



**Nunavut Canada**

**LEGISLATIVE ASSEMBLY OF NUNAVUT**

**2nd Session**

**5th Assembly**

**HANSARD**

Official Report

**DAY 38**

**Thursday, February 28, 2019**

**Pages 2362 – 2424**

**Iqaluit**

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

## Legislative Assembly of Nunavut

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(Tununiq)

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(Quttiktuq)

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(Gjoa Haven)

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(Iqaluit-Niaqunnguut)

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(Iqaluit-Manirajak)

**John Main**  
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(Baker Lake)  
*Deputy Speaker and Chair of  
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**Margaret Nakashuk**  
(Pangnirtung)

**Hon. Patterk Netser**  
(Aivilik)  
*Minister responsible for  
Nunavut Arctic College;  
Minister responsible for the  
Nunavut Housing Corporation*

**Emiliano Qirngnuq**  
(Netsilik)

**Paul Quassa**  
(Aggu)

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

**Hon. Joe Savikataaq**  
(Arviat South)  
*Premier; Minister of Executive and  
Intergovernmental Affairs; Minister of  
Energy; Minister of Environment; Minister  
responsible for Aboriginal Affairs;  
Minister responsible for Seniors; Minister  
responsible for the Utility Rates Review  
Council*

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

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**Iqaluit, Nunavut  
Thursday, February 28, 2019**

**Members Present:**

Hon. David Akeeagok, Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Jeannie Ehaloak, Hon. Joe Enook, Hon. George Hickes, Hon. David Joanase, Mr. Joeli Kaerner, 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. Quassa, can you say the opening prayer, please.

>>*Prayer*

**Speaker:** Premier (interpretation) and my colleagues, good afternoon. Our fellow Nunavummiut who are watching the televised proceedings and listening to the radio broadcast, welcome to your Legislative Assembly. Today I would like to remember my wife, Mary. Thank you for always supporting me. I wish you a good day.

Let's now proceed to the orders of the day. Ministers' Statements.

Thank you, Mr. Quassa, for your prayer.

Ministers' Statements. Minister of Economic Development and Transportation, Minister Akeeagok.

**Item 2: Ministers' Statements**

**Minister's Statement 170 – 5(2):  
Competition Bureau Report:  
Proposed Airline Merger**

**Hon. David Akeeagok:** Thank you, Mr. Speaker. The Competition Bureau of Canada has released its report on the proposed merger between Canadian North and First Air. This report was written after extensive consultations and included input from our government, experts in the fields of aviation and finance, and other stakeholders.

As many of us have read, the Competition Bureau highlighted concerns many Nunavummiut have expressed to us as MLAs: that the merger may bring about higher prices and reduced competition.

Our constituents have asked us all to address the high cost of living in our territory and we have highlighted this as a priority in the *Turaaqtavut* mandate. The burden of Nunavut's high cost of living is a consistent message we hear in every region and in every community. It affects every one of us in our daily lives. We are united on our efforts to make living in the territory more affordable.

Mr. Speaker, the proposed merger's "Public Interest Review" process is not finished. The airlines will have an opportunity to address the Competition Bureau's and Transport Canada's concerns before a final decision on the merger is made by our colleagues in the federal cabinet. It is extremely important that this review runs its course.

Transport Canada has access to information and expertise needed to

make informed recommendations, and it has the authority to ensure that the merged airline responds to Nunavut consumers' concerns.

All [through] this merger process, my message has been consistent. This is a business decision the airlines are making. It is a merger between two non-Nunavut companies, owned by two non-Nunavut entities that receive no special consideration under the *Nunavut Agreement*.

Nunavummiut are well-justified to expect that this merger be scrutinized to ensure Nunavut interests are protected. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 171 – 5(2):  
Conservation Officer Conference  
2019**

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

(interpretation ends) Mr. Speaker, I rise today to bring to your attention the recent success of our annual enforcement officers' conference which was held over the first two weeks of February. Every enforcement officer for the Department of Environment took part in this conference, including conservation officers, environmental protection officers, and parks officers.

Mr. Speaker, this annual conference is an opportunity for our officers from

across the territory to learn new skills that enable them to provide better services to Nunavummiut.

Training sessions delivered this year included wildlife deterrence, identifying and handling suspected diseased wildlife, emergency communications equipment, *Inuit Qaujimagatuqangit*, wilderness first aid, and self-defence.

Mr. Speaker, my department is committed to providing our conservation officers with the very best training possible so that they have the skills and tools they need to ensure both their own safety and the safety of the communities they serve. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 172 – 5(2):  
NATOC Board Seeking Applicants**

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I stand here today because I want to take this opportunity to highlight the work of the Nunavut Apprenticeship, Trade and Occupations Certification (NATOC) Board.

The board plays an important role in shaping the Department of Family Services' Apprenticeship Program. As an advisory group, the board provides strategic direction and recommendations to me as Minister of Family Services on all matters relating to apprenticeship and trade and occupations. The board also receives and reviews appeals under the



*Apprenticeship Act.*

*Uqaqtitsijii*, the board is currently seeking new members and must have current, relevant knowledge and direct experience in trades and industry developments in Nunavut and/or be an active journey person in one of the Nunavut designated trades, with no less than five years of experience after obtaining trade certification.

The department continues to work towards strengthening its Apprenticeship Program to support and encourage more Nunavummiut to enter the trades. In the coming years the board will play a significant role in supporting the department in this work and achieving the mandate of this government, specifically [*Sivumuuqatigiarniq*], by putting our communities first, providing trades training, and supporting Nunavummiut find meaningful employment opportunities.

I would like to take this opportunity to encourage those interested, motivated, and knowledgeable of trades in Nunavut to apply. Interested individuals can contact the Director of Career Development, Robert Clift, at [rclift@gov.nu.ca](mailto:rclift@gov.nu.ca). (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Premier of Nunavut, Premier Savikataaq.

### **Minister's Statement 173 – 5(2): 2019 Indspire Recipients**

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. I again say

“good day” to the people of Arviat.

(interpretation ends) Mr. Speaker, I would like to take this opportunity to recognize two inspirational Nunavummiut who are recipients of the 2019 Indspire Awards.

The Indspire Awards represent the highest honour the indigenous community presents to its people. The annual awards show is celebration of culture that highlights the diversity of indigenous peoples in Canada. This year the Indspire Awards took place on February 22 in Calgary.

Mr. Speaker, this year Kelly Fraser was the recipient of this year's Youth – Inuit award in recognition of her work to strengthen Inuit culture and language through her music. Originally from Sanikiluaq, Kelly teaches Inuktitut and songwriting, as well as cultural and motivational speaking.

>> *Applause*

Mr. Speaker, this year's Indspire Lifetime Achievement Award went to Igloodik's Atuat Akittirq for her enormous contributions to preserve and promote traditional Inuit knowledge. At 83, Atuat reminds us about the importance of using Inuit culture as a foundation in modern times, and works to ensure that the Inuit way of life remains strong for future generations.

>> *Applause*

Mr. Speaker, I ask my fellow members to please join us in offering our congratulations to Kelly and Atuat on their well-deserved awards. I know I speak for us all when I say how proud

we are of their accomplishments and how much we appreciate their contributions to Inuit culture, language, and tradition. Thank you, Mr. Speaker.

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

>>*Applause*

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

**Minister's Statement 174 – 5(2):  
Tenant Engagement**

**Hon. Patterk Netser:** Mr. Speaker, (interpretation) that was unexpected.

>>*Laughter*

(interpretation ends) My apologies.

Mr. Speaker, Nunavummiut have always been very resourceful and we need to take this approach to housing. The tenant engagement campaign launched at the beginning of the year by the Nunavut Housing Corporation aims at accomplishing just that. In December the corporation distributed its 2019 calendars to all of our 25 communities. Each month has a theme to show our tenants how they can care for their homes.

(interpretation) Mr. Speaker, each public housing unit costs \$26,500 annually to maintain. That includes water, power, heating, and repairs. That's \$26,500. It's very noticeable that some of our tenants keep their windows open constantly and it drives up costs. Perhaps they can assist us with \$20 a month. Even though they take good care of their homes, if we are

more cognizant of our limited funds for housing, we can do more with that money that is just eaten away. For example, if you smoke cigarettes at (interpretation ends) \$27 a day, (interpretation) you would spend \$9,720 a year. If you paid (interpretation ends) \$30 a day (interpretation) to the local housing organization, you would pay \$10,000. (interpretation ends) Think about that.

(interpretation) You're getting very quiet.

>>*Laughter*

(interpretation ends) Mr. Speaker, I ask you to think about what that would mean for the territory. By working with tenants to reduce maintenance costs, we can allocate more dollars to building new homes and that's a good thing. If we all work together in the spirit of *Piliriqatigiinniq/Ikajuqtiigiinniq*, working together for a common cause, we can achieve great things. (interpretation) We would decrease homelessness if we all worked together. Is that understandable?

(interpretation ends) The calendar's theme for February is "Home repairs: better sooner than later!" Mr. Speaker, I call on all public housing tenants to report leaky roofs, broken furnaces, and worn-out weather stripping to their local housing organizations. Mr. Speaker, those who share their stories with the Nunavut Housing Corporation stand to win a free sweatshirt. This is their recognition of having served their community.

To stay updated on the corporation's accomplishments, please follow us on

Facebook and Twitter. (interpretation)  
Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 175 – 5(2):  
Appointment of New RCMP “V”  
Division Commanding Officer**

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I am pleased to rise today to congratulate the first female RCMP commanding officer in Nunavut...

>>Applause

...Chief Superintendent Amanda Jones. On January 21, 2019 Ms. Jones officially began her role as the Commanding Officer of the “V” Division.

Ms. Jones brings with her a wealth of knowledge and experience from her previous roles, including her most recent post as Officer in Charge of Criminal Operations in “G” Division in the Northwest Territories.

I would also like to take this opportunity to thank the outgoing Chief Superintendent, Mr. Mike Jeffery, for his years of service in Nunavut.

Mr. Jeffrey has served in Nunavut in various capacities and in different communities since 1993. As commanding officer, he was an outspoken advocate for Nunavut and for his members.

It is a pleasure working with Mr. Jeffery

and I look forward to a close and effective working relationship with Ms. Jones. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 176 – 5(2):  
Memorandum of Understanding  
with Inuit Uqausinginnik  
Taiguusiliuqtiit**

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I rise today to inform my colleagues that on June 24, 2018 my department signed a memorandum of understanding (MOU) with Inuit Uqausinginnik Taiguusiliuqtiit (IUT) to develop standardized terminology in Inuktitut for school curriculum and resources being produced by my department.

This MOU outlines the processes that will guide the work of my department and the IUT with regard to expectations, submission dates, communications, and approvals for terminology.

Mr. Speaker, this MOU will help my department and the IUT create terminology that will be reviewed and approved by the IUT board. It will provide necessary terminology for curriculum development. It will also inform the development of teaching and learning resources, such as the Inuktitut Titiqqiriniq literacy program.

(interpretation ends) Mr. Speaker, considering oral traditions, usage, diversity, and modern needs, this standardized vocabulary will ensure that

curriculum and resources for use in the Nunavut education system are consistent and of a high standard. It will ensure that students across Nunavut are learning and being assessed on the same material.

Mr. Speaker, standardized, approved vocabulary will enhance bilingual education and contribute to the preservation, use, and promotion of Inuit language and culture.

(interpretation) Mr. Speaker, I would like to thank the IUT for their participation in the work of my department and their ongoing commitment to supporting the creation of high-quality educational resources in Inuktitut. Thank you, Mr. Speaker.

>>Applause

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

### Item 3: Members' Statements

#### Member's Statement 268 – 5(2): Opening of Sailivik Camp at Mary River Mine

**Mr. Kaernerker** (interpretation): Thank you, Mr. Speaker. Good day to my fellow residents of Amittuq and Nunavummiut.

Mr. Speaker, I rise today to express my pride about our recent visit to the new Sailivik Camp at the Mary River mine.

Mr. Speaker, please allow me to first thank you for hosting us on this important visit to your constituency.

Mr. Speaker, I was honoured to join you

and a number of our colleagues, including the Minister of Economic Development and the Member for Aggu, on the occasion of the official opening of the new facility.

Mr. Speaker, it was good to see a number of residents from the HTA and hamlet from my communities. As you know, we have been pushing hard as MLAs for meaningful employment in my constituency. I was pleased to recently receive some updated figures from Baffinland which indicate that close to 90 Inuit from Igloodik and Hall Beach are employed at the mine.

>>Applause

I am proud of that. That's a good start and I want to see this number grow much higher.

Mr. Speaker, Baffinland and the Qikiqtani Inuit Association have accomplished much together under that agreement. I believe that it is important for our government to do its part in such areas as mine training, which is why I will have questions for the Minister of Economic Development at the appropriate time concerning these issues. Thank you, Mr. Speaker.

>>Applause

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

#### Member's Statement 269 – 5(2): Improving Hospital Services

**Ms. Angnakak** (interpretation): Thank you, Mr. Speaker. Good afternoon. I say "good afternoon" to you.

(interpretation ends) Thank you, Mr. Speaker. I rise today to urge our health officials to take a close look at how service delivery at the Qikiqtani General Hospital can be improved.

First, I would like to thank all the staff, the medical staff, the administration staff, custodial staff, and everyone there who work hard to make sure that people who come into the facility are well taken care of. They truly go above and beyond. However, I believe their jobs could be made easier with some efficiencies built into how clients are served.

Mr. Speaker, some clients simply need medication refills and under the current rapid access walk-in system, they end up taking a spot from someone who needs to see a doctor for an actual illness. I believe the process of identifying what each client needs and directing them to the appropriate service could be improved.

Mr. Speaker, I also feel that our system needs to make a greater effort towards following Inuit societal values. Our elders should be given special recognition when it comes to long wait times to see a health care worker or a doctor.

>>Applause

I have seen an elder who was very ill and weak sit in the waiting room with the rest of us for hours with a garbage can for her to vomit in. I went to go get some water for her, and a custodial worker went into the emergency section to find a special reclining seat that they could lay on. We can do a better job of assisting our elders in these types of situations.

Mr. Speaker, Iqaluit's aquatic facility has an area designated just for elders and it's very practical. It's a practical way to recognize and accommodate them. I believe that some consideration should be given to making our hospital waiting areas more welcoming and supportive of our elders. Thank you, Mr. Speaker.

>>Applause

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

### **Member's Statement 270 – 5(2): Non-essential Duty Travel**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. Good day, fellow members and Premier.

We have been working on the main estimates in the Legislative Assembly and the money that the government will spend for its main operations this year, \$1,735,000,000. That is a large amount of money and in that budget there are transportation monies. I'm not talking about medical travel. I know that they spend about \$60 million for (interpretation ends) scheduled medical travel. (interpretation) However, what I'm talking about is the \$15 million that is set aside for the government's duty travel, \$15 million.

(interpretation ends) In the recent request for proposals for medical and duty travel, there were some interesting figures provided in terms of historical duty travel volumes. I would like to point out that I understand that these numbers may not be accurate down to the last decimal figure. I understand that, but just for illustration purposes,

between Iqaluit and Ottawa, I'll just read out the numbers: 2016, 6,384, that's the volume; 2017, 6,587; and 2018, 4,977. I'm referring to Appendix H which was provided in the request for proposals.

Mr. Speaker, I will point out that our civil service does incredibly important work in Nunavut, and I would like to commend them for all the great and essential travel that they do to every part of Nunavut. That is not what I intend to ask questions about today to the Minister of Finance. I intend to ask questions about non-essential, discretionary duty travel expenses because I think there is some room for savings in this area. (interpretation) Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 271 – 5(2):  
Congratulations to Atuat Akittirq**

**Mr. Quassa** (interpretation): Thank you, Mr. Speaker. I say "good day" to the residents of my community and I'm especially very happy with what the Premier spoke to this morning about the Indspire Awards ceremony in 2019.

I am very proud of Atuat Akittirq from my community. Without question, people from my communities and others are very proud of her. I know her. She is always trying to help people in the community, promoting Inuit culture and language. She really pushes for that and we all know that she has helped many people and not just young people.

Whenever they're making films about

real Inuit, she has helped tremendously, so I wanted to express my appreciation in Atuat Akittirq and the other winner, Kelly Fraser. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 272 – 5(2):  
Caribou Protection**

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

Mr. Speaker, I rise today to again speak about the importance of caribou protection in the Kitikmeot region.

Mr. Speaker, as you know, the health of the Bathurst and Bluenose-East caribou populations is very important to the communities of the Kitikmeot.

As the Member of the Legislative Assembly for Kugluktuk, I am concerned about the status of efforts on the part of stakeholders to address this issue. As a mother, I am worried that my grandchildren are at risk of growing up in a world without caribou. Mr. Speaker, this is very unthinkable.

Mr. Speaker, during last Thursday's sitting of the House, I asked a number of questions to the Premier and Minister of Environment about the upcoming meeting in Kugluktuk to address the issue of caribou protection in the Kitikmeot. Mr. Speaker, action is better than inaction, so I am glad that this meeting is taking place very soon.

Mr. Speaker, I look forward to continuing to advocate on behalf of my constituents on this important issue, and I will have some more questions for the minister later on today. *Koana*, Mr. Speaker.

>> *Applause*

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

**Member's Statement 273 – 5(2):  
Happy Birthday Steve Baillie**

**Hon. Elisapee Sheutiapik**

(interpretation): Thank you, Mr. Speaker. One of my staff is having a birthday. (interpretation ends) Happy birthday, Steve. I know not everyone wants to work on their birthday, but what a gift that you are part of trying to improve Nunavummiut, so happy birthday, Steve.

>> *Applause*

(interpretation) Yesterday was (interpretation ends) Pink Day, (interpretation) as we're trying to get rid of bullying. (interpretation ends) I stand here proudly today to show my pink seal pin that I got from Cambridge Bay to remind people who have been bullied that the colour purple is for healing. I'm wearing my purple today to remind people like myself, John, and Nunavummiut that we can heal from it. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. I have no more names on my list. Let's proceed. Returns

to Oral Questions. Recognition of Visitors to the Gallery. Let me go first.

>> *Laughter*

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

I don't often recognize my constituents, so I'm not shy to go first. In our gallery today is one of my relatives and good friend, my cousin, Malachi Arreak. Please feel welcome and welcome him in the gallery.

>> *Applause*

Thank you. Recognition of Visitors to the Gallery. Member for Aivilik, Mr. Netser.

**Hon. Patterk Netser** (interpretation): Thank you, Mr. Speaker. I also want to recognize one of my constituents. She is here and is part of the interpreter program. She almost gave up, but she went back to school last year. When we fail, we don't accomplish what we set out to do. When we succeed, we start getting recognition. She has put more effort in this area, so we are very proud of her as residents of Coral Harbour. Malaiyah Nakoolak, please feel welcome in Iqaluit.

>> *Applause*

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Iqaluit-Manirajak, Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Speaker. I would also like to take the opportunity to recognize one of your constituents, my uncle, Malachi Arreak.

It's always good to know that you're always behind me both in the House and outside, and always give me the support whenever it's needed. It's much appreciated and I thank you for everything.

>>Applause

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

**Mr. Quassa** (interpretation): Thank you, Mr. Speaker. Although this person was already recognized, I would again like to recognize Malachi. I used to work with him for a long time when we were negotiating the land claims agreement. He used to be the youngest member of our group and now he is aging as well. I would also like to recognize Malachi Arreak. Please feel very welcome to the House. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Recognition of Visitors in the Gallery. Member for South Baffin, Mr. Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. I would like to recognize my fellow resident of Cape Dorset, Katauga Saila. Welcome. She is one of the instructors of the Interpreter/Translator Program and I am proud of her. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Welcome to the gallery. Recognition of Visitors in the Gallery. I have no more names on my list. Let's proceed. To all the visitors who were not mentioned,

always feel welcome to your Legislative Assembly.

Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

### Item 6: Oral Questions

#### Question 362 – 5(2): Follow-up on Umingmak Child and Youth Support Centre

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

Mr. Speaker, since the minister's announcement about the Umingmak Child and Youth Support Centre, there has been some very positive feedback from across Nunavut on my Facebook, my MLA Facebook, and lots of questions. There have also been more questions about accessing these services.

Can the minister clarify what kind of support will be provided, say, for travel and accommodation when a child or youth from outside Iqaluit needs the Umingmak Centre support services? Thank you, Mr. Speaker.

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

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) *Koana*, member, for your question. At this time I don't have that kind of information, but I can find the information and provide it for you. Thank you, Mr. Speaker.

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



Your first supplementary, Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Speaker. It's kind of unfortunate. I was hoping that if you're going to provide a minister's statement, you really should have your backup material because it's something that we take an interest in and we would want to ask you more questions, but I'm going to go on with my questions even though I know that you might not be able to answer it, just so it's for the record.

Mr. Speaker, when a child or youth experiences a traumatic incident such as the violent death or suicide of a parent or a family member, one can never be sure when they will be able to open up about their experience or when something might trigger a reaction to the trauma that they experienced.

Can the minister clearly explain how the referral process will work for service providers outside of Iqaluit to refer a child or youth who may need counselling and the support of the Umingmak Centre? Will the referrals be coordinated through the RCMP, mental health workers, the social worker, the health centre, or anyone who works with youth? Thank you, Mr. Speaker.

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

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) If a parent or guardian or a child requires the services of the Umingmak Centre, there are multiple ways these people can approach so that they can be a part of this program. One is through usually it's through the RCMP through

investigations. One can be through the Department of Education through the schools. Another is through Family Services through the social workers, or just through the health centre if a child is brought to the health centre and there's evidence of abuse, and then everybody will come together to ensure that the first priority is the safety of the child, to ensure that the child is helped and goes through the process of trauma.

All these individuals will meet together to ensure that this child is helped and it's a one-stop shop for parents and guardians and children to go to so that they can be helped. The child will continue to be assisted through the Umingmak Centre until the family or the child says, "Okay, I've got my help. I'm okay." This will carry on until it's up to the child or the guardian to say they have been of help. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. I thank the minister for her response. Mr. Speaker, it kind of leads into my next question. I appreciate that the Umingmak Centre has not yet opened its doors and I am sure that staff are still preparing how they are going to be delivering services. Clearly there is a real strong interest out there in accessing these services which also points to a very great need for them.

Can the minister explain whether there will be a follow-up system that will be put in place to ensure that we can really account and track those who are affected by traumatic experiences for the years to come and to ensure that they continue to

receive the services, even in their communities if need be? Thank you, Mr. Speaker.

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

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yes, a multi-disciplinary team will be made up of all these agencies that I had mentioned earlier. They will meet once a month and they will meet to discuss the child's issue and where they are and how they're doing. Thank you, Mr. Speaker.

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

### **Question 363 – 5(2): Update on School Replacement for Taloyoak**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I say “good day” to my fellow residents of Kugaaruk and the people of Taloyoak, as well as my colleagues.

Mr. Speaker, I will direct my question to the Minister of Education.

Mr. Speaker, last year I asked questions about Taloyoak's school, which is a fairly antiquated facility. Mr. Speaker, I wonder if the minister can elaborate on the actual age of the school, whether the planned construction is on schedule, and what the timeline is for this work on the school in Taloyoak. Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I also thank you for the question. Taloyoak's Netsilik School was constructed in 1978 and a complete renovation was completed in 1996. At this time the school is stable. However, due to the growth in the student population and the figures, we have planned to look at an addition to the school. That is where we are at, Mr. Speaker. Thank you.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. It seems that the Minister of Education was privy to my next question as he has already answered the question prior to my asking it. Nonetheless, in order for my constituents to clearly understand in Taloyoak, I will proceed to ask the question for their benefit.

Mr. Speaker, I believe that facilities that have been inhabited for many years, to use this as an example, 40 years or older, they need to be replaced. I wonder if the minister can clarify. He already answered part of the question, but this is more for the benefit of my constituents where I am rephrasing the question. Will a new school be part of the plans or will the Netsilik School in Taloyoak just get an addition? Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I just want to point out that I am not reading a copy of his papers.

We know that the school in Taloyoak

was renovated back then, but the building is in good condition as it has been well maintained. At this time we are planning to increase the size of the school. We're not looking at a new school, but it's to add to the current Netsilik School. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. This subject is one I want to completely understand. When will the minister make an announcement about this matter? Will it be during this winter sitting or will it be afterwards that the Netsilik School's planned addition will commence? Will we receive any information for our benefit? Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. At this time I cannot announce whether this would proceed, but with the help of the Department of Community and Government Services, we finalize the details on how this work will proceed as this is our usual practice.

I do know that the district education authority board members went to look at the school in November 2017 to move the plan forward. A follow-up meeting was held on April 3, 2018 and another one on June 14 on this planned addition in order to move it forward. Thank you, Mr. Speaker.

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

Oral Questions. Member for Aggu, Mr. Quassa.

**Question 364 – 5(2): Status of Amending the Child and Family Services Act**

**Mr. Quassa** (interpretation): Thank you, Mr. Speaker. I will be speaking in English for a bit today. (interpretation ends) Thank you, Mr. Speaker. (interpretation) Do you understand?

>> *Laughter*

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

Mr. Speaker, we are very close to the 20th anniversary of the creation of Nunavut. When we became a territory, we inherited laws from the Northwest Territories, and one of our main objectives was to create our own laws to reflect Inuit societal values.

However, 20 years later we still have not introduced a "Nunavutized" *Child and Family Services Act*. Can the minister clarify when she plans to introduce a Nunavut version of the *Child and Family Services Act*? Thank you, Mr. Speaker.

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

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. I also thank you for bringing up that question. We were talking about it this morning at the office and we do know that we have to "Nunavutize" the *Child and Family Services Act*, but I can't tell you when we are going to be

introducing that Act. We stated earlier that we need to deal with that Act. Thank you, Mr. Speaker.

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

**Mr. Quassa** (interpretation): Thank you, Mr. Speaker. Thank you, Madam Minister, for that information. I will switch back to Inuktitut as it is also my language.

Mr. Speaker, according to Inuit societal values, we know that Inuit would always try to keep families together rather than separating them. The current legislation does the exact opposite of these Inuit societal values. We are still separating families in accordance with the legislation. Families are split up even to the point of sending children away from their home communities. This is very detrimental to Inuit culture.

Can the minister explain why it is taking so long to bring forward made-in-Nunavut legislation which incorporates Inuit societal values and works towards keeping children at home with their family? Thank you, Mr. Speaker.

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

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. I cannot respond to your question as to why it is taking so long because I have not been here for very long with this portfolio.

I can say that we're starting to ask our staff about the challenges they have in their day-to-day operations, thinking about people who are abused and how

we can conform the legislation. Thank you, Mr. Speaker.

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

**Mr. Quassa**: Thank you, Mr. Speaker. The current child and family services legislation, as I said earlier, does not follow the Government of Nunavut's guiding principles. Under the current legislation, families are being traumatized. Our elders especially suffer when they cannot even see their grandchildren because the law does not work towards keeping families together.

Will the minister commit to bringing forward new legislation before the end of our term to provide child and family services to Nunavummiut in a manner which follows and respects our Inuit societal values? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. Even though it's not always visible, I would like to remind everyone that our Inuit societal values are followed. I further remind you that sometimes we have families meet in our office.

(interpretation ends) Mr. Speaker, when it comes to Acts and legislation, it is not just our Family Services. I mentioned the Custom Adoption Act that has an impact on children. Unfortunately also most recently the federal government introduced their first reading of a legislative Act that may have an impact. We certainly acknowledge the need to

review all Acts that impact our children. (interpretation) Thank you, Mr. Chairman.

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

**Question 365 – 5(2): Homeownership Program Review**

**Mr. Lightstone:** Thank you, Mr. Speaker. My questions today are for the Minister responsible for the Nunavut Housing Corporation.

Yesterday in response to my question on the length of processing time of homeownership applications, the minister referenced a review that was conducted and completed in 2017 on the homeownership program process. I'm very curious to find out the results of this review. I would like to ask the minister if it will be made public and when. Thank you, Mr. Speaker.

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

**Hon. Patterk Netser:** Thank you, Mr. Speaker. Once we finish the review, we will go through it and we will give it to the cabinet for a decision on whether we will make it public or not. Thank you, Mr. Speaker.

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

**Mr. Lightstone:** Thank you, Mr. Speaker. Continuing on the topic of homeownership programs, I'm very pleased about the information that's

provided in the Nunavut Housing Corporation's annual report on the number of applicants and the dollar value of homeownership program funding. As I stated yesterday, I am very pleased that the Nunavut Housing Corporation contributed over a thousand applicants with homeownership program funding, but I'm curious why that information doesn't include the amounts that have been provided to Nunavut Inuit.

I would like to ask the minister: over the last three years that a thousand applicants have been approved for homeownership program funding, how many of those were to Nunavut Inuit? Thank you, Mr. Speaker.

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

**Hon. Patterk Netser** (interpretation): Thank you, Mr. Speaker. When an application comes forward to the housing corporation from a homeowner, we don't look at whether they're Inuit or non-Inuit. We want to assist all homeowners who apply, so we don't look at whether they're Inuit or non-Inuit. Thank you, Mr. Speaker.

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

**Mr. Lightstone:** Thank you, Mr. Speaker. There are many barriers preventing capable Inuit from becoming homeowners. I would like to ask the minister today: would it be possible to adjust the eligibility criteria for these homeownership programs to encourage more Inuit to access this funding? Thank you, Mr. Speaker.

>> *Applause*

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

**Hon. Patterk Netser:** Thank you, Mr. Speaker. I'm a beneficiary of a former homeownership program and that is one way we can address the people applying for homeownership. Mr. Speaker, we are currently doing a review on the homeownership program and once that program review is finished by the corporation, we can go on from there. (interpretation) Thank you, Mr. Speaker.

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

**Question 366 – 5(2): Teacher Allocation Formula**

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. I say “good day” to the people of Rankin Inlet North and Chesterfield Inlet.

I thank Eva Tanuyak Alainga for giving this to me. Thank you, Eva.

Also, Usai Eugene Niviatsiak's children and family are in my thoughts and we send our condolences.

(interpretation ends) Thank you, Mr. Speaker. My questions are for the Minister of Education.

Mr. Speaker, I understand and recognize that the Department of Education uses a specific formula to calculate how many teaching positions there will be in each community each school year. However, in some cases, regardless of what that

formula determines to be the appropriate number of teachers to teach a specific number of students, it may just not be enough.

Can the minister clarify: what are the appropriate steps to take in order to acquire additional teaching positions for our schools? Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I also thank you for the question. (interpretation ends) The funding formula for schools that we currently use is based on enrolment. Based on the number of students that are attending school, we allocate teaching positions to those schools. That has a lot to do with enrolment and how much students are attending schools.

With that, I have stated it before that we are looking at this formula because right now it doesn't include learning coaches and a few other school positions that we currently have in our school system. Right now every school has allocated an *ilinniarvimmi inuusiliriji* (school counsellor) and a learning coach. We're working this formula out and hope to have a new formula in the near future. Thank you, Mr. Speaker.

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

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. On October 10 this fall in 2018 the Chesterfield Inlet District Education Authority wrote a

letter and identified in detail to the Minister of Education about requesting an additional teacher at the Victor Sammurtok School.

I'll switch to English now.  
(interpretation ends) As the letter so eloquently points out, having another teacher on staff would not only enhance the overall quality of education for all students at the school, but it would better enable school staff to coach and prepare students for post-secondary college or university programs.

Mr. Speaker, can the minister confirm that he has received this letter from the Chesterfield Inlet District Education Authority and, if he has, can he indicate when he plans to reply to it? Thank you, Mr. Speaker.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. I have received the letter that my colleague is referring to, but at this time we receive many letters and we review them individually. I can't really indicate when I will respond to the letter, but I can say that a response will be provided. Thank you, Mr. Speaker.

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

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. Every member has heard snippets about the level of education from all over, including our leaders who speak to the fact that the grade 12 general stream graduates are not workforce ready, don't make

themselves available, or have no further plans upon graduation. When they try to attend college courses or post-secondary education for a degree, their educational levels are insufficient to participate, albeit I am not painting every student with the same brush.

I will switch to English here.  
(interpretation ends) If we want Nunavut youth to become the professionals, the certified tradespeople, the teachers, the doctors, and the nurses that Nunavut so critically needs, we must invest in their school-based education at the local level to start with.

Will the minister commit to giving full consideration to the Chesterfield Inlet DEA's request for an additional teacher in order that Chesterfield Inlet students can be better prepared for post-secondary education? Thank you, Mr. Speaker.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for the question. Positions are divided or allocated based on the current system. As an example, if more students enrol or attend the school, they allocate positions based on these figures, which we will continue to use until this is resolved.

Nonetheless, I do agree that our students need to attend regularly, as attendance rates can change the figures that we use to allocate positions. In order to ensure they are properly prepared for a plan for further education upon completion of grade 12, either to colleges or universities, high attendance rates are

also a factor in this situation, but I wanted to support that. However, at this time we have reviewed the formula and we anticipate that it will change, and these changes will apply to every community. Thank you, Mr. Speaker.

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

**Question 367 – 5(2): Retention of Nurses**

**Mr. Akoak** (interpretation): Thank you, Mr. Speaker. I say “good day” to my colleagues.

Firstly, I want to specifically mention my wife, Annie Akoak, whom I am very proud of as she is overseeing our family as well as our grandchildren whom she dotes on, even though I am over here during sessions. She is a strong woman.

>> *Applause*

Thank you. Further, I want to tell her if she happens to be watching the proceedings on TV, “I love you, I miss you, and I send you my hugs.”

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

Mr. Speaker, one of the issues often raised in this House is the difficulty of hiring and retaining full-time indeterminate health care staff. Having long-term indeterminate nursing staff in our community health centres makes a big difference to the continuity and quality of health care service for the residents.

Mr. Speaker, can the minister explain what specific kinds of benefits are provided to nurses to encourage them to sign on to full-time indeterminate jobs in Nunavut? Thank you, Mr. Speaker.

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

**Hon. George Hickey**: Thank you, Mr. Speaker. I had that page ready because I was asked this question during my Committee of the Whole appearance with regard to the bonus structure at the very least as one of the major things we do to encourage indeterminate positions.

Upon signing of an indeterminate contract, a nurse automatically receives a \$5,000 bonus. At the 18-month point of their employment, they receive another \$5,000 bonus, and after 30 months, another \$10,000 bonus. In addition to that, there is also a \$375 per month retention bonus that is provided to all nurses without an end date to it. As long as they stay employed, they will to receive that. In addition, there is an annual special of allowances of up to \$9,000. Thank you, Mr. Speaker.

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

**Mr. Akoak**: Thank you, Mr. Speaker. Thank you for your response. Very well. Mr. Speaker, it seems to me that we need to be more creative in what we offer our nurses to encourage them to stay working in Nunavut.

Many years ago the government provided specific travel benefits to our nurses to cover their costs to go on vacation or to visit with family and friends in the south. Mr. Speaker, I note



that many of our agency nurses get their travel paid from their hometowns to the community.

Mr. Speaker, can the minister describe what consideration has been given to providing special travel benefits to our indeterminate nurses in addition to the special allowance benefits that they receive? Thank you, Mr. Speaker.

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

**Hon. George Hickee:** Thank you, Mr. Speaker. To answer the member's question directly, it's not something we have considered at this point to provide another... They used to be called VTAs, the vacation travel allowances that government employees used to receive.

How do I put this? When we look at the bonus structure that we have right now, when you look at \$375 a month, it doesn't sound like a lot, but for most employees it's enough for a ticket out. In addition to that, there are also training opportunities for nurses. Some of them access it to enhance their skill sets to make them able to contribute more services in the community. Oftentimes those training opportunities are outside the territory as well.

It is not something that we're considering at this time. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. If the young students are listening out there, it's a good training opportunity

and good benefits for nurses, as mentioned by the minister.

>> *Applause*

Go for it; become a nurse.

Mr. Speaker, given the difficulty in hiring nurses to come to Nunavut to work, I believe that greater investments in keeping our indeterminate nurses employed in Nunavut would be well worth it.

Mr. Speaker, I understand that negotiations for a new collective agreement with the Nunavut Employees Union are under way. Will the minister commit to lobbying for the inclusion of travel benefits for indeterminate nurses who are employed with the Government of Nunavut? Thank you, Mr. Speaker.

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

**Hon. George Hickee:** Thank you, Mr. Speaker. I can't commit to that right now. Negotiations are ongoing and I do appreciate the member's support for our nursing recruitment strategies. I have said it before; we have actually been doing quite a decent job at our recruitment side of things.

I believe where we have been falling, where some of the gaps are, are on the retention side of things to make sure that the nurses have all the support in the communities. That's an area focused through a revitalized orientation program that I mentioned in the House here. We've only had two sessions with that right now. It's going to some time to gauge the results of those activities. I spoke at the second one here in Iqaluit

just a little over a month ago and the excitement of these nurses, young and old, that are coming to work in Nunavut and see our great territory is something to behold in itself.

I would like to echo my colleague's comments to any of our youth and young adults or adults period that want to explore nursing as a career, please contact Nunavut Arctic College, either through myself or through the minister responsible for the college or the college itself, to explore that career. It's a fantastic opportunity for a good, solid career foundation to support your family and support your community. Thank you, Mr. Speaker.

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

>> *Applause*

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

### **Question 368 – 5(2): Mining Industry**

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

As I noted in my member's statement, it is important that the government support mine training and employment initiatives for our residents.

(interpretation ends) Mr. Speaker, the department's current business plan indicates that one of its goals has been to "...examine the option of a Nunavut-wide mining training organization." Can the minister update the House today on the status of this work? Thank you, Mr.

Speaker.

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

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. Yes, at this time the work is ongoing and we will continue to move this forward.

This coming April there will be a mining-specific meeting that we will host, and part of the conference will consider training programs, as I will be meeting with their representatives at this meeting. We want to move this file forward as currently, during these face-to-face meetings, they contemplate various ideas for the upcoming year.

Now we are at the stage where we can produce a draft to review so that we can have it within the (interpretation ends) business plan. (interpretation) This is how we have set it up. Thank you, Mr. Speaker.

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

**Mr. Kaerner:** Thank you, Mr. Speaker. My next question, last year the Legislative Assembly approved \$675,000 in funding for the department's new Community Engagement Support Program, the purpose of which is to "...position...to understand developing projects more thoroughly and to create a means for communities to derive significant benefits from mineral exploration." Can the minister indicate how his department has been spending this funding? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. During this current fiscal year the policy to accompany the business plan took some time to complete as every community was visited to get their positions on the issues. This was what we did in the interim while the policy was being developed. I am happy that this plan is now nearing completion.

Further, I anticipate during the financial review of our budget plan for 2019-2020 that I will get questions and will take the opportunity to flesh out more details. As well, I will want colleagues to query me on the details and even why this plan has taken such a long time to be completed. We wanted to ensure that the plan was rock-solid, which is why it took a while. Now, we are looking at funds targeted for this year that were deferred last year. Thank you, Mr. Speaker.

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

**Mr. Kaerner** (interpretation): Thank you, Mr. Speaker. Thank you for explaining that clearly. (interpretation ends) As the minister is aware, Baffinland's phase 2 proposal to increase production at Mary River is being considered by the Nunavut Impact Review Board. Can the minister indicate what the Government of Nunavut's position is regarding the phase 2 proposal? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. I also thank you for that question. The question you asked has two slight differences as it pertains to this proposal. However, the development plans for Mary River for this phase is under review, with all of the technical details carefully appraised.

We expect that our departmental officials will be able to submit their findings on March 7 and a meeting has been scheduled in April. Later on this fall, the review process will end up in Pond Inlet to conduct a final review of this phase. During the review, all representatives of the government were consulted on their ideas or positions on this proposal. They will compile the responses and develop an overall position. Since it is still under review, we can't state that we are in a position to say one way or another, but we do support it in principle.

On a personal level, I support this idea but I know there needs to be a thorough review and especially if the plans are solidly based on facts during the public review of the proposal where they will listen to members of the public. This will again be very interesting to listen to as they review the details within this proposal. We have sent the details of our technical review to the organization. Thank you, Mr. Speaker.

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

### **Question 369 – 5(2): Dealing with Outbreaks**

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. Good afternoon, my

colleagues and the people of Pangnirtung.

This afternoon my question is for the Minister of Health.

I listened with interest to the announcements regarding the outbreak of hepatitis A in one of our communities as well as the outbreak of measles in the NWT, which I'm unsure of the Inuktitut term.

My question for the minister is: can he clarify what processes are followed when an illness spreads around a community and affects the delivery of public services? How is the decision made to close public institutions, such as workplaces or schools, due to a spreading illness? Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. There has been a lot of focus on different types of epidemics or viruses or bugs going through communities around the country right now with the measles seeming to rear its ugly head again when there hadn't been many cases.

Even with the hepatitis issue in Chesterfield Inlet, typically we are lucky... . Not lucky, I guess, but we only see maybe one occurrence a year. When we look at something when it goes through a community and more people are impacted, the first line of defence if there is a vaccination, again, depending on what the issue is, there will be a vaccination clinic with immediate family usually focused.

If it's something widespread, then there will be a higher level of engagement and public services, the health centre working with the community, working with the hamlet to hit the vulnerable sector first. Typically with a lot of diseases, youth and elders can be impacted most dramatically, so we focus on where the priorities are to make sure that we can work vaccination clinics that way.

With the case of schools specifically, there is a lot of contact with the DEA and the health centre staff in the community, along with the mayor and council if necessary, where they coordinate and make decisions on if it's mandated to be a school closure. Sometimes even when there is a flu epidemic going through a school, there has been occasions where it's communicated with the district education authority that they feel sometimes a class or an entire school can be asked to stay at home for a day or two to try to get a handle on whatever virus is going through.

There is a lot of communication, there are a lot of steps, but at the end of the day the chief medical officer is in charge of those types of functions. We want to make sure things like these do not get politicized and the health care of the residents of the community remains a priority. Thank you, Mr. Speaker.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. As I stated before, some communities get hit by a nasty wave of flus and colds. This happened

recently in Pangnirtung, and the infants who are at most risk are shipped out to Iqaluit, and there were very few students in the schools, and many of the teachers were out sick as well. The local district education authority had considered closing the school for a few days, but they weren't able to do so due to a policy. Only the (interpretation ends) medical officer (interpretation) of health has the authority to close a school based on illness.

(interpretation ends) Can the minister clearly explain what processes should be followed to decide on school closure due to illness when there is no medical officer in the health centre in the community to witness the level of illness and how it is affecting services?  
(interpretation) Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. I thank the member for bringing that added detail to the line of questioning. Like I had mentioned in my first response, there is a coordinated communications strategy with the office of the chief medical officer, local health centre staff, and the district education authority to make sure that everyone is on the same page.

I can't speak to this specific instance. I'm not aware of any details on it, but it would have been deemed from the medical standpoint that it would not have been a necessary step if they did not declare that level of emergency at the school level. This is always something that we want to make sure that the communications are transparent, that everyone understands the role. I can

look into the specific circumstance to find out how the communication occurred and, if there were any breakdowns, it is something that we can take a lesson from.

I would like the opportunity, Mr. Speaker, if you will allow me just a moment, to stress how important it is for people to take advantage of flu clinics in their community. Every year we get flus going through our communities. This has been an exceptionally hard year on youth, on infants especially, where the flu vaccine this year has been proven to be very successful. They choose certain strains to put in the vaccine and this year they did a very good job of it. I can't stress enough how important it is for people who are dealing with youth, people who are dealing with elders on how much of an impact it can have by not getting vaccinated against these flus and how much risk they're putting their family members at.

I appreciate the opportunity to again highlight how important it is for people to take part any flu vaccination clinics that are in their community and, if they feel at any point, you don't have to wait for a clinic, go into the health centre and request a flu vaccination. I strongly encourage all Nunavummiut to take advantage of that. Thank you.

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

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. He probably explained how communities can get further support to prevent outbreaks.

There is a problem that I saw that it

seems like the local district education authority had more authority when it comes to closures for that purpose, but it's really unfortunate that the minister didn't hear about this. I was meeting with the local DEA and I found that they had a problem where they could not close the school, even though there were very few people there.

I would like to ask the minister: can he describe what steps should be followed when an outbreak of a viral illness hits a community and to give the community more authority? The community should have more of an authority to make closures like that. The community should not just wait for an outside authority to do that for them. Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. While I empathize with the member's challenges that did recently occur, again I will commit to looking into the details. Another thing I can have some discussions or have my staff have some discussions with the chief medical officer of health to discuss a full range of opportunities, maybe some dialogue with education staff or with DEAs directly. I'm not sure exactly how that will play out, but I can commit to initiating some dialogue on this matter. Thank you, Mr. Speaker.

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

**Question 370 – 5(2): Airport Infrastructure**

**Mr. Rumbolt:** Thank you, Mr. Speaker. My questions today are for the Minister of Economic Development and Transportation.

Mr. Speaker, my colleague from Baker Lake made reference this week to how happy he was to receive a letter from the minister concerning his community's airport.

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

**Mr. Rumbolt:** Unfortunately I'm not quite as happy as my colleague, and maybe some answers from the minister today will cheer me up.

Mr. Speaker, the minister recently advised me that the project to decommission Sanikiluaq's old airport terminal building came in under budget, which is good, and that the surplus funding had been transferred to airport-related projects in other communities, which is not so good for my community.

My first question for the minister is this: when a project like this comes in under budget, how does his department decide where to reallocate the surplus funds? Thank you, Mr. Speaker.

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

**Hon. David Akeegok:** Thank you, Mr. Speaker. Being on this side sometimes is difficult because you make one happy but others not so happy.

In all seriousness, for each of the projects that get approved in this House, when we go through each of these projects, if they are under budget, such

as the decommissioning of the building in Sanikiluaq, which had surplus, and the Baker Lake renovation was also an approved project, we as governments have the ability to transfer and inform the committees to keep our approved projects going.

In a perfect world I hope that we all budget to exactly to each of the projects right to the zero cents, but it's not. Our capability goes through our financial administration, which allows us to transfer funds within capital projects. (interpretation ends) Thank you, Mr. Speaker.

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

**Mr. Rumbolt:** Thank you, Mr. Speaker. I was very pleased to hear that a new airside ramp for the safety of the transportation of disabled passengers was being constructed at the airport terminal building in Baker Lake. As I am sure the minister has been informed by his officials, Sanikiluaq's airport is also in need of this improvement. Will the minister commit to identifying funds for this project from within his department's existing budget or bring it forward in a supplementary appropriation at our spring sitting? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) There are a number of air terminals in Nunavut that were constructed without any consideration of reduced mobility. We have identified this in our capital and we have identified it departmentally. Whenever we commit

to making any renovations to any of our airports, especially those that don't have wheelchair access, we are including those and this is the case for Baker Lake.

I need to look at my future capital expenditures. I don't know when Sanikiluaq's renovation is going to be, but if there is, I can commit that if there are renovations taking place, a wheelchair access would be as part of that renovation plan, which I would seek approval through this House. (interpretation) Thank you, Mr. Chairman...Mr. Speaker.

**Speaker:** That's okay. (interpretation) Thank you. Your final supplementary, Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Speaker. According to the airports 20-year infrastructure needs assessment for Sanikiluaq's air terminal building, it says the life expectancy of it is 2015, which is four years ago, and it's not even on the horizon yet of when it will be renovated.

My final question, I think that every Member of this House will agree that ensuring the safety of disabled residents such as facilities as airports is extremely important.

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

**Mr. Rumbolt:** Can the minister indicate how many airports in Nunavut currently lack airside ramps and other appropriate facilities? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. (interpretation

ends) I don't have the specific numbers, but I do know that there are a lot of airports that don't have it. I will commit to the member to bringing that firm number to the House in terms of which airports don't have any mobility access. (interpretation) Thank you, Mr. Speaker.

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

**Question 371 – 5(2): Duty Travel Expenditures by Civil Servants**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Finance or the Financial Management Board. It's up to him.

(interpretation ends) Mr. Speaker, we just heard a very clear example that our government doesn't have enough money to cover the very basic needs of our residents, including our elders and disabled people...

>> *Applause*

...yet at the same time our government does have enough money to pay for \$15 million in duty travel each year, some of which I am sure is entirely justified and necessary. Again I will mention I am not criticizing the great work that our civil service does.

My first question for the finance minister is: is there any system in place to looking at the \$15 million amount? Is there any system within the government that tracks where our bureaucrats are travelling and what for? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Finance, Minister Hickes.

**Hon. George Hickes:** Thank you, Mr. Speaker. From an overall GN standpoint, I'm not aware of any system where we track that. Each department has their own tracking levels and through the budget process that we're going through this sitting, every department has different divisions within their budget lines that have travel associated with those. It's substantiated here in the House of what type of budgets are required, but just to go into some, you're looking at FANS students, you're looking at people visiting their elders who are outside, there's medical travel, or through Family Services there are people travelling to visit family members that are at out-of-territory care.

The member has brought up decentralization, which mitigates and needs to have more travel associated to be able to conduct business. I know from some of the hats that I have worn in the past, we have taken a look at different models of videoconferencing, where available, so that you don't always have to meet face to face. There are different measures that they have to be signed off, especially if they're out-of-country travel that has to get signed off by the minister ourselves. Out-of-territory travel has to go through the deputy minister.

I would have to say that it's across the board. There may be different tracking practices from each department, but I can't sit here and say that there's any frivolous travel that's being taken, Mr. Speaker. That's not for me to say here today. Thank you.



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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) In terms of frivolous travel, I'm asking particularly with discretionary. I guess examples of that would be trade shows, conferences, meetings to talk about the next meeting. As an MLA, I do realize that I'm standing here and I do travel regularly to Iqaluit and I would love to have a system in place where I don't have to travel here and I could do my job from my home community...

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

**Mr. Main:** ...and save the government some money.

In terms of the financial pressures that the government is facing, the Budget Address mentions very firm action on cost control. Can the minister confirm whether duty travel for civil servants will be examined with a view to cost control going forward? (interpretation) Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. That would be up to each individual department. I know from an overall fiscal standpoint, we're always trying to keep aware of where we can control costs. When you look at the amount of business that Nunavut does, I know the member and we all kind of get frustrated sometimes when you go to a meeting and it doesn't seem like much comes out of it, but sometimes you don't see the fruits of your labours until much later. Making sure our voices are heard

at different conferences and trade shows to recognize the opportunities for business development and economic activity here in the territory, it's hard to put a value to that.

Whenever we look at making sure that Nunavut's voice is apparent, again, at national and international levels, sometimes there are questions on how many people have to actually attend. That's where the mitigation, or maybe not mitigation, but the substantiation from that division has to be approved at fairly high levels within the bureaucracy and even some up to our own level where I have to sign off on international travel, and have done so, in my opinion, for very good reasons to make sure that our civil servants in specific categories get exposure to best practices in other jurisdictions that you just can't do by teleconference or by a spreadsheet or a form.

Sometimes those face-to-face dialogues are what bring us efficiencies back to the territory that can help provide better care. I can commit to taking a look at it in that respect from my own standpoint, but that's up to each individual minister to oversee their departments of what they term as necessary and discretionary travel. Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank the minister for committing to working with his colleague and I look forward to hearing the results of that "looking into."

I guess my last question is for

clarification. When government bureaucrats are out on duty travel, are they paying the full cost fare? If I go out and I buy \$15 million of plane tickets, I would hope that I as an individual get one heck of a discount, Mr. Speaker. When our bureaucrats are travelling, are they paying the full cost fare or is the government paying a discounted fare per ticket? (interpretation) Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. I sure hope not. We have done a lot of negotiating and through RFP processes with airline partners to make sure that we get a discounted rate for our duty travel, medical travel, etcetera, as there is an RFP out right now. No, we do not pay full fare. Thank you, Mr. Speaker.

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

#### **Motion 027 – 5(2): Extension of Question Period**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Pursuant to Rule 39(7), I move, seconded by the Member for Qamani'tuaq, that the time allotted for oral questions be extended. (interpretation) 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 has been extended by an additional 30 minutes starting now.

Oral Questions. Member for Baker Lake, Mr. Mikkungwak.

#### **Question 372 – 5(2): Caribou Protection**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. My questions are for the Minister of Environment.

Mr. Speaker, both the minister and I represent Kivalliq constituencies, so I am confident that he will appreciate my questions today concerning the protection of the caribou population in our region.

Mr. Speaker, during the Legislative Assembly's sitting of June 11, 2018 the minister publicly stated that his department had conducted a population assessment survey of the Qamanirjuaq caribou herd during June of 2017.

However, although the minister indicated that the final report from the survey was expected to be finalized by the end of 2018, it has not yet been made public through tabling in the Legislative Assembly.

Simple question: will the minister table his report on the Qamanirjuaq caribou herd before the end of our winter sitting, yes or no? Thank you very much, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. His question is quite easy to answer. There was a population survey done of that caribou herd. Well, they try to guesstimate how many animals are in the herd. That survey was done. As of now, it is estimated that the Qamanirjuaq caribou herd population is at 288,000. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. The number you mentioned and the issue related to the survey, I was asking whether the annual report or the information would be tabled.

However, my first supplementary is, as my colleague from Rankin Inlet North-Chesterfield Inlet has been emphasizing, when it comes to caribou populations, we need sound information on which to base our decisions. I remain concerned that current methods used to assess caribou populations are overly reliant on aerial surveys.

Can the minister clarify what methods were used by his department in its most recent survey of the Qamanirjuaq caribou herd and can he confirm whether or not his department uses local Inuit to help conduct on-the-ground counts of the caribou? Thank you very much, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. When we talk

about surveying caribou herds, in trying to assess the herd, we work with hunters. The wildlife management board is always involved. Inuit are also hired as spotters during the survey, but sometimes there is not enough room for them when they use a helicopter. When they're doing the surveys by airplane, those who have experience are involved.

Most of the surveys are done by aerial methods as the land base is large. If we were going by land, we would miss a large portion. When there is an estimate as to the size of the herds, mostly in the spring, they fly around taking pictures of the calving grounds and they assess the photos from there. That's the usual process. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. I'm disappointed with the answer somewhat. Caribou are very important to Inuit who live in the territory; they are the food of our people.

Mr. Speaker, as the minister stated in his response, he stated that the Department of Environment works with various organizations on caribou herds. For example, they also work in conjunction with the Beverly and Qamanirjuaq Caribou Management Board. Can the minister clarify what specific actions and decisions are currently being considered and discussed? Thank you very much, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. We do surveys on caribou because they are a main staple diet by Inuit, and we will hopefully have caribou for a very long time in Nunavut.

Mr. Speaker, I don't understand his question and why he is asking us what we have taken into consideration. If he can clarify his question as I didn't quite understand it. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Mr. Mikkungwak, please clarify your question. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. The Department of Environment works with and has meetings with the Beverly and Qamanirjuaq Caribou Management Board. They have meetings about their concerns about the health of the caribou population.

I am asking the minister. The final report from the survey was expected to be finalized by the end of 2018. Can the minister clarify what specific actions and decisions are currently being considered and discussed to date? Thank you very much, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. I also thank the member for clarifying his question. With the survey that was done on the caribou population last year, the completed survey was submitted to the NWMB. There is not going to be a quota put in. We are not putting in any quota systems and it's unlimited right now with the

Beverly and Qamanirjuaq caribou. The Qamanirjuaq caribou herd has seen a slight decrease, but they are a healthy population to date. That is the decision we have made so far. Thank you, Mr. Speaker

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

### **Question 373 – 5(2): Caribou Summit in Kugluktuk**

**Ms. Kamingoak:** *Koana*, Mr. Speaker. My questions are also for the Minister of Environment.

I want to revisit the issue of the upcoming meeting in April that will take place in Kugluktuk concerning caribou in the Kitikmeot region. Mr. Speaker, I will call it the caribou summit.

Mr. Speaker, when I asked the minister about the issue during last Thursday's sitting of the Legislative Assembly, he indicated that a number of stakeholders will be taking part in the meeting.

As the minister will recall, the KIA (Kitikmeot Inuit Association) submitted detailed information regarding caribou protection to the Nunavut Planning Commission in January 2017 in relation to the proposed Nunavut Land Use Plan.

For the record, can the minister confirm that both the KIA and the Kugluktuk Hunters and Trapper Organization have been invited to participate in the caribou summit? *Koana*, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. I can't confirm who is going to be invited yet, whether the KIA will be. We are still working on the particulars and we are working with the Government of the Northwest Territories, but it's going to be in Kugluktuk, so the Kugluktuk HTO will definitely be there. We don't even have an agenda yet; we're still working on it.

When I say "stakeholders," on the Nunavut side the GN will be there with their workers and I will be there, and then there will be stakeholders, caribou users, Inuit caribou users, and I imagine that the Northwest Territories will have the same categories with their "contendants" that will be coming to the meeting. Thank you, Mr. Speaker.

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

**Ms. Kamingoak:** *Koana*, Mr. Speaker. When I asked the minister about the issue during last Thursday's sitting, he indicated that the agenda for the meeting had not been finalized and just now. Can he confirm how much of the caribou summit will be held in public and how much will be held in-camera? *Koana*, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. This meeting is for the general public and like I said, I don't have the agenda yet, but I don't see any reason why any of the meeting would be held in-camera. I imagine it would be public, but I don't know what type of facility that we will be meeting in, so there

might be an issue with not enough room for the whole community to come. We manage the caribou in Nunavut for the public, so there is no reason to have any in-camera meetings at all for this meeting. Thank you, Mr. Speaker.

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

**Ms. Kamingoak:** *Koana*, Mr. Speaker. There does not appear to be a consensus among all of the stakeholders regarding current population estimates for the Kitikmeot herds. For example, it is my understanding that the Sahtu Secretariat disagrees with the population estimates developed by the Government of the Northwest Territories. For the record, can the minister indicate what population estimates the Government of Nunavut is relying on? *Koana*, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. When there are any population estimates done on caribou populations that are inter-jurisdictional, meaning that they cross territorial or provincial borders, mostly territorial, then we have workers from both sides involved in the survey. The survey results are analyzed by the side that is doing the "analyzation," but they're shared.

I think, in general, we don't have any discrepancies on the numbers because the numbers are important, but what is more important is the trend of a population. If the trend of a caribou population is continually going down, then there is something wrong. They do

naturally cycle. We have to be careful when they're at their low cycle that we can protect the herd so that they can come back up, whether it's limiting hunting like we have done on some of the populations with the total allowable harvest or protecting their habitat if that is the issue. We have to be very careful when a caribou population is at their low level of their natural cycle.

With the caribou herds in the Kitikmeot, Bluenose-East and Bathurst, I don't think that either the Northwest Territories or the Government of Nunavut have issues with the numbers that are being estimated. We are all aware that these are just estimates that have a variation in terms of the lowest number of estimates and the top end of the estimates and we pick a number in between here we think is the most accurate for the population estimates.

There are always some people that say, "No, that's not the right number," but we believe in these numbers that are done. It's a very scientific way of estimating the population of a caribou population. Thank you, Mr. Speaker.

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

### **Question 374 – 5(2): Proposed Airline Merger**

**Mr. Main** (interpretation): Thank you, Mr. Speaker, for recognizing me again. I would like to direct my question to the Minister of Economic Development to get clarification.

(interpretation ends) Mr. Speaker, I would like to request clarification on the

minister's statement from today. Reading between the lines, my interpretation is that the Nunavut government is coming out against this proposed merger, but as my colleagues will know, I'm very often wrong.

A very simple question, Mr. Speaker. The minister made it clear that it is not the Nunavut government's decision whether the merger happens or not, but he made it clear that the government has put thought into this. The simple question is: merged airline, yes or no? In favour or against? (interpretation) 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) I have been stating this: it is a business decision whether they're going to merge or not. It is for them to decide. What we're saying is that Transport Canada has the authority to put conditions on the merger. Through that merger, we are stating that we need to ensure that there are services in Nunavut for Nunavummiut. (interpretation) Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My understanding of this statement is that the Government of Nunavut is against the proposed merger. The minister did not refute that position. I still don't know if I'm right or wrong, so I guess I'll ask the same question again. I'll add that I don't understand why the Nunavut

government wouldn't come out and make clear their position on this issue.

As the minister has mentioned repeatedly, this is a business decision. This is a business decision. Yes, it is. The Nunavut government takes positions on issues. I guess the same question again: merged airline, for or against? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeeagok:** Thank you, Mr. Speaker. What I'm talking about is that there is process that does take place. With this, the process has been that the Competition Bureau looks at whether there are concerns for the public and for Transport Canada to make sure that there are conditions put in place.

What we as a government have been saying is that we need safeguards. We need to make sure that there is, through these processes, that we outline what we do. We don't know what the conditions will be imposed by Transport Canada, but we do want to be a part of the process and that process, we want to make sure if the business decision does take place, there is a safety net in the routes that are taking place in Nunavut.

As I mentioned, if this merger does not take place, then we still need to work with the airlines, but at this point the merger request is in place and so we are inputting and saying that if this merger happens, we need to ensure certain things are protected. (interpretation) Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I have changed my mind. The Nunavut government is now in support of this merger.

>> *Laughter*

I would imagine that my colleagues and many out there in the public are sharing my confusion as to the government's position on this.

I guess my last question is: would the government's input provided to the Competition Bureau report be covered under access to information requests? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeeagok:** Thank you, Mr. Speaker. Whether this merger takes place or not, we are going to be here and through our request for proposals, I think that's where we have our strengths. It does not matter which airline, whether they're merged or not, through our government procurement we try to get the best deal as a government.

It's through the request for proposals that it has now gone from what used to be just medical, and then became medical and duty travel, and now we have a component in there for the public interest too. As a major purchaser of airline tickets, we're trying to attract as many airlines as possible and that's what we're hoping for.

Whether this merger does take place or not, it would be those airlines' decision and, if they do, then Transport Canada has the right to put conditions in. While

they're thinking about those conditions, we are putting our information in. If it's going to be ATIPP-able, the Competition Bureau and Transport Canada have their own access to information. Any individual in Canada can ask for that.

As I stated earlier in this House, I am reviewing what the government's response has been and whether we're going to table it here or not, I have not made that conclusion yet, but trust me, I am working on this. *Qujannamiik*, Mr. Speaker.

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

#### **Question 375 – 5(2): Caribou Population Surveys**

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

Earlier today when I asked a question to the Minister of Environment regarding caribou surveys, it had come to my knowledge that the majority of the surveys are occurring in June when it's not really cold in the north.

My first question to the Minister of Environment on this is: will the Department of Environment truly take into consideration in support of all-season hunters in Nunavut who will never work in an office to be involved in all caribou surveys within Nunavut? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. I'm glad the member asked the question; I can give him more information.

We have surveys done on caribou for different reasons. The one done in June has nothing to do with whether it is warm or cold. It has to do with when they are all concentrated in their calving grounds. In June the caribou have calves and they are concentrated and therefore we can get a snapshot of the calving ground where the majority of the female caribou are calving.

We also have surveys in the fall to see how many calves per cow or female caribou there are, and then we have one in the springtime to show how many calves survived the winter, and then you have another ratio of how many calves per female caribou. That way you have an estimation of how many calves survived, and therefore you use that as estimation of whether a caribou population is going up or down. If you have a very high calf survival rate, that is good. That means the population is going up. If you have a low calf survival rate, then that means your trend is probably not going up that much.

As for your question of can you involve them because it's not cold, we do involve the Inuit as much as we can. Sometimes we can't due to limited space like in a helicopter, as I stated, but the department hires Inuit casuals to the groundwork, and we have Inuit spotters on the airplanes too when they do surveys, so we are doing all of that. Thank you, Mr. Speaker.

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



Your first supplementary, Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Speaker. My point is that we should involve Inuit from the communities with these surveys considering the fact that in Nunavut I think we should be caught up more to this day and age, something less noisy to the wildlife as opposed to an aerial survey but yet it's still an aerial survey that could be performed by an all-season hunter who travels long distance, whether it be spring, fall, or whatnot. As the minister will agree with me, there are Inuit who are still travel from one territory to possibly another territory's border.

I truly believe that local residents should be involved in caribou surveys with the fact that when they get close to the caribou, they can use drones, which are silent. Will the minister commit to possibly looking at a pilot project in Baker Lake for Inuit to oversee the caribou survey utilizing drones? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. I can confess to the member that Inuit travel really far on the ground by snowmobile. I have travelled many distances and miles myself. I'm aware that people can travel. I'm not sure how that correlates into the drone part of it, but that is one technology that is being looked at whether drones would be a suitable method of doing surveys on caribou. It's not being looked at whether it's an Inuk drone pilot or not Inuk drone pilot because the drone is an object. It's not a person. It's not a race.

First we have to prove that technology would work and I think that that is in the future there because you are correct that it's quieter. There's still some noise, but it's fairly quiet. We would have to test it to make sure that the results are closely the same. I can envision that they would do the survey in an area to test the drone. They would do it twice. They would do one the way they're doing it right now and then they would do it with the drone and compare the results to see if it's a suitable alternative. Not only is it quieter, but I imagine that a drone survey could be a lot less costly than aircraft. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. What I am trying to state here is that there are traditional Inuit knowledge holders who know which lands the caribou are occupying. The hunters are out all winter hunting irrespective of whether it is frigid or mild weather.

Nonetheless, to use this example, an elder who has spent their whole lives hunting for subsistence and hunting is their only lifestyle that they survive on. They can bring along a younger person who is capable of handling the drone operations and setting transects where the drone will take photographs, as they already have that capability. A traditional Inuk and the young person could cooperatively do the work by going on the land to conduct caribou population surveys using this technology.

I would like to know if this is the type of

research initiative that could be contemplated in order to have more up-to-date information and to engage Inuit in actual studies of the caribou populations. Thank you very much, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. With regard to these (interpretation ends) drones (interpretation) that you are contemplating for caribou population surveys, you can't buy a model from any old store that is fairly cheap as it wouldn't have the capability to do the work. It is the high-end (interpretation ends) drones (interpretation) that cost upwards of \$100,000 if we want the right type of drone. Many of the models can only fly very short distances and they aren't insulated against the cold temperatures we have.

Now, if we were to use these (interpretation ends) drones, (interpretation) then I think we may need a satellite uplink. In order to have one travel the kind of immense distances flown during these surveys, it would have to have that capacity and do flights using transects. It would have to independently fly on its own, which is why the personal commercial models wouldn't work, at least in my eyes, if you bought them from a local store.

However, I do support any initiative that engages more Inuit in population surveys and we will continue to use Inuit in future population surveys for caribou, bears, or other species that Inuit in the communities harvest. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. My colleagues, please note that the time for question period has expired and it can't be extended further. We will now proceed with the orders of the day. Written Questions. Member for Iqaluit-Manirajak, Mr. Lightstone.

### **Item 7: Written Questions**

#### **Written Question 026 – 5(2): Homeownership Programs – Inuit Participation**

**Mr. Lightstone:** Thank you, Mr. Speaker. My questions today are for the Minister of the Nunavut Housing Corporation and the subject is homeownership programs and Inuit participation.

Homeownership in Nunavut is difficult and we all know this. At 20 percent, Nunavut has the lowest rate of homeownership in Canada and the CMHC has shown that the rate of homeownership in Nunavut has declined over the last 10 years. There are many barriers to achieving homeownership in the territory, some of which are the lack of incentive, supply, and knowledge.

As I indicated, there are many contributing factors to the decline in homeownership, but I believe the major factor is a lack of incentive for Inuit to become homeowners. Why would anyone want to get out of subsidized housing and take on a substantial mortgage?

Most Inuit who are capable of owning a home are most likely government employees, and the Government of Nunavut's \$400 monthly household allowance is not adequate and must be

adjusted. This is compounded by the absence of a housing market in the majority of communities, which is also a disincentive for prospective homeowners.

Lastly, I fear that many Inuit do not have the financial knowledge to plan for purchasing and maintaining a house and that they are unfamiliar with the foreign acquisition process. Where residents do have the financial knowledge, they may have difficulty accessing the financial services required to obtain a loan to purchase or build a home.

Mr. Speaker, our territory has become reliant on subsidized housing, whether through staff housing or public housing. I believe that our government needs to step in and change this mentality. Our government must make it easier for Inuit to access the funding available through the Nunavut Housing Corporation's homeownership programs and incentivize homeownership.

Mr. Speaker, economics have proven that there is a strong correlation between supply and demand, and I believe that as the demands for homeownership grows in the territory, the supply will soon follow.

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

1. For each of the homeownership programs listed below, provide a breakdown of the number of Inuit and non-Inuit respectively who received the funding for each 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 Home Options

2. For each of the homeownership programs listed below, provide a breakdown of the number of Inuit and non-Inuit respectively who were declined the funding for each 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 Home Options

3. What barriers are currently preventing Inuit from accessing the funding available in Nunavut Housing Corporation homeownership programs?

4. How could the Nunavut Housing Corporation's eligibility criteria for

the homeownership programs be adjusted to encourage more Inuit to access the funding?

5. How could the Nunavut Housing Corporation assist in providing Inuit with the financial knowledge to plan for purchasing and maintaining a house and the acquisition process?
6. How could the Nunavut Housing Corporation assist Inuit with accessing the financial services required to obtain a loan to purchase or build a home?

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. Member for Rankin Inlet North-Chesterfield Inlet, Ms. Towtongie.

**Item 14: Tabling of Documents  
Tabled Document 128 – 5(2):  
Correspondence from the Victor  
Sammurtok School to the Minister  
of Education**

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. This hasn't received a

reply for four months. It is a letter that was directed to the Minister of Education from Chesterfield Inlet and I am tabling it. 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.

Before we proceed to the Committee of the Whole, we will take a 20-minute break.

Sergeant-at-Arms.

>>*House recessed 15:51 and  
Committee resumed at 16:12*

**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 back 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:** Thank you. Before we continue on, I would like to stress to the committee that we focus on the particular subject on the particular page and remind the members that we are dealing with the 2019-2020 main estimates proposed by the department. Try to keep your focus on that. We are on page G-10. Education. K-12 School Operations. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. In the business plan under the 2018-19 priorities, the department has listed a priority as “Continue efforts to staff schools with qualified educators and support staff.”

**Chairman** (interpretation): I’m sorry. I went ahead of myself, so I sincerely apologize.

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

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

**Chairman** (interpretation): Thank you very much. Again I’m sorry. (interpretation ends) Does the committee to let the minister’s officials go to the witness table? (interpretation) Do you agree?

**Some Members:** Agreed.

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

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

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

**Chairman** (interpretation): Thank you very much. I again apologize to the minister and my colleagues, but I would like to remind you again to keep your questions on the proposed main estimates for 2019-2020. (interpretation ends) G-10. Education. K-12 School Operations. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I do appreciate the extra time you gave me that I need to formulate my thoughts a bit better. My first line of questioning is going to be on the recruitment and retention of qualified teachers. I would like to ask the minister first and it appears every fall we see the same news article and it’s the shortage of teachers in our schools.

I would like to ask the minister if he believes the current recruitment and retention strategy of teachers is adequate and maybe he would be able to give his department a grade on how well they have been succeeding in that area. Thank you, Mr. Chairman.

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

Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman and for his question. (interpretation ends) We have many challenges on teacher recruitment and retention. We try to use as many as opportunities and avenues that we can.

In terms of grading the department of filling teaching positions, I would base it on the number of positions we fill divided by the number of positions that are vacant. I would say that would be a B plus, if I may. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Try to stay on focus to the subject. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. I'll focus on the recruitment and retention of teachers in our K-12 School Operations. I appreciate the minister providing a self-grade on the success of the current strategy.

I feel that one of the major flaws that the department currently has in the recruitment strategy is the timing and emphasis put on recruiting qualified teachers, especially those recent graduates in southern jurisdictions. I'm aware that other jurisdictions have already begun their recruitment process for the fall year. Has the department begun that process yet? Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. Just to clarify, we are

recruiting; it's ongoing year in year out. All throughout the year we're on recruitment mode. Thank you, Mr. Chairman.

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

**Mr. Lightstone**: Thank you, Mr. Chairman. Is the minister indicating that there are currently job advertisements available online for the teaching positions that are going to be available in the fall semester? Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. Yes, we have that in place and there is Education Canada, I believe, that's the main website that is used to advertise positions in the communities. Thank you, Mr. Chairman.

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

**Mr. Lightstone**: Thank you, Mr. Chairman. A number of years ago when the Department of Health was facing a similar recruitment and retention rate amongst their nurses, the Department of Health implemented a policy which created the nursing recruitment and retention bonuses. As the Minister of Finance outlined today, nurses receive several bonuses, including a \$5,000 signing bonus and then another bonus at 18 months and 30 months of \$5,000 and \$10,000. Does the Department of Education currently offer similar recruitment and retention bonuses to teachers? Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. No. We are, though, exploring retention bonuses and how that would look like. The NEU does have something, but as of now we don't have something similar to what the Department of Health has for nurses, nurse retention bonuses. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Can the minister provide us with some examples on what sort of avenues that the department is exploring for teacher retention bonuses? Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. We haven't discussed any details around this, but it's very preliminary discussions right now. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. When did the minister or the department begin exploring the idea of offering recruitment and retention bonuses to teachers? Considering that we're in such a difficult position to hire teachers, wouldn't it be in the best interest to make those recruitment and retention bonuses available as soon as possible? I will ask: when did the minister start exploring the idea and when can we expect this type of

recruitment and retention bonuses to be rolled out? Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. Like I said, it's very preliminary and it was an idea that was floated, I know, during the community consultations for the Ed. Act review. It is something that was suggested and so we will take those into account when we are trying to recruit and retain more teachers, but as with anything, we would need the budget to allocate for a retention bonus. Right now we haven't had that discussion around what that would look like in terms of how much money we would allocate at what rate and those sorts of things. We haven't got that discussion fleshed out. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Would the minister go through the route of negotiating with the union on this topic of exploring the recruitment and retention bonuses, or would the minister expedite the process and make it available or create it through an internal department policy? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Please be more mindful of the interpreters. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Right now the teachers association has an (interpretation ends) NTA agreement. (interpretation) This is going to be in effect until 2021, I believe. It would

have to be through that agreement. The NEU is currently working on this, but we are not a part of those, Mr. Chairman. Thank you.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I will continue to ask the minister questions on this bonus, but I'll move on for the time being.

My next question is regarding registered child sexual offenders. When they're released from custody and enter a community, who is notified at our schools? Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm advised no one at this time. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I don't believe I heard the minister correctly. Did the minister say that no one at our schools is being notified when a registered child predator is released into the community? Thank you, Mr. Chairman.

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

**Hon. David Joanasie:** Thank you, Mr. Chairman. I said no. There is currently no process or mechanism in place for sharing information from the RCMP or the justice department with our schools. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I am curious if the minister recognizes a problem there with that statement. The school faculty and the Department of Education are given the responsibility over our children and if they're to protect our children, then I do believe that they need to know this type of information. Is the minister in agreement? Does he believe that his schools should have the knowledge of who the registered sexual offenders are in their communities? Thank you, Mr. Chairman.

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

**Hon. David Joanasie:** Thank you, Mr. Chairman. I believe that is not for us to say. The justice department decides what information they share. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I understand that it is up to the Department of Justice if they share that information, but I think it is also up to the Department of Education to request that information in order for the Department of Justice to release it. Has the minister ever requested that information and, if not, will he commit to requesting that information? Thank you, Mr. Chairman.

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

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



(interpretation ends) We haven't requested that information, but we will work with the department if they see fit to see where we could take this. Thank you, Mr. Chairman.

**Chairman:** Thank you. Be cognizant of the interpreters. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I really do appreciate the minister's response and I really hope that he will work with the Department of Justice on this issue. I think the teachers that are given the responsibility of our children really should have this knowledge of who is court ordered not to be in the proximity of our children.

I'll move on to the next topic and that's full-day kindergarten. The minister has previously indicated that as it stands now, eight schools currently have the facilities to handle full-day kindergarten. I would like to ask when those eight schools will begin providing full-day kindergarten. Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Right now we cannot say when that will begin. Thank you, Mr. Chairman. We are still in the planning phase.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. On the topic of full-day kindergarten, does the department expect to immediately roll out full-day kindergarten to every school at once or will it be a phased-in approach? Thank

you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. We are trying to come up with options to see what would be the best approach, Mr. Chairman. Thank you.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I would like to continue discussing the topic of full-day kindergarten. I would like to know information on why it wasn't initially put in place. Why are we even offering half-day kindergarten and what sort of policies have to be looked at in order to roll out full-day kindergarten? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not quite certain when or why we have half-day kindergarten in the first place, but we want to move towards and seeing the benefits of a full-day kindergarten program and not just in the school but for child care purposes. We know that it would alleviate the wait-lists that currently exist. We hope to roll this out, but right now we are just weighing out the options in partnership with the Department of Finance. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Are we looking at the horizon of three or five or ten years to possibly begin the rollout or complete the rollout of full-day kindergarten? Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. I can't even say how many years it would take, but those options are yet to be defined. We know that there are going to be capital considerations and O&M considerations. When we have those details and we're exploring those options further, we will have a definitive answer. It's still to come. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I would like to move on to the next topic and that's food programs in our schools. This time last year during the review of the department's O&M budget, a number of MLAs have expressed their concern over the need for standardized food and lunch programs in our schools. Last fall I requested the minister to commit to looking into possibilities of introducing standardized breakfast and lunch programs in our schools across the territory. I would like to ask the minister what has been done over the last number of months to look into it. Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. Right now the breakfast programming is not a part of our

mandate; education is our mandate. With that, we do have these programs in place, thankfully, and based on the great volunteers that we have, but right now we're sticking to our mandate. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. There have been a number of times that the minister has indicated that providing children with nutritious is not a part of the Department of Education's mandate, but I would just like to remind the minister that providing books in libraries is not a part of the minister's mandate either, but it's still included in our schools. I would like to request the minister to stop using the mandate as a fallback for providing food programs in our schools. That's just a comment. 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. In reading page 126 of the business plan... I'm sorry, but I'll be speaking English. (interpretation ends) "Ensure consistency and quality in curriculum delivery across Nunavut to enable student success, not only in Nunavut, but in any Canadian jurisdiction."

There have been a number of concerns raised that the standard of curriculum in Nunavut schools is not equivalent to standards in other Canadian jurisdictions. My question is: how does the Department of Education work to ensure that the quality and consistency of curriculum delivery across Nunavut

meets or exceeds Canadian standards as a whole? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman.  
(interpretation ends) We have different assessment tools that we use to grade our students and with the departmental exams, when we base it on the Alberta departmentals, these are recognized by universities across the nation. With that, we just follow these student assessment tools in place and then when a student goes from our high school to university, I think it's something we want to see more seamlessly. I think there are many contributing factors that are at play. Also, I think that providing higher number of teachers per students than the national average will help with that. Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Towtongie.

**Ms. Towtongie**: Thank you, Mr. Chairman. It would be interesting to see how many of those students tested actually pass the test.

Next question is, for the formula, the minister told me earlier that the formula is used to add more teachers to the school based on the attendance. However, one of the biggest challenges to student success is low attendance at school. Does the minister have any specific attendance initiatives across Nunavut schools and which one has been identified in promoting good attendance? My final question. Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. We do see attendance rates as an issue and we want to address it and we need not just, I think, you as leaders in the communities but parents of our children to help with this. We are coming out with a registration attendance policy tool kit to help DEAs in the communities and how we try to address. There are some instances where schools are incentivizing different ways in keeping students at school and we just want to hear more and more about that. I encourage you to share with us what are the best practices and we can share with other schools across the territory.  
(interpretation) Thank you Mr. Chairman.

**Chairman** (interpretation): Thank you very much. He said that was his last question. Following my list of names, Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Chairman. Good afternoon. The first question; I think I just have two. Nunavut's current *Education Act* establishes a deadline of 2020 for bilingual language education across all grade levels. Will the Department of Education be able to deliver the required programming by this date? Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. I'm sure my colleagues have been following some of the... I mean we have been discussing this through the community consultations of this piece of legislation and by 2020 we anticipate we

won't be able to fulfill this obligation. With that of course, with the lack of qualified Inuktitut teachers that plays a big role in this. Right now we don't anticipate that we will be able to meet that deadline. Thank you, Mr. Chairman.

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

**Mr. Akoak:** Thank you. Mr. Chairman. With a lack of qualified Inuktitut-speaking teachers, would a language bonus be effective at this time? Maybe they will learn a lot faster if some teachers are educated in their own language. Maybe a language bonus would be possible. Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. I like the suggestion that the member puts forward. There is currently an Inuit language incentive policy already through the Department of Finance and there are three different levels that any public servant in the territory, including our teachers, can access. There is something similar, but I think I will take his advice into consideration. Thank you, Mr. Chairman.

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

**Mr. Akoak:** Thank you, Mr. Chairman. The last time I mentioned this or talked to someone on this, the teachers were not eligible for that because of their union. Is that my understanding? Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. There is an Inuit language incentive policy. Yes, the NTA, the Nunavut Teachers Association, does have its own specific bilingual bonus. It's the same three-tier, three different levels of bonuses that teachers are eligible for. They have to do testing, though, in order to access that. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Akoak.

**Mr. Akoak:** Thank you, Mr. Chairman. I just have one more line of questioning. It's along the lines of Mr. Lightstone. He was asking about a sexual predator released into the community and he didn't have anyone to contact. Where does the school advisor come in? Would they be the first line of people to advise that you have someone bad in a community? Thank you, Mr. Chairman.

**Chairman** (interpretation): That question was already answered, but perhaps the minister would like to respond. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It would depend on Justice if they want to share that information. Again, we will pursue that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) G-10. Education. K-12 School Operations. Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I would like to

welcome the minister and his staff there.

Mr. Chairman, I would like to ask this question, but if it is too off topic or if you note that I am going on a tangent, please correct me. We have to think of the future, which is what I am trying to ask about.

In the K-12 School Operations, I wonder if the minister can explain a little further about whether our students are provided an opportunity to determine their future line of furthering their education so that they can attend post-secondary institutions with the curricula they take. I hope that I was understandable, Mr. Chairman. Thank you.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If I understood the question properly, he was asking if our students who are attending school, as an example, are involved in the direction of their education so that they can move forward on the path they have chosen. If the student wishes to pursue further education, they would have to show proficiency at the grade level courses they are taking as they would have to submit their marks. That is if I understood his question, Mr. Chairman. Thank you.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I also thank the minister for his response. Now, when a student reaches grade 12, it is usually the end of the primary levels of education. Just before they graduate, what questions

would they get asked? Here I wonder about the advice from the guidance counsellor, as I am thinking about students who have particular fields they want to pursue and specific courses to pass in order to follow their dreams.

When a student graduates from grade 12, they would have the option of pursuing post-secondary education at higher places of learning. They can research institutions they wish to attend. What kind of advice is provided to the student at the start of the year when they are in their senior years? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. After graduating from grade 12, they can pursue higher education through either going to college or university and they can seek help from either their teacher or the school principal. Thank you, Mr. Chairman.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. This is information that is pleasing to hear about and is something one wants to hear.

Now, earlier when you responded to my colleague representing Gjoa Haven, I had some issues with your response that communities have a lack of qualified people who can teach Inuktut locally as a reason. I am mentioning this as it seems to be an obstacle for local Inuit who may wish to start a local program. Basically we have to search for ways to

encourage more bilingual people to pursue a career in teaching even if they aren't Inuit. This is just a comment, Mr. Chairman. I thank you.

**Chairman** (interpretation): Thank you very much. That was just a comment. Following my list of names, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I would like to ask the minister about recruiting teachers. (interpretation ends) I was looking at that Education Canada website and some websites for recruitment fairs, and it seems that school districts from other parts of Canada have recruitment officers. Do we have recruitment officers for Nunavut? I guess that's my first question. (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Yes, we do have a recruitment officer, Mr. Chairman. Thank you.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) How many recruitment officers do we have? Where do they work? How many recruitment fairs do they visit per year? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you. I hear that this individual is

contracted. I can't tell you how many recruitment officers we hire, but they do visit the universities and colleges. They recruit all year long. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. If we don't have enough teachers who want to come up here to Nunavut, I would think that the recruitment officers are not doing their job properly, as I don't know who these contracted recruiters are.

(interpretation ends) Have there been any recent changes made to the way that recruitment is done? Have there been any additional resources put towards that function within education?

(interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The recruiters target university websites and where there are teaching programs in different universities. With that, of course we try to recruit NTEP students who are coming out of the college as best as we can. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just have a comment on that. I don't know if it's valid or not, but I have been told that the recruitment activities that

Nunavut is currently doing are not on par with other jurisdictions, say, the NWT and that there is room for more to be done on the recruitment end of things. I'll just leave that as a comment and for the minister to look into.

In terms of retention, when a teacher quits and resigns, is there an exit survey that's done with that teacher currently? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, the GN has an exit survey, but I believe it's an optional one. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Would there be a way to make it mandatory? I mean that's a very important thing to understand. When you have somebody who leaves a community, who moves up to Nunavut or is from the community and gets their teaching degree and they decide they don't want to work in the school anymore, I want to understand why and I'm sure the minister wants to understand too. Is there any way to make these exit surveys mandatory? Has any thought been put into that? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. I think that's something we will have to see if it can be done. The collective agreement, I think, would have to spell it out if that's the case, but it's something to discuss with the teachers association perhaps. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think the minister has already figured out where I was going with that and maybe discuss it to see if that could be done.

When it comes to principals in the community, there's a relationship with the DEA, but when it comes to whether a principal continues to have a job or whether they are let go, who has the final say? Is it the DEA that has to sign off on it or is it the school operations that has to sign off on it? I'm trying just to understand who has the authority to terminate a principal's employment. (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. Right now under the *Education Act*, DEAs can make a recommendation to me as the minister if they would like to discontinue a principal's contract. Normally the principal's term are three-year terms and the first two years are probationary, so that's when DEAs can do performance evaluations all throughout the term. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. If I understood correctly, if the DEA wanted to terminate the principal's employment, the minister would have to sign off on it. (interpretation ends) I'm trying not to get too much into the details, but I think this is important to understand. How many times has the minister in the past year gone against a DEA's recommendation to terminate a principal? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasie**: Thank you, Mr. Chairman. A big fat zero. Thank you.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I have heard from some of the DEAs saying that they don't receive enough funding from the government. Looking at the funding, it hasn't really changed. Last year it was \$12.3 million and this year it's \$12.5 million. The Department of Education is probably aware of that. Has the Department of Education requested additional funding? (interpretation ends) Has Education put in a business case for more money for DEAs? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Yes, we have previously submitted funding increase

requests, but perhaps our financial comptroller may be able to provide more details on this, Mr. Chairman, with your permission.

**Chairman**: Thank you. Mr. Suleiman

**Mr. Suleiman**: Thank you, Mr. Chairman. I thank the member for his question. We definitely understand that the DEAs feel underfunded and the department has submitted two business cases expressing these needs to the government. Sadly they have been declined to this time. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently is the budget that is allocated to this K-12 School Operations inflating or is there factoring in for the growth of the population in Nunavut? Does this budget keep up with the amount of growth and the amount of youth in Nunavut? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasie** (interpretation): Thank you. Yes. Thank you.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) In terms of the teaching positions under this budget item, I know that regional school operations make adjustments from year to year. Can the minister give us a quick summary in terms of which communities



are losing positions or which communities are gaining positions?

I understand that it is under the current formula and that the formula is being changed and a new formula will be in place in 2020, but just based on this year upcoming, which communities will see more or fewer teachers? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Overall for 2019-2020, using the funding formula, there is going to be an increase of 20.5 positions. Maybe if you will allow me to share this, I have a table to share with the committee that shows the breakdown of communities. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I thank the minister for saying that he will provide the information.

(interpretation ends) I just have two more items. The first one is just a comment in terms of retention for teachers, if the minister could look into the possibility of some sort of housing program that can be coordinated with the Nunavut Housing Corporation. I know they talk about trying to get more people into homeownership, and owning a home is a big part living in a community and committing to a community. That's just an idea. Maybe there's an opportunity there with a targeted pilot project where the housing corporation

would target specifically teachers for homeownership. (interpretation) That is just a comment.

This is my last question. (interpretation ends) We currently require that teachers have teaching degrees. What would the consequences be to the education program if we took away that requirement and we allowed... ? What is the value of having a teaching degree in terms of doing the job? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanase**: Thank you, Mr. Chairman. Just in general, the academics, I think, would go down if we didn't have that in place. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm hoping that this is not an idea that the department would entertain. Teaching is such an important job and we would not consider allowing unqualified nurses, for example, to work in our health centres. Why would we consider allowing unqualified teachers to teach our children, the future of Nunavut?

My last question, Mr. Chairman, and it is my last question, my understanding is, going forward, teachers in Nunavut will require teaching degrees in order to have that job and that's the minister's position. (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. We want to move towards that and it's something that we are discussing. The Educator Development Division is in charge of teacher certification. That's ongoing and we want to find different ways where, given the lack of teachers, maybe how we can promote ongoing professional development in the schools so that we have the highest qualified teachers that are teaching. (interpretation) Thank you, Mr. Chairman.

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

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

While we are on this subject, I want to first ask about this matter. I want to look at the long term, although it is linked to this subject under discussion. P1-3, in perusing the contents, although Hall Beach is fairly large population-wise, look at the attendance figures listed for 2018-19 and comparing them to the 2019-2020 figures, it goes from 384 down to 371. What is the reason for this downward trend? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you. I'm sorry, but I'm not sure what page that is. We are trying to find it. Can he identify the page, Mr. Chairman?

**Chairman** (interpretation): He identified it. It is on page P1-3. (interpretation ends) Information Item. District Education Authorities. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. I'm looking for P1-3. Let me find it. The funding from the Department of Education is based on the student attendance figures for the school. That is why it varies from year to year. Thank you, Mr. Chairman.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. Yes, they tend to adhere to the figures collected, but in looking at Hall Beach, actually checking the community, the students in the lower grades are amongst the most numerous groups of students. The high school students are grouped with the junior grades. I wonder if this decrease in the figures is due to the graduates this past year or if it is because of students dropping out. I know that the school principal most likely provides the attendance figures to the department. I wonder if these figures are the most current numbers. Let me ask that question firstly. Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The numbers are used annually from the previous school year, and we can only get the final figures after the completion of the entire school year. As well, the numbers would include the number of grade 12

graduates. However, this is based on the attendance of the local students into the schools as that is the foundation used to allocate funding for the schools. Thank you, Mr. Chairman.

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

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. Indeed, as you are also aware, Hall Beach has a single school in the community while the other community I represent has three schools.

I imagine you have studied this in the past where the high school and junior grades are in a single school. Many teachers have issues with the combined school student bodies. The school is also getting overcrowded and instances of student conflicts increase. This may be why they oppose it.

Can you provide a clearer explanation of this 85 percentile and how it triggers the process? Why does it have to be set at 85 percent and further, can you tell me if our community is now at 85 percent capacity? Thank you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. Hall Beach is at 69 percent capacity according to the numbers for 2017-18. Thank you, Mr. Chairman.

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

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. Yes, I am abandoning that subject for the time

being, as I can speak to this issue endlessly.

Now, in looking at trades such as carpentry that have local tradespeople providing the teaching, they change the teachers every year. I wonder: does the Department of Education treat these trades teaching positions as casuals? Should we be looking at creating a permanent position for this type of trades training? Why can't they be placed into a permanent position like our teachers and return to their position every year? Do you have any plans in this regard?

Currently it is treated much like a casual position where they learn carpentry skills by making qamutiks or other useful skills like sewing as the teachers are constantly changing. Do you have any plans to classify these positions as permanent teaching PYs? Thank you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. We provide the local district education authorities with a position and they decide what kind of work that position will entail. Maybe he can talk to the DEAs, Mr. Chairman. Thank you.

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

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. Yes, I will be able to talk to them once I go back home.

While we're on the topic, this was brought up earlier about registered sex offenders that get hired. Now, the school

bus drivers are also subjected to a criminal record check through the RCMP where the prospective drivers are checked to ensure they haven't committed crimes of that nature or if they have been accused of inappropriate touching or the like. Although this was brought up, your response was that you don't conduct these record checks. I imagine you can insert it into your policies where dangers exist, for example, the bus drivers who require this check. Do you have any plans related to that?

Bus drivers drive numerous children back and forth. The bus drivers also seemingly change every year, with new drivers on the buses yearly and apparently the buses are hired through a contract. Do you also have any plans to create more permanent positions? Yes, I do know that the DEAs must consider that first. Your department is the Department of Education and I ask: is it possible to set this up? Do you have any plans in this area or anything like that? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The people who are going to work in the schools, be it a teacher or a bus driver, once they submit their resumé, there is always a criminal record check. I want to point that out first for the information of the member.

With regard to what was brought up earlier about informing staff about registered sexual offenders, right now they don't do that. They don't inform the schools. The school staff are not

informed when sexual offenders are being released to the community. However, people who are going to work in the school go through criminal record checks, even the bus drivers. Thank you, Mr. Chairman.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. While on this issue, in cases where teachers are charged while in their positions, an investigation is conducted and I wonder if the process is the same for removing a school principal or a teacher by the DEA. Are teachers in the same boat when it comes to being investigated if they are going to be removed from their position or if they have been charged for a crime or something similar? Can the local DEAs also send correspondence to your department about issues or concerns that they have with teachers in their communities? Thank you, Mr. Chairman.

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

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

**Chairman**: Thank you. Ms. Flaherty.

**Ms. Flaherty** (interpretation): Thank you, Mr. Chairman. When there are complaints about a teacher by the local DEA, they inform regional school operations and then they investigate along with the human resource office. They don't do it on their own and they make sure that they follow proper

procedures for investigating. Thank you, Mr. Chairman.

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

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. I also thank you for your explanation. I want to go on a tangent here. I was absent for about two days.

In looking at the lowest levels or kindergarten students in Hall Beach, one group of students attend morning classes and when they are done, another group then does the afternoon sessions. Now, in looking at the breakfast program or perhaps lunches, as MLAs, I believe we can speak to this subject endlessly as hungry students often are disruptive and don't pay attention as much. They also tend to cause trouble amongst their fellow students or teachers when they stop listening.

I wonder if this matter can also be incorporated in your policies, to have a daily feeding session for all students in the school, even if it means they don't head home during lunchtime as they can attend school longer. I believe this can improve the outcomes for our students and their education. Has the department put any thoughts into this type of initiative up to now? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. The minister already responded to that when the question was asked, but if he wants to add to it, Minister Joanasie.

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

have a responsibility for that and we have to draw a line somewhere where we're going to do our own supporting. We always try to work with the schools about food programs, but then a line has to be drawn somewhere. Thank you, Mr. Chairman.

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

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. I disagree about having a limitation on providing nutritious foods for students. When you go to school hungry, it was never much fun either back in the day, and many times your behaviour changes as hunger causes physiological changes.

I believe this should be part of your departmental policy where students receive adequate and nutritious breakfasts, perhaps lunches and even an afterschool snack. This is a generic comment, as I really wish the department would commit to studying this causation as education opens many doors and it is critically important to have a full stomach in order to learn in a productive manner.

This is something I urge the Department of Education to carefully consider and allocate funds to the DEAs for these types of food programs. It's not a question; it's just a comment that I'm hoping you will consider for the future as a priority as education should be a priority and to benefit our student bodies. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. He said that it was just a comment and the Minister of Education already expressed his thoughts on what

he thinks of that. Following my list of names, Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you, Mr. Chairman. I don't have many questions, but what I would really like to ask about is kindergarten students are taught more in Inuktitut in Pangnirtung and the smaller communities are probably the same. They have scheduled courses where they look at math and they're taught math and science. That's how they are taught, but I have noticed that some curriculum materials are not readily available. How much money do you use every year to translate these curriculum materials into Inuktitut? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Mr. Chairman, I believe she was supposed to ask that question under page G-8, Mr. Chairman.

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

**Ms. Nakashuk** (interpretation): Thank you. I'm too late and that's fine, I guess. This next question will probably have the same response. Let me just ask: does the Department of Education check the local DEAs electoral results or will this be studied? In Pangnirtung I happened to hear a local radio announcement requesting interested people to apply to the local DEA, as no elections happened for the organization this past election cycle. This is the question I would like to ask about. Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We try to make sure that local DEAs get elected, but whenever there is no interest in running for the DEA, they can appoint people from the town and they would be appointed for four years. Elections will proceed again this fall. Near the end of the 2019 school calendar, there will be DEA elections in all of the Nunavut communities. Thank you, Mr. Chairman.

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

**Ms. Nakashuk** (interpretation): I don't have many more questions. The lack of teachers was brought up earlier. In Pangnirtung this was not so much of a problem the previous year because the teachers have remained basically the same and they seem to have settled quite nicely.

What I have been thinking of are some teachers who have been teaching for a long time and they have been living in staff housing for many years. There doesn't seem to be any incentive for teachers to purchase their own homes. Does the Department of Education have any plans to encourage homeownership? As I was saying, some of them have been teachers for many years while occupying government staff housing.

Once teachers get out of teaching, they have to go apply for public housing even though they spent so much money on the units they have been renting for many years. Has the Department of Education made any considerations on this matter? Thank you. That will be my final question.

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

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. Maybe you can allow my deputy minister to respond, although I do agree with that, Mr. Chairman.

**Chairman**: Thank you. Ms. Flaherty.

**Ms. Flaherty** (interpretation): Thank you, Mr. Chairman. We can't really answer that question since we are not the housing corporation. However, I can say that we have many teachers nearing retirement who have been in government housing for a long time. To say it in English, (interpretation ends) it's working to our advantage, providing government housing to teachers. (interpretation) Thank you, Mr. Chairman.

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

**Ms. Nakashuk** (interpretation): Thank you for recognizing me again. I know it is convenient to have staff housing, but there are probably some problems that come with it. In Pangnirtung we have noticed that teachers who have limited housing options end up sharing units with other people. I wonder how many staff housing units you can allocate or if you request the number of housing units that are required based on how many teaching PYs you have in the Department of Education. Thank you, Mr. Chairman.

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

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. We try to

work with the housing corporation on staff housing in the communities for teachers. We have a severe housing shortage, but we still need to hire teachers and we try to always work with them on these issues. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Nakashuk, are you done? Thank you. Thank you very much. I have already recognized my colleagues once. We are on G-10. (interpretation ends) Education. K-12 School Operations. If we can stick to the focus on the budget lines. For the second time around, Ms. Angnakak.

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. My question is regarding the district education authorities that have members involved with the schools. They have mentioned more than once of having difficulty in setting the end date for the school year. I would like your thoughts on this as the minister. Thank you, Mr. Chairman.

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

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. In terms of setting the school calendar, the DEA does decide when the school year will start and end, but teachers attend professional development weeks throughout the year. We try to schedule those weeks at the best possible time and we try to consult with the DEAs as to what times are preferable for that. Thank you.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. Thank you for the response. However, I know that there are problems or issues with that. They often want to schedule the spring break. What are your thoughts on that? Do you feel the DEAs can set their own schedule as to when would be the best time for breaks during their school calendar year? They know their communities better. Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The DEA boards set the beginning and end of the school year. With 25 communities, we have tried to coordinate some of the closures for the start and end dates of the school year. When they're staggered or different, it makes it difficult for our department and our employees. It seems there should be uniformity or else we will have 25 different start dates and 25 different end dates in each and every community. (interpretation ends) It's all over the place when you work. I think there are many challenges when you're trying to meet the educational needs of our children and when the timings are set at very different... I think moving towards a standardized or streamlined approach is worth exploring. Thank you, Mr. Chairman.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. There are issues with communities having different schedules. Some communities experience spring earlier than others while other communities experience

winter much faster as that is how it is. As residents of Nunavut, I would want to see more flexibility about the differences in our territory as it speaks to lands and the spring break.

I want to move to a different subject. My colleague, Mr. Main, spoke about this issue earlier about teachers. Your response as the minister was that the numbers of teachers will increase by 20.5 positions. Let me switch to English here. (interpretation ends) Has the department gone and consulted with the coalition on the new formula and how the 20.5 PYs will impact the most? Has anybody gone and had that kind of consultation? Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We work with the DEAs on consulting with the formula. Just to be clear, this increase of 20.5 PYs, we're still using the old formula and we're still working out the new one. Thank you, Mr. Chairman.

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

**Ms. Angnakak**: Thank you, Mr. Chairman. In regard to the new formula, maybe I just didn't hear the answer properly when Mr. Main was asking you. Is this something that you're working out this formula independently or is it something that you have already gone to the DEAs and the coalition about? I think they want to be consulted and they want to be consulted as soon as possible if you haven't already done so to plan for the new year coming up.



Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. As far as I'm concerned, we have consulted with all stakeholders on the options that we're trying to move forward with. Again, we still haven't finalized that formula to date, but we have asked for input from the coalition and DEAs on what they would like to see. Thank you, Mr. Chairman.

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

**Ms. Angnakak:** Thank you, Mr. Chairman. I would like to ask the minister to identify what kind of input they received from the coalition and when that happened. 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 detail that my colleague asks for. If you will allow, I'll go find the information and bring it back to the committee. Thank you, Mr. Chairman.

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

**Ms. Angnakak:** Thank you, Mr. Chairman. If the minister doesn't have the information in front of him, how does he know that that input was sought and received? Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. We did send letters to the DEAs and the coalition. That was seeking their input on what a new formula would look like. I'll have to get back to the member on what the feedback that we received looked like. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I would like to encourage the minister to reach out to the DEAs and the coalition again on this. You say you wrote a letter and maybe they provided some feedback, but they haven't heard back again from you about what's going on and they really want to know what's going on. They have their own deadlines and they just want to be better informed. That's all. Good communication is everything. Bad relationships start from bad communication. (interpretation) It's just a comment and I'm done. Thank you.

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

**Hon. David Joanasié** (interpretation): It's just a comment and I agree. Thank you.

**Chairman:** Thank you. (interpretation) Are you done? Okay. (interpretation ends) We are on G-10. Education. K-12 School Operations. Total Operations and Maintenance, to be Voted. \$171,380,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. We are now on page G-11. Education. Educator Development. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. It's just a short question and it's not my final one.

>> *Laughter*

First question, (interpretation ends) with regard to teacher professional development conferences, I know for a while that it was done as one large event here in Iqaluit and then I believe maybe it was split up for a while. What's the current practice? Are all teachers brought to one central location for a professional development event? What's the situation with that event? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié**: Thank you, Mr. Chairman. It alternates by region and it's based on availabilities of hotel space as well, so those factor into when these are organized. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) For this upcoming year, where will the event be held and what's the approximate cost of that event? I understand it's quite substantial. It's a lot of plane tickets and accommodation and expense. (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): If he can wait a moment.

Thank you. Yes, the most recent (interpretation ends) south central Qikiqtani teachers conference (interpretation) was held here (interpretation ends) and I believe this one was \$271,000, as well as an additional \$245,000 (interpretation) for two combined meetings. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) For teachers in Nunavut, they get a certain number of professional development days per year. What's the current number of days per year that a teacher gets for professional development? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié** (interpretation): Thank you. I believe there are five days. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. On page 130 it says that an Inuktitut Titiqqiriniq Conference was held in Cambridge Bay to "support Inuktitut literacy instruction..." Will there be another Inuktitut Titiqqiriniq Conference in the coming year in Nunavut? Thank you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. We will continue to work on Titiqiriniq and it includes both Inuktitut and Inuinnaqtun. We think that there will be more of those conferences in the future. Thank you, Mr. Chairman.

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

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. Looking at one of the priorities on page 130, I'm concerned. I'll speak English. (interpretation ends) "Continue to offer and modify the Certificate of Educational Leadership (CELN) in Nunavut program to meet the needs of principals and aspiring principals in both English and Inuktitut." Why is there a need to modify when I read earlier that they were preparing students with other jurisdictions in Canada? Thank you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. They are translated into Inuktitut and they are made more relevant to Nunavut. Those are the reasons, Mr. Chairman. Thank you.

**Chairman**: Thank you. Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. I'm also concerned with this. (interpretation ends) What specific initiatives are being brought forward to enhance the level of Inuktitut language proficiency of all Nunavut teachers, educators, and staff? Thank

you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. During professional development week the teachers are given professional development training. Thank you, Mr. Chairman.

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

**Ms. Towtongie**: Thank you, Mr. Chairman. The department's priorities have been to develop a comprehensive departmental training plan and ensure that educators receive information on training opportunities that are available. My question is: has this initiative resulted in more Nunavut educators taking advantage of training opportunities? Thank you, Mr. Chairman.

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

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, it is going that route and we want to provide opportunities for our teachers to continue developing in their careers to become the greatest teachers that they can be. We want to continue on that path and have available resources for them to reach that. Thank you, Mr. Chairman.

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

**Mr. Rumbolt**: Thank you, Mr. Chairman. I would like to make a motion

to report progress, please. 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 out.

**Speaker** (interpretation): 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, Mr. Kaernerck.

>>*Laughter*

The motion is in order. All those in favour of the motion, please raise your hand. Thank you. All those opposed. The motion is carried.

Third Reading of Bills. *Orders of the Day*. Mr. Clerk.

### **Item 23: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for March 1:

1. Prayer

2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Responses to Petitions
12. Reports of Standing and Special Committees on Bills and Other Matters
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
  - Bill 13
  - Bill 15
  - Bill 16
  - Bill 17
  - Bill 18
20. Report of the Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

>>*Applause*

**Speaker** (interpretation): Thank you.  
This House stands adjourned until  
Friday, March 1, at 9:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 17:56*

