

Legislative Assembly of Nunavut

Speaker

Hon. Paul Quassa
(Aggu)

Hon. David Akeeagok
(Quttiktuq)
*Deputy Premier; Minister of Economic
Development and Transportation*

Joelie Kaernek
(Amittuq)

David Qamaniq
(Tununiq)

Mila Kamingoak
(Kugluktuk)

Emiliano Qirngnuq
(Netsilik)

Tony Akoak
(Gjoa Haven)
Deputy Chair, Committee of the Whole

Pauloosie Keyootak
(Uqqummiut)

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

Pat Angnakak
(Iqaluit-Niaqunnguu)
Deputy Chair, Committee of the Whole

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

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 the Utility Rates
Review Council*

Hon. Jeannie Ehaloak
(Cambridge Bay)
*Minister of Justice; Minister responsible for
Labour; Minister responsible for the Qulliq
Energy Corporation*

Adam Lightstone
(Iqaluit-Manirajak)

John Main
(Arviat North-Whale Cove)

Hon. George Hickes
(Iqaluit-Tasiluk)
*Minister of Finance, Chair of the Financial
Management Board; Minister of Health;
Minister responsible for Seniors; Minister
responsible for Suicide Prevention; Minister
responsible for the Workers' Safety and
Compensation Commission*

Margaret Nakashuk
(Pangnirtung)

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*

Hon. David Joanasi
(South Baffin)
*Minister of Culture and Heritage; Minister
of Education; Minister of Languages*

Hon. Patterk Netser
(Aivilik)

*Minister responsible for Nunavut
Arctic College; Minister responsible for
the Nunavut Housing Corporation*

Cathy Towtongie
(Rankin Inlet North-Chesterfield Inlet)

Officers

Clerk

John Quirke

Clerk Assistant
Stephen Innuksuk

Law Clerk
Michael Chandler

Sergeant-at-Arms
Charlie Audlakiak

Hansard Production
Innirvik Support Services

Box 1200

Iqaluit, Nunavut, X0A 0H0

Tel (867) 975-5000 Fax (867) 975-5190 Toll-Free (877) 334-7266

Website: www.assembly.nu.ca

Table of Contents

Opening Prayer.....	1
Ministers' Statements	1
Members' Statements	6
Recognition of Visitors in the Gallery.....	9
Oral Questions.....	10
Tabling of Documents	35
Notices of Motions	36
Consideration in Committee of the Whole of Bills and Other Matters	36
Report of the Committee of the Whole	62
Orders of the Day	63

A.

Daily References

Tuesday, March 3, 2020 1

B.

Ministers' Statements

396 – 5(2): Canada's Premiers' Winter Meeting 2019 (Savikataaq) 1
397 – 5(2): Master Inuit Employment Plans to the Year 2023 (Kusugak) 2
398 – 5(2): Apprenticeship Graduate (Ehaloak) 3
399 – 5(2): New Syllabic Recognition Assessment Tool (Joanasie) 4
400 – 5(2): Sexual and Reproductive Health Awareness Week (Hickes) 4
401 – 5(2): Nunavut Law Program – Gale Cup Moot (Ehaloak) 5

C.

Members' Statements

621 – 5(2): Boil Water Advisory in Whale Cove (Main) 6
622 – 5(2): Recreation Infrastructure (Kaernerik) 6
623 – 5(2): Use of the Inuktitut Language (Keyootak) 7
624 – 5(2): Constituency Meeting on March 5, 2020 (Sheutiapik) 9

D.

Oral Questions

849 – 5(2): Pandemic Preparedness (Qamaniq) 10
850 – 5(2): Government of Nunavut Responses to Resolutions (Akoak) 12
851 – 5(2): Hudson Bay Regional Roundtable (Towtongie) 14
852 – 5(2): Water Treatment Plant for Whale Cove (Main) 15
853 – 5(2): Outpost Camps (Kamingoak) 17
854 – 5(2): New School for Taloyoak (Qirngnuq) 19

855 – 5(2): Proper Use of Inuktitut (Keyootak)	21
856 – 5(2): Recreation Infrastructure (Kaernek).....	24
857 – 5(2): Unlicensed Lotteries (Angnakak)	26
858 – 5(2): Pangnirtung Municipal Office (Nakashuk).....	28
859 – 5(2): Living and Minimum Wages (Rumbolt)	29
860 – 5(2): Public Identification of High-risk Child Sex Offenders (Lightstone).....	31
861 – 5(2): Community Transportation Initiatives Program (Qirngnuq)	33

E.

Tabling of Documents

260 – 5(2): Correspondence from the Taloyoak District Education Authority Regarding New School (Qirngnuq)	35
261 – 5(2): News Article: Incinerator Plant on Novaya Zemlya to Begin Working Four Years Ahead of Plans (Main).....	35
262 – 5(2): Wikipedia: Novaya Zemlya (Main).....	35
263 – 5(2): 2017 to 2023 Master Inuit Employment Plan (Kusugak)	36

F.

Motions

072 – 5(2): Extension of Question Period (Angnakak)	26
073 – 5(2): Support for a Violence-free Nunavut – Notice (Sheutiapik)	36

G.

Bills

Bill 39 – Appropriation (Operations & Maintenance) Act, 2020-2021 – Education – Consideration in Committee	37
---	----

**Iqaluit, Nunavut
Tuesday, March 3, 2020**

Members Present:

Hon. David Akeegok, Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Jeannie Ehaloak, Hon. George Hickes, Hon. David Joanasie, Mr. Joeline Kaerner, Ms. Mila Kamingoak, Mr. Pauloosie Keyootak, Hon. Lorne Kusugak, Mr. Adam Lightstone, Mr. John Main, Ms. Margaret Nakashuk, Mr. David Qamaniq, Mr. Emiliano Qirngnuq, Hon. 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. Paul Quassa)(interpretation): Mr. Keyootak, can you say the opening prayer, please.

>>*Prayer*

Speaker (interpretation): Good day. As we begin our meeting, we will proceed to Item 2. Ministers' Statements. (interpretation ends) Mr. Premier.

Item 2: Ministers' Statements

Minister's Statement 396 – 5(2): Canada's Premiers' Winter Meeting 2019

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

(interpretation ends) Mr. Speaker, I would like to take this opportunity to speak about my participation at Canada's Premiers' winter meeting hosted in Toronto on December 2.

Mr. Speaker, the Council of the Federation was established in 2003 and includes all 13 territorial and provincial premiers. The Council of the Federation enables premiers to work collaboratively, form close ties, foster relationships between jurisdictional governments, and show leadership on important issues that matter to Canadians. Our semi-annual meetings allow for an excellent opportunity to discuss mutual concerns and interests within our distinct jurisdictions as well as nationally.

Mr. Speaker, this winter our discussions focused on four priorities: economic competitiveness, fiscal stabilization, health care and infrastructure, and most importantly to us, northern priorities. Mr. Speaker, the fact that the north has been given this prominence is very exciting and it shows that the three territories have worked effectively to show our needs.

Mr. Speaker, the Council of the Federation allows me a unique opportunity to inform my colleagues about the vast discrepancies between Nunavut and the other provinces and territories. I will continue to promote our culture and advocate for a truly Canadian standard at events like this.

Mr. Speaker, the Prime Minister has called a First Ministers' Meeting for mid-March, expanding on the priorities from the premiers' meeting, as well as climate change and clean energy. I look forward to updating the Members of this Assembly on that meeting during our spring sitting. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Ministers' Statements. Minister of Human Resources, Minister Kusugak.

Minister's Statement 397 – 5(2): Master Inuit Employment Plans to the Year 2023

Hon. Lorne Kusugak (interpretation): Good day, Mr. Speaker. People of Rankin Inlet, I hope you have a good day.

(interpretation ends) Mr. Speaker, I rise today to inform members of a new government-wide Master Inuit Employment Plan to the year 2023...

>> *Applause*

...that also includes many current and new training, education and career development initiatives.

Mr. Speaker, the GN has maintained Inuit employment plans for the public service since Nunavut was created in 1999. However, I believe that the new multi-year Master Inuit Employment Plan is a strategic workforce plan to increase the number of Inuit employees in the GN. This will not happen overnight and we know it will take years, but I am confident that the path we start here today with the Master Inuit Employment Plan to the year 2023 will set a firm foundation for us to move forward.

Mr. Speaker, members, staff, and Nunavummiut can find copies of the Master Inuit Employment Plan as well as each department's detailed plans on the Department of Human Resources website. In addition to this, each department will have a copy of their own Inuit employment plans on their respective website. These Inuit employment plans demonstrate our commitment to being an employer of choice for Inuit in Nunavut and are concrete steps toward fulfilling the government mandate.

Mr. Speaker, I would like to conclude by acknowledging the hard work that has gone into developing our detailed Inuit employment plans to the year 2023. Officials in every department and corporation have put in many hours to understand their specific

challenges and opportunities and to address them in their plans to increase Inuit employment.

At the appropriate time today I will table the Summary of the Master Inuit Employment Plan to the year 2023. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. (interpretation ends) Minister responsible for the Qulliq Energy Corporation, Minister Ehaloak.

Minister's Statement 398 – 5(2): Apprenticeship Graduate

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) Good afternoon, Cambridge Bay-miut and my colleagues here this afternoon.

Mr. Speaker, today I am delighted to celebrate with you the achievement of the Qulliq Energy Corporation's most recent apprenticeship graduate. In 2019 Aqpik Peter became a certified journeyman meter technician. This marks the first instance of an Inuk employee receiving professional certification as a meter technician in Nunavut.

Aqpik Peter's achievement is an Inuit employment plan success story. After joining the Qulliq Energy Corporation in 2013, Mr. Peter expressed an interest in career development. A year later he was enrolled in the meter technician training program with the assistance of the Qulliq Energy Corporation's human resources department. Mr. Peter travelled to Kleinburg, Ontario to participate in the academic portions of the program facilitated through Hydro One. He later completed the work-related components of the apprenticeship here in Iqaluit and earned his journeyman meter technician certification in 2019.

Aqpik Peter's story personifies the Qulliq Energy Corporation's dedication to the professional development of Inuit employees and demonstrates the value of long-term commitments in training. He continues to apply his acquired skill set while working with the Qulliq Energy Corporation's team in Iqaluit.

The Qulliq Energy Corporation applauds Mr. Peter's determination and success. He serves as a positive role model to others who may be considering a career in the skilled trades. In addition, I would like to recognize Billy Kim, Mr. Peter's supervisor at the Qulliq Energy Corporation, for his strong support during the training and development program.

Skilled Inuit are paramount in the Qulliq Energy Corporation's commitment to building a representative workforce. Personalized career development initiatives that support individual participants like Aqpik Peter are helping the corporation to succeed in employing Nunavut Inuit in trades positions across the territory. Thank you, Mr. Speaker.

>> *Applause*

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

Minister's Statement 399 – 5(2): New Syllabic Recognition Assessment Tool

Hon. David Joanasie (interpretation): Mr. Speaker, good day, as well as the people of South Baffin, Nunavummiut, and members.

Mr. Speaker, I am happy to report that a draft of the syllabic recognition tool was released at the Inuktitut Titiqqiriniq Conference that took place last week from February 25 to 27. This tool will be an important resource to support the Inuktitut Language Arts first language curriculum, as phonics is a foundational component of reading. It will help educators assess the phonics knowledge of their students, assist with instructional decisions, and understand how to use the Nipittivait Inuktitut program.

Mr. Speaker, when using this tool, teachers may discover students who need more practise in phonics or a better understanding of syllabics, which can be supported by early intervention. The tool will also provide teachers with another way to determine if students have hearing difficulties. Early intervention may help prevent learning loss as well as further hearing loss.

>> *Applause*

Thank you. We are excited to receive feedback from our educators on this program so that we can make any needed revisions and release a final version of this assessment tool during the 2020-21 school year. Thank you, Mr. Speaker.

>> *Applause*

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

Minister's Statement 400 – 5(2): Sexual and Reproductive Health Awareness Week

Hon. George Hickes: Thank you, Mr. Speaker. Every February the Department of Health recognizes Sexual and Reproductive Health Awareness Week as an important campaign to educate and provide accurate information to Nunavummiut about their sexual and reproductive health.

Mr. Speaker, sexual and reproductive health is a vital part of our overall well-being. The theme for this year's campaign is "Sex-Ed keeps us healthy."

Mr. Speaker and members, health education is vital to reducing stigma around birth control, sexually transmitted infections, sexually transmitted infection testing, and other

issues related to sexual health. I encourage all Nunavummiut to start the dialogue on sexual health, from healthy sexuality and sexually transmitted infection testing, to conversations with our children about sexuality, consent, and birth control.

Mr. Speaker, we all have a vital role to play in keeping our communities and children well-informed on the topic. Awareness campaigns are just one way of opening the dialogue on sexual and reproductive health and education. Mr. Speaker, let us all participate in Sexual and Reproductive Health Awareness Week by keeping the dialogue going.

The Department of Health offers several free sexual health resources through the “I Respect Myself” website. I also encourage Nunavummiut to speak with health providers in their communities about birth control, emergency contraception, and sexual health testing. Anyone can schedule a free and confidential appointment at their local health centre. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers’ Statements. (interpretation ends)
Minister of Justice, Minister Ehaloak.

Minister’s Statement 401 – 5(2): Nunavut Law Program – Gale Cup Moot

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I rise today to congratulate the students of the Nunavut Law Program who recently participated in the Gale Cup Moot in Toronto.

The Gale Cup is a prestigious [debatable] court proceeding in which law students from all over the country participate. It is an opportunity for students to argue appeal-level cases in front of real judges and, in doing so, to gain valuable courtroom experience.

This year four students from the Nunavut Law Program had the privilege of participating and representing Nunavut at the national level. These were Ms. Jessica Shabtai, Mr. David Lawson, Ms. Jasmine Redfern, and Ms. Angnakuluk Friesen. They were coached by lawyer Ms. Kathleen Selkirk of the Legal Services Board.

I particularly want to congratulate our own Jasmine Redfern, who was the first ever recipient of the Newton Prize for Civility, distinguishing herself from amongst all of the students from across Canada.

I want to congratulate these students for all their hard work and dedication to their law studies. As Minister of Justice, I am sure that they will make a valuable contribution to the Nunavut justice sector. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. (interpretation ends) Ministers' Statements. (interpretation) I have no more names on my list. Let's proceed to Item 3. Members' Statements. Member for Arviat North-Whale Cove, Member Main.

Item 3: Members' Statements

Member's Statement 621 – 5(2): Boil Water Advisory in Whale Cove

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

Mr. Speaker, I rise today to talk about having a safe place. My constituency community of Whale Cove is working very hard to make sure that everyone has a safe place. I know that they're waiting for things to happen. In 2015 there was boil water advisory in that community. To date very summer, especially around July and August, there is usually boil water advisory. I know that this has been discussed as a platform and I heard from the people of Whale Cove.

I am very pleased that in 2008 some funds were set aside to make sure that there was safe water provided to the Nunavut residents. It's in the \$4 million range and I thank the departments for providing that funding. Also in the plans, they are starting to prepare a water treatment plant. The people of Whale Cove are waiting anxiously for that water treatment plant. The people of Whale Cove are asking when it will be constructed.

At the appropriate time I will be asking questions on this issue to the appropriate minister. Thank you, Mr. Speaker.

>>*Applause*

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

Member's Statement 622 – 5(2): Recreation Infrastructure

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

I also rise today to talk about a part of Igloolik that I represent. Today I have to represent the other side of Igloolik.

Mr. Speaker, the government indicates that the young people are our future. In Igloolik the young people don't have much to do, especially in the fall. I rise today to represent the young people. After I visited my constituents, I noted that there are young people playing street hockey, as there are no facilities available. They haven't gotten any buildings for recreational purposes.

Today I represent the youth and they have been very patient with the government. When you represent people, you feel for them and look at how you can better represent the young people.

I'm putting Sanirajak and Igloolik together. I would like to urge the government that when I say Amittuq, I'm talking about two communities. They have been very patient and I'm going to make sure that their concerns and needs are heard by the government, especially with infrastructure.

When they come down here to Iqaluit, there are so many places they can go to, for example, the swimming pool. That's just an example. When they go home, the children are probably asking, "When are we going to get a swimming pool or when are we going to get recreational facilities?"

At the appropriate time I will be asking questions to the Department of Community and Government Services. Thank you, Mr. Speaker.

>> *Applause*

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

Member's Statement 623 – 5(2): Use of the Inuktitut Language

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. I say "good day" to the people of Clyde River and Qikiqtarjuaq who are listening to the proceedings, as well as my colleagues.

Mr. Speaker, the reason why I rise today is to voice my immense concerns about this matter. Mr. Speaker, we all know in Nunavut there are three officially recognized languages and further, all three languages must be used in their capacity of being an official language, and they are Inuktitut, English, and French. Today there is nary a push to equalize Inuktitut with the other languages, as we have all experienced, as a priority.

Mr. Speaker, as you are aware, I usually speak and respond only in Inuktitut while in this House and I'm provided only Inuktitut correspondence, but I don't just read Inuktitut. (interpretation ends) I can read in English; I prefer to read Inuktitut.

>> *Applause*

Some people think that I don't speak English, but I do, but I don't use it because I'm proud to be Inuk. I want to speak Inuktitut more.

>> *Applause*

(interpretation) Many people are aware of my capabilities, but it is because of the lack of prioritization of Inuktitut in government that it isn't felt to be a critical factor within Nunavut.

Mr. Speaker, I often heard about the protracted struggle for Nunavut, and I was involved in the negotiations starting from the AIP all the way to the final agreement. One thing we really fought for, and I am often regretful my fellow passionate advocate from the Kivalliq, Mr. Louis Pilakapsi, fought to include the incorporation of the Inuktitut language into the process of creating Nunavut to include the Inuktitut language and Inuit culture within the government so it could become the operating language.

That wasn't our only sector we focused on as we wanted all business established in Nunavut to provide documentation in Inuktitut. This was towards the businesses and organizations to offer all services, documentation, and operating language so that it would create more opportunities for Inuit. We were ecstatic to have the section completed.

Mr. Speaker, in Iqaluit there are quite a few restaurants and hotels which are not available in the other communities.

Mr. Speaker, I would like to ask for unanimous consent to conclude my statement.

Speaker (interpretation): Thank you. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Keyootak.

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. I also thank my colleagues.

At times I am usually the last one to hear what is happening. It may be because I only read Inuktitut. I can read in English, but I prefer to read documents written in Inuktitut and the reason why I wasn't provided the information is because it wasn't translated yet. With that, Inuktitut is not placed as a priority.

When I go to one of the restaurants in Iqaluit and I see the menu, they are written in Inuktitut, but the English words are still English, simply written in syllabics. They are not actually translated into Inuktitut; they are just using syllabics. For example, the word "steak" in English would be written in syllabics as "Si-ta-ik," which is not understandable. Those are just some of the examples that I am providing.

I know that is just paying lip service. There is a great need for improvements, especially in (interpretation ends) public places. (interpretation) We have to have signage in proper Inuktitut that is not just English words sounded out in syllabics. At the appropriate time I will be asking questions to the appropriate minister. Thank you.

>> *Applause*

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

Member's Statement 624 – 5(2): Constituency Meeting on March 5, 2020

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr. Speaker. That is the first time I have ever heard the member speaking English.

Good afternoon. I rise today to provide some public service announcement that on Thursday, March 5, between 6:00 and 8:00 p.m., I will be hosting a public meeting at Inuksuk High School.

There will be three departments coming to present reports publicly for Iqaluit; the public housing association, the RCMP monthly report, and most importantly, the Minister of Finance to speak to the agreement to fund the Qajuqturvik House, and our minister committed to following up on the online survey as many constituents from Sinaa will not partake digitally and I want to provide an opportunity to this at the upcoming March 5 Inuksuk High School public meeting from 6:30 to 8pm. I hope my constituents attend this meeting. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Members' Statements. I have no more names on my list. Let us continue. Item 4. Return to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Member for Cambridge Bay, Ms. Ehaloak.

Item 5: Recognition of Visitors in the Gallery

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) As I stated in my minister's statement, I would like to recognize Jasmine Redfern who is here today, who is a law student in our program, with her husband, Shawn Watchorn. I would like to congratulate them for the hard work that she has done. A shout out to all the partners and the students in the Nunavut Law Program for their support in achieving success. It is more difficult sometimes. Congratulations, Jasmine.

>> *Applause*

Speaker (interpretation): Thank you. Welcome. Recognition of Visitors in the Gallery. Member for Iqaluit-Sinaa, Member Sheutiapik.

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr. Speaker. Though Jasmine was already recognized, I can tell you she is very competent and she is a quick learner. Also, it is great when we have great moral support from our partners. I want to say that her spouse is my sister Betty-Ann's son. (interpretation ends) My handsome nephew, welcome to the House. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome. (interpretation ends) Welcome to the House, and you are always welcome to visit us again. (interpretation) Recognition of Visitors in the Gallery. I have no more names on my list. Item 6. Oral Questions. Member for Tununiq, Mr. Qamaniq.

Item 6: Oral Questions

Question 849 – 5(2): Pandemic Preparedness

Mr. Qamaniq (interpretation): Thank you, Mr. Speaker. I will ask my question in English. (interpretation ends) My questions are for the Minister of Health. I want to follow up on the issue of the COVID-19 coronavirus.

As the minister noted yesterday in response to a question from the Member for Amittuq, this virus originated in China. As the minister is aware, extensive international marine traffic takes place between the Mary River Mine near Pond Inlet and ports in other countries during shipping season, as well as the daily charter air traffic between the mine site and southern Canada that takes place on a year-round basis.

Mr. Speaker, can the minister indicate how his department has been working with the management of the Mary River Mine to ensure that appropriate measures are in place to detect and if necessary, isolate any occurrence of the virus that may be transmitted now or in the future through air or marine shipping? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. Our chief public health officer has been putting out regular updates to the public, as well, that information is available to all our corporate entities that work and exist in Nunavut.

One of the important aspects of this is self-identification. Anytime anyone feels that they have come into contact, first of all, we want to make sure that they self-isolate and contact the health centre or health staff to look at testing. I will repeat that it is a very low risk determined in Canada right now, but I do take the member's comments to note and I think just him bringing forward these concerns will help make the public more aware on their duties of self-reporting. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary, Member for Tununiq, Member Qamaniq.

Mr. Qamaniq: Thank you, Mr. Speaker. The opening ceremony of the 2020 Arctic Winter Games starts less than two weeks from today in the Yukon. We are all looking forward to this event, which brings together participants from a number of countries. Mr. Speaker, now I note that the host society for this year's Arctic Winter Games issued a statement this week concerning measures that are being put in place for the Games to

address the COVID-19 situation. Can the minister confirm if his officials have been in regular contact with health authorities in the Yukon in the lead up to the Arctic Winter Games? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. I applaud the host jurisdiction on the preplanning that they have taken to address some of the concerns of travel from so many jurisdictions into one area in a concentrated mass of people. I want to first of all take the opportunity to applaud the health services in the Yukon on how well they're planning to take care of our athletes and our applicable staff that go along with these types of events.

Mr. Speaker, there hasn't been one-on-one contact that I'm aware of with regard to this activity, but I can assure all members that there is continuous dialogue with all chief public health officers from across the country, working very much hand in hand with Health Canada to make sure that any concerns are being addressed and as much information is available out there to the public. I think one of the most important aspects of this is the awareness and the education.

Mr. Speaker, I will take the opportunity as well to continue to reinforce how important it is to continuously practise safe health practices and hygiene practices. It's not just the COVID-19 that is a concern; there is other influenza and other viruses out there that we want to make sure that we can avoid any type of contact. Personal hygiene practices are the best way to do that. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary, Member Qamaniq.

Mr. Qamaniq: Thank you, Mr. Speaker. As the minister will recall, he made a statement earlier in our winter sitting about the coming into force of the territory's new *Public Health Act*. Mr. Speaker, new regulations under this Act were published in the December 2019 edition of the *Nunavut Gazette*, including the new *Reporting and Disease Control Regulations*. Can the minister confirm that copies of the new regulations have been provided to all community health centres, including the beautiful community of Pond Inlet? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. I have been to Pond Inlet and it is a very beautiful place.

Mr. Speaker, I would have to check to see exactly how that information was communicated to each individual health centre and I would have to get back to the member outside the Chamber, but I would like to take this opportunity to follow up on

his two earlier questions with the COVID-19 information. There is a public awareness campaign that is being rolled out. There will be posters and literature posted in all the health centres. We're looking at coordinating with Nunavut Airports as well too to have as much information out there for the public to keep the awareness level high. Thank you, Mr. Speaker.

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

Question 850 – 5(2): Government of Nunavut Responses to Resolutions

Mr. Akoak: Thank you, Mr. Speaker. Good afternoon, colleagues and the community of Gjoa Haven.

Mr. Speaker, my questions are for the Premier.

Mr. Speaker, there are a number of organizations in Nunavut that meet on a regular basis to exchange ideas and raise concerns. Mr. Speaker, these include our three regional Inuit organizations, the Nunavut Association of Municipalities, and regional mayors' meetings. Mr. Speaker, meetings of these bodies often conclude with the passage of formal resolutions that express positions on important issues or call on the government to take certain actions.

During our recent fall sitting, I had the honour of tabling resolutions that had been adopted at the most recent annual general meeting of the Kitikmeot Inuit Association. One of these resolutions concerned the important issue of elder care in our regions.

Mr. Speaker, can the Premier confirm whether or not the government provided formal responses to these resolutions, and if it did, will he commit to tabling the responses in the House before the end of our current winter sitting? Thank you, Mr. Speaker.

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

Hon. Joe Savikataaq: Thank you, Mr. Speaker. I was at the KIA AGM in Cambridge Bay and I did partake in the meeting. At the conclusion of their meeting, they did send their resolutions to my office. We are working on them. I can't recall whether we have sent the reply yet or not, but a reply will be sent to each resolution.

If it's targeted at any particular department, then that resolution is passed on to that department to come up with a reply. Offhand I can't remember if we're done or not but I remember seeing them and we were working on them. Thank you, Mr. Speaker.

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

Mr. Akoak: Thank you, Mr. Speaker. Yes, they are so important that the government has to respond to what they were asking for.

As the Premier will recall, on the same day that I tabled resolutions from the Kitikmeot Inuit Association's annual general meeting, the Member for Aivilik tabled similar documentation from the annual general meeting of the Kivalliq Mayors.

Can the Premier confirm whether or not the government provided formal responses to these resolutions for your own area, and if it did, will he commit to tabling them in the House before the end of our current winter sitting? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Premier Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. When any of the regional mayors meetings have their meetings and they make resolutions, generally those resolutions are passed on to the Minister of Community and Government Services, that's who all of the mayors and hamlets work with, and I have been informed that they are working on them.

We don't respond too quickly to resolutions. Some of them are complex and we want to make sure we make a thorough and proper reply to all resolutions. I can assure the member that we do it in a timely manner.

I can say that for the KIA resolutions from last year, it was not done in a timely manner and this year we are making sure that all of our replies will be done in a timely manner. Thank you, Mr. Speaker.

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

Mr. Akoak: Thank you, Mr. Speaker. It is not clear to me if the government has a clear process for responding to resolutions that are passed by our territory's representative organizations.

Will the Premier commit to introducing such a process and will he commit to ensuring that government responses to resolutions that were passed at open meetings are also tabled in the House for the information of all members and the public? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Premier Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. When any organizations have their meetings or make a resolution, we look at them, and we study them, and we do make a reply, but it is not that simple.

I'll take for example: one of the resolutions that were made at the last KIA meeting, I believe, is: they would like to see an elders' facility in each community.

Well, we are working on our plan for elders' facilities but we don't have the resources and the funds to put an elder centre in every community in the Kitikmeot or in Nunavut.

Some of the resolutions are easy to deal with and some are not so easy if they are tied to funds. We have our five-year capital plan here which we are all... . The government comes up with a five-year capital plan, we present it to all the regular members, and the regular members vote on the budget. I can assure the member that all resolutions are taken seriously and looked into and replied to. Thank you, Mr. Speaker.

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

Question 851 – 5(2): Hudson Bay Regional Roundtable

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Community and Government Services, Minister Kusugak.

As the minister will recall, the 10th Hudson Bay Regional Roundtable was held in the spring of the year 2018. This important gathering provides an opportunity for governments and stakeholders from Manitoba and the Kivalliq region of Nunavut to meet to discuss issues of mutual concern.

Can the minister confirm if a formal meeting of the roundtable took place in 2019 and can he confirm when and where the roundtable will next meet? Thank you, Mr. Speaker.

>> *Applause*

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Thank you to my colleague for asking that question.

Mr. Speaker, people at the roundtable are from the Hudson Bay region. All the communities that surround the Hudson Bay meet at the roundtable. These would be the people of the Kivalliq, Sanikiluaq and Manitoba who include indigenous people.

They take part in this roundtable and they talk about how Hudson Bay communities can work together. They had a meeting last year in February in Winnipeg. They are not planning to have a meeting right now, but they're planning to announce at some point where and when the next meeting will be. Thank you, Mr. Speaker.

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

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. As the minister will recall, one of the resolutions that was unanimously adopted at the 2019 annual meeting of Kivalliq

Mayors concerned the Hudson Bay Regional Round Table. They want this to continue. The resolutions address such issues as the need for a more formal reporting structure. Can the minister indicate how the Government of Nunavut has acted on this? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Yes, it was said at the meeting that they have to have discussions and they have to work together. This roundtable was almost dissolved and there was work to keep it. There was funding made available for it at the beginning and then at some point Manitoba would not pay for their side of it and we couldn't come up with our side of the funding.

Since last year up until now I haven't met with the minister responsible for that in the Manitoba government yet, but I believe that if I meet with the minister, we will see if we can create some PYs for the roundtable that would get paid from the representative communities or groups. The regional roundtable hasn't happened yet, but it will happen in the coming months and I'll be announcing that amongst other things. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second supplementary, Member Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Speaker. As the minister will recall, the Canada Infrastructure Bank, which is a federal institution, recently announced that it had signed a memorandum of understanding concerning the proposed Kivalliq Hydro-Fibre Link from Manitoba to Nunavut. Can the minister clarify the role of the Hudson Bay Regional Roundtable in respect to this project? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. With regard to what my colleague is presenting, the memorandum of understanding with the Kivalliq Inuit Association and the Canadian government, they requested a study about a hydro-fibre link from Manitoba to Nunavut. That proposed study was approved recently, but the Hudson Bay Regional Roundtable hasn't met about this yet. I don't know how they would be affected. I know that they would be supported, Mr. Speaker. Thank you.

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

Question 852 – 5(2): Water Treatment Plant for Whale Cove

Mr. Main (interpretation): Thank you, Mr. Speaker. I rise to direct my question to the Minister of Community and Government Services regarding the question I asked previously.

It relates to my statement earlier, it says “proposal” which I have no idea of meaning in Inuktitut (interpretation ends) Request for Proposals (interpretation) which was issued on the contract for potable water planning process in September 2018, and it closed in October 2018.

The private firm Dillon Consulting was selected by the government for this contract. I would like to get an update on any progress to date and where it is in the timeline and I would like to understand that firstly. Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I also thank my colleague for asking about that. We wish Whale Cove to have safe potable water and every community as well. This continues to be the highest priority for both the Government of Nunavut and residents of Whale Cove. We are making some progress on this front, and the company you mentioned, Dillon Consulting started off with a water resource study to determine the types of waters situated around, and how it could best be desalinated.

It also included whether we needed to include a specific plan so that they can have potable water all year. This study was completed and last year during the summer, the land bearing the water lake and area was also being checked as to the suitability. They are planning towards a new water purification plant for Whale Cove. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. Thank you, minister. It is good to hear that the plan has been done. When will the actual work for the (interpretation ends) water treatment plant (interpretation) begin for the people of Whale Cove? When will the supplies arrive and when will they see the construction begin? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I am pleased to say that it will begin in June this summer. The design part will be difficult for the engineer to do, but we will put out the RFP in June 2020, the firm for the design will then be selected, and we expect that the supplies will arrive on the 2021 sealift, and the work should then begin for the new water treatment plant for Whale Cove. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. In some aspects I am happy to hear the response, but the people of Whale Cove are tired of waiting. They had certain expectations and now they know they are going to have to boil water again this summer.

If that water (interpretation ends) filter box (interpretation) is going to be made available and if it is made correctly, then they shouldn't have to boil water.

My final question is: the (interpretation ends) filter box (interpretation) that filters water is in Whale Cove, when will the new (interpretation ends) water treatment plant (interpretation) be completed? Once that treatment plant is completed, what are the plans to do with the filter box?

(interpretation ends) I guess I'll just say it in English. I am interested in what will happen to the temporary filter box water treatment unit once the permanent water treatment plant has been completed in Whale Cove? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. The thing we have been calling a (interpretation ends) "filter box" (interpretation) has a lot of filters in it and when it was put up, there was a lot of training happening and they looked to see where it could be improved, where it can be strengthened, and the filters, which are similar to tobacco (interpretation ends) filters. (interpretation) It is the same idea where they needed to have proper filters but were lacking in the correct number of filters. We know the problems with the filter box now, and we don't want to use it again. We don't want the people of Whale Cove to continue to boil water.

As for the plans with the old filter box, we haven't made any decisions as to what to do with it yet once the new water treatment plant is in place. We haven't gotten to the point where we don't need to use it anymore. We haven't made a decision. We still have plans to stop using it. Thank you, Mr. Speaker.

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

Question 853 – 5(2): Outpost Camps

Ms. Kamingoak: *Koana*, Mr. Speaker. Good afternoon to the people of Kugluktuk and colleagues.

My questions are for the Minister of Environment and they concern the issue of outpost camps.

As the minister is aware, Article 7.1.1 of the *Nunavut Agreement* defines an outpost camp to mean a camp that is "occupied by families or other groups of Inuit who occupy the particular location on a temporary, seasonal, intermittent, semi-permanent or a year-round basis for the purposes of wildlife harvesting and the associated use and enjoyment of lands."

Can the minister clarify how his department monitors the number of outpost camps in Nunavut, and can he indicate approximately how many outpost camps are presently in regular use? Thank you, Mr. Speaker.

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

Hon. Joe Savikataaq: Thank you, Mr. Speaker. To the best of my knowledge, we have no permanent outpost camps within Nunavut right now. We may have seasonal camps in some areas, but to the best of my knowledge, we have no permanent outpost camps as defined by the member's definition there. Thank you, Mr. Speaker.

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

Ms. Kamingoak: *Koana*, Mr. Speaker. When I was growing up in Kugluktuk, I remember being very inspired by accounts of people who lived in outpost camps. Although there are not as many today who live this way, I am aware that there are some people from Kugluktuk who still spend as much time as possible at camps.

Mr. Speaker, I also recall that the government used to administer specific programs and services for outpost camps. Can the minister update the House today on what specific programs are currently available to outpost camps in respect to such areas as helping with the cost of fuel? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. As I stated earlier, I believe we have no permanent outpost camps now. We used to have outpost camp programs where we funded not totally but partially to help these outpost camps. As the number of outpost camps became fewer within Nunavut, a decision was made that the funding that used to go to outpost camps would go to the HTOs in the community and the community would distribute the funds if they wanted to support one outpost camp or help many of their members instead. That was their decision and it's still like that.

To the best of my knowledge, we have no outpost camp funds, but anyone who wants to spend time out on the land and maybe start an outpost camp can talk to the HTOs and they can work with the HTOs and us to help them out with funding if they so choose to do an outpost camp, not a spring camp but an actual outpost camp. Thank you, Mr. Speaker.

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

Ms. Kamingoak: Thank you, Mr. Speaker. As the minister is aware, the Kugluktuk Angoniatit Hunters and Trappers Organization has provided a written submission to the Nunavut Wildlife Management Board in respect to its upcoming hearing on the Bathurst

caribou. The submission indicates that the HTO has been allocating tags to a family living at Contwoyto Lake. Can the minister clarify how his department's proposal to the NWMB has taken their needs into account? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. The Nunavut Wildlife Management Board is going to have hearings this month. I can't remember the date, but it's this month in Kugluktuk about the Bathurst caribou herd and the family that currently gets the tags. There are other caribou herds that go by there. The Beverly does go by there and I believe the Bluenose-East at times might go through there, but the Beverly does.

They're having their hearings now and the Nunavut Wildlife Management Board will take all the suggestions and comments in their hearings. The Nunavut Wildlife Management Board will come up with a recommendation to my department. We will look at that recommendation and make a decision on the Bathurst caribou herd TAH at that time. Thank you, Mr. Speaker.

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

Question 854 – 5(2): New School for Taloyoak

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I say "good day" to my fellow residents of Netsilik and my colleagues here.

Mr. Speaker, this is a supplement to the question I asked yesterday and I hope my question is understandable. I know the minister is being attentive. Mr. Speaker, my questions are for the Minister of Education.

Mr. Speaker, I recently travelled to my other constituency of Taloyoak. As fellow people of Netsilik, the reason was to visit the Netsilik School. I had discussions with the district education authority members. The DEA had concerns although they're quite aware that the school is quite antiquated and many classes are full. It also requires renovations.

Mr. Speaker, I have asked this question more than once longer than a year. Can the minister clarify what the status is of his department's planning process related to the overcrowding issues at the Netsilik 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 the Member for Netsilik. Mr. Speaker, if I caught his question, he was referring to the number of students and of the usage or (interpretation ends) utilization rate. If I look at the figures for FY 2018-19 for Taloyoak, it stood at 91 percentage rate, and it states here the capacity

of the school stands at. The current numbers of students enrolled stands at 284 and the total capacity is 311. Thank you, Mr. Speaker.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I apologize as I wasn't very clear about the subject. I will try to clarify that further, Mr. Speaker. The reason for my question relates to the dilapidation of this aged school, and it also needs renovation, that was my subject. Mr. Speaker, in order to be clear what I am speaking about, I will speak in English.

(interpretation ends) Mr. Speaker, the Taloyoak school was built in 1972. This old school is 48 years old. Mr. Speaker, a public building that is overcrowded and an old building in need of repair are two different things, but Taloyoak's Netsilik School is facing both problems. There's a concern that the state of the school might be hazardous to the health of children.

Will the minister commit to looking into the situation and ensuring that the conditions at the Taloyoak school are not hazardous to the health of the children and staff?

(interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Education, Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I thank the member for his question. Mr. Speaker, when we're looking at capital considerations for our schools, whether it is to renovate existing facilities, adding on, or building a brand new school, we look at not just the age of the building itself, but some schools are actually very well maintained even though they might be so many years old.

However, we also take into account the utilization rates of the school, and health and safety is always something that is first and foremost. So if there are any health and safety aspects of a school that needs immediate attention, we do have an ongoing lifecycle budget to draw from and address any of those concerns.

We periodically do get requests from schools to get those addressed immediately, so I would advise... I'll have my staff look into this, but at the same time, if the DEA and/or the administration in Taloyoak open up the channels and lines of communication with the regional school operations and ensure that any health or safety concerns are taken into account at the earliest possible time. Thank you, Mr. Speaker.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I also thank the minister for that response. (interpretation ends) Mr. Speaker, the Taloyoak District Education Authority sent me a letter outlining their concerns with the Netsilik School and

requesting a new high school for the community of Taloyoak. At the appropriate time I will be tabling a copy of this letter in the House.

Can the minister tell me how he and his department officials plan to work with the Taloyoak District Education Authority to address the concerns they have with their old school? (interpretation) Thank you, Mr. Speaker.

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

Hon. David Joanasié: Thank you, Mr. Speaker. I thank the member for his question. I look forward to the letter he will be tabling.

Again, going back to the capital planning process, when we look at any facility, we always work with the DEA. Right now we do have a preplanning budget to have a school addition for the Taloyoak school and at this time we are going with that plan and we will be looking at how extensive the scope of work needed is to add onto the school. I have gotten a verbal indication from the DEA that they would rather like a brand-new school versus having an addition.

However, given our vast capital needs across the territory, we have to take those into account. Like I said, looking at the condition of the school, it might be better just to have a renovation and/or addition, similar to what we are going through with the Sakku School in Coral Harbour right now. We look at our existing resources and try to make the best use of them. Thank you, Mr. Speaker.

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

Question 855 – 5(2): Proper Use of Inuktitut

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

As I stated in my member's statement, the Inuktitut language, both spoken and written, needs to be used properly in Nunavut, especially in the workplace. People shouldn't just pretend to use it or use it as a status symbol.

Mr. Speaker, in parts of Nunavut, especially in Iqaluit with it being a central hub for Nunavut, it can be embarrassing sometimes, especially when somebody comes from Greenland. When people come from Greenland to Iqaluit, they say that they are going to *Qallunaaq's* land because of the lack of Inuktitut signage.

Over there they use their language properly everywhere; in the workplace, on the road, anywhere. It is their priority to use their written language. Our language and our writing system it still not a priority here in Nunavut, especially in the workplace.

Can the minister clarify if it is a requirement to have Inuktitut signage in workplaces, in the capital, in hubs or public places? Do they work with businesses or property owners to say that our language and writing system should be used at these locations? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Languages, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. I also thank the member for the question. That's the first time I heard our colleague speak in English.

The Department of Culture and Heritage followed the two language Acts. We have to recognize the official languages on an equal basis, whether it is Inuktitut, English, or French. With the way the Acts are written, it gives the government responsibilities as well other entities. For example, hamlet councils and private businesses must have official languages displayed equally.

Mr. Speaker, under the two language Acts, the languages commissioner has the responsibility, the power and the right to have a review done. For example, in restaurants where they are just using the syllabics without proper translations; you can complain to the languages commissioner.

For further clarity, the Inuit Language Authority are the ones who standardize Inuktitut terminology. They oversee the Inuktitut. Thank you, Mr. Speaker.

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

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. I can speak in English but I will simply use the Inuktitut language. Some people who are unilingual and cannot read English, and are the ones who especially experience those barriers.

The boarding home is always full with clients coming in from all over the Baffin and usually they end up staying in a hotel and eating at the restaurants. I feel for unilingual people. When signs are just written in English, especially the menu, they cannot read it and they are the ones that I feel for.

Some restaurants use syllabics, but the format that they use doesn't mean anything in Inuktitut. This is my pet peeve. Menus are written in syllabics, but the content doesn't make any sense. They should not do that. They should not be using syllabics when the content doesn't mean anything. I would like to ask the minister if he could get information out there so that syllabics are not just used without any meaning. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Languages, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. I would like to thank the member for his question. I am not sure who exactly is responsible for enforcing the issue

that you are raising with menus, but I would like to remind private businesses that they can request funding from the Department of Culture and Heritage to comply with the law. We \$5,000 set aside every year to make available to private businesses.

We could work with the member, the Inuit Language Authority, and the Office of the Languages Commissioner to make sure that there is appropriate information being made available, including who you can direct your concerns to.

If you have problems or concerns about syllabics just being used without any meaning, and I hear a lot of those types of concerns from the people out there, we will have to work together with the offices that I have identified and get the information out there regarding where they can go to if they have a problem or concern regarding languages. Thank you, Mr. Speaker.

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

Mr. Keyootak (interpretation): Thank you, Mr. Speaker. I also would like to thank the minister. It's not only private businesses. As I indicated earlier, I just read syllabics, but I can also read English. I read Inuktitut faster than I do English. I know it's the other way around for a lot of other people which is perfectly fine. I am just saying that either way has to be done right.

Some of the translated documents are not translated well at all and it's even hard to read them. I don't think there is enough proofreading done on translated materials. I read a lot of documents, but some of them are very poorly translated because of course the translators have a lot work to do. Some, I am sure have typos. I would like to know from the minister if more proofreading should be done on documents that are translated into Inuktitut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Speaker. I thank the member for your question.

The Department of Culture has a language bureau where the documents are translated for the government from English to Inuktitut and Inuinnaqtun. We have also set aside monies so that more proofreading and review of translated documents is done. Some of the documents are very poorly done and they just follow the English where it doesn't come out clear in Inuktitut.

We would like interpreter/translators who are proficient in both languages, and if you do know, please tell me. The chairperson of the language authority, Mr. Louis Tapardjuk, and I had a discussion about that very subject and we're looking at doing a review. We will have further discussions with the Inuit Language Authority and the Languages Commissioner. Thank you, Mr. Speaker.

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

Question 856 – 5(2): Recreation Infrastructure

Mr. Kaernerck (interpretation): Thank you, Mr. Speaker. Good day to the people of Amittuq. My question is for the Minister of Community and Government Services.

Mr. Speaker, shortly before the start of our winter sitting, I took the opportunity to visit constituents in Igloolik. When I was in the community, I heard many concerns about vandalism, break-ins, and other problems involving the community's youth.

(interpretation ends) Mr. Speaker, as the minister will recall, the Government of Nunavut's Long-Term Infrastructure Plan was submitted to the federal government last year under its Investing in Canada Infrastructure Program.

One section of the GN's plan indicates that "In communities without safe spaces and recreational opportunities for youth, Nunavut's youth face a higher risk of feeling powerless and isolated, which can lead to increased health and mental wellness issues."

Can the minister indicate how much of this funding has been used for recreation infrastructure Nunavut-wide and provided under the Investing in Canada Infrastructure Program? (interpretation) Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I agree with my colleague that youth need recreational facilities. In regard to the member's question regarding federal funding, I don't have the information in front of me and how much has been provided for new recreational infrastructure. Once I have the information, I will make sure to provide it to the member. Thank you, Mr. Speaker.

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

Mr. Kaernerck (interpretation): Thank you for saying that you will provide the information regarding recreational facilities once you have it.

Mr. Speaker, when the infrastructure agreement between the Government of Nunavut and the Government of Canada was signed in March 2018, the announcement indicated that approximately \$26.0 million would be provided for community, cultural and recreation infrastructure. Even though the minister didn't respond to my question, can the minister clarify how his department works with municipalities like Sanirajak and Igloolik to determine community priorities for recreation infrastructure? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I also thank the member for his question. Every year we have a meeting with the hamlets to determine each community's priorities for recreation infrastructure. We have a meeting with the hamlet council to make that determination. When we are making plans for providing infrastructure, it is the hamlets who determine what they need, and of course we will follow through with the recommendations.

I will have further discussions with Hall Beach and Igloolik and determine what they need. We can build infrastructure, but we have to determine if it will be properly utilized. Thank you, Mr. Speaker.

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

Mr. Kaernerck (interpretation): Thank you, Mr. Speaker. I look forward to having the buildings in Igloolik and Sanirajak inspected.

During my member's statement I mentioned that there are excellent facilities in larger communities like Iqaluit, and I use the example of the swimming pool. There also needs to be facilities in smaller communities for youth.

Can the minister clarify what financial support his department can provide to municipalities for the purpose of maintaining small scale community swimming pools for youth? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. My colleague has mentioned the need for more opportunities for youth to have facilities several times now, but I can allude to the fact that I know that there are activities available, and that the youth and elders work together to create recreational activities and time for youth.

There are cadets for example in some communities. They also have ball games, basketball, hockey, as well as qamutik programs. So, these are various activities for youth in the communities.

As for infrastructure, like a community hall, I know that once the community starts to have the desire to create such a resource, (interpretation ends) volunteers (interpretation) will immediately get together and start these types of programs. It is through team building and working together that opportunities for activities are created.

It ultimately depends on the need of the community, the desire to go through with planning and getting the program started. So there are these things. I support the communities that want to encourage and start programs for youth. I would urge that community to do that and to seek funding. We are able to support these types of activities for young people as elders and parents, for us to help participate in these programs.

As I mentioned earlier, yes, there are requests. It's not all the time, but from time to time that there's need for infrastructure like swimming pools or arenas, or a pool table or (interpretation ends) bowling alley. (interpretation) Yes, we have been engaged in these discussions. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Members will note that the time for Question Period has expired. Ms. Angnakak.

Motion 072 – 5(2): Extension of Question Period

Ms. Angnakak: Thank you, Mr. Speaker. Pursuant to Rule 39(7), I move, seconded by the Member for Hudson Bay, that the time allotted for oral questions be extended. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The motion is in order and is not subject to debate. All those in favour. Opposed. The motion is carried and question period is extended for another 30 minutes.

(interpretation) Member for Iqaluit-Niaqunngu, Member Angnakak.

Question 857 – 5(2): Unlicensed Lotteries

Ms. Angnakak: Thank you, Mr. Speaker. My questions are for the Minister of Community and Government Services.

Mr. Speaker, I want to revisit the issue of unlicensed lotteries in Nunavut. As the minister will recall, we had an exchange on this subject earlier in our winter sitting.

Mr. Speaker, I would like to ask the minister today if he could clarify and expand on what work his department is currently doing to make it easier for recognized charities and community groups to raise funds in a fully approved manner in order to help individuals who are in difficult circumstances to deal with situations like unexpected funeral expenses and travel. Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I thank my colleague for the question. Mr. Speaker, there are groups that try to raise funds for a variety of reasons, whether it be for soccer, hockey, search and rescue, or for funeral expenses. There are groups that are recognized as charitable organizations and they are identified as a group that will help others. Once those types of groups are approved, they can go ahead and fundraise. This includes those that have lost loved ones who need to raise money or for air travel for loved ones to be with family members, Mr. Speaker. Thank you.

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

Ms. Angnakak (interpretation): Thank you. (interpretation ends) I think your response was missing some information. I also wanted to know how your department helps those charities run their lotteries.

As I noted in my questions to the minister earlier in our sitting, a number of jurisdictions in Canada have established a single regulatory body to deal with areas such as alcohol, cannabis, and gaming. Here in Nunavut those responsibilities are divided between the Department of Community and Government Services, which deals with lotteries and gaming, and the Liquor and Cannabis Commission, which deals with those [substances]. Will the Minister of CGS commit to discussing this issue with the Minister of Finance and reporting their conclusions to the House during our upcoming spring sitting? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. As for filling out applications for those that would like participate in fundraising or if there's anyone who requires assistance, they can contact our office. Additionally, there are information numbers that are available to the public and anyone who requires that help. They are there to help.

(interpretation ends) Mr. Speaker, as for the alcohol, tobacco, and gaming portion, this is the first I have heard if there is even a concern about it. I will look into it, but I don't know what there would be to report, as it has never been brought up as an issue. Thank you, Mr. Speaker.

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

Ms. Angnakak: Thank you, Mr. Speaker. Just for clarity, I didn't bring it up as an issue or a concern. I was bringing it up to see if the government would look at doing that to see if it would be more of ease for something to be a one-stop shop.

Mr. Speaker, as I noted in my questions to the minister earlier in our sitting, the government's recent public service announcement on this subject seemed to threaten Nunavummiut with criminal prosecution for running unlicensed lotteries.

I again want to make it perfectly clear that while criminals who are running scam operations should be prosecuted, I am not convinced that our limited law enforcement and judicial resources should be working to investigate, arrest, and prosecute desperate people looking to raise a few hundred dollars for funeral expenses.

What is the Government of Nunavut's official position on this issue? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. That was just a public announcement to say what the gaming rules are. It was not with the intent of our department to decide that those people who are doing this should be prosecuted or that any enforcement officers should be spending any time on this. This was merely a question from the public who were asking our office to say what are the rules around gaming, and we made that public announcement, Mr. Speaker. That's all we've done. Thank you, Mr. Speaker.

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

Question 858 – 5(2): Pangnirtung Municipal Office

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker, and good afternoon colleagues and the people of Pangnirtung. The afternoon I would like to direct my question to the Minister of Community and Government Services.

As the minister will recall, the Government of Nunavut's long-term infrastructure plan was submitted to the federal government last year under its Investing in Canada Infrastructure Program. One section of the GN's plan indicates that a number of municipal offices in the territory are in need of replacement. I would like to ask a question regarding this matter.

Can the minister clarify which municipal offices have been identified as being in need of replacement? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Thank you for that question. We are working on the request that came from the communities at the moment. There is a committee in place to review that, and we are working with NAMA to identify the priorities. It is good to have that done quickly. Thank you, Mr. Speaker.

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

Ms. Nakashuk: Thank you, Mr. Speaker. Thank you for that response. I know that we're all expecting what we want to see our communities. Pangnirtung's Integrated Community Infrastructure Sustainability Plan indicates that our municipal office, which was acquired over three decades ago, is not in good condition and is nearing the end of its life cycle, and it is definitely too small now. Can the minister clarify how his department allocates capital funding for the construction of new municipal offices? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I agree with the member. I have visited Pangnirtung and I noted that it was definitely too small, and yes,

municipal offices that are nearing the end of life cycle are in review, and determining whether they are going to need extensions, renovations, or replacement is where we are at right now. I will provide the member with information at the appropriate time. Thank you, Mr. Speaker.

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

Ms. Nakashuk (interpretation): Thank you, Mr. Speaker. For my final question, the minister stated that they are already reviewing which community will be next. Will the minister commit to having his department work with the Municipality of Pangnirtung to develop a plan for the replacement of its current offices, and when can he inform us as to when the communities will be getting something? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. We haven't made a decision as of yet, but I can tell all of my colleagues that once we know the date that we are able to make an announcement, I will announce it to all of my colleagues. Thank you, Mr. Speaker.

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

Question 859 – 5(2): Living and Minimum Wages

Mr. Rumbolt: Thank you, Mr. Speaker. My questions are for the Minister responsible for Justice.

As the minister is very much aware, I have spoken frequently in the House about the issue of living and minimum wage in Nunavut. As the Member for Hudson Bay, I am very much aware of the need to do what we can as a government to help our constituents make ends meet while living in a jurisdiction with the highest cost of living in the country.

Mr. Speaker, I was very disappointed that the government backtracked on its commitment to ensure that our minimum wage is the highest in the country.

Mr. Speaker, Nunavut's minimum wage has now fallen behind those in the Northwest Territories, Alberta, British Columbia, and Ontario.

Can the minister tell the House today if the government considers this to be an acceptable situation for Nunavummiut who are struggling? Thank you, Mr. Speaker.

>>Applause

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

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank the member for his question. Currently the Department of Justice is finalizing its options for minimum wage and the Department of Justice is hoping to have the documents finalized so that we can make a presentation in the House before the end of this sitting. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. Considering the minister answered my third question without answering my first question, I'll ask my first question again. Can the minister tell the House today if the government considers this to be an acceptable situation for Nunavummiut who are struggling? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Ehaloak.

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank the member for his question. I can't make an opinion in this House. Personally I have my own opinion, but in this House I represent all Nunavummiut, I represent our cabinet members, and I can't speak on behalf of them and how they feel I can make an opinion in this House. I'm working very hard to make sure that our struggling Nunavummiut live and try to come out of poverty. I'm working very hard with my colleagues and the staff of the Department of Justice to ensure that our Nunavummiut come out of poverty. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. As the minister will recall, she informed the House last week that her department conducted a survey on this issue back in October 2019. Can the minister inform the House today how many responses her department received to its survey? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Ehaloak.

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I am happy to inform the member that we had over 400 responses on our minimum wage and with those responses. We're taking all that into consideration so that we can make an informed and adequate decision on what the minimum wage will be. Hopefully, like I said, we can introduce this minimum wage amount by the end of this sitting. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. I'll recognize for the second time the Member for Netsilik.

I apologize. Oral Questions. Member for Iqaluit-Manirajak, Member Lightstone.

Question 860 – 5(2): Public Identification of High-risk Child Sex Offenders

Mr. Lightstone: Thank you, Mr. Speaker. Thank you very much for recognizing. Mr. Speaker, I would like to return to a touchy topic. I'm sorry, Mr. Speaker. My questions today are for the Minister of Justice.

On numerous occasions I have expressed my concern over the high rates of child sexual abuse in Nunavut. Mr. Speaker, I believe that children's safety is at risk.

Mr. Speaker, my questions are related to the return to written question that I posed last winter sitting. Mr. Speaker, question 4 in my written question was specifically "How many individuals currently listed as registered sex offenders in Nunavut are convicted with a child sex offence and listed as high-risk child sex offenders?" Mr. Speaker, the response that I had that the minister had written was there are four individuals registered as sex offenders and convicted with child sex offences in Nunavut.

Mr. Speaker, it is the government's obligation to warn the public upon the release of high-risk sex offenders into a given community. I would like to ask to the minister: did this occur and when? Thank you, Mr. Speaker.

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

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) Thank you, Mr. Lightstone, for your question. Of the four individuals that were registered as high sex offenders, personally as the minister I do not know who those individuals are. According to the disclosure it prohibits in section 18(4) of the Sex Offenders Act and at the risk of identifying registered offenders, the RCMP can't disclose the number of offenders in any particular situation. To know who these individuals are or to publicize them within the community, we have to protect the child as well. Thank you, Mr. Speaker.

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

Mr. Lightstone: Thank you, Mr. Speaker. I would like to thank the minister for the response, but I would find it very difficult to do so. I believe it is imperative that we do everything we can to ensure the safety of children in every single community. I didn't ask what communities the RCMP released or warned or did anything; I just asked if it happened. Regardless, I'll move on to my next question, Mr. Speaker.

My ninth question was "What conditions or court orders are placed on registered sex offenders convicted of child sex offences?" The response I received was the courts may impose at their discretion conditions, including "prohibiting the offender from attending a public park or public swimming area where persons under the age of 16 are present or

can reasonably be expected to be present, or a daycare centre, a school ground, a playground, or a community centre.

Further, the minister's response notes, "...although all the above mentioned conditions have been used at some point somewhere in Canada, it is likely that several of these conditions would be subject to a court challenge since they are overly restrictive and do not meaningfully reduce the risk."

I would like to ask: what conditions are being placed on child sex offenders in Nunavut? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Ehaloak.

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to inform the member to your comment about children and the information being released. First of all, when a sex offender is being released back into their community, the victim and their family are notified.

To your other question, there are conditions on individuals on prohibiting the offender. If the members... . Sorry, Mr. Speaker. I struggle because I know what you're talking about and I wish there was more. I wish I could snap my fingers just like that so that we can protect all our children, and I know that we also have to think of what that can do to community members and the families, not only the victim but also the offender.

There are obligations under the court orders as to when an individual cannot be near playgrounds, schools, public places where there are children, and I wish I could say more, I wish I could tell you more of things that we as parents, we as individuals on how we can protect our children. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your second and final supplementary, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Speaker. I would like to thank the minister for her very honest response. I'll move on to my final question.

In response to questions 17 and 18, the minister indicated that failing to comply with reported obligations, the individuals, registered offenders, would be fined up to \$10,000 or a term of not more than two years imprisonment. The minister also indicated that there have not been any charges laid in Nunavut for offenders failing to comply with court-ordered obligations.

My next question is: how is it that no sex offender has ever been charged for failing to comply with their obligations and are these individuals being monitored? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Ehaloak.

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends) Mr. Lightstone, there have not been any charges laid in Nunavut for offenders failing to comply with their SOIRA obligations. However, the RCMP is currently working on a compliance strategy for Nunavut. This strategy will focus on investigating offenders who are non-compliant and laying the appropriate criminal charges. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. I will recognize for the second time the Member for Netsilik, Member Qirngnuq.

Question 861 – 5(2): Community Transportation Initiatives Program

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

Mr. Speaker, Kugaaruk's Kurtairojuark Hunters and Trappers Organization has recently expressed support for a community access road project that would greatly benefit local hunters.

Mr. Speaker, the Department of Economic Development and Transportation's Community Transportation Initiatives Program is a proposal-based program that provides funding to municipalities for the construction and maintenance of community access roads and small-scale marine infrastructure. It is the responsibility of municipalities to apply to the department for funding, and I note that the community's hunters and trappers organization has written to the mayor and council regarding this project.

Can the minister confirm when his department will be issuing its annual call letter to municipalities inviting proposals for projects to be funded during the 2020-21 fiscal year? (interpretation) Thank you, Mr. Speaker.

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

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. (interpretation ends) For any of these proposals for 2020-21, first we need to get this budget approved through this House. I look forward to the day that our budget gets approved with what we're asking for under the Community Transportation Initiatives Program. As soon as this House approves it, we typically put out a public service announcement. Thank you, Mr. Speaker.

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

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I also thank the minister for the adequate response. (interpretation ends) Mr. Speaker, the department's 2017-18 annual report on the Community Transportation Initiatives Program indicates that two access road projects were funded in Kugaaruk and Taloyoak during the 2017-18 fiscal year: the

Red Fish Lake Access Road project near Taloyoak and the Barrow Lake Access Road project near Kugaaruk.

Although the municipality requested \$100,000 for the Barrow Lake Access Road project, only \$40,000 was approved. Can the minister clarify the reasons for why the full amount was not approved and can he confirm what projects were funded in my constituency during the 2018-19 fiscal year? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yes, this is a very popular program for the communities. Historically it is oversubscribed. We got at least \$5.4 million in proposals just this year alone for a project that has \$1.5 million approved for budgets. This is something that the communities really want. What we as the department try to do is try to make sure these projects that are being proposed and those that are being worked on, if they have been worked on, at least we get some part of the money into it because we're just looking at \$1.5 million of it.

For the 2018-19, I don't have the specifics, but I am looking forward to tabling that in a very few days from now. I'm hoping that you will see your community projects listed on there. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary, Member Qirngnuq.

Mr. Qirngnuq: Thank you, Mr. Speaker. (interpretation) I also thank the minister for another adequate response. (interpretation ends) The Department of Economic Development and Transportation's *Community Transportation Initiatives Program Policy* sunsets on March 31, 2020, which is just a few weeks from today. The policy document indicates that the department will be reviewing the policy. Can the minister describe what specific changes to the policy are being considered? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. I don't have the policy *per se* in my documents right now in terms of what changes have been taking place or what will be taking place, but I want to assure the members that if the policy does change or does get updated, we will definitely post it for the public and all those subscribers that are using this program. They're the ones that will definitely get copies, along with my member colleagues here. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Members will note that the time for question period has expired and we will proceed to Item 7. Written Questions. (interpretation) Item 8. (interpretation ends) Returns to Written Questions. No. 9. Replies to Opening Address. (interpretation) Item 10. (interpretation ends) Petitions.

(interpretation) Item 11. (interpretation ends) Responses to Petitions. (interpretation) Item 12. (interpretation ends) Reports of Standing and Special Committees on Bills and Other Matters. (interpretation) Item 13. (interpretation ends) Tabling of Documents. (interpretation) Member Qirngnuq.

Item 13: Tabling of Documents

Tabled Document 260 – 5(2): Correspondence from the Taloyoak District Education Authority Regarding New School

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. During my questioning of the Minister of Education, I said that I was going to table a letter from the district education authority in Taloyoak. They have a concern about the Taloyoak school called Netsilik. They were asking for support for the high school. I would like the minister to read this carefully and by their officials. It's from the Taloyoak District Education Authority. Thank you, Mr. Speaker.

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

Tabled Document 261 – 5(2): News Article: Incinerator Plant on Novaya Zemlya to Begin Working Four Years Ahead of Plans

Tabled Document 262 – 5(2): Wikipedia: Novaya Zemlya

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) I wish to table two documents today. One of them is a news article regarding an incineration plant that is under works in the north of arctic Russia. It's located on Novaya Zemlya. It's being built in response to polar bear issues.

To quote from the article, "The dumps must be closed," said one of their officials in terms of dealing with the attraction issue, bears being attracted to open dumps. There's also a one-page information sheet pulled off of Wikipedia which notes that the population of Novaya Zemlya is about 2,500 people.

Mr. Speaker, I encourage all members to review this material with care. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. (interpretation) Member for Rankin Inlet South, Member Kusugak. I'm sorry; I mean minister.

Tabled Document 263 – 5(2): 2017 to 2023 Master Inuit Employment Plan

Hon. Lorne Kusugak: Thank you, Mr. Speaker. As Minister responsible for Human Resources, I am pleased to table the 2017-2023 *Master Inuit Employment Plan*. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. (interpretation) I have no more names on my list. Item 14. (interpretation ends) Notices of Motions. Member for Iqaluit-Sinaa, Ms. Sheutiapik.

Item 14: Notices of Motions

Motion 073 – 5(2): Support for a Violence-free Nunavut – Notice

Hon. Elisapee Sheutiapik (interpretation): Thank you, Mr. Speaker. (interpretation ends) I give notice that on Thursday, March 5, I will move the following motion:

NOW THEREFORE I MOVE, seconded by the Hon. Member of Iqaluit-Manirajak, that the Legislative Assembly reaffirms its support for ongoing actions and measures to promote a violent-free Nunavut.

(interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Notices of Motions. (interpretation) I have no more names on my list. Item 15. (interpretation ends) Notices of Motions for First Reading of Bills. (interpretation) Let's proceed. Item 16. (interpretation ends) Motions. (interpretation) Item 17. (interpretation ends) First Reading of Bills. 18. Second Reading of Bills. (interpretation) Item 19. (interpretation ends) Consideration in Committee of the Whole of Bills and Other Matters. Bills 39 and 40 with Mr. Rumbolt in the Chair.

Before we proceed to the Committee of the Whole, we will take 20 minutes.

(interpretation) Sergeant-at-Arms.

>>*House recessed at 15:44 and Committee resumed at 16:08*

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

Chairman (Mr. Rumbolt): Good afternoon, members. I would like to call the committee meeting to order. In Committee of the Whole we have the following items to deal with: Bills 39 and 40. 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 39 and the 2020-21 Main Estimates for the Department of Education, followed by the departments of Family Services and Justice. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. You're very ambitious today.

>> *Laughter*

Chairman: Are we in agreement that we first deal with Bill 39?

Some Members: Agreed.

Bill 39 – Appropriation (Operations & Maintenance) Act, 2020-2021 – Education – Consideration in Committee

Chairman: Thank you. Minister Joanasie, do you have officials that you would like to appear before the committee? Minister Joanasie.

Hon. David Joanasie: Yes, Mr. Chairman, I do. Thank you.

Chairman: Thank you. Does the committee agree for the witnesses to go to the witness table?

Some Members: Agreed.

Chairman: Thank you. Sergeant-at-Arms, if you could please escort the witnesses in.

Thank you. For the record, Minister Joanasie, if you could please reintroduce your witnesses. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. To my left is Deputy Minister Kathleen Okpik and to my right is Comptroller Ibrahim Suleiman. Thank you.

Chairman: Thank you, Minister Joanasie. When we left off on yesterday, we were on page G-8, which was Curriculum, Resources and French Education. The next person on my list to ask questions is Ms. Towtongie.

Ms. Towtongie: Thank you, Mr. Chairman, for recognizing me. One of the concerns I have is developing a Nunavut core curriculum. During my education, I challenged the Alberta curriculum and there are other tests such as law school admission tests which we wrote for seven hours.

In developing a Nunavut core curriculum, will this be designed, specifically designed to prepare students for postsecondary studies, or is it just designed to work in Nunavut, but

would we be able to go out of Nunavut and be able to challenge these types of examinations in other parts of Canada? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Towntongie. Minister Joanasia.

Hon. David Joanasia: If you would give me a second, Mr. Chairman.

Thank you, Mr. Chairman, for the patience. The core curriculum we're working with and this is with the mind that high school graduates in Nunavut, their credits and the diploma would be recognized across the country.

For example, we have English, there is a general stream and there is an academic stream. So it is still in line with having those, but also like I said these courses would be recognized and be counted towards that you can go to any postsecondary institution around the country. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasia. Ms. Towntongie.

Ms. Towntongie: Thank you, Mr. Chairman. I am pleased to hear that because in my former life, years ago, we were testing students and some of the students that did have grade 12 did not know certain things like fractions or write in English and that was my concern.

My question is that department's business plan field testing, Uqausiliriniit Language Curriculum Development Plan, that was fully to support Nunavut's language of instruction model. Field testing was to begin in early 2024 kindergarten to grade 6.

So when you are the Uqausilirijiit Language Curriculum be developed and field tested for grades 7 to 12? My final question. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Towntongie. Minister Joanasia.

Hon. David Joanasia: Thank you, Mr. Chairman. This Uqausiliriniq curriculum, we do have it kindergarten to grade 6. I have to get back to the member to address when the actual rollout would happen. If you will maybe give me a few minutes on that, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Towntongie, you are done? Next on my list is...no questions. Okay. We are on page G-8, Curriculum Resources and French Education. Total Operations and Maintenance, to be Voted. \$7,600,000. Agreed?

Some Members: Agreed.

Chairman: Thank you. Page G-9. Student Achievement. Total Operations and Maintenance, to be Voted. \$5,604,000. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) There's about a \$1.1 million increase under inclusive education being proposed here. I wonder if the minister could detail what that additional funding will be going towards under inclusive education. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We have pooled bits of pots of funds from other divisions to really focus on student support, inclusive education, and this would be to have occupational therapy, speech-language pathology, and hearing assessments, all those services available to our schools. This would be contracted out as it's quite a specialized field. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) I'm looking at page 124 of the business plan and it mentions the request for proposals that was put out for education support services providers. This is under the status update for the third bullet around the Education Support Services Program. Under the status update it says, "In the Kivalliq region, the department increased Health-provided services of speech language pathology, and physiotherapy by one visit per community."

When it says "Health-provided services," does that mean it was provided by the Department of Health? My second question is: was this one visit per community increase enough to deal with the demand for these services? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. The Health-provided services is through a contract, ...(unintelligible)... I think it's called, out of Manitoba. The status there talks about one visit per community for our overall inclusive education support services for students under this new, I think it's about \$1.5 million, this contract. We're anticipating and the plan is to have all schools in the territory be visited twice to provide those types of services, twice for this budget cycle. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister. Once that's implemented or once it's in place, does the department know if this will be enough visits to meet the demand or is there a backlog? Would that amount of visits be enough to meet the needs of all the students who have the need for education support services? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasié: Thank you, Mr. Chairman. I can't say for certain if this will address the need for the service to be provided on an ongoing basis, but we will continue to monitor it going forward and perhaps the next year we will request more funding if necessary. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Kamingoak.

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

The department's business plan indicates that one of the priorities for 2020-21 will be to implement a safe and caring school framework and action plan. What types of activities and initiatives are included in this plan, and specifically what steps are being proposed to address bullying and violence in Nunavut schools? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Kamingoak. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We are working to develop and hope to finalize the framework for safe and caring schools. Hopefully it will be completed by the end of the month, 2020. For example, there would be Northern Zones, which is social-emotional programs and resource kits deployed to the schools and be readily available for our staff. Another one is "Our Children, Our Responsibility" training for all the *Ilinniarvimmi Inuusilirijit*. This is to provide them with as much tools as we can to foster that atmosphere of a safe and caring school environment.

In regard to bullying or anti-bullying, we had Pink Shirt Day rolled out across the territory, but there are other campaigns that we try to keep in mind and promote. Some schools or DEAs also like to go on their initiative to have anti-bullying type activities or events, which we fully support and would encourage communities to take part in. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Does your department have any procedure or mechanism to survey youth who have not been attending school and, if so, does the survey ask if bullying is a factor and them not attending school? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. It's a really good question. As far as I know, we don't have a survey of any type that would look at asking students that may have dropped out of school and what factors led them to do that. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Will your department commit to doing such a survey for our Nunavut students? One of the main reasons why a lot of the students in Kugluktuk are not attending school is because of bullying. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. This is perhaps something we can take a greater look at with our DEA partners and also the *Ilinniarvimmi Inuusilirijiit* perhaps can play a role around how we can look at this in greater detail, whether it's through a survey and/or other means. I think it's worth pursuing further down and finding out what our dropout students are going through. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Kaernek.

Mr. Kaernek (interpretation): Thank you, Mr. Chairman. I'm trying to formulate my questions. My first question is, while we're at this point, those that are in the homeschooling situation and I'm thinking of them when I'm thinking of the question that the MLA for Kugluktuk asked. Have you been thinking about also including those that are in the homeschool situation to include them in the plan that you have? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. The families are the ones who look after homeschooling children. We would want to understand what the parents or those that are in the communities and be involved with the community through (interpretation ends) family engagement (interpretation) and include the parents and encourage them, and for the department to be more involved in their schooling of their children. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Kaernek.

Mr. Kaernek (interpretation): Thank you, Mr. Chairman. What about those who are hearing impaired or can't hear? My first question is with regard to the *Inuusilirijiit* in schools or the teachers. How many are there in Nunavut schools who are able to work with the people with a disability like students who aren't able to speak or are deaf? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Kaernek. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. Yes, there are deaf students for example, such as small children or young girls. The families should know that there is a resource available to the school and if they have partial hearing loss, there is hearing equipment that can be used to help with hearing impairments. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Kaernek.

Mr. Kaernek (interpretation): Thank you, Mr. Chairman. Yes, and while I am on this topic, who would want to take part in homeschooling? Has the Department of Education been able to provide resources like the computers or the equipment that you mentioned for people who have hearing problems in Nunavut? Are you able to provide that equipment for people? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. For anyone who is interested in homeschooling their child or for anyone, while the child that is learning in their home there is a minimal amount of funding that is available in the amount \$1,000 annually, and the local DEAs or the school in the case of the Francophone Association, provide that. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Kaernek.

Mr. Kaernek (interpretation): Thank you, Mr. Chairman. I also thank you for clarifying that. I would like to change subjects. (interpretation ends) The business plan indicates that one of the priorities for 2020-21 will be to update the Nunavut Student Information System to align with the revised student record regulations. What changes will be included in the revised in the student information system? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I'll have to get back to the member on that question with some detail. I don't have much information on that at this time. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Kaernek.

Mr. Kaernek (interpretation): Thank you, Mr. Chairman. I also thank you for saying you will get back to me on that. I'll be expecting it.

(interpretation ends) In the business plan on page 123 on the last bullet it says, "Implement the Nunavut Student Attendance and Engagement Policy." Before I move to my question, I highlighted this, "...develop data-driven recommendations to enhance student attendance on an annual basis." What are they? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. This is to make data collection reporting easier for teachers and principals. There are different types of databases that our school team works with.

Aside from that, I just wanted to go back to his previous question briefly on the Student Information System Regulations, which haven't been developed yet to date. It's one of the outstanding regulations that have yet to be completed. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Kaernerck.

Mr. Kaernerck (interpretation): Thank you, Mr. Chairman. Thank you for that. There's a lot of discussion around student achievement and many of us, particularly the MLAs, talk about nutrition and access to food. What is your plan for next year so that students will be better able to have food security and allow better education? That's what I'm looking at, that they could have more engagement in their school and work. It's not through proposal funding but through your base funding where your operations would incorporate these types of things. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I would like clarification if we're still on the curriculum, resources, and French page. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Kaernerck, can you please confirm which area in the document you're stating from? Mr. Kaernerck.

Mr. Kaernerck: Thank you, Mr. Chairman. I was under the student achievement part and so that's why I asked if lunch, breakfast and school program is being considered from the Department of Education, if they can, because I just mentioned that it has something to do with achievement too if they can listen well and under the IQ policy, Ikajuqtigiinni. That's why I asked if there would be some kind of a program for those students who can achieve their grades. That's why I asked if there's any program. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We are exploring the feasibility and the need to increase funding for school food programming. As I had alluded to questions in the House, oral questions, with Mr. Lightstone, there is some potential on developing a proposal for a Nunavut-wide Children First Initiative that deals with food programming and we're hoping to support that moving forward. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Kaernerck.

Mr. Kaernerck (interpretation): Thank you, Mr. Chairman. I'm happy to hear that and thank you for giving us the information. Returning to your plan, on page 123, (interpretation ends) under the student support and on the Student Assessment for 2020-21, can you clarify why was the budget decreased from \$1,197,000 to \$1,155,000, and the same with Student Support? Could you elaborate on that? That is my final question. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Sorry, I am trying to put the page to 123, but I think I am going to have to get Mr. Suleiman to respond to that budget question. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Suleiman.

Mr. Suleiman: Thank you, Mr. Chairman. The reason for the decrease is: what we wanted to do was make sure that a lot of the additional money went into supporting the inclusive education support services, so we had to move monies internally from not only the branch, but also from other divisions to support that internal growth so we did not have to request new money. Thank you, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. Good afternoon minister and staff. I think I just have one question around the lines of Ms. Kamingoak's question, but it is to do with the abusers, the bullies.

Is there anything in the department or the school will discipline the bullies in the school? I think we all know that children nowadays know they cannot be charged because they are underage. That is what they think.

I am just wondering if you have any disciplinary actions against the children or against the parent. That is my one question. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Akoak. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I am pretty sure every DEA has a policy around discipline and/or expulsion. So depending on the severity, it is dealt with at the school level.

If you may allow, Mr. Chairman, I am going to get Ms. Okpik to also elaborate a little bit on this, if you may. Thank you.

Chairman: Thank you, Minister Joanasie. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Every district education authority does have a discipline policy set that looks at events that may happen in the school between students or student between teacher and that type of thing.

It is quite clear in most of their policies as to what the outcome will be. The authority of the DEA is to look at suspensions. The current *Education Act* allows for in-school suspensions as well.

In the past, I know certain DEAs have used elder funds for example, to be able to hire elders. I remember being in one community where there was a new teacher there and there were quite a number of students with disciplinary issues. They hired an elder to be in the classroom and that had a significant impact in how students behaved because they behave very differently with an elder around.

DEAs also receive funding for their discipline policy so they can look at doing different activities perhaps, with the students. If there is an on-the-land activity where there needs to be a group of students; there is support for the person that is being bullied and for the person that is doing the bullying, so there are a number of different avenues that can be looked at with the funding that is available to the district education authorities.

(interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. The DEAs have authority to discipline the parent or the student as you say. How severe does it have to be before your department has to intervene, if the DEA is not doing their job to fix the problem where a bully is bullying and it is still happening? How severe does it have to be before your department intervenes? Thank you.

Chairman: Thank you, Mr. Akoak. I don't think the department stated that the parents will be disciplined, just for the record. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Thanks for the clarification. It is on a case-by-case basis but the policies are quite clear around when certain individuals or groups become involved in the disciplinary action of a student who may need it. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Just a comment, we all know that there are a lot of students, people, or young people going to school who do some harm to themselves because of bullying and we need to stop it. We need to find a way to stop it, and to agree that you can discipline a parent if you are not able to discipline a student; like charging the parent or something like that. That is just a comment and we do need to stop the bullying in schools just so that we stop the issue of young people harming themselves. Thank you, Mr. Chairman.

Chairman: Thank you for the comment. We are on page G-9. Student Achievement. Total Operations and Maintenance, to be Voted. \$5,604,000. Agreed?

Some Members: Agreed.

Chairman: Thank you. ...(no audio)...

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) That is a lot of money for one page.

Chairman: Hold on. Hold on a second, please. Sorry about that. We are back on. Apparently I pushed a button that I wasn't supposed to here and we went off air.

>>*Laughter*

It is so close to the pause button. Okay. Back to Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) My first question on this page is whether the minister could commit to giving members updated statistics on school utilization. I do realize that this is normally something considered under capital, but as it does pertain to the utilization of the schools and the operation of the schools' enrolment, I feel that it is also an operations type of question, so similar to the letter provided March 13, 2018 to the committee. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, I can commit to providing that. We're just finalizing some of the minor details and once it's ready, I can provide it to the committee. Thank you.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) My first question is about the general or academic streams at the schools, high schools in particular. How many schools in Nunavut support or offer the general and academic stream for high school students? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. We would have to go back to the member on this question. I'll have to dig that information out. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll look forward to seeing that because I think it is important for students to have access to both those streams no matter which community they live in. I'll use myself as an example. I went through high school. I had to take a course through distance learning because it wasn't offered at the school. I was one of the only students interested; maybe there were two of us. I can't remember.

I'm asking about distance education and how it ties to school operations. In the letter from the minister to the committee it mentions the Alberta Distance Learning Centre, that distance learning courses are offered through there. I just noticed in the news that the block funding from the Alberta government for this distance learning centre will be phased out over the next two years. Does the department have any plans for how this is going to affect Nunavut students using distance learning? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, we will have to look at that and keep a close eye on how it's going to impact Nunavut because we've had students use this distance learning course process over the course of seven or eight years. In the letter we identified that 13 courses were registered in 2019-2020, so it would have an impact. We will keep a close eye on what's going on with this program and how it would impact our students here in Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. I thank the minister for saying he will look into it. You have requested an additional \$6 million and you have proposed to add 20 more PYs. (interpretation ends) I just wanted to know what new positions will be added under this budget and, if possible, which communities would those be located in. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. They're all teaching positions and some of them are from the business case unfunded is student-educator ratios, but they're all teaching positions. In terms of the finer details, I don't have that. Yes, it's all across the territory. In terms of a breakdown, I don't have that here with me. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wanted to ask about principal turnover rates. It's mentioned in this letter from the minister dated February 17. It says here in the letter that "At the beginning of this school year there were 22 new principals across Nunavut's 44 schools." That's concerning when you look at it from a management perspective. You want to have stability at the management level within the schools. My understanding is that it is going to be part of the recruitment and retention strategy that the department's looking at.

I just wanted to confirm is the additional allowance paid to principals going to be part of that? It is my understanding it is about \$20,000 is the maximum additional money that a

principal can get, depending on the size of the school. Is this going to be part of the retention and recruitment strategy work? (interpretation) Thank you, Mr. Speaker.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe that would have to be part of the collective bargaining through the Nunavut Teachers Association. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, and that's why I asked that question. I wasn't sure where it would land.

Has the department received any requests to increase those allowances or has it been identified as an issue that contributes to principal turnover, because it can be quite stressful and additional responsibility and maybe headaches compared to being in the classroom as a teacher. (interpretation ends) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you. If you can you give me a minute; hold on. Thank you for your patience, Mr. Chairman.

We haven't heard of any requests to increase that allowance specifically. Going back to the student-educator ratio positions, if we count the number of actual positions being created, it amounts to 64 PYs throughout the territory, where 40 would be new and 23.5 are from last year's unfunded. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister for sharing that it hasn't been flagged as an issue. Maybe just as a suggestion, if next time you have one of your meetings with your school administrators, put that on the agenda: are principals getting paid enough? It would be really interesting to hear from the people who have been principals, people who are principals, in terms of the effect of the amount there; \$20,000.

My last questions, Mr. Chairman, are on the issue of social promotion. I'm looking at the program directive from September 2013. This is a program directive on student placement, promotion, and retention. It was tabled in the legislature in June 2017, and so first of all, if the minister can confirm that this is the program directive that is currently in use within the department? It is directive CSS-2013-01. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

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

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) In the directive it outlines and provides a bunch of definitions. The three things that I want to talk about are: promotion, which is a normal situation where a student passes from grade to grade as they achieve curriculum expectation; placement, which is in the definition “Where the school team determines a student may move onto another grade level if they have not met/exceeded expected curriculum competencies”, and retention, which is holding a student behind, so placement, promotion, and retention.

Does the department track numbers of the students across Nunavut in terms of, in one school year, here are how many were promoted, here are how many “passed”, here are how many were placed, and here are how many were retained or held behind? Do you have those types of numbers available? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main.

Mr. Main: Thank you, Mr. Chairman. I believe the information is there, but it might be all in paper format, so it is something that if we want to get all the numbers that the member is requesting, we would have to go through all the individual paper files. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don’t want to derail the government’s work on educating the students with a request for information, but I think it would be very interesting and perhaps informative to see how many students are being placed because it says here in the definitions that “Placement is an extraordinary circumstance.” It’s not supposed to be a normal thing, and likewise for retention. It says that it is “an extraordinary circumstance.” I will just put that out there as a request for the department to see what data you can provide committee members on these three events because I think it would tell us a lot about what is happening at the school level.

We hear anecdotal things that are concerning. I’ll just put that out there as a request and that is my final item. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. It might be a question that might be better proposed as a written question so that you can inform them of exactly what it is that you’re looking for. Minister Joanasié, if you want to comment, please.

Hon. David Joanasié: Thank you, Mr. Chairman. In terms of what level of detail, we would have to look into it and grade levels and whatnot, I agree with the Chairman on this. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I welcome the minister and his officials. For the funding of school operations for kindergarten to grade 12, in 2020-21 there is a large amount of money being introduced. What is the main reason for the increase? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Qirngnuq. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The number of teacher positions is the main reason that there would be 64 positions introduced and also partly, the teachers' salaries will increase slightly according to the Nunavut Teachers Association agreement. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. In the operations and maintenance money on page G-1 2020-2021, it's written that 20 Inuit from K to Grade 12 operations, what new things will we see on that page? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Qirngnuq. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Apologies. He mentioned page G-1, but I would like clarification on exactly what he's talking about. Thank you.

Chairman: Mr. Qirngnuq, if you could clarify your question please.

Mr. Qirngnuq: Thank you, Mr. Chairman. On page G-1 of 2020-2021, main estimates indicate an increase of 20 PYs in the K to 12 school operations branches. What new positions will be added? Thank you, Mr. Chairman.

Chairman: Thank you Mr. Qirngnuq. I do believe that question was asked earlier by Mr. Main. Minister Joanasié, do you have anything to add to that? No. Okay. Mr. Qirngnuq, do you have a different question or do you want to add to that? Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. (interpretation ends) The 2020-23 business plan indicates that funding for the French school commission will decrease somewhat for 2019-2020, although the accounting structure chart in the main estimates shows that an additional 1 PY will be added to the division.

What recent changes have impacted the allocation of funding and resources to French language education in Nunavut? Thank you, Mr. Chairman.

Chairman: Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I'm just trying to find the details around this specific issue. But, if it's in regards to the Commission Scolaire du Francophone funding, that's all to do based on enrolment. So, if funding has gone down, I believe based on that. Thank you, Mr. Chairman.

Chairman: Thank you Minister Joanasié. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. This will be my last question. On the topic of a French school, have the smaller communities ever been considered for that? I would like to understand and that's why I'm asking the question. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Perhaps he can clarify his question, if the community wants to teach French, Mr. Chairman, if he can elaborate on his question. Thank you.

Chairman: Thank you. Mr. Qirngnuq, if you could clarify your question, please.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. Yes, the minister understood my question. I'm thinking about the smaller communities. Francophones go to the communities every year and a lot of people don't understand them. Has a community ever been considered for a French school? That's my question, Mr. Chairman. Thank you.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Thank you for the clarification. The communities can put in a request and if the numbers are right, if I say it in English, (interpretation ends) if numbers warrant, (interpretation) for students who want to be taught French as a second or third language, they can put in a request. If they have 10 or more students, they should be considered carefully, Mr. Chairman. Thank you.

Chairman: Thank you, Minister Joanasié. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. Some schools have student attendance pretty low and some of them do have really good attendance. I'm just wondering if the ones that do have good attendance, they must have a good initiative to get their attendance pretty high. Would they pass that onto schools that have low attendance to give them an example of what they can do to increase the attendance? That's the only question I have. Thank you.

Chairman: Thank you, Mr. Akoak. Your one question is a good question. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We are looking to have our territory-wide registration and attendance tool kit for DEAs to boost attendance and registration. This is work that we want to get everybody on board for and all the stakeholders involved, parents, grandparents, as I stated before when we started dealing with our budget, getting even the business community, making sure that they don't hire our students when they should be in school, and those types of things.

We want to have different tools and supports in place that would support students to want to go to school. I think it boils down to it's not a cookie-cutter approach and that some communities might be using or have an initiative that's working for them that might not necessarily be usable in another community; looking at the school population, for example, too. There's much that can be said around attendance and how to get more students in our schools, but DEAs are a huge partner in that.

There's another initiative that we're trying to support through the coalition that we're hoping to get a boost around attendance and getting the good work out into the communities across the territory. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. The 2020-23 business plan indicates that some schools will not have enough staff and no administrative support. For the 10-year plan what is going to be your priority to make sure that the schools are properly staffed? Thank you, Mr. Chairman.

Chairman: Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. We are continually talking about the need for more teacher positions and in the near future, within the next three years we are going to be doing a review about increasing the number of staff, and also to provide a program for teachers. We're looking at different ways and having dialogue with the Inuit organizations and the federal government. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Towtongie.

Ms. Towtongie (interpretation): Thank you, Mr. Chairman. The Department of Education is facing challenges in its Inuit employment efforts, especially in the area of bilingual education. What new initiatives or actions are being considered to promote and support the recruitment and training of more bilingual educators? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Towtongie. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. We are also taking new initiatives in increasing the number of bilingual educators. With job descriptions, we are

trying to make them more uniform, and also increase the number of people going through the Sivuliqtiksatsat program. Let's say that if a position were going to be opened, we could have it open only to Nunavut residents. We are looking at different ways as to how we can increase the number of bilingual educators today and also into the future. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Towtongie.

Ms. Towtongie: Thank you, Mr. Chairman. My final question; looking at the news recently of violent acts committed against teachers; and violence, as we have been informed across Nunavut in teachers is increasing.

My question is: what specific policies and practices are currently being implemented to ensure that necessary supports are in place to keep schools, students, and staff safe? Thank you, Mr. Chairman, my final question.

Chairman: Thank you, Ms. Towtongie. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We're still in the development and hope to finalize the Safe and Caring Schools Framework, but this is something that we're really emphasizing to ensure that all parties know that violence and bullying is not tolerable in our schools.

There's a safe school/antiviolence committee, which is a joint committee with Education and the Nunavut Teachers Association that was struck, and they meet twice a year. There's work to review and update the crisis response guideline for Nunavut schools, staff manual, as well as the principal's planning manual.

There are different initiatives that we're trying to get and processes that we're trying to have everyone aware and make sure that those types of incidents don't occur in the future; when they do, what's the course of action that everyone needs to know to take. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. I would like to supplement the question that my colleague for Rankin Inlet and Chesterfield Inlet asked. On page 128 it says that "The department is currently developing a 10-Year Educator Retention and Recruitment Strategy..." Is this 10-year strategy going to be used within those 10 years or is it going to kick in at...? It states in English, (interpretation ends) "The department is currently developing a 10-Year Educator Retention and Recruitment Strategy to address staffing challenges." (interpretation) Maybe I misunderstood it. Can you elaborate on the 10-Year Educator Retention and Recruitment Strategy? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. The 10-year educator recruitment and retention strategy is something we're working to have in place to address our short-, medium- and long-term needs of our school staffing. This is going to be tied to our overall departmental 10-year strategic plan. We're not going to wait until ten years to finally come up with a plan, if I read his question that way.

We're actively taking a number of steps to support recruitment and retention right now. This includes recruitment packages to all our high school students and this is something we're going to do on an ongoing basis. We would also promote the teaching career as an option in career fairs and whatnot. We're working with the Nunavut Teacher Education Program, Nunavut Arctic College, regional school operations, trying to get more people interested, invested, and passionate about the teaching field. I have said it before where it's a very demanding job but also a very rewarding job.

I'm going to echo the words or comments made from the Nunavut Teachers Association around if we're going to get Nunavut-grown teachers, our students need to become the teachers, so we need to make homegrown adult teachers and identifying after graduation what their pathway is going to be. When we are saying there is a need right now for 450 Inuktitut-speaking teachers, where will we get them? Only within Nunavut, so those are some of the things we are looking at. There are also other activities around recruitment and retention going on within the territory and outside given our immediate needs. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. On the same page, 128, "...Framework K-12 and action plan. Status" It says here "It is anticipated that a Superintendent of Schools' Literacy Instructional Practice checklist will be implemented by March 2020 to support and monitor effective literacy practices." The department is only anticipating. Is there any other avenue that you are thinking of since your department is only anticipating this? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Maybe if you will allow my deputy to take this question, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. With regard to the superintendent of schools, they are usually approached by the principals of the schools and they have a checklist. For example, if they go to a school, they have a checklist they are required to complete, and with regard to the schools' literacy instructional practice checklist, some of them are more behind while others are more ahead.

When the superintendent goes to the school, they have to make sure that the checklist and all the language programs and different programs are being applied. (interpretation ends) For example, the checklist may include a “word wall” Part of the literacy strategy would include different components of the literacy action plan; so, does the school have a word wall, or does every class have a word wall? For example.

There are certain components of the literacy program that we would like to see evidence of within the school and also through lesson plans or work with the learning coaches. That is the purpose of the checklist, so we are hoping to implement it March 2020 with the superintendent, and we did provide additional resources for the program in the 2019-2020 fiscal year. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. I think this is my last question. I may have a supplementary, but on same page, Priorities for 2020-21, the department wants to “Continue to support the development of safe schools and communities.”

At the current time we have security in health centres in Nunavut communities. Are you thinking the way health centres have security is similar to that kind of security in schools, or can you elaborate a little bit further as to what this is trying to say? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Qamaniq. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. The development of safe schools and communities, that priority is... . There are different approaches that we’re trying to do, collaborating with stakeholders, including the Red Cross and Embrace Life, to ensure supports are in place for various needs of Nunavut schools.

In terms of safeguarding buildings, that aspect of it, we do have on occasion employed fire watch for schools. If the suppression system is out of order, then we will use a fire watch until that’s rectified. Also, sometimes there are outside security measures that are used and that’s related to either vandalism or arson and those types of activities. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Qamaniq.

Mr. Qamaniq: Thank you, Mr. Chairman. Now I understand what this is trying to say.

My last comment is that you may be already implementing this, but maybe perhaps the school recess time should be the older classes should have a separate recess time than K to 3 or whatever so that older students would not be bullying the other smaller students. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Thank you for the suggestion. I think it was Mr. Kaernek that brought it up before and that was a suggestion I provided to him. It was around staggering recess time for higher grade levels or lower grade levels to minimize any potential bullying that might occur or to counter any kind of negative experience that might occur when there are so many kids all at the same time going out to play. It's a DEA matter that can be dealt with by the DEA. I encourage the member to talk with the DEA to perhaps make that motion. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. Your business plan states that the Department of Education wants to support Inuit employment efforts particularly relating to bilingual education. What efforts has the department taken specifically for Inuinnaqtun? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I thank the member for her question. Specifically to Inuinnaqtun, that's something that we will be looking at as part of our revitalization programming, especially as it relates to our partnership with the Department of Culture and Heritage and the ongoing work with respect to training language specialists and educators in the territory. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Kamingoak.

Ms. Kamingoak: Thank you, Mr. Chairman. With regard to the language revitalization programming with NTEP, are you working with the college or how well are you working with the college to see if these programs can be offered in Kugluktuk? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We're trying to sort out the details yet. But, yes we will consider the regional needs of the Kitikmeot and we've also throughout Titiqiriniq have developed over 250 student books and teacher resources in Inuinnaqtun to support those educators in Inuinnaqtun. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Kaernek.

Mr. Kaernek (interpretation): Thank you, Mr. Chairman. My fellow member for Tununiq had asked a couple of things on what I thought about and that there need to be safe schools. I agree.

My question is: how many communities in Nunavut combine grades from the youngest, through the middle and to the older grades? (interpretation ends) Kindergarten, middle

school, high school, how many Nunavut communities have one school? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. It's a capital question that I wasn't prepared for at this time. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Kaernerck.

Mr. Kaernerck (interpretation): Yes, it's in the section. However, I'll just turn my attention to something else. We're in the K to 12 operations when I look at G-14. In the contributions, there is one (interpretation ends) Taking it globally, is the department considering to have *Inuit Qaujimaqatuqangit* principles, taking it globally (interpretation) how could you incorporate that? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I believe that contribution is with respect to the Connected North program and having schools equipped to deal with access online and or different video conferencing capabilities. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Kaernerck.

Mr. Kaernerck (interpretation): Thank you, Mr. Chairman. My final question, every year there's a report. When I look at that 2016-17 annual report, when are we going expect that 2017-18 annual report? Thank you, Mr. Chairman, my final question.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. The annual report, we realize that they're a little bit behind. But we are going to proceed and I can't tell you when they're going to be finalized. But when that time comes, I'll mention it to the members. Thank you, Mr. Chairman.

Chairman: Thank you. We are on K to 12 School Operations. Total Operations and Maintenance, to be Voted. \$177,705,000. Agreed?

Some Members: Agreed.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. I move a motion to report progress. Thank you, Mr. Chairman.

Chairman: Thank you. There's a motion on the floor to report progress. The motion is not debatable. All those in favour. Opposed. Okay, we have to try this again. All those in favour, please raise your hands and keep them up so I can count. All those opposed. Thank you. Then we will continue.

We are next on page G-11. Educator Development. Total Operations and Maintenance, to be Voted. \$10,372,000. Agreed?

Some Members: Agreed.

Chairman: Thank you. G-12. Advanced Education. Total Operations and Maintenance, to be Voted. \$14,153,000. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) The department is proposing increases to their FANS benefits. I thank the minister for the handout detailing some of the changes.

I noticed that most of these benefits are eligible for Nunavut residents, but then there are three that are broken down to benefits for Nunavut Inuit and then non-Inuit with different rules for each, the basic grant, supplementary grant, and the out-of-territory and family housing supplement. What's the rationale for breaking down the benefits based on Inuit and non-Inuit given that we are a public government? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Unfortunately I can't answer the question. The business case was presented through Family Services and we're just presenting it. As of April 1 we will be taking it over, but in terms of the details around the rationale of breaking down the eligibility by categories, I'm not sure about why that is. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Is it possible for the minister to request clarification from the Minister of Family Services? I'm just wondering how I would get an answer to this question because it's shifting between the departments. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. It's at the discretion of the minister who is before us whether he wants to pass on the question to another minister or not. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe the Minister for Family Services isn't prepared to answer the question at this time.

(interpretation) Can you not hear me? Is it okay now? (interpretation ends) Can you hear me now?

I believe the Minister for Family Services is not in a position to answer the question at this time. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I hope to get an answer on that at some point.

I'll ask another question on this business case. There's a retention fund for special interventions to keep students in school and this looks very promising. Under eligibility it says, "Eligibility to be determined on a case-by-case basis." That kind of jumped out at me. What criteria will be used to determine whether a student is eligible or not? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. If you will allow Mr. Suleiman to respond. Thank you.

Chairman: Thank you. Mr. Suleiman.

Mr. Suleiman: Thank you, Mr. Chairman. With regard to this retention fund for special interventions, what the department is looking at doing is working with Family Services to apply the directives. They haven't been fully developed to this point. That's why it is on a case-by-case basis, but we have a transition team right now that's finalizing the details around applying all of these different changes into policies and directives. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Suleiman. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I know that the department is just taking over Family Services...taking over Financial Assistance...

>>*Laughter*

...for Nunavut Students from Family Services. I wanted to flag issues that have been mentioned to me regarding the FANS toll-free number. Apparently it's hard to get somebody to pick up the phone from time to time and I note that the increase in funding to FANS, it says here on your summary that the increases are only going to grants and contributions. It's a bit concerning when we are hearing of operational type issues within the delivery of the FANS program. I just wanted to flag that for the minister's attention. You may need to add more positions in the future.

My final question on this page is regarding the impact of ransomware. We were provided information that mentioned that the loan manager program and the FANS records were affected by the ransomware, so a status update in terms of the student loan records under FANS and whatnot, the related information. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. The loans piece, I think this is where Family Services agreed to keep that aspect of FANS for the time being until we're able to meet that, until then. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wonder if the minister could clarify that statement a bit. It was my understanding that FANS was being transferred over to Family Services. My question was about the impacts of ransomware on the records within that division or function. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Sorry, Mr. Chairman. Sorry for the misunderstanding. I'll have to get a bit more detail around his request, but in terms of the loans collection position, there were one or two positions for loan collection that Family Services had kept in terms of... . I think this is the...well, I don't speak for them, but this is under the... . We're still working it out in terms of transferring that responsibility from Family Services to us. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Keyootak.

Mr. Keyootak (interpretation): Thank you, Mr. Chairman. I have one question as my other question was already answered.

Mr. Chairman, the Department of Education is responsible for adult education and they work with Arctic College staff to do that. Up to today, which programs are going and what still needs to be worked on? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. There was a review of the NTEP program through Arctic College. We try to make sure that our students complete grade 12 and if they are going to enrol at Nunavut Arctic College, we want to make sure that it's a smooth transition and they can start college right away. We're really working towards having bilingual teachers. We have seen that there's room for improvement in the PASS program. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Ms. Towtongie.

Ms. Towtongie: Thank you, Mr. Chairman. I just have a couple of questions. The first question is the education department collaborates with Nunavut Arctic College to deliver the Student Support Assistant Certificate Program. I'm curious how many student support assistants currently employed by the department expressed an interest in the certification program. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Towtongie. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We haven't started that program yet, but we are trying to get a sense of how much interest it would garner. We have yet to see details around that. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Towtongie.

Ms. Towtongie: Thank you, Mr. Chairman. My final question on the business plan page 134 under the title Pre-Employment Training it says, "This provides funding to support the development and delivery of educator training programs that are linked to Article 23 of the *Nunavut Land Claims Agreement*, and bilingual education requirements." They're talking about funding to support the enhancement of the Nunavut Teacher Education Program. Is the Department of Education working with the Makigiaqta corporation to access some type of funding for this pre-employment training? My final question. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. We don't have any proposals to Makigiaqta specifically, but we do have a commitment to work with Nunavut Tunngavik Incorporated and the federal Canadian Heritage department on developing language specialists and more educators in our schools in the near future. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. We are on Advanced Education. Total Operations and Maintenance, to be Voted. \$14,153,000. Agreed?

Some Members: Agreed.

Chairman: Go back to page G-3. Department Summary. Education. Total Operations and Maintenance, to be Voted. \$232,873,000. Agreed?

Some Members: Agreed.

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

Some Members: Agreed.

Chairman: Thank you. Mr. Akoak. Oh, sorry. I jumped the gun here. Before I go to a member, Minister Joanasie, do you have any brief closing comments? Please go ahead.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, just briefly, I want to thank both officials that I'm here with and the committee for all their questions and comments, and all the staff that have helped prepare me for this appearance.

I just want to make a quick clarification to what has been said in the last couple of days with regard to the student-educator ratio. I noted the committee chair, Ms. Nakashuk, in her opening comments states that our business case for that would be for within this budget, 2020-21, but we are actually planning and I have stated it not only in the letter from February 17 but also at our Bill 25 hearings in November that we are planning for a new student-educator ratio formula to be presented as part of the 2021-22 budget cycle. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. On behalf of the committee, I thank you and your officials for being here to answer the questions for the past few days. With that, Sergeant-at-Arms, if you could please escort the witnesses out. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I move to report progress, and I hope there's no debate. (interpretation) Thank you, Mr. Chairman.

>>Laughter

Chairman: Thank you. There is a motion on the floor to report progress. The motion is not debatable. All those in favour of the motion. That's better. Thank you. Opposed. Motion carried. I will now rise to report progress to the Speaker.

Speaker: Report of the Committee of the Whole. (interpretation) I'm sorry. I made another mistake. (interpretation ends) Consideration in Committee of the Whole of Bills and Other Matters. (interpretation) Let's try this again. I'm sorry. (interpretation ends) Report of the Committee of the Whole. Mr. Rumbolt.

Item 20: Report of the Committee of the Whole

Mr. Rumbolt: Thank you, Mr. Speaker. I thought we were going to start over again for a little while there.

>>Laughter

Mr. Speaker, your committee has been considering Bill 39 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. (interpretation ends) There is a motion on the floor. Is there a seconder? Mr. Kaerner. The motion is in order. To the motion.

An Hon. Member (interpretation): Question.

Speaker: All those in favour. Opposed. The motion is carried.

(interpretation) Before we adjourn, my daughter is here, Natasha Ashevak and her son, Devon, my grandson Wayne, and our grandchild Tiivai. They are in the gallery.

>>*Applause*

(interpretation ends) No. 21. Third Reading of Bills. 22. *Orders of the Day*. Mr. Clerk.

Item 22: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for March 4:

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 39
- Bill 40
- Bill 42

20. Report of the Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

Speaker (interpretation): Thank you. (interpretation ends) In accordance with the authority provided to me by Motion 62 – 5(2), this House stands adjourned until Wednesday, March 4, at 9:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 17:56*

