; it's a distinct dialect, Netsilingmiut. When young students over there see "siqiniq" with this, they read "siqiniq," but then you have the "si" with a little cross on the bottom that says "hiqiniq," and they will recognize that. It's a big difference and I'm hoping they are getting the documents or resources, or are they still working on it? That was my question. Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. When we're talking about *siqiniq* or *hiqiniq*, we're talking about the same thing. I think that's where we need to focus on whether it's written with an "h," with an "s," with a symbol. We're talking about the same thing and I think that's where we're trying to get at with our education system. We're trying to go towards the same thing and that's for our children to be able to know and be skilled and be able to stand up on themselves.

This is being developed, what the member asked. We're taking those into account when we are developing our resources and curriculum. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. It's still a work in progress. I'll just go on to my next questioning. On page 119, third bullet, you talk about "Update Health curriculum to ensure it sufficiently addresses the social-emotional needs of children." The way I read that, are you talking about school advisors? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. No, we're not talking about that in that specific priority that he states. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Are school advisors in this topic area? If you can show me where it is. Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. School advisors as in counsellors, is he talking about? They might fall under K-12 School Operations. Thank you, Mr. Chairman.

Chairman: Okay. We are on page G-8. Education. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I would like to understand the minister and similar to our colleague Paul Quassa's earlier line of questioning, as this applies to that category. He asked about the writing system. When it comes to math or numbers, to say it in English, (interpretation ends) 1, 2, 3, 4, (interpretation) how are improvements being made in the math curriculum when you use the Inuit method of counting or will we just adopt the western system? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The Inuit Language Authority is our partner with whom we collaborate on choosing the terminology. This is how we work in partnership, Mr. Chairman. Thank you.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. The work seems quite daunting. How many communities are working to develop their curricula based on math and numeracy? I wanted clarification on that, hence my question, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Joanasié.

Hon. David Joanasié (interpretation): Thank you Mr. Chairman. Taiguusiliuqtiit has board members from the regions; I believe there are five members. There are members from the Kitikmeot, Kivalliq and Baffin regions. Under this organization are employees who develop terminology related to

language development or even the numbering system and it goes to the board. Thank you, Mr. Chairman.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Will improvements contemplated for numeracy which will be developed be taught to students or will the whole curricula have to be completed before this system can be added to lessons? I am speaking about Inuktitut numeracy. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you. I'm sorry. Maybe he can clarify his question, Mr. Chairman.

Chairman: Thank you. (interpretation) Please clarify your question, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I am asking about math terminology is being developed as that is what they are working on. They are identifying the Inuit way of numbers. When looking at actual numbers, let's say, from 1 to 5, once the terminology is approved and changes are made, will it immediately be available to our students or will they continue learning the old system until this work is completed? Are they still going to use it? Hopefully that clarifies the confusion, Mr. Chairman. Thank you.

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

Hon. David Joanasie (interpretation): Thank you. In speaking of numbers, it can go on indefinitely. I can't state what will be the limit on the numbers and whether the numbering system will stop at a chosen level. However, in terms of the terminology, we want them understood by all Nunavummiut and to be used throughout our territory. That is how it has been developed. Thank you, Mr. Chairman

Chairman (interpretation): Thank you very much. (interpretation ends) We are on page G-8. Education. Curriculum Resources and French Education. Total Operations and Maintenance, to be Voted. \$7,641,000. Agreed?

Some Members: Agreed.

Chairman (interpretation): Thank you very much. Turn the page. (interpretation ends) G-9. Education. Student Achievement. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. The minister said earlier that we could return to the issue I queried him about. One of the communities I represent has noted that when students under the general stream finish grade 12, they try to pursue secondary education where they have difficulty completing the workload and quite a lot of them just go back home, although other students are successful.

The reason for my question is apparently the Department of Education has continued to work on developing the curricula to be used and to assess if the student has passed their academic requirements throughout every school in Nunavut. Is it being implemented currently in Nunavut?

(interpretation ends) What is the current status of implementing the new assessment framework and how does it differ from the way student achievement has been measured across Nunavut schools up 'til now? Thank you, Mr. Chairman.

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

Hon. David Joanasie: Thank you, Mr. Chairman. We are still working on this assessment, evaluation and reporting policy and framework. It's stated that we anticipate the rollout of it this fall, September 2019, but it's with the idea that we want to have clear benchmarks in place to see where our students are progressing at different grade levels. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. I keep hearing in English (interpretation ends) social and emotional (interpretation) feelings of the students. I now also keep hearing this term, (interpretation ends) age appropriate (interpretation) specific to students. To my level of understanding, this is similar to people getting sex change from a female to a male or vice versa or it could be specific to homosexual orientation. I would like to clearly understand this aspect. Is this leading towards this type of sexual orientation that will be taught to our students? Will all parents have the right to determine if their child will receive this type of education? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The curricula being taught in our schools are subjects we want all parents to be aware of throughout Nunavut and also assist parents to understand the different streams being taught in our schools daily.

To use this example, Aulajaaqtut is specific curriculum based on healthy living and wellness programming or when talking about subjects the member just alluded to. If parents have problems with the approved curriculum or if they disagree with the contents taught to their child, they can approach the school principal or teacher. This is how the parental rights are set out in the process.

However, we try to be open to new ideas. Like I said, they're learning through computers and we want to show what they are learning and put them in the computer system so the parents understand what students are learning based on their grade level. We try to let the parents be informed of what is being taught in school. Thank you, Mr. Chairman.

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

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. (interpretation ends) Nunavut's Department of Education supports the provision of inclusive education across Nunavut schools. My question is: the curriculum, inclusive education, does that come from a southern jurisdiction or is it developed locally within Nunavut or can you provide a brief description of some of the greatest challenges in addressing inclusive education issues in Nunavut

schools? That's my final question, Mr. Chairman. Thank you.

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

Hon. David Joanasié: Thank you, Mr. Chairman. Inclusive education in Nunavut schools, our teachers/educators use a variety of what's called the individual student support plans for students requiring additional adjustments or supports in order for them to successfully access our education program. With that, we try to identify a team that would go with this individual's student support plan.

In terms of some of the challenges that we face in trying to deliver inclusive education, I think there are many different areas where we try to address students' needs and meet their individual needs. It's hard to pinpoint exactly one thing, but there are many, and one thing I think is that we need specialized services in order for us to identify those, whether there are learning barriers or physical or hearing impairment, those types of things that we need first to identify before we can address. I think that's one of the most challenging parts. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. The business plan indicates that the department will be implementing the Nunavut Student Attendance and Engagement Policy in 2019-2020. How does the new policy differ from what was previously in place? Thank you, Mr. Chairman.

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

Hon. David Joanasié: I don't think I have any specific examples of how it would differ, but with this piece we are trying to, like I said before, engage families and communities on how we can have students attend school on a regular basis and to their full potential. We want to look at what are some of the best practices. Some communities might have some interesting or innovative practices around getting students into the school and staying through the school.

With that, the Student Information System also looks to see if there are 40 percent attenders, and then we're going to reach out to the parents when they're at a certain threshold when they're not attending. Those are some of the things that we want to try to do better in addressing attendance. Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. There is a half a million dollar contribution to the Canadian Red Cross. I was wondering if the minister might be able to explain a little bit what that contribution is for. Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. This is in regard to the RespectED program that our schools deliver in partnership with the Red Cross. It covers costs to deliver training programs, but it's all to do with school

safety and that is the main idea around this. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm not very familiar with the RespectED program. I know the minister mentioned that it has to do with school safety, but can the minister elaborate on that? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Hold on a second.

Well, when we're working to work towards well-being and self-reliance of our people and communities through...well, one of our mandate items, this partnership recognizes some of the psycho-social supports that are needed in our schools too.

Going back to the social-emotional learning that we try to promote and enhance in our schools, RespectED training helps schools and communities, agencies, prevent violence against children, and promote youth relationship, healthy relationships, and bully prevention and against harassment. Those types of activities are covered with our partnership with the Red Cross. Thank you, Mr. Chairman.

Chairman: Thank you. Next name on my list, Ms. Angnakak.

Ms. Angnakak (interpretation): Thank you, Mr. Chairman. I also want to ask questions to the Minister of Education. Welcome.

(interpretation ends) Your business plan, 122, on the second-last bullet it talks about how you want to “Ensure traditional knowledge is reflected in the development of safe schools and communities...” and that “The consultation for the Safe and Caring Schools Framework is in process...” I just want to know if you could explain a little bit more about what you mean by that whole statement. What does that really mean when it comes to traditional knowledge and safe schools and how do they come together? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. We’re directing the Safe and Caring Schools Framework through consultation and collaboration with our educators and other stakeholders from across Nunavut. It’s a made-in-Nunavut framework and it would outline processes in schools to foster *Tunnganarniq* and be open, welcoming, and inclusive. Through our mandate, the territory, we want to focus on strengthening Inuunivut. Those elements, we try to have traditional knowledge also reflected in these frameworks. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. When I think about the terminology “safe schools,” I think about things like security where students are... . You make sure that there are no knives or something like that. I’m trying to get why those two, like how that... . When you say “safe schools,” what does that

really mean? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. It’s trying to have the atmosphere, environment for our schools to be safe, but it’s going in line with other and similar to other jurisdictions that they’re putting in policies and guidelines in their school systems to allow for this to take place. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. I just want to revisit a question that was asked about inclusive education or the provisions for inclusive education across our schools, and you did talk a bit about that, but I’m wondering: how does the department deal with pressures from the public that may see this kind of support as social passing? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We have a duty to our students and this is where we try to address individual students’ needs in putting a support plan in place. As I said, there is a team assigned to all these individual support plans. The school team consists of the classroom teacher, the principal, student support teacher and/or assistant, the *ilinniarvimmi inuusiliriji* (school counsellor), and they’re responsible for developing, implementing, and updating these individual plans. We just go with that

regardless of what... Of course, always, we include the parents into this process as well. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. I think there is still quite a bit of misunderstanding out there about inclusive education programs for students, and it makes me wonder. You made a statement saying that there are really not enough resources for proper assessments to be done. You gave an example of hearing assessments and that. If you are lacking those kinds of assessments, how do you know that you're providing the right type of inclusive education program for a student? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Joanase.

Hon. David Joanase: Thank you, Mr. Chairman. Under this branch, Student Achievement, we do set aside under contract services, since I said specialized services are needed to identify some of our students' needs, so right now we have budgeted \$1.4 million to make those identifications to give us some data or understanding of our students' needs, but that's just what they're able to identify. We work with that, but I'm pretty sure that we can say that there is stuff that we haven't identified yet that we would need to pin down on in order to substantiate and make a case on how to address those individual needs. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. Just for clarification, there is money set aside to do some assessments. Does that mean that every school will get the chance for professionals to come in and do proper assessments on children?

I think it's also important to note, perhaps and maybe I should have said it at the time when we were talking about early childhood education, how important I feel it is that these kinds of assessments need to be done at a very early age, even before you start to enter the main school system. If the minister can talk about that and maybe elaborate on how they see this program being implemented.

I know that an issue that has been raised for many years, even when my son went to school, is the lack of assessments. Without proper assessments, you don't know what the child is going through and how they need to be helped. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Minister Joanase.

Hon. David Joanase: Thank you, Mr. Chairman. The funding that we set aside for specialized services to help identify student needs, it is to target all schools, but I agree with the member in that yes, we should try to identify needs at an earlier time and that way it can be addressed quicker.

I do want to add to that. There was a review of inclusive education back in 2015 and there have been recommendations made, partly to simplify or clarify processes in developing individual student support

plans. Our department has simplified templates and it's in consultation with student support teachers. This is where we want to make these and they put it into a template form. These templates are shared territorial-wide so that it's all streamlined. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. When I think about student achievement, obviously the very first thing I think about is the student. The department is doing a lot of things. We just talked about assessments and inclusive education programs, and there are areas of other things too.

Has the department sought some feedback or some information from the students who are actually using the school system of what needs to be changed and how things could be made better? Are there any opportunities for that to happen at the school where the department can receive that feedback and implement, perhaps, some of those recommendations? Thank you, Mr. Chairman.

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

Hon. David Joanasie: Thank you, Mr. Chairman. My deputy is a former educator. I'll state that. If that were the case, gym time would be six hours, but in all seriousness, I think this is an area that's an interesting topic. We had here in our Assembly the Youth Parliament and I sat here and getting questions from all 22 members from the Youth Parliament. I think that's something that we can try to incorporate and consider

when we're making these policies.

With that, I think there are some schools that do have student bodies, student council, or something similar, student group support. I think those are an avenue where students themselves can try to make an impact on how we shape our education system in Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Just a comment, just to say I couldn't agree with you more. I think there's a lot of value in seeking information from people who actually use the system. Our students are really smart and sometimes we think we know what's best, but it's so useful just to get another angle trying to address, perhaps, the same thing like how education is delivered in our schools. I think it would be very beneficial for you as the minister to go and meet and talk with students, the very people that you're trying to represent, the very people that you're trying to help by coming up with the system that you can. They're the people to go and talk to. It would be great to see you do that. Thank you, Mr. Chairman. That's it.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. Perhaps I'll ask this first. (interpretation ends) When it comes to attendance policies, one of your priorities for this year is to "Implement the Nunavut Student Attendance and Engagement Policy." It's my understanding that DEAs are also required or encouraged to develop their

own attendance policies. Can the minister explain the difference between the Nunavut attendance policy and the DEA attendance policy? Are those the same thing, or what is the difference there? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. The DEAs do incentive type initiatives and have award ceremonies on attendance, praising students on their attendance. Last fall it was great to hear the coverage that was coming out of Gjoa Haven, for example.

Seeing the statistics on attendance rates in Nunavut, we want to see what different ways we can address student attendance, but in partnership with DEAs, what they have to offer, as a department we're trying to look at this as a big picture. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. If I understood correctly, the district education authorities can do certain things in this area in terms of trying to raise the attendance rates in schools, such as incentives. What are the goals of the Nunavut (interpretation ends) student attendance policy? (interpretation) It says here what it is, but I would like to know what it contains. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you. (interpretation ends) There is a tool kit, if I'm not mistaken, that either is being developed. If you can give me a moment.

Just recognizing, like I said, the low student attendance rates, because students must attend school in order for them to benefit the school program, the idea is to create a registration and attendance tool kit for DEAs and the CSFN. This would support development and implementation of a policy that will meet the needs of Nunavummiut. Our Partner Relations Division will be tasked to orient all the DEAs on the use of the tool kit. This is to promote, encourage, and raise the attendance rates up. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) There is a correlation between unemployment and poverty and lack of attendance. When you're looking at rolling out this policy or the toolkit, will there be those types of considerations given that some communities need more support and need more incentive and more resources when it comes to attendance than others? Not all communities are the same. It would be the opposite of a cookie-cutter approach; tailor the resources to each community. (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. We recognize a community in

need. Different communities and DEAs have specific needs and supports that they come for. We will recognize that as best we can and try to incorporate them into our policies and our programs as they relate to attendance. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just one more question on the attendance issue. Currently my understanding is that if I, as a parent, do not send my child to school, there are no consequences for me as a parent. I understand that there are incentives, free bicycles, different things, or attendance awards, but in terms of the other side of it, the parent's responsibility to send their child to school... I just want to get this on the record, I guess, clearly. There are no consequences for a parent who doesn't send their child to school. Am I correct? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I would argue there are consequences for parents in that when their child doesn't participate or attend school, they fall behind and when they're not in school... What is it? Idle hands make for... I forget the saying. I think there are consequences. Like members have stated, it could contribute to poverty or there are other social implications when they're not attending school. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, I understand. I agree with the minister. There are consequences. I guess what I'm talking about are ramifications in terms of your access to government programs. I'll use for example, let's say, economic development. They have all kinds of things you can apply for as an individual and if the department could look into cross-referencing... I don't know. I'll just leave that alone. I'm just thinking aloud here and it's not really a good use of our time.

In terms of the student assessment, if the minister could just give me a snapshot of right now in Nunavut in the current assessment framework where and when are students assessed. My understanding is it's at certain grade levels; grade 6 is one of them. There are certain levels that they're assessed at. Just a snapshot in terms of where and when are students assessed for benchmarking.

(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Depending on their grade levels, they are assessed, I think, at certain times, but all throughout the year and I'll use the high school level as an example. They need to do examinations, mid-terms and finals, but I'll have my deputy also elaborate on this, Mr. Chairman, if you will allow. Thank you.

Chairman (interpretation): Thank you very much. Ms. Flaherty.

Ms. Flaherty (interpretation): Thank you, Mr. Chairman. In terms of the

assessments, it starts when they first come into the school and it goes all the way to grade 12 and it's done by the teacher. The assessments are done three times a year and the report cards are presented to the parents. When they're in high school, we follow the Alberta curriculum. At the high school level they have departmental exams as they get into higher grades. Thank you, Mr. Chairman.

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

Mr. Main (interpretation): Thank you, minister and deputy minister. If I understand correctly, the exams are sent back to Alberta. (interpretation ends) I believe the exams are actually sent to Alberta for marking and then the department receives back the numbers. Am I correct on that? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you. Yes, that is what is done, Mr. Chairman.

Chairman: Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) My next question is: given that these departmentals, yes, they change from year to year and they're updated and whatnot, but what is the trend in terms of those departmentals that are being sent out and then marked? If I look at a student who wrote a departmental last year and a student who wrote a departmental 10 years ago, what is the trend? Are those two students receiving

on average the same mark? Are students doing better than they did 10 years ago on the departmentals? I know it's not a perfect measure of the achievement or the school system. Are they doing approximately the same as they did 10 years ago? Are they doing worse or better? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. Unfortunately I don't have the detailed information that the member seeks. However, just to point out too that the Alberta departmental markings are... . The weighing of exams has changed in recent years. There have been changes on, for example, there is coursework throughout the year versus the final exam weigh-in; so those factor into how those end results come out. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister. From what I understand, the exams that come from Alberta... (interpretation ends) My understanding is that it's possible due to the weightings that the minister mentioned to receive a less than 50 percent mark on your departmental but still pass your course in Nunavut. If the classroom work is given a higher weighting, students can fail the departmental exam but still pass a course. I would just like the minister to correct me if I'm wrong or confirm if that is true. (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. The member is correct. Their performance throughout the year, when you consider that, that can take place. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) My last question on this item: is that also the case in Alberta? Do they have a similar weighting? I realize it's apples and oranges. Yes, it's a different school system, completely different government and everything, but (interpretation) are they using the same weighting system? These (interpretation ends) departmentals, is that the same in other jurisdictions or are we unique in this way? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We follow Alberta's lead on this and it was back in the 2015-16 school year when they reduced the weighting of exams from 50 percent to 30 percent of the total course mark, but my deputy advises that it is the same, we use the same. However, with that, Nunavut apparently scores higher than the First Nations in Alberta is what I'm told. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's good to hear that Nunavut is scoring

higher, *ilaak pigguu*.

>> *Laughter*

Anyway I'll just be quiet about that.

Recently on Monday I asked the minister in the House regarding assessment and whether he can include some of those assessment snapshots in the annual report in terms of looking at Nunavut. Are there any use of assessments internally that compare schools within Nunavut? I know that it's hard to compare jurisdictions, but this is all the same curriculum within Nunavut. Is there anything done within Nunavut? Is there ranking of schools academically? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: No, Mr. Chairman. It's all the same. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) What I'm trying to say is, let's say, we will take standardized literacy testing. I'm assuming that there are different literacy results in different schools. Some schools are achieving higher results than others. Is there a picture that's looked at in terms of the territory and where each school sits in terms of literacy, for example? (interpretation) Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. I would have to figure out what getting those types of details would entail. If it's readily available, I'll see if that can be made available to the committee. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. This is my final question. (interpretation ends) The use of peer placement, which I understand is a new kind of terminology for social promotion, peer placement, is prevalent. That's my understanding. Is there a maximum number of grade levels when it comes to literacy that a student can be behind their peers and would require them to be held back? For example, if a student is being promoted to grade 9 and they have a grade 1 reading level, is that allowed? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) As for the question, based on where students are at, they're either promoted or retained. The decision largely rests with the school team and they involve a parent or guardian who helps to make that decision, but I would like to have my deputy add to that, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you very much. Ms. Flaherty.

Ms. Flaherty (interpretation): Thank you. (interpretation ends) On the language assessments, from kindergarten

to grade 3, students are taught to learn and from grade 4 on, the students become learners, so they read to learn, so that shifts. From the K to 3, they are actually being taught how to read and then from 4 on, they should be reading on their own.

To just elaborate on continuous progress, when students are assessed and are determined that they need extra support, we have cumulative files that follow the students to all the grades. From there, their teachers are informed as to what level they are at and so from there, they are supposed to carry on from where they stopped but to make them progress with their academics based on those. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. (interpretation ends) Next name on my list, Ms. Nakashuk.

Ms. Nakashuk (interpretation): Thank you, Mr. Chairman. I have one question. In the (interpretation ends) business case, page 121, (interpretation) it states that in the (interpretation ends) Director's Office, (interpretation ends) "The budget provides for the staffing infrastructure to oversee the Student Achievement division." (interpretation) The funding requested for this year has gone up dramatically (interpretation ends) compared to last year. (interpretation) I would like to get an explanation as to why there is a big jump. Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The reason

why it went up is we had made a transfer under grants and contributions.
(interpretation ends) Canadian Red Cross (interpretation) was in another area, but it has been moved to this line item (interpretation ends) and that's to the tune of \$535,000. Thank you, Mr. Chairman.

Chairman: Thank you. G-9. Education. Student Achievement. Total Operations and Maintenance, to be Voted. \$4,687,000. Agreed?

Some Members: Agreed.

Chairman: Thank you. Page G-10. Education. K-12 School Operations. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. My first question under this category is the K-12 School Operations grant is not projected to receive any significant increases in funding or staffing for 2019-2020. The draft 2019-2022 business plan indicates that staffing was a challenge. We have all heard about that on the news and lots of talk over this problem across our territory.

What specific factors are preventing the hiring of adequate numbers of...? What are the specific factors for preventing the hiring of adequate numbers of qualified educators and support staff? Sorry, but it seems a bit mumbo-jumbo. Hopefully the minister gets what I'm trying to ask. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. There's a lack of qualified teachers. That's the main challenge.

With that, it's not just Canada-wide. We aren't the only jurisdiction facing staffing challenges for schools. I think, when we say there are staffing challenges, there's a need for teachers. With what we already have, we've had to hire or do term of some teachers who had already retired. We bring them back short term. It's a big issue finding qualified teachers not just in the Inuit language; in general that's the main piece. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. We have heard of agency nurses. Is there such a thing as agency teachers? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If there is, I want to hear more about it. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. Today I read, I have a Facebook page, MLA Facebook page, and I was going through it and I saw that there were some comments made about students not being able to attend class because there's no teacher and that this is starting to happen a lot more often. I'm wondering if you can elaborate on: are you aware of that and how are you addressing that problem? Thank you, Mr. Chairman.

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

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman.
(interpretation ends) Not only just with the lack of qualified teachers, we have a hard time in some communities than others finding substitute teachers. For whatever instance when a teacher needs to take any type of leave, we will have to rely on substitute teachers. I guess that's the closest we will come to agency teachers. It is hard to find substitute teaching in our communities. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. On page 125, Support to District Education Authorities, of your business plan, the funding is going up a little bit, not too much. In speaking with some of the DEAs and the coalition, it seems like one concern is that the DEAs are not getting enough in their budgets to hire qualified people, the people that you can attract with a salary because there are lots of opportunities for jobs and it's sometimes hard to get that one that might be the very best for the candidate because you can't offer a competitive salary. Has this concern been brought up to the minister and, if so, how are you addressing that? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. Just for clarification, are you talking about the DEA office manager? We have identified or have been given

that feedback from DEAs and we had submitted over the past maybe two business case cycles to try to get... . Yes, we have tried to submit a business case to increasing DEA funding, but we have been declined to date. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. Well, it's kind of concerning when we have education as one of our top priorities, getting a proper education and you want to make sure you hire the right people to keep everything moving. That's something to keep on our radar, I think, as regular members.

In talking about DEA budgets now, I wonder if the minister can tell me or confirm: who has the final say on how the DEA budget will be spent? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. We provide base funding that is driven by enrolment. There is base funding as well as enrolment factored into our funding with the DEAs, so it's a formula, but how the DEAs spend their money is up to them entirely. Thank you, Mr. Chairman.

Chairman: Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Just to clarify, it's a contribution agreement that they have to follow government FAM directives, and so on and so forth. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I wonder if the minister can elaborate a little bit about how that decision is made. Is there a board? Is there an executive board? Who sits on that board? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. Could I have the member clarify her question? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you very much. Please clarify your question, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I guess what I'm getting at is there are budgets to be spent that you spend within the schools. I'm trying to get at who makes decisions on where that budget is going to be spent.

I have heard that there are some DEAs that have principals who sit and decide where that money is going to be. One DEA said that in fact that the principal had spent the money that they said they didn't know about the circumstances until it came to graduation and they found out that the principal had spent the money on graduation dinner and decorations and stuff, and the DEA was not invited. That's what I'm getting at.

I'm just wondering; this is for schools. That must be a rare incident, I would imagine, and so I just want to get your feedback on how these decisions are made. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Thank you for the clarification. The funding that we allocate to DEAs, in working with principals, DEAs share a responsibility for the school and local programs to be delivered.

In the case that she speaks of, when funds are being used without the DEA's knowledge, I think it is unacceptable and should be rectified. All spending should be approved through the DEA as they are elected through local... . Similarly like here, if we as a legislature don't know of a fund that is being used outside of our knowledge, similar to that, DEAs should know their budgets and how it is being spent. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. I want to go to school program plans, you know, when they have their own thing. I recently did a member's statement about the Nanook School Nuna program that they have. It's a very good program.

Again, in speaking with DEAs, they really want to be more involved in what programs that they want for their own school. I wondered if the minister can talk about that and elaborate on how those decisions are made. Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. Principals along with the DEAs and support from the regional school operations, they each complete the community and education program planning process. This is to provide a thorough review of the school's approach to delivering the education program for that community. This is an annual process. In the spring of each year schools develop a complete system that would be set up for the delivery of the approved curriculum and local programs. This is done through collaboration with the DEAs, school staff, and RSOs. That's that. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. I just want to know and maybe the minister can further elaborate the regional school...I forget the terminology, like the regional school operations, or RSO, is it? You said that they work with the community. Who has the final say? If there's a disagreement, how is that disagreement out of the school program worked out? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. I'm not sure. I haven't heard of any disagreements, but if there is, then we try to work it out in different ways. I think this is where DEAs can work with individual members and/or come to us. If it's something easily rectifiable, then I think that's where we should be open to suggestions. Thank you, Mr. Speaker.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. I was waiting for my light to go on.

Thank you, Mr. Chairman. Actually why I'm asking the question is because from what I understand, from what I was told, the DEA in Cape Dorset actually wanted to do a similar program as the one that is being delivered in Niaqunnguut through the Nanook School, but they were denied by the RSO. I was told that they did their own fundraising from the community and that they got their program up and running, using their own money, their own fundraising initiative. What should have happened here if they were denied by the RSO? What's the next move? Do you just have to accept that or is there a process that you can go through to appeal or something? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. I think those scenarios need to be looked at a little further maybe and if there's something to work out, like I said, we're open to suggestions on if there's a better process to make that happen, then what is the best recourse. We're open. Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you. I see I have 56 seconds, so changing gears here.

When it comes to special needs, who decides what resources are to be provided to each child? Thank you, Mr. Chairman.

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

Hon. David Joanasié: Thank you, Mr. Chairman. That would be through the Student Achievement Branch through inclusive education. That's how a special need is identified. We make reviews on individual student support plans as needed. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you. I have very little time. I think I've got a few more questions here, but I'll wait 'til I get another 10 minutes. Thank you, Mr. Chairman.

Chairman: Thank you. I did not hear a question.

>> *Laughter*

And may I remind members that it is at the call of the Chair if the Chair wishes to recognize members the second time around. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. I don't really have a question either; it's more of a request. I would like to make a motion to report progress. Thank you.

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. The motion is carried. I will now rise to report progress.

(interpretation) Sergeant-at-Arms, please escort the minister's officials from the witness table. Sergeant-at-Arms.

Speaker (interpretation): Going to the orders of the day. Report of the Committee of the Whole. Mr. Mikkungwak.

Item 21: Report of the Committee of the Whole

Mr. Mikkungwak: Thank you, Mr. Speaker. Your committee has been considering Bill 15 and the 2019-2020 main estimates and would like to report progress. 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, Ms. Angnakak. The motion is in order. All those in favour of the motion, please raise your hand. Thank you. All those opposed. Thank you. The motion is carried.

Third Reading of Bills. *Orders of the Day*. Mr. Clerk.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that tomorrow the Standing Committee on Legislation meets at 10:00 a.m. in the Nanuq Boardroom.

Orders of the Day for February 28:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery

6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Responses to Petitions
13. Reports of Standing and Special
Committees on Bills and Other
Matters
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First
Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of
the Whole of Bills and Other
Matters
 - Bill 13
 - Bill 15
 - Bill 16
 - Bill 17
 - Bill 18
21. Report of the Committee of the
Whole
22. Third Reading of Bills
23. Orders of the Day

Thank you.

>>*Laughter*

Speaker (interpretation): Thank you.
This House stands adjourned until
Thursday, February 28, at 1:30 p.m.

Sergeant-at-Arms.

>>*House adjourned at 19:56*

