



## Legislative Assembly of Nunavut

### *Speaker*

**Hon. Paul Quassa**  
(Aggu)

**Hon. David Akeegok**  
(Quttiktuq)

*Deputy Premier; Minister of Economic  
Development and Transportation; Minister  
of Human Resources*

**Joelie Kaernerik**  
(Amittuq)

**Pauloosie Keyootak**  
(Uqqummiut)

**David Qamaniq**  
(Tununiq)

**Emiliano Qirngnuq**  
(Netsilik)

**Tony Akoak**  
(Gjoa Haven)

*Deputy Chair, Committee of the Whole*

**Hon. Lorne Kusugak**  
(Rankin Inlet South)

*Minister of Health; Minister  
responsible for Seniors; Minister  
responsible for Suicide Prevention*

**Allan Rumbolt**  
(Hudson Bay)

*Deputy Speaker and Chair of the  
Committee of the Whole*

**Pat Angnakak**  
(Iqaluit-Niaqunnguu)

*Deputy Chair, Committee of the Whole*

**Adam Lightstone**  
(Iqaluit-Manirajak)

**Hon. Joe Savikataaq**  
(Arviat South)

*Premier; Minister of Executive and  
Intergovernmental Affairs; Minister of  
Energy; Minister of Environment;  
Minister responsible for Immigration;  
Minister responsible for Indigenous  
Affairs; Minister responsible for the  
Utility Rates Review Council*

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

*Minister of Community and Government  
Services; Minister responsible for the Qulliq  
Energy Corporation*

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

**Hon. Margaret Nakashuk**  
(Pangnirtung)

*Minister of Culture and Heritage;  
Minister of Languages; Minister  
responsible for the Nunavut Housing  
Corporation*

**Craig Simailak**  
(Baker Lake)

**Hon. George Hickey**  
(Iqaluit-Tasiluk)

*Minister of Finance, Chair of the Financial  
Management Board; Minister of Justice;  
Minister responsible for Labour; Minister  
responsible for the Workers' Safety and  
Compensation Commission*

**Patterk Netser**  
(Aivilik)

**Hon. Elisapee Sheutiapik**  
(Iqaluit-Sinaa)

*Government House Leader; Minister  
of Family Services; Minister  
responsible for Homelessness; Minister  
responsible for the Status of Women*

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

*Minister of Education; Minister responsible  
for Nunavut Arctic College*

**Calvin Pedersen**  
(Kugluktuk)

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

### *Officers*

Clerk

John Quirke

Clerk Assistant  
Stephen Innuksuk

Law Clerk  
Michael Chandler

Sergeant-at-Arms  
Michel Albert

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](http://www.assembly.nu.ca)*

## Table of Contents

Opening Prayer.....	1
Ministers' Statements .....	1
Members' Statements .....	7
Oral Questions.....	10
Tabling of Documents .....	27
Consideration in Committee of the Whole of Bills and Other Matters .....	28
Report of the Committee of the Whole .....	73
Orders of the Day .....	74

**A.**

**Daily References**

Wednesday, March 3, 2021 ..... 1

**B.**

**Ministers' Statements**

565 – 5(2): Impacts of COVID-19 on Wildlife Research (Savikataaq) ..... 1  
566 – 5(2): 2020-21 Nipivut Virtual Youth Leadership Conference (Joanasie) ..... 2  
567 – 5(2): Donation of Elisapee Ishulutaq Collection (Nakashuk)..... 3  
568 – 5(2): Agnico Eagle Acquisition of Hope Bay Mine (Akeegok) ..... 3  
569 – 5(2): Therapeutic Justice Program Launched in Arviat (Hickes)..... 4  
570 – 5(2): Youth Initiatives Funding (Sheutiapik) ..... 5  
571 – 5(2): In-territory Health Service Enhancements (Kusugak)..... 6

**C.**

**Members' Statements**

817 – 5(2): Appreciation of Whale Cove Becoming COVID-19 Free (Main)..... 7  
818 – 5(2): Services for Elders (Kaernek) ..... 8  
819 – 5(2): Protecting Our Oceans (Qirngnuq)..... 9

**D.**

**Oral Questions**

1189 – 5(2): High-income Tenants (Lightstone)..... 10  
1190 – 5(2): Staff Housing (Angnakak)..... 12  
1191 – 5(2): Delays in Obtaining Driver's Licences (Netser)..... 14  
1192 – 5(2): Transportation for Clients at Continuing Care Centres (Kaernek)..... 15  
1193 – 5(2): Economic Recovery Plans (Simailak) ..... 18  
1194 – 5(2): Nunavut-based Mining Workforce (Main)..... 20

1195 – 5(2): Marine Management (Qirngnuq) .....	23
1196 – 5(2): COVID-19 Vaccinations for Pond Inlet (Qamaniq) .....	25
1197 – 5(2): Funding for Home Renovations (Towtongie).....	25

**E.**

**Tabling of Documents**

356 – 5(2): 2019-2020 Annual Report from the Chief Electoral Officer (Speaker).....	27
357 – 5(2): Pension Administration Report as of March 31, 2020 for the Retiring Allowances Act and the Supplementary Retiring Allowances Act (Speaker).....	27
358 – 5(2): Financial Statements as of March 31, 2020 for the Retiring Allowances Fund (Speaker) .....	27
359 – 5(2): Financial Statements as of March 31, 2020 for the Supplementary Retiring Allowances Fund (Speaker).....	27

**F.**

**Bills**

Bill 59 – Appropriation (Operations & Maintenance) Act, 2021-2022 – Education – Consideration in Committee .....	28
---	----

**Iqaluit, Nunavut**  
**Wednesday, March 3, 2021**

**Members Present:**

Hon. David Akeeagok, Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Jeannie Ehaloak, Hon. George Hickes, Hon. David Joanasie, Mr. Joeline Kaerner, Hon. Lorne Kusugak, Mr. Adam Lightstone, Mr. John Main, Hon. Margaret Nakashuk, Mr. Patterk Netser, Mr. Calvin Pedersen, Mr. David Qamaniq, Mr. Emiliano Qirngnuq, Hon. Paul Quassa, Mr. Allan Rumbolt, Hon. Joe Savikataaq, Hon. Elisapee Sheutiapik, Mr. Craig Simailak, Ms. Cathy Towtongie.

>>*House commenced at 13:30*

**Item 1: Opening Prayer**

**Speaker** (Hon. Paul Quassa)(interpretation): Good day. Before we proceed, can you say the opening prayer, please, Mr. Qirngnuq.

>>*Prayer*

**Speaker** (interpretation): Good day, Nunavummiut who are following the proceedings. Please feel welcome once again.

First of all, I want to say that I send my condolences to my fellow residents of Igloolik. I love you.

Let's proceed. Ministers' Statements. (interpretation ends) Minister of Environment, Mr. Savikataaq.

**Item 2: Ministers' Statements**

**Minister's Statement 565 – 5(2): Impacts of COVID-19 on Wildlife Research**

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. To the people of Arviat, I say "Good day" to you and I empathize with you during the COVID outbreak.

(interpretation ends) Mr. Speaker, I rise today to highlight the impacts COVID-19 has had on the Department of Environment's Wildlife Research Program. Restrictions on entry into Nunavut and on travel within Nunavut led to the cancellation or delay of most wildlife research projects during the spring and summer of 2020.

My department is committed to prioritizing previously cancelled projects that are important to communities and will proceed with conducting these projects in the 2021 field season based on available funding and if COVID-19 restrictions allow.

Mr. Speaker, COVID-19 travel restrictions also impacted my department's ability to plan and proceed with important in-person consultations with hunters and trappers

organizations and other co-management partners during the spring and summer of 2020. However, we used alternative approaches, such as teleconference meetings, to ensure ongoing communication with our co-management partners on priority issues.

Mr. Speaker, there were some opportunities for face-to-face consultations in the fall and early winter. As the COVID-19 pandemic evolves, my department will use the best available communication and consultation methods to maintain our connections with co-management partners while keeping everyone safe. Thank you, Mr. Speaker.

>> *Applause*

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

### **Minister's Statement 566 – 5(2): 2020-21 Nipivut Virtual Youth Leadership Conference**

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

(interpretation ends) Mr. Speaker, Nunavut's future success will rely upon the skills and leadership of Nunavummiut who are in school today. The Department of Education, in partnership with the Canadian Red Cross, has been hosting the annual Nipivut Youth Leadership Conference for the past five years. We believe this conference provides an opportunity to our future leaders to help them become strong, confident, resilient, and informed by *Inuit Qaujimajatuqangit* principles.

Mr. Speaker, in the past, students from communities across Nunavut travelled to the two-day conference. Because of the current realities of the COVID-19 pandemic, this year's conference will be taking place online between January 12 and April 30, 2021, with nine schools participating.

Mr. Speaker, by using technologies already available in schools, like Connected North and Microsoft Teams, students will be attending workshops facilitated by Red Cross staff with guest speakers, such as musician Becky Han and former NHL player Jordin Tootoo.

(interpretation) Mr. Speaker, through these online workshops, students will be able to share their experiences with each other while gaining valuable training in confidence building, self-care, well-being, and leadership skills, providing them with the tools to become strong role models and leaders in their schools and communities.

Mr. Speaker, the COVID-19 pandemic has brought many challenges, especially to our youth. By finding ways to connect with others while physically distant, sharing their experiences, and fostering well-being, our youth are gaining valuable leadership skills that will provide them and Nunavut with the strength to endure any future challenges that may come. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 567 – 5(2): Donation of Elisapee Ishulutaq Collection**

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. Good afternoon, my colleagues.

Mr. Speaker, I am pleased to inform Members of this House that the beautiful collection of artwork by the late Elisapee Ishulutaq, which is now on display in the lobby of this building, was donated to the Government of Nunavut's Heritage Collection. To honour her generous spirit, the collection was donated by her son Andrew Ishulutaq and other family members, as well as Paul Machnik.

Mr. Machnik began working with Ms. Ishulutaq in 1976. He produced many of her etchings and aquatints, and in 1996, travelled to Pangnirtung to meet her in person. Mr. Machnik said she treated him like a son, and the two worked closely until Elisapee Ishulutaq passed away in 2018.

Elisapee Ishulutaq was a celebrated printmaker and graphic artist. She was included in the first Pangnirtung Print Collection in 1973 and featured each subsequent year that a print collection was released. Elisapee Ishulutaq also carved, and transformed many of her prints into tapestries. Her work has been exhibited nationally and internationally and is included in many notable collections, including the National Gallery of Canada, the Art Gallery of Ontario, and the Montreal Museum of Fine Arts.

Mr. Speaker, Culture and Heritage is committed to the conservation, protection, promotion, and enhancement of our heritage collection. I greatly welcome this donation to the Government of Nunavut's Heritage Collection, which will help us celebrate Inuit culture and strengthen Nunavut as a distinct territory. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. When we enter the Chamber, her work is visibly on display. We are proud of her. Ministers' Statements. Minister of Economic Development and Transportation, Mr. Akeagok.

**Minister's Statement 568 – 5(2): Agnico Eagle Acquisition of Hope Bay Mine**

**Hon. David Akeagok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I was pleased to learn early this year about Agnico Eagle Mines' acquisition of the Hope Bay property in the Kitikmeot region. Agnico Eagle is a long-standing mine operator in Nunavut with a good track record of community engagement at their project sites.

Mr. Speaker, over the past decade or so Agnico Eagle has built three gold mines in Nunavut, and this acquisition strengthens its position as a global leader in gold mining. It also demonstrates the confidence the company has in Nunavut to be a good partner in development and as a destination for capital investment.

Over the years Agnico Eagle has provided hundreds of good local jobs to Nunavummiut. It has also demonstrated a steadfast commitment to the training supports required to enable even more Inuit to benefit from employment in the territory's natural resource sector.

Developing our territory's resources in a responsible way supports economic development in our communities and provides many Nunavummiut with the income they need to achieve a good quality of life.

Now and into the future, the Government of Nunavut is committed to the sustainable development and management of our mineral resources for the long-term benefit of Nunavummiut. Thank you, Mr. Speaker.

>> *Applause*

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

**Minister's Statement 569 – 5(2): Therapeutic Justice Program Launched in Arviat**

**Hon. George Hickes:** Thank you, Mr. Speaker. I am pleased to announce the launch of the Therapeutic Justice Program in Arviat.

The Therapeutic Justice Program began as a pilot program in Cambridge Bay in 2019 with a goal to provide alternatives to the criminal justice system based on Inuit societal values and treatments that addressed the root causes of an offender's criminal behaviour.

Mr. Speaker and members, the expansion of this program into Arviat was possible with funding from Nunavut Tunngavik Incorporated and partnerships with the Aqqiumavvik Society and Elders' Committee in Arviat.

Mr. Speaker and members, the program has two main components; the first is connecting clients to Inuit traditional programs, such as tool-making, on-the-land hunting trips, sewing Inuit traditional clothing, and attending traditional counselling; the second is formal mental health assessments and diagnosis.

Mr. Speaker and members, this model is designed to address offending behaviour with meaningful and culturally appropriate interventions that ensure the success of the participants and helps them build connections in their community.

The Therapeutic Justice Program acknowledges that crime in Nunavut is the result of many underlying factors, such as addictions, mental illness, intergenerational trauma and colonialism, and that addressing the way these societal issues have affected their clients can provide them skills and coping mechanisms that reduces their chances to reoffend and increases their ability to live a crime-free life.

Mr. Speaker and members, I look forward to the continued growth of this important and valued program and look forward to working with our new partners in Arviat. Thank you, Mr. Speaker.

>>Applause

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

### **Minister's Statement 570 – 5(2): Youth Initiatives Funding**

**Hon. Elisapee Sheutiapik** (interpretation): Thank you, Mr. Speaker. Good afternoon. I have recovered from my vaccination last night, and (interpretation ends) Pat Angnakak, this wink is for you. Thank you for the sidebar yesterday; much appreciated.

*Uqaqtitsijii*, today I would like to share news on a new funding opportunity through the Department of Family Services called "Youth Initiatives Funding." The objective of this initiative is to create programming for youth in crisis.

There are currently no 24/7 services available to Nunavut youth who find themselves in crisis and without safe place to stay. The department is committed to increasing safety and well-being for youth in Nunavut while working with families to mitigate crisis that leads to familial breakdown.

The Youth Initiatives Funding is available to create safe, youth transitional housing and overnight shelters. Funding may be used to staff existing centres for overnight support to youth and/or support the operation and maintenance costs of these centres to provide crisis shelter service, and programming for youth in need. The application and guidelines for the Youth Initiatives Funding have been disseminated to community-based agencies across the Nunavut territory.

*Uqaqtitsijii*, the department's Family Wellness and Poverty Reduction divisions look forward to working collaboratively with community organizations on this initiative.

Mr. Speaker, if I may, I just found out today that at six o'clock tonight in Cambridge Bay, we will have our first youth homeless open tonight. (interpretation) Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Those good news stories make us proud. Ministers' Statements. Minister of Health, Mr. Kusugak.

**Minister's Statement 571 – 5(2): In-territory Health Service Enhancements**

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. To the people of Rankin Inlet, good day.

(interpretation ends) Mr. Speaker, we all know one of Nunavut's realities is we must travel to southern Canada for certain types of medical care. One of the biggest priorities of my department is helping Nunavummiut receive the care they need in-territory in a way that is safe and sustainable.

Mr. Speaker, the Department of Health is always looking for ways to deliver more care here in Nunavut. Over the past year new initiatives have enhanced services to Nunavummiut across the territory.

Mr. Speaker, in the past six months Nunavummiut being treated for certain chronic conditions such as Crohn's Disease, those with stomach and breast cancer and those in need of simple reconstructive and plastic surgery no longer need go to a southern hospital for this treatment.

Mr. Speaker, specially trained clinicians in Iqaluit and Rankin Inlet now have the ability to administer drugs in certain cases that would have required patients to travel out of territory every three to four weeks. The introduction of these programs could not have come at a better time with current COVID protocols.

Mr. Speaker, the Kivalliq region's Plastic and Reconstructive Surgery Ambulatory Care Clinic, or PRS clinic, in Rankin Inlet has brought high-quality surgery for those needing procedures that can be provided under local anaesthetic with minimal instrumentation and minimal risk.

Mr. Speaker, the PRS clinic offers nationally and internationally recognized expertise in the treatment of numerous conditions, such as chronic conditions of the hand, including carpal tunnel syndrome, congenital skin abnormalities such as tumours and cysts, and can aid in the treatment of injuries.

Mr. Speaker, we are also continuously expanding virtual care services by utilizing our telehealth system that is available in all 25 of our communities. Over the next year all existing telehealth equipment will be replaced to bring it in line with current technology and best practice standards.

Mr. Speaker, one improvement will be the implementation of the territorial telehealth scheduling tool. This new tool will serve as a single access point for all telehealth needs. It will boost appointment efficiency, reduce administrative tasks, and help in delivering seamless care. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. I have no more names on my list. Continuing on. Members' Statements. Member for Arviat North-Whale Cove, Mr. Main.

### **Item 3: Members' Statements**

#### **Member's Statement 817 – 5(2): Appreciation of Whale Cove Becoming COVID-19 Free**

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

Mr. Speaker, today I wish to make a statement regarding the exceptional people of Whale Cove, whom I wish to acknowledge in light of what has transpired ever since COVID-19 was diagnosed amongst the population of Whale Cove, and it caused immense stress amongst the residents. I want to start by thanking everyone who assisted in the recovery program and to acknowledge their hard work, and that is the gist of my statement today, Mr. Speaker.

Back in November 2020, the first cases of COVID-19 were discovered in Whale Cove and the numbers were kept down due to the diligence of the residents who worked to keep the numbers at their current levels, and shortly thereafter, the number of cases dropped. Nonetheless, just prior to Christmas, on December 23 another COVID-19 positive test was found in Whale Cove, and this cast a shadow on the planned celebrations as suddenly, visitations were banned and families could not gather for large feasts.

This caused much consternation amongst families, but understandable as we had to follow the health care measures, and most public health orders are specifically to lower the infection amongst the general populace.

Mr. Speaker, on February 5, 2021 the chief public health officer announced that no COVID cases remained in Whale Cove after the accepted period of two weeks or declared in English (interpretation ends) outbreak over! (interpretation) This was very emotionally satisfying to hear and I wanted to thank each and every person who worked to eradicate this pandemic, Mr. Speaker.

I would like to first of all, thank the hamlet employees and Mayor Kabloona along with the councillors, as well as the regional Government of Nunavut departments who provided much needed assistance, and our regional Inuit organizations along with private businesses and regular residents of Whale Cove.

The radio announcers, the water truck drivers, the different services and bodies such as the LHO, they undertook tremendous work to support their residents, and you were able to defeat this pandemic by following the health measures and for that I am extremely

proud of your efforts, and hopefully in the next few months perhaps I can release another similar statement regarding the community of Arviat.

However, today is about the community of Whale Cove whom I wanted to recognize specifically Mr. Speaker, as they were very committed to defeating this pandemic and for that I thank all residents of Whale Cove today. Thank you, Mr. Speaker.

>> *Applause*

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

### **Member's Statement 818 – 5(2): Services for Elders**

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. Good day fellow Amitturmiut, as well as all residents of Nunavut.

Mr. Speaker, the reason why I rise today is to advocate on behalf of our precious elders, and perhaps to reiterate, I grew up with elders and I would often get scolded for my ignorance.

Mr. Speaker, I too believe that our Government of Nunavut can provide much better services to our elders, and for my fellow Amitturmiut, whom I represent as part of the other community this is on their behalf. The reasoning is this, in Igloolik, there is a care facility specifically for people with disabilities, and I believe they require more services as a group, not just in Igloolik but throughout Nunavut.

Our elders, in whom we constantly voice our appreciation for, require tangible services that one can see, and it is on their behalf that I rise today, Mr. Speaker. Yes, we the younger generations also want to provide assistance to our elders, perhaps that number has lessened over time, but there are still many Inuit who abide by our cultural laws.

And further, we have many different government departments that can showcase their assistance in more visible ways, and this is the reason why I mentioned the services, because we need to ensure equality especially when we keep making statements about *Inuit Qaujimajatuqangit*. Now, in our communities throughout Nunavut, we often talk about the need to make services more equitable and I too want to see that for our elders' sakes.

Now, I have spoken to this issue for the last few years, three now since I arrived into this House and although I wanted to speak properly and clearly, I would sometimes have a hard time but I believe we must always speak about the issues our constituents face, which is why I was elected to this position.

Now, I will continue to voice these concerns, especially services for our elders which need improvement in my eyes, as we all know that most government departments have

vehicles assigned to them, at least some of the departments in Igloolik have vehicles set aside. They are used primarily to drive workers to places they need to be at.

Mr. Speaker, I have not concluded my statement. I would like to ask for consent to conclude my statement.

**Speaker** (interpretation): Thank you. The member is asking for consent to conclude his statement. Are there any nays? I don't hear any. Just proceed, Mr. Kaernek.

**Mr. Kaernek** (interpretation): Thank you, Mr. Speaker. I also thank my colleagues for providing this opportunity.

Our elders primarily attained adulthood with life on the land, and I sincerely believe in their need to be provided with better services, and just now I asked for a conclusion to my statement but I just swallowed my prepared words.

I want to try to properly voice this issue, elders become less mobile as they age even though they may not have physical disabilities, but many elders experienced arthritis or enlarged joints, and it limits their mobility even when they want to attend an event, but due to the lack of transportation, they become bored and although they want to limit their boredom and visit other elders, they are unable to, due to lack of vehicles and it has been voiced in my riding now.

In Amittuq, there are many elders who live there and one elder wanted to know how elders could receive better services. Now, due to that reason, I have risen to voice the concerns of elders in my riding, and I want to work with the Minister of Health when the appropriate time arrives to determine how our elders can receive better services, not just in Igloolik, and for the care facility, how can they receive more transportation services, and I will have questions on that later on. Thank you, and I appreciate this opportunity to speak on behalf of elders. Thank you, Mr. Speaker.

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

### **Member's Statement 819 – 5(2): Protecting Our Oceans**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I wish a good day to my fellow residents of Netsilik.

Mr. Speaker, I rise today for the following reason: in part of our internal waters within our traditional area.

Mr. Speaker, as Inuit, we survive in the Arctic and it starts off with the health of the marine mammals we are able to harvest from the ocean. What we harvest, we subsist off of, and we share with our fellow Inuit who also consume this nutritious food.

Due to the reason, it is disconcerting to here that our oceans are contaminated with many different materials we should worry about. Although this is a short statement, Mr. Speaker, I believe it is quite clear and it forms what I will be querying the minister at the appropriate time, and I will have questions for the Minister of the Environment. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. I have no more names. Let us proceed. Returns to Oral Questions. Recognition of Visitors in the Gallery. Item 6. Oral Questions. Member for Iqaluit-Manirajak, Mr. Lightstone.

### Item 6: Oral Questions

#### Question 1189 – 5(2): High-income Tenants

**Mr. Lightstone:** Thank you, Mr. Speaker. My questions today are for the Minister responsible for the Nunavut Housing Corporation, and the topic is high income tenants.

During the last three years that I have been reviewing the Nunavut Housing Corporation's annual reports, I have given particular interest to the demographics of tenants.

Mr. Speaker, the annual reports, which include charts on the annual income of public housing tenants, broken down into five income brackets at \$20,000 intervals. This chart, over the years has shown that the highest bracket of tenants in public housing, which is those tenants earning income over \$100,000 a year has grown from 277 tenants in 2017 to 350 tenants in 2019.

Mr. Speaker, this represents a growth rate of 25 percent. As I indicated, this is a very interesting piece of information. I would like to ask the minister: why was this vital statistic withheld from the 2019-2020 annual report? Thank you, Mr. Speaker.

**Speaker** (interpretation): I apologize. Thank you. Minister of Nunavut Housing Corporation, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. Thank you for asking that question. The annual report just released speaks to the different revenues of the tenants, and this information is not confidential and is available, as it includes information about the tenants who are employed, which tenants have moved to different units due to being employed by a different department as it used to be under (interpretation ends) staff housing (interpretation) nonetheless, there is nothing being hidden in these figures. It primarily identifies the income levels of the tenants. Thank you, Mr. Speaker.

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

**Mr. Lightstone:** Thank you, Mr. Speaker. I hold in my hand excerpts from the Nunavut Housing Corporation's annual reports. Here's a chart of public housing annual income from the 2016 annual report, which shows public housing tenants earning an annual income of \$100,000 at 277 tenants. The next year it grew to 320 tenants. The next year it grew to 348 tenants and in the most recent report that information is not provided.

Mr. Speaker, it is a very interesting piece of information that I believe that the public should be aware of. Public housing is very essential to Nunavummiut given our housing shortage and our housing crisis. I was curious why this information was withheld from the most recent annual report.

I would like to move onto my next question. As that information was withheld from the 2019-2020 annual report, I would like to ask how many public housing tenants are now in this highest income bracket of over \$100,000 and more specifically, if the minister can elaborate further: what is the actual highest income bracket? Is it \$100,000 to \$120,000? Is it \$200,000 to \$220,000? That was my next question. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Nunavut Housing Corporation, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you and I also would like to thank you for the question.

(interpretation ends) What the member is failing to understand is a lot of these tenants are in smaller communities and we lack housing. I don't think we should be asking people "You have to move out because you have a high income." We can't do that, especially in the communities that don't have housing. If we look at the number of people that are tenants in public units, 4,911 and over are in threshold of \$27,000 income to \$80,000 to \$100,000. The numbers that he is requesting is very minimal when we look at the number of tenants in these public housing [units]. (interpretation) Thank you, Mr. Speaker.

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

**Mr. Lightstone:** Thank you, Mr. Speaker. The intent of bringing up these questions and asking why Nunavut Housing Corporation decided not to provide the information on high income public housing tenants. My intention was not to encourage these individuals to leave public housing. The actual intent and the purpose of my final supplementary question, Mr. Speaker, is given the higher ratio of staff housing being distributed to high income earners such as professionals, management and above.

My final question is: will the minister consider creating a similar income chart for staff housing tenants? Thank you, Mr. Speaker.

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

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker, and thank you. We know that many of the tenants pay a lot of money to rent and not all of the houses are in very good condition. I like it when people try to get jobs even though it is going to raise their rent, so I thank them. People who pay rent to the government, that can be looked at. I don't know whether we will be presenting them here or not. I cannot commit to that right now. Thank you, Mr. Speaker.

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

### **Question 1190 – 5(2): Staff Housing**

**Ms. Angnakak** (interpretation): Thank you, Mr. Speaker. Good afternoon. (interpretation ends) My questions are for the Minister of Human Resources and they concern the issue of staff housing.

Mr. Speaker, there has been concerns expressed in this House about the public housing rent scale and I'm glad that the Nunavut Housing Corporation is undertaking a review of this issue.

As the minister is aware, his department is now responsible for the government Staff Housing Policy. This policy covers such areas as the base rents that are charged to employees for living in subsidized staff housing units. It is my understanding that the base rents have not been adjusted in a number of years.

Can the minister clarify when his department will be undertaking its next review of rent rates for staff housing units? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Human Resources, Mr. Akeeagok.

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. With regard to paying rent, I'm not sure which area it is. The Department of Human Resources has staff housing units available for staff and then we put staff into those houses, but I'm not sure which department handles the rent scale. I'm not sure where that is, so I can't really respond to that right now. I'll have to look into it first because this is quite new and we're looking more into the availability of houses as to how many there are and how many need to be renovated. We know we're lacking houses. Thank you, Mr. Speaker.

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

**Ms. Angnakak**: Thank you, Mr. Speaker. I believe that the minister can find more information in the GN Staff Housing Policy. That's where to find out some of the information.

Mr. Speaker, questions have been asked about the fairness of high-income earners who make over \$200,000 per year being eligible to live in public housing. I want to ask the

same question today about high-income executives and senior managers living in subsidized GN staff housing. Can the minister explain how it is fair for our most highly paid executives to live in heavily subsidized staff housing units, while many low-income employees are not even eligible for a unit? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Human Resources, Mr. Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. I am aware of the policy. I just wanted to clarify whether, as human resources, we collect and determine the rates or whether it's the housing corporation. The rent collection is still under the housing corporation.

As the human resources department, we do the allocation and determine which eligibility of housing goes to which positions and each of that is we have a housing allocation committee that looks and determines, of the very limited Government of Nunavut staff houses, which positions would qualify for housing. We take and determine in terms of through criteria and determination which positions will need to be allocated for housing.

It doesn't matter whether it's the highest earner or the lowest earner. Through this policy, our government employees are all eligible for government staff housing, but the limitation is the supply in terms of our houses. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. Speaking about staff housing policies, we have it here on the disc. On page 9 it does talk about the average square metres and the average rates that are charged. In talking about those rates, the policy covers areas such as base rents that are charged to employees for living in subsidized staff housing units. I understand that these base rates really haven't been adjusted for quite a few years. I was wondering if the minister can clarify when his department will be undertaking its next review of rent rates for staff housing units. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Minister of Human Resources, Mr. Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. This is all part of the housing strategy that our government is taking place, which includes staff house rents. That is currently reviewed and in terms of multitudes of reviews that are taking place when it comes to housing. I'll definitely work closely with our housing minister when we're doing this review of rates, along with my other cabinet colleagues because it does have a government impact on this. If the review is done or when it's going to be, I'll be happy to provide the information. Thank you, Mr. Speaker.

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

**Question 1191 – 5(2): Delays in Obtaining Driver’s Licences**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. I send my regards to the residents of my community and the people of Naujaat.

I rise to ask questions to the Minister of Transportation regarding driver’s licences. I had another question, but my thinking changed as I want to deliberate on that issue prior to asking about that question.

Now, as I stated earlier, constituents generally visit me at my office especially when dealing with driver’s licences as sometimes individuals wait for long periods prior to receiving them, sometimes even (interpretation ends) eight to nine months (interpretation) or even the whole winter waiting for their licences.

Can the minister elaborate on the process a bit, especially what bottlenecks may exist that cause these delays for residents waiting for their driver’s licences? Some people would already be employed, but due to the length of time waiting for their licences, it causes delays.

Can the minister provide some details as to why some cases are so delayed and why they have to wait? Thank you.

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

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. I also thank you for that question on this subject. Now, this process has its bottlenecks as some licences can take quite a while to be processed, but I am trying hard to make improvements, and I have directed our officials to look at how to make the process speedier. There are some areas we have already made changes to, and some communities, although I don’t know which ones currently, it is written down.

Nonetheless, some of it revolves around antiquated connections such as old wiring, albeit improvements have been made, I believe to ten community connections to the machines, and for the rest where improvements are forthcoming, we have listed a timeline for the improvements.

This was usually the biggest cause of the slow communications was the old wiring, and sometimes, the actual applicant or our workers made some errors or some information may be missing, as constant communication is required, but incomplete information is usually the biggest reason for the delays.

There are different reasons, but at this time, we have tried to make improvements in this area, and when improvements are made, it is quite noticeable, and further, during our last sitting, when people are requesting the information, it will really speed up in compiling the information. Thank you, Mr. Speaker.

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

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. I also thank you for that clarification. The communities are now able to go online and enter their information that is required for a drivers' licence request. Where does the request go? Does it go to Ottawa or Rankin Inlet? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. In the Kivalliq, all the information goes to Rankin Inlet, and from Rankin Inlet, they're then sent to Ottawa after a thorough review. That is how it is currently set up. Thank you, Mr. Speaker.

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

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. With respect to passports used to travel outside of Canada; they are valid for up to ten years. Previously, they were valid for four or five years which was considered to expire very quickly. Has the Department of Transportation considered extending the validity of licences for up to ten years? Are there any plans for that? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. This is a good comment, and I am currently working on this matter, but it has not yet been established. Our regulations will have to be amended, but I have been working on it for a while now. Upon completion, I will have this pushed to be approved here in the House, and it is a very good thought to continue pursuing. Thank you, Mr. Speaker.

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

### **Question 1192 – 5(2): Transportation for Clients at Continuing Care Centres**

**Mr. Kaerner** (interpretation): Thank you, Mr. Speaker. I should have also stated that with respect to the residents of Igloolik, I represent them as I also worked with them previously.

Thank you, Mr. Speaker, I wanted to query the Minister of Health about the facility located in Igloolik, part of my constituency riding. Now, I was informed previously which I also alluded to earlier, that the facility provides services to disabled people and they have a vehicle that provides transportation services.

Although the elder wanted transportation to a place, they denied that request and turned the elder down. I wonder, if we can start with the facility in Igloolik, and look at their vehicle and the purpose for this vehicle. There are also two other buildings for elders in Igloolik, and I wonder if this vehicle can be solely dedicated to providing services to our elders?

I believe it was March 1 last year when we first started lifting restrictions against COVID-19, as originally restrictions were to be lifted in the spring as elders also want to go attend church services, and I believe it can be dedicated solely for our elders in the other part of my riding in Igloolik, for our elders? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I too feel sympathy for the community of Igloolik.

Mr. Speaker, we cannot just randomly change policies or make decisions that impact insurance and drivers, as well as who would serve as the primary driver as questions like this would arise.

At this time the vehicle we are discussing up in Igloolik is set aside for the facility that has the dedicated funding for this vehicle, and it cannot be used for any resident of Igloolik, Mr. Speaker, as rules exist. Thank you.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. Thank you for that clarification, Mr. Minister. That is very rigid, which is unfortunate.

Now, let me change the degree of my line of questioning. Now, under the ministers' statements, you announced that the Department of Health would search for better ways to provide services, and that you are always looking for improvements within Nunavut's service provision.

I wonder if perhaps if the minister can respond to this question, since you spoke about policy development, can the policy be reviewed to determine if changes can be made, perhaps by setting aside the insurance question, and to have less obstacles when reviewing the policy.

Can the higher level of officials, such as the ADMs review the policy to see how we can change it, without worrying about insurance? I wonder if they can focus solely on providing services to our elders. That is now my question, thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Health, Mr. Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. All of my comments have a foundation for inclusion in my responses, obviously. Just arbitrarily making changes is impossible, as the lives of our elders are important and if anything should happen while the vehicle is in use, and if the driver isn't insured and an accident occurs it would land the department in trouble, and the elders could conceivably also be endangered.

We cannot just set aside such an important matter like insurance, impossible, as drivers are designated under the insurance along with the elders at the facility as they have to be listed and protected by the insurance. If he asks me to conduct a review about the insurance, then yes, I can look at that.

I can look at anything that complies with current legislation, Mr. Speaker, and by complying properly with legislation and the required services, then I can have officials review these policies related to the vehicle and the usages allowed at that elders' facility.

We will look to see if the driver designation can be disseminated outside of the facility, but to determine how we can do that within our rules, and whether that means hiring another staff member are questions that can be answered by following a review using applicable legislation. Thank you, Mr. Speaker.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. Yes, obstacles galore yet nary any solutions. Let me try to ask a question in this manner. Now, within my riding of Amittuq, the community of Sanirajak and part of Igloodik lies inside.

In the past three years, whenever capital items or proposed expenditures are discussed for the government purchases, how or let me perhaps switch to small capital purchases, or small capital items. Can your department purchase a vehicle specific for elders' even aside from formalities?

The government is always making announcements that the three regional centres Iqaluit, Rankin Inlet and Cambridge Bay are where changes are usually made for pilot projects. I wonder if you can conduct a study or (interpretation ends) pilot project (interpretation) in the Amittuq as to whether the usage of the vehicle provides efficiency in serving the elders.

There is no local taxi in either community, and I wonder if a vehicle solely meant for elders can be purchased to enhance services for our local elders? If we are going to just run into insurance issues, then we should look at expanding this service aside from purely formal events, at least in my opinion.

Can the minister agree to perhaps setting aside some small capital funds for a vehicle and whether a review can be undertaken on this need? We really need to assist our elders as

much as we can. I could probably talk on and on, but in order to make it clear, I will stop there. Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): You were almost just thinking out loud, so I almost didn't understand!

>>*Laughter*

Just kidding, Mr. Speaker. Thank you. I also thank my colleague for strongly advocating for our elders. He speaks about all elders, not simply his constituents, all elders in Nunavut as I can feel his emotive foundation when speaking of elders. Thank you and I also thank you for clarifying that need.

Mr. Speaker, in caring for our elders as I spoke to previously at the beginning of our session, that I would introduce some initiatives as the need to assist elders has increased, and here I mean assisting elders not just in our facilities who are in need of care, but all elders who may not have transportation so that service he mentioned was very important.

Transportation specific for elders that can assist them and ease their struggles and as a Nunavut-wide initiative, we can look at that type of service especially in communities that do not have any options for transportation. Our colleagues' comments on providing transportation assistance to our elders is completely understandable and one we could look at, Mr. Speaker, thank you.

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

### **Question 1193 – 5(2): Economic Recovery Plans**

**Mr. Simailak:** Thank you, Mr. Speaker. Good afternoon, colleagues and to the people of Baker Lake.

Mr. Speaker, my questions are for the Minister of Economic Development and Transportation.

As the minister is very much aware, the economic damage caused by the COVID-19 pandemic is being felt throughout Nunavut, including my constituency of Baker Lake.

The slowdown on mine operations in our region has had a domino effect on local businesses and residents.

Mr. Speaker, can the minister provide an update today on the status of his department's work with Agnico Eagle and the Office of the Chief Public Health Officer to get Nunavummiut safely back to work at the mines? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok:** Thank you, Mr. Speaker. A lot of good work is taking place right now, especially with Agnico Eagle Mines, our chief public health officer, and our department, in terms of trying to get our workers back to the mines. There is no clear path right now. That work is still ongoing, but with the combination of our vaccine program and looking at the operations and how long that's going to be taking place, that work is very fluid right now and I don't have a firm update, but I just want to assure the members that there is work that's taking place to try to get our workers back. We are hearing back from our workers that they do want to go back to the mine site. Thank you, Mr. Speaker.

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

**Mr. Simailak:** Thank you, Mr. Speaker. I appreciate the minister's response. It sounds promising to get our people safely back to work at the mines, especially with the great work being done with the vaccination teams.

On the subject of economic development, the tourism sector as well of our economy has also suffered greatly as a result of the travel restrictions that have been imposed as a consequence of the COVID-19 pandemic.

As the minister is aware, his department's business plan indicates that his department has "collaborated with Inuit Organizations, industry partners and federal government agencies to establish a Tourism Task Force. The Task Force is developing a Tourism Recovery & Resiliency Plan for Nunavut." Can the minister provide an update today on the status of this work? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok:** Thank you, Mr. Speaker. COVID-19 has impacted our tourism for sure, and as of right now, the federal government transportation minister has announced that cruise ships of 12 people and up are not allowed in the Arctic for this season. That has a huge impact, along with our air transportation tourism. That has a lot of impacts to it.

There's a number of work that my staff and myself are in, in terms of trying to develop how to get back to tourism. One of the key things that I do is every two weeks I have a federal/provincial/territorial ministers of tourism meeting on tourism specifically; on the impacts it has on Canada, and the impact it has in our territory, and how we're going to try and recover that.

There is work that's ongoing related to tourism. Thank you, Mr. Speaker.

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

**Mr. Simailak:** Thank you, Mr. Speaker. Thank you, minister, for the response. I'm glad there has been continued work on looking at tourism and how we can get back, post-COVID.

Mr. Speaker, last summer, the Department of Economic Development launched a public art initiative to support local artists during the pandemic. As the minister is very much aware, one of the subsidiaries of the Nunavut Development Corporation is the Jessie Oonark Centre in my constituency of Baker Lake.

Can the minister indicate what pandemic-specific priorities he is including in his 2021-22 letter of expectation to the Nunavut Development Corporation to support our territory's artists? Thank you, Mr. Speaker.

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

**Hon. David Akeeagok:** Thank you, Mr. Speaker. Since the topic changed so drastically, I'm shifting through my documentation. I don't have a clear message, but for any of our letters of expectation, there are sections on COVID and how to... not just the letter of expectation, but the work that I'm working on with the Nunavut Development Corporation and with the Nunavut Business Credit Corporation, this topic often comes up, and work will be underway. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Before we proceed, I would like to remind members that if you're going to be asking a question, to focus on one subject and not to switch to another topic. I just wanted to remind members of that. Oral Questions. Member for Arviat North-Whale Cove, Mr. Main.

### **Question 1194 – 5(2): Nunavut-based Mining Workforce**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I know that we're focusing on Minister Akeeagok, as the Minister of Economic Development and Transportation, and I would like to direct my question to him.

With regard to the employment sector, there are quite a large number of people in Nunavut who work in the mines, but they haven't been able to return for many months now. They're losing their salaries and benefits that they acquired through their employment.

(interpretation ends) I'll switch to my other language. Mr. Speaker, I am concerned on the impacts that COVID has had on the Nunavut-based mining work force. Not only are existing workers losing opportunities to gain experience and to be promoted and further

their careers in the industry, there are other Nunavummiut who have yet to start their careers who don't have the opportunity because they cannot travel to the mine site.

My first question for the minister is: in terms of the impacts on the Nunavut mining workforce, does the minister share my concerns and what is the department doing to mitigate or address this possible set-back to the workforce? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. I really enjoy being asked questions; it's wonderful. Keep asking these great questions. Even if all the questions end up being directed to me, I don't mind at all. It is my responsibility and I want to make sure that information goes out to the public, and that the public is informed about what the government is doing.

There are approximately 500-plus employees of the mine that are now staying home. Their salaries are radically reduced and I am also very concerned about it.

As I indicated earlier, our department is working with the Department of Health and the mines to see how we can get the workforce back in the mines. Within our department, we are also looking at funds that can be provided for training in Nunavut, should the project be available. We're currently looking at training options for the staff who are currently at home. I would like to thank Agnico-Eagle Mines and Baffinland who have kept their staff on salary, though reduced, and for keeping the employees informed about what's happening at the mine level. Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. Thank you minister. (interpretation ends) This is a big concern of mine because Nunavummiut are competing for careers within that industry, and they are competing with people from the rest of Canada. I would love to see more Nunavummiut getting into the industry and building careers that can support their families.

Mr. Speaker, I've been following this topic over the months and it's come to my attention that some Nunavut residents have moved south in order to continue their work at the mine site because the restrictions that apply up here are different in the south.

My next question for the minister is has the department been tracking how many Nunavummiut have left the territory in order to further their mining careers to date? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I don't think we have a formal tracking where the mine workers are that are coming from Nunavut, but we are aware that there is a small number, a growing number, I should say, that are moving south in order to work for the mines and that was before the pandemic and during the pandemic. I don't have the exact numbers of how many Nunavummiut are moving south in order to keep their jobs for the mines. Thank you, Mr. Speaker.

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

**Mr. Main** (interpretation): Thank you, Mr. Speaker. Thank you, minister. (interpretation ends) My last question is on a related topic, and that is exploration. I know that in 2020, much of mining-related exploration was impacted by COVID restrictions. It is something that is needed for a healthy mining industry and it is also something that provides employment.

For example, the Nordgold Pistol Bay property, very close to Whale Cove, they couldn't do the activities they wanted to last year due to COVID restrictions.

So my question for the minister is: is the 2021 exploration season going to be healthier in terms of the industry in Nunavut and employment, or are the same issues and restrictions going to impact that industry? (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Akeeagok**: Thank you, Mr. Speaker. (interpretation) I was waiting for the light to come to on.

(interpretation ends) There has been a huge impact on the exploration and with the current situation we are in, where there is no specific timeline as to when travel restrictions will be lifted, and in terms of flying back and forth from one jurisdiction to another; with other jurisdictions having their own restrictions. With no firm timelines, I suspect it will have another impact on the exploration side for mining. I continue my concern, as you stated that those are the backbones of how to develop a mine.

For this particular pandemic, it is putting a huge setback in terms of our exploration in Nunavut. Thank you, Mr. Speaker.

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

**Question 1195 – 5(2): Marine Management**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I say “good day” to my fellow residents of Netsilik. I will give the Department of Economic Development and Transportation a rest as they should also rest in the House.

>> *Laughter*

My questions are for the Minister of Environment, and they are in with regard to a statement concerning the issue of our marine environment.

(interpretation ends) Thank you, Mr. Speaker. My questions are for the Minister of Environment and they concern the issue of our marine environment. As the minister will recall, I have raised concerns on a number of occasions about an incident that occurred last year in my constituency of Netsilik that involved the death of a number of bowhead whales.

When I last raised this issue during the fall sitting, the minister indicated that his department was contributing to the federal investigation into the incident by providing samples from the whale carcasses.

Can the minister provide an update today on the status of the investigation into the incident? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Speaker. I’m sorry that I don’t have too much of an update for my colleague there. The initial investigation from the site indicated that these bowhead whales were killed by killer whales, and I have not heard of what the samples that were sent out have yielded. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I would like to better understand this. He says there is not much of an update from the Premier. I will ask another question.

(interpretation ends) As the minister will appreciate and recognize the health of our waters and marine mammals is very important to our people and communities. Climate change and increased marine shipping traffic are just two of the issues facing us.

Can the minister provide an update on how his department is working with the Nunavut Marine Council to address these issues? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. We all cherish our environment and the marine environment. We want our environment to be clean and healthy for the animals and for the people that use it and for the people that harvest animals and eat the animals up in the north here.

Mr. Speaker, one of the things that the federal government announced earlier again this year is that there would be no cruise ships within Nunavut again for the summer 2021, so therefore, there will be less marine traffic in Nunavut this year as last year.

The resupply ships will still be up here, as we cannot be without them.

But if anyone has any concerns about any detrimental effects to the environment, whether it be from a ship or anywhere where Nunavummiut are out, the subject right now is marine, so if they're out in the marine, but anywhere, if anyone has any concerns about ill effects that might be happening to the environment, please tell your conservation officer and the conservation will take the appropriate action and notify the appropriate people. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I thank him for clarifying that, even though it is not the full information I wanted.

My last question is: in 2017-18, I raised a question on this issue to the Minister of Transportation and it is shocking when an incident happens in our marine environment.

(interpretation ends) When I last raised this issue during our fall sitting, the minister indicated that he has been raising the issue of marine disaster response with his federal counterparts.

Can the minister provide an update today on what specific federal commitments have been made in this area? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. The member is correct that I have raised issues about search and rescue capabilities and any large marine disasters that would happen within Nunavut that we are not capable of responding to in an appropriate manner.

Mr. Speaker, I have talked with several federal ministers, and the last one I talked with we talked about the Arctic Policy Framework that has been approved for not just Nunavut, but for the north. That is one of the mechanisms that I have suggested that we use to build infrastructure and also resources within Nunavut so that we can respond to cases such as that.

The example I used was the very example that the member used there about the ship aground near Kugaaruk, that we couldn't respond adequately. We're very thankful that it was not a large environmental disaster, but even to take the people out to the south from the ship to Kugaaruk to the south was quite a chore; it was not easily done.

Yes, I have been talking with the federal ministers and we are hoping to use the Arctic Policy Framework as a tool to get the resources that we need within Nunavut. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Tununiq, Mr. Qamaniq.

### **Question 1196 – 5(2): COVID-19 Vaccinations for Pond Inlet**

**Mr. Qamaniq** (interpretation): Thank you, Mr. Speaker. I say “good day” to the residents of my community.

My question is for the Minister of Health.

Now, public announcements from the government have been delivered recently for the COVID-19 vaccination rounds, and the timing for community vaccinations. Now, in the Baffin region for Sanirajak, it will be March 5 to 6; Arctic Bay, March 8 and 10; Clyde River, March 15 and 16; Pangnirtung on March 15 to 17; and in Qikiqtarjuaq, March 29 and 30.

My constituency community of Pond Inlet was not included as part of the announcement. When will my fellow residents get COVID-19 vaccinations? Has the date been set? Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. The dates we have set for community visits keep changing, sometimes on a daily basis. For the communities that have been identified, the dates change based on weather and so on. Based on what I have been briefed on, and if nothing changes, it is scheduled for March 22 to 24 for Pond Inlet, if this grouping of days hasn't been changed yet. Thank you, Mr. Speaker.

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

### **Question 1197 – 5(2): Funding for Home Renovations**

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

Mr. Speaker, my question is for the Minister responsible for the Housing Corporation.

On June 25, 2020 the local housing organization in Chesterfield Inlet wrote a letter and it has been three months that I have been written a letter that they have not received a reply.

We are all aware that Chesterfield Inlet is the oldest community in Nunavut and some of the houses are over 70 years old. There are about 20 houses that are aged now and they are still being used by the residents of Chesterfield Inlet. Even though they are renovated, if they are too old, they can't get rid of the smell and they can't get warm in the wintertime. As they are too old, the insulation is not good anymore and the hardware stops working. The board of directors of the Chesterfield Inlet Housing Association would like to help, but they are not able to for lack of funding, even though they want to fix them.

My question is, as members, we approved \$6.3 million for upgrades for houses that we rent. Can the minister indicate which community can they go to for house renovations and can she indicate if this can be looked into regarding the letter from Chesterfield Inlet on our renovations? Would funding be allocated for that? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Before we proceed, I just want to remind my colleagues that when asking questions, please stick to one topic. This will help you get a better response.

Minister responsible for the Nunavut Housing Corporation, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I thank her for the question. Whenever there is funding that was approved for a specific project, if possible it will be carried over to the next year. According to what was planned for 2021, those were reviewed and it was going to be allocated to the ones that have been planned. They can be reviewed or looked at the request again. I am not sure what the status of that is right now. Thank you, Mr. Speaker.

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

**Ms. Towtongie** (interpretation): Thank you, Mr. Speaker. I was trying to keep my questions to the Minister responsible for the Nunavut Housing Corporation on the same topic. However, the local housing association board in Chesterfield Inlet wrote a letter to the government, but they never received a reply. I would appreciate it if they could get a response. Presently in Chesterfield Inlet the situation is that there are not going to be any new housing allocations within this year.

With that being the case, Chesterfield is one of the oldest communities, and this past year the Nunavut Housing Corporation issued an RFP. I'll speak in English. (interpretation ends) The request for proposals indicated that the current public housing construction was to be reviewed.

Can the minister confirm that one of the factors that the Nunavut Housing Corporation will use to determine public housing allocations in the future is the age of units in a

community such as Chesterfield, because Chesterfield Inlet currently ranks 24 out of 25 on the needs list? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Minister responsible for the Nunavut Housing Corporation. Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I also thank you for asking those questions. I apologize, I have not seen that letter that you are referring to. I don't know what the contents are and I don't what the requests were and I forget part of the question. I will have that letter looked into. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members, please be aware that the time allotted for Oral Questions has expired. We will move on to item 7. Item 7. (interpretation ends) Written Questions. 8. Returns to Written Questions. Replies to Opening Address. Replies to Budget Address. Petitions. Responses to Petitions. Reports of Standing and Special Committees on Bills and Other Matters. Tabling of Documents.

(interpretation) Members, I have four documents to table. I'll say them in English.

#### **Item 14: Tabling of Documents**

**Tabled Document 356 – 5(2): 2019-2020 Annual Report from the Chief Electoral Officer**

**Tabled Document 357 – 5(2): Pension Administration Report as of March 31, 2020 for the Retiring Allowances Act and the Supplementary Retiring Allowances Act**

**Tabled Document 358 – 5(2): Financial Statements as of March 31, 2020 for the Retiring Allowances Fund**

**Tabled Document 359 – 5(2): Financial Statements as of March 31, 2020 for the Supplementary Retiring Allowances Fund**

(interpretation ends) The first is the 2019-2020 Annual Report from the Chief Electoral Officer.

The second is the Pension Administration Report as of March 31, 2020 for both the *Retiring Allowances Act* and the *Supplementary Retiring Allowances Act*.

The third is the financial statements as of March 31, 2020 for the Retiring Allowances Fund.

The fourth is the financial statements as of March 31, 2020 for the Supplementary Retiring Allowances Fund.

Tabling of Documents. (interpretation) Continuing on. (interpretation ends) Notices of Motions. Notices of Motions for First Reading of Bills. Motions. First Reading of Bills. Second Reading of Bills. 20. Consideration in Committee of the Whole of Bills and Other Matters. Bills 58, 59, 60, and 61 with Mr. Akoak in the Chair.

In accordance with the authority provided to me by Motion 107 – 5(2), the committee will stay in session until it reports itself out.

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

Sergeant-at-Arms.

>>*House recessed at 15:07 and Committee resumed at 15:41*

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

**Chairman** (Mr. Akoak): Good afternoon, colleagues. Members, welcome. I would like to call the committee meeting to order. In Committee of the Whole we have the following items to deal with: Bills 58, 59, 60, and 61. What is the wish of the committee? Mr. Rumbolt.

**Mr. Rumbolt**: Thank you, Mr. Chairman, and good afternoon. Mr. Chairman, we wish to continue with the review of the 2021-22 Main Estimates for the Department of Education, followed by the Nunavut Housing Corporation. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Rumbolt. Do members agree that we do Bill 59?

**Some Members**: Agreed.

### **Bill 59 – Appropriation (Operations & Maintenance) Act, 2021-2022 – Education – Consideration in Committee**

**Chairman**: Thank you. For the record, Mr. Joanasie, would you please introduce your officials? Mr. Joanasie.

**Hon. David Joanasie**: Thank you, Mr. Chairman. Today I have with me Deputy Minister Kathy Okpik, as well as Associate Deputy Rebecca Hainnu, as well as Assistant Deputy Minister Melanie Abbott, and Director of Corporate Services Ibrahim Suleiman. Thank you, Mr. Chairman.

**Chairman**: Thank you. Welcome to the officials. Yesterday we had already done the opening comments and questions to your opening comments. We're on page G-4. Directorate. Total Operations and Maintenance, to be Voted. Questions? Mr. Main.

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

(interpretation ends) I want to ask about the educator strategy, Educator Retention and Recruitment Strategy. On page 109 of the business plan it mentions that the strategy has been delayed due to COVID-19 and then it also mentions that a broad strategy is preferred. It says, “Work to date shows that a broad strategy is preferred and we are now working towards an Educator Retention and Recruitment Strategy without time constraints.” I wonder if the minister could give us a summary of what the timeline is to have the strategy completed. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for his question. We are looking at this. It started, but also keeping in mind with the revisions to the *Education Act*, the language of implementation timelines, there are other documents that we’re also looking to complete as part of this process, but rest assured, the 10-year retention and recruitment strategy is going to be a big part of that implementation. I don’t have a specific timeline, but once those details are available, I would share with the committee. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Will the recruitment strategy be completed in the upcoming fiscal year? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Yes, that’s the intention. Our plan is to go forward on completing it in the next fiscal. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I look forward to seeing that completed.

Flipping ahead to... . This is the same subject, but on page 143 under status update, at the bottom of the page it says “A major focus of the development of the Educator Retention and Recruitment Plan will be the longer-term goal of sustainable development of Inuit and Inuktitut-speaking educators”

I’m unsure what “sustainable development” of educators refers to. I wonder if the minister could explain that status update a little bit. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. This refers largely to how we retain and recruit educators into our schools, as of course, the Nunavut Teacher Education

Program is our largest source. There are very promising announcements are coming forward in the very near future on this.

When we're talking about the sustainable development of our educators, it is that there is going to be... . We would like to make huge progress on acquiring those. What we used to say was we need at least 350 Inuktitut-speaking teachers, over the long-term. Looking at that, how we'd get there is on a stable and consistent basis; is what this point refers to. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I could not get myself off of mute. I'm sorry. Maybe I should give you the mute button, Mr. Chairman, and then you could... .

The minister mentioned announcements, and that sounds promising. We all know it costs money to train teachers. Are we talking a significant announcement of funding that we should expect in the short-term regarding educator development in Nunavut? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I don't want to give away all the details, but it concerns our plans going forward on teacher recruitment. Thank you, Mr. Chairman.

**Chairman:** Thank you. Just before I go back to Mr. Main, I just want to say that's the only name I have on the list so far. If you're going to ask questions, put your hand up. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 144 of the business plan, under the Inuit employment Plan, it mentions "Establish a new language assistant position for schools to support language instruction in Inuktitut and language model implementation."

What would these language assistant positions do? How would they be divided up? Would it be one per school? One per community? I just want to understand this a bit more. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The education department has been working diligently with Nunavut Arctic College on the Teacher Education Program. We're looking at a ladder approach on having different certifications that would allow for having language assistant positions.

As to the question around how many would be allocated per school, those details aren't set yet. Of course, with the discussion around the student-educator ratio, that's an ongoing consideration as well. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) I'm glad the minister mentioned the student-educator ratio; I wanted to follow up on that. When will we see those new positions being rolled out to communities? I'm not asking for a list of how many teaching positions per community. When will we start to see the jobs being hired? Is it this summer that job postings would go out for the new positions? (interpretation) Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. Yes, just going back, the rollout of the revised student-educator ratio, if we're basing it on headcount rather than enrolment, it's going to be phased in over three years. This first year of 2021-22 would be student support assistant positions that would be rolled out to communities based on those needs. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just have one last area to ask questions on. It's on page 110 and it's the revised attendance policy tool kit which is going to be implemented across Nunavut, I believe, in this fiscal year. What does this do? What does the tool kit do? What will parents see happening now that this new tool kit will be in place? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The intention is to increase our attendance rates in partnership with families and the communities this tool kit is developed and there would be an opportunity for online training for DEAs or any of our partners to know what it entails. It outlines strategies that DEAs as well as the CSFN here in Iqaluit could use for parents to enrol their child or children. There's a registration and attendance policy template to support DEAs and assist them in developing their own policies, and these are all with the intention of increasing attendance and participation in our schools. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This tool kit has already been piloted in Nunavut already and so now you're going to roll it out to the rest of the territory. I wonder, and this is my last question, if the minister could tell us what the experience was with the pilot projects on this. Did it help to increase attendance

and, if so, how much in the communities that piloted this tool kit? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I don't have that level of detail, but I'll just say that the piloting was meant for the DEAs and administrators on using the tool kit as a way. I don't think there's specifically a measurement tool yet to identify if it worked or not, but the intention is that those would also be considered too going forward. Thank you, Mr. Chairman.

**Chairman:** That was Mr. Main's last question. Next name on my list: Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Good evening, minister and your officials. I guess I would like to first begin with saying how excellent it is to see an additional investment being placed in our education system, and I really look forward to seeing some improvements as they gradually roll out over the years. Thank you, minister, for putting in the effort and securing these limited resources.

The first thing I would like to start off is a topic that I have been bringing up over the years and that's the need to ensure that no child is going to school hungry. There is countless research to indicate that there's a link between a well-fed student and their overall education attainment.

This is an issue that I have been raising practically since day one and on every occasion I have had, I have asked the minister to put forward resources to assist the teachers and our schools and our education authorities with what they're doing, the hours and volunteering and applications they're filling out to put together the current breakfast and, in some areas, lunch and snack programs that are in our schools.

I hope that one day we will see the minister come forward with good news on that front. For the record, I do believe that in order to address Nunavut's education issues, it is essential for every school in Nunavut to have a universal government-funded food program; breakfast, lunch, snacks, and I hope that one day we will get there.

This time last year I did table some documents, articles regarding the success in Yukon and how they were able to secure \$4 million a year in Jordan's Principle Child First Initiative funding to get much-needed food programs in their schools. I asked the minister at the time if he would consider utilizing such funding to provide similar food programs in our schools. That will be my first question. Over the last year, has the minister and the Department of Education began work on securing food program funding through this Jordan's Principle Child First Initiative? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for his question and passion on this topic.

Mr. Chairman, we haven't made any new headway on the line of questioning that the member had asked last year. Of course, with COVID, our attention and efforts have been put elsewhere. However, with that there have been other considerations made, or we have been trying to see how food programming in schools operates through the pandemic and so I think this is an ongoing area that we'll have to keep our eyes on and seek support in, whether it's other departments, agencies, or local community organizations. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I will lead up with another question. The Minister had indicated or made reference to how the pandemic has impacted the current food programs that are in the schools. I am familiar with the situation in Iqaluit and how our teachers had put together a breakfast-in-a-bag program and other such initiatives.

Would the minister elaborate a little bit further on how the pandemic has impacted food programs in our schools across the territory? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. With the support and advice from the Chief Public Health Office, there were guidelines provided to schools. Depending on the stage, food programming could either be altered, eliminated, or reduced. So those were some of the things that may have happened through school closures, and of course with the pandemic in mind it was a case-by-case basis.

Different schools and communities responded in different ways, and I commend their efforts and the great volunteers that were a part of that. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman and thank you minister. Hopefully not too many schools saw reduced or eliminated food programs during the school closures.

Moving onto my next question; in relation to the pandemic, throughout this current school year has the pandemic had an impact on attendance rates? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I would have to say yes. I'm going to defer to my deputy minister on some of those details. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. During the school year, for obvious reasons fewer students were attending and some have advanced further, particularly those attending high school who had not attended previously were given homework. We have seen more senior students who are doing more schoolwork at home and that is what we have experienced today. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, Ms. Okpik. Maybe I'll rephrase my question. So in the past, it has been indicated that the average attendance rate in all of our schools is 70 percent, I believe. So I would like to ask; in this current school year, has that 70 percent attendance remained constant or has it seen a reduction? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Yes, if you could hold on a second.

Thank you, Mr. Chairman. Just going back a little bit, if you're looking at, I guess pre-COVID, the attendance rate for 2019-2020, it was 76.5 and then for 2020-21, it was down to 64.8 percent. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for elaborating a little bit further on that, minister. The reason why I'm asking about the attendance, and I'm curious if it reduced, was that the student-educator ratio is dependent on that attendance rate. I am very happy to hear that there are changes going to be implemented regarding the student-educator ratio rate, but given the significant reduction in the attendance rate for the year, will that have a negative impact on the student-educator ratio for next school year? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I'm going to correct myself. The 64.8 percent was the '18-19 school year and then if we're '19-20, it was 76.5 percent, and this increase could partially be attributed to the school closures when COVID-19 happened. This was... . Hold on.

A change in the attendance rate methodology was used to help improve the increase in attendance. Ms. Okpik talked about some of the things that when we provided support for remote learning, for example, there was more engagement.

To the second part of his question about if attendance would be impacting school positions going forward, no, that's not going to be happening from here on. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, minister. Moving on to my next question, it's my understanding that the current student-educator ratio is based on a September attendance rate. My next question is: is that...? Part of the SER is still constant. Is the SER determined by September 2020's attendance and, if so, has the new SER been calculated? Thank you, Mr. Chairman.

**Chairman:** Thank you. Just to remind the members: don't use acronyms. Not everybody knows what "SER" is. Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Basically we will be using headcount versus full-time equivalent from here on. Over the next three years we will be adding person years and additional resources to schools to reflect that. Thank you, Mr. Chairman.

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

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

With regard to the question that my colleague, Mr. Lightstone, just asked, on page 110, (interpretation ends) bullet no. 3... . Let me change my channel too. "Pilot the Registration and Attendance Policy Toolkit with select District Education Authority(ies) and the Commission scolaire francophone..." Does that mean that the student attendance ratio...? I'm sure it will be impacted when the kindergarteners will start to attend full-day school day. Is that why this student ratio from 69 percent to, correct me if I'm wrong, 70 percent or 78 percent...? Is that why this ratio has been increased to 70 percent with their attendance ratio, and how will this impact the operation in schools? Positive? Negative? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. Just to clarify, the 64 percent attendance rate to 76, between school years, he mentioned those are the attendance rates that we calculated based on student enrolment, but the tool kit he mentioned on 110, that registration and attendance tool kit has helped to support that work by DEAs, families, and the community, how do we get our students to attend school on a regular basis and get the benefit of the education program throughout the school year. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernek.

**Mr. Kaernek:** *Qujannamiik*, Mr. Chairman. Will the department still be using that ratio when it comes to trying to establish new schools or getting an addition, or how will that impact for those communities that have only one school and how will this plan be rolled out? Will the department still be using that ratio to get a new school or a high school? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for his question. I forgot to touch on his comment about kindergarten students. Right now they're counted as 0.5 since they only attend part of the day. In our student funding formula, student headcount, kindergarteners are counted as 0.5, just so the member is aware.

Going forward on planning for new schools or expansions, we will still take into account how many students are at the school. It will still be useful for us for planning purposes. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernek.

**Mr. Kaernek:** Thank you, Mr. Chairman. Thank you for clarifying that, minister. Still on the same page, for the priorities for 2021-22, on the second-last bullet, it says, "Revise and implement use of the new toolkit for District Education Authorities and Commission scolaire..." Could you further elaborate on how revised or how this will be implemented with these district education and the francophone? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. We talked a bit about this. This was piloted. Based on the feedback from the DEAs and CSFN, we're planning to revise the tool kit to take into those comments, suggestions, and recommendations on how we can improve this tool kit. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernek.

**Mr. Kaernek:** Thank you, Mr. Chairman. It just raised another question on that. Where did this take place when you just mentioned that this was a piloted project? Which region or which community was this piloted? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. It was piloted in Kangiqtugaapik, Sanikiluaq, Arviat, Igluligaarjuk, Kugaaruk, and Uqhuqtuuq. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernek.

**Mr. Kaerner:** Thank you, Mr. Chairman. Thank you for that information, minister. Yes, it has impacted the smaller communities with their student attendance ratio and as you are aware and as you know, the school in Sanirajak is kind of too small now and that's why, if these kindergarteners are attending full day, the Sanirajak school is going to become too small.

With this student attendance ratio, will it be for the whole year or just on the start of the school year? How will this be measured once it starts to be implemented? Will this be in the first part of the school year, mid school year, or the whole year? How will it turn out? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. If you will allow, through you, the deputy minister to respond. Thank you, Mr. Chairman.

**Chairman:** Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Full-day kindergarten will certainly have an impact on our schools. We're still looking at different options and looking at the potential O&M costs of instruction. Space is a big thing that we need to take into consideration.

I think we have to look at this with the new student-educator ratio model that we're implementing for the start of the new school year. In year 1 we are increasing our complement of student support assistants by 42 in our schools right across the territory. This will help with providing supports directly for students around inclusive education. That's the first phase.

For the second phase, what we're planning... . Again, the second and third phase are dependent on whether or not we would get budget from the government. The second phase would be to look at the remaining Nunavut Employees Union positions, so school secretaries, custodians, receptionists, but also *innait inuusilirijit*. Currently right now our student-educator ratio only really looks at school-based positions and has really historically not focused on the NEU positions that also provide supports in our schools.

And then in the third year we're planning the NTA, the teachers association-based positions. For the time being, we're looking at no net losses or increases to educators when we go from full-time equivalent to headcount. In the third year when we go to the teachers, the teachers association teaching positions, this will give us some ample time and opportunity to look at the spacing of the school, looking at teacher recruitment, and also housing, which is a big issue right now for our teachers.

I know that in the past the members had asked for this plan. We've got funding for the first phase of it. However, I felt it was important because all those pieces tie together with school space, teacher recruitment and retention, attendance, and one of our biggest

reasons for moving away from full-time equivalent to headcount was to ensure that we could start really capturing students who are not attending and ensuring that we're providing supports and bringing those students back in.

Also, the other big component was it's really hard for schools to do three-year plans when there are constant negatives and positives in their teaching position, so this will give them more of an opportunity for longer term, stable planning for our schools. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Kaerner.

**Mr. Kaerner:** Thank you, Mr. Chairman. Thank you, Ms. Okpik, for that additional information on that issue.

My next question is: how many phases are there in that one year? Phase 1? Phase 2? How many phases are put into place? That's my next question. *Qujannamiik*, Mr. Chairman.

**Chairman:** Minister Joanasi.

**Hon. David Joanasi:** Thank you, Mr. Chairman. It will be over three years, three phases. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaerner.

**Mr. Kaerner:** Thank you, Mr. Chairman. Thank you for that information, minister.

Moving on to my next questions, I'll just stick with this one page, 110. Still on the priorities for 2021-22, in the first bullet, it's to "Develop and implement a communications plan and products to support consultation on proposed amendments to the *Child Day Care Act*."

Now, ever since Bill 25 was passed, this Day Care Act was going to be revised or amended. What's going to happen with those schools that don't have any daycare? Will they also be priorities when it comes to the *Child Day Care Act*? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasi.

**Hon. David Joanasi:** Thank you, Mr. Chairman. The *Child Day Care Act* is on the radar for the department. It is due for a review.

Just in terms of new schools that we build, we say that we will have it so that every new school has or a major renovation includes a daycare in it. This is on a go-forward basis. I don't know how much consideration we will have to give into existing school facilities that don't have a daycare. Maybe through the review it might point to what we need to do in those circumstances. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernek.

**Mr. Kaernek:** *Qujannamiik*, Mr. Chairman. (interpretation) Thank you for that clarification. I think I understand that now.

I'll go to another item on the same page, 110. (interpretation ends) With the family engagement awareness campaign beginning in 2022 all the way to 2025, how will this be implemented when it comes to family engagement awareness? How are you making this family aware, "My student is attending well; my student is having a good report card"? What is the awareness part on the strategy of this campaign following the fiscal years all the way to 2025? That would be my last question. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) No doubt, family and community engagement is a huge part of student success. With this strategy we want to harness the will of that and for families and communities to get our children into the education system and benefiting and succeeding. This is where, through that strategy, we will have different ways to measure and support that work.

I think there are resources in the communities that people can tap into on getting our children and teenagers engaged and if they, perhaps, had dropped out of school, how do we re-engage them back into it step by step, if there's a process in place, and looking at best practices. We know that what works in one community might not always work in another community, but I think there's room for learning from each other across the territory. Thank you, Mr. Chairman.

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

**Mr. Netser:** *Qujannamiik*, Mr. Chairman. Good afternoon, minister and staff.

On page 110, where we have been kind of stuck here for about an hour now, but I just want to prolong it a bit.

>>*Laughter*

The second bullet on the priorities for 2021-22 says "...development of a 10-Year Strategic Plan to guide the efforts of the department..." Can the minister elaborate a bit on the 10-year strategic plan? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Chairman. I thank the member for his question. The early work has begun on this process and we're planning early consultations with stakeholders. There's a project charter and plan that's being drafted and shared with

partners, such as Nunavut Tunngavik Incorporated. This 10-year recruitment and retention strategy, the intention is to have short-, medium- and long-term targets or objectives on getting to where we need to be on our teaching capacity. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I've just got maybe one more question. "Review and evaluate the effectiveness of the Family Engagement Awareness campaign..." Doesn't the department already have daily contact with parents? (interpretation) I don't quite understand this (interpretation ends) family engagement awareness campaign. Can the minister elaborate on that as well? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I believe he has moved to a different bullet point which talks about a separate strategy on family engagement. This is another 10-year family engagement strategy that we're working on, but we want to look at how well it's working on getting families, communities, and our students engaged in our education system. We want to look at how it is working well, how it is not, and learning from what are the best ways that are working. Thank you, Mr. Chairman.

**Chairman:** We will take a five-minute break. We have some technical issues.

*>>Committee recessed at 16:29 and resumed at 16:32*

**Chairman:** I call the committee meeting back to order. Mr. Netser.

**Mr. Netser:** That sudden interruption really side-tracked me and I think the minister was speaking at the time. Could he repeat what his answer was? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I believe the member was referring to a separate bullet on page 110, which is the family engagement and awareness campaign, and we're developing a 10-year family engagement strategy. This is separate from the 10-year recruitment and retention strategy mentioned earlier, but it's all with the intent of getting our families, the community, and our students, everyone involved in ensuring that there are ways we can... .

If there's, for example, a student who may have dropped out of school, how do we get them re-engaged back into the school; if there's a step-by-step process and getting those processes down pat and also evaluating that engagement and how successes or what's working and what's not. This is where we're going to have to look at those activities that

are taking place and ensure that they are working for the best of our students. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Is the department experiencing or seeing, I guess would be the appropriate question, about families being less and less interacting with the teachers in terms of their children at school? (interpretation) Thank you. (interpretation ends) Is this why they want to do the 10-year family engagement awareness? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I don't think we're seeing less and less engagement *per se*, but this is just something that we feel is something that we can pursue to have a link between the school, the community and families, where they feel... . Every party needs to understand their role and how they fit into that environment for our students to succeed.

When a parent drops off or brings their child to a bus stop, we want to see those more and more. For parent-teacher interviews when there are report cards, we want to track that as well to see what's working well, and if there are parents that have concerns or feedback, to have that streamlined in a way that we can use and improve our schools and our education system as a whole. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the response minister. My next question will be on parent-teacher interviews. I think we do it two or three times a year. Is the department seeing less and less of parents going to go to our schools and finding out how well they are doing? It's my final question. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Again, I don't think we can pinpoint and say it's becoming less and or less. We just want to make sure that the parents and the community feels welcome and they have easy access to the school and they can provide their feedback. There is a tremendous amount of work that happens for such things as parent-teacher and the report carding process, so if there's ways we can get parents to participate better, then we want to hear those. Thank you, Mr. Chairman.

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

**Mr. Netser:** Thank you, Mr. Chairman. I know I said that was my last question, but another question popped up in my noggin. Is the department encouraging families or

parents to come to the school and just talk about their progress of their students without, or prior to, or after the parent-teacher interviews? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. For parent-teacher interviews, those are the opportune times for discussing your child or children's progress, or if there are challenges as well, but I'm sure the school team or school teacher and the staff at the school level are open to receiving feedback all throughout. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser:** Thank you. I just want to make a comment, and you know we have six between my wife and I... My wife and I...

>>Laughter

...of course between my wife and I.

>>Laughter

We have six children and when they started going to school, I made it a point to go see the teachers and I said "My child is going to school and I expect him to come out of the school as good as or even better than you are, but I won't push him or her to school every day, but I want you to tell me, on any given day I call up, or if you have issues with him or her, let me know. I'll straighten him out and whether he is doing well or not, I had a good working relationship with the school teachers.

I can tell you, Mr. Chairman and minister and staff, that all our six children are doing really well in their lives and they have meaningful careers. It was because we chose to work with the education system and the teachers to better the lives of our students. I encourage all the parents to do the same thing. It's just a simple thing as reaching out to the school and say, "This is my child who is going to school and I expect him to do well, but if he is not, then come see me and I'll make sure he or she doesn't." Thank you. That's just my comment. (interpretation) Thank you.

>>Applause

**Chairman:** Thank you, Mr. Netser. Very good comments. Last name on my list: Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. Minister and your staff, welcome.

I have just one question about the Coalition of Nunavut District Education Authorities. In the last bullet here it states and the last question that he had on page 111, the top bullet, it

states “Develop a revised contribution agreement with the Coalition of Nunavut District Education Authorities to reflect amendments to the *Education Act*.”

I believe they only had two PYs and I’m sure the number of PYs has increased now because the contribution agreement is going to be reviewed. Has that review taken place or is the review taking place and when is the review going to end? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank you for the question. The Coalition of Nunavut District Education Authorities represents all the DEAs. We’re going to have to revise the contribution agreement after the *Education Act* was amended.

Last week my deputy minister started meeting with the representatives of the Coalition of Nunavut District Education Authorities, looking to the future to see what needs to be done. We’re going to have to increase the number of PYs for that division. They will be putting together a proposal and give to us and we will be expecting that from the Coalition of Nunavut District Education Authorities. Thank you, Mr. Chairman.

**Chairman:** Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. I also thank the minister. I believe that there is a limit to the number of PYs that can be under the coalition. Are you having talks with them as to get the limit or the maximum number of employees that they’re allowed to hire? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We have approved for this under the *Education Act* to have a minimum of six PYs and that would be the minimum number and if it’s necessary to increase the number of PYs, we would have to review that first. Thank you, Mr. Chairman.

**Chairman:** Thank you. We’re on page G-4. Directorate. Total Operations and Maintenance, to be Voted. \$4,027,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-5. Policy and Planning. Any questions? Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) On page 113 it mentions updating *Education Act* regulations. It also mentions that the work on regulations was delayed due to COVID-19. Under the third bullet from the bottom on page 113, it mentions “Coordinate the implementation of the amendments to the

*Education Act* including the review of regulations regarding bilingual education and inclusive education.” These are very important parts of the *Education Act*.

My question for the minister is: are you planning to complete new regulations under bilingual education and inclusive education in the upcoming fiscal year, or what is the timeline? That is what I’m asking. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The *Education Act* will require the department to update the language of instruction and inclusive education regulations, so consultations will be required for this development according with the Act.

The intention is to complete this work before July 2021, and with those two regulations, on top of those two regulations we have also started the process of consulting with DEAs on the school calendar regulation. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister for clarifying that. I think it is great to see the work starting under the new *Education Act* and as I mentioned yesterday, I am hopeful that this is going to improve the situation in our schools; improve the education for our students.

The other question I had was regarding the last bullet for this year’s priorities, which is on page 114. This is regarding the *Student Financial Assistance Act* and looking at the Act and regulations. It mentions “...improve supports provided to post-secondary students through the Financial Assistance for Nunavut Students program.”

Is this a review that will be completed in this fiscal year? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. My department is working with Justice on changes to the *Student Financial Assistance Act* as well as the student financial regulation. As for the timing, I will have to get back to the member on that. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) My final question: when will you know, or when would you be implementing improved supports for post-secondary students? Would that be 2022-23 or is this something that is ongoing? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. We have started on this implementation ahead of the legislative and regulatory work behind it, but when the department reacquired Financial Assistance for Nunavut Students from the Department of Family Services, there was an increase on the maximum basic grant amount, and there are other enhancements for students accessing FANS. It's already started and will be ongoing. Thank you, Mr. Chairman.

**Chairman:** Thank you. That was your final question, Mr. Main? Thank you. On Policy and Planning. Total Operations and Maintenance, to be Voted. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Just a quick question regarding the Sivummuqpaallirutiksat Education Leave Program, this is another achievement of the Department of Education that is worth celebrating and it's a great initiative aimed at increasing the Inuit level of participation in the education leave program. So I just wanted to mention that again. I think that it is amazing and a great opportunity for the Department of Education employees; and thank the minister again for creating and initiating that program.

My first question is: would the minister be able to provide us with an update on the status of that utilization of that program? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Sivummuqpaallirutiksat. I have a hard time saying it too now.

>> *Laughter*

As of January 2020, there were eight active employees enrolled and they included employees that are in the student support assistant or secretary or *ilinniarvimmi inuusilirijiit* positions. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, minister, for providing that update. I know that the department is heavily reliant on these substitute teachers to fill in when required, and it's my understanding that this education leave program is limited to indeterminate employees.

I would like to ask the minister if he can confirm that. The second part of the question is: has the minister ever considered accepting applications from our significant amount of substitute teachers for this program? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The member is correct that this education leave program is designed for our current NEU-based positions. As for his latter part, we haven't considered adding substitute or relief workers into this program. The teacher education program through the Arctic College is open for anyone if it's available in their community for anyone to apply and go from there. Thank you, Mr. Chairman.

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

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. On number...that question that Mr. Lightstone asked, just at the bottom paragraph on Inuit Qaujimajatuqangit Coordinator that is identified here and would be reviewing these and the goals, objectives on Inuit employment and the plans that they be reviewed whether they are being followed or if our culture and wellbeing is... and wellbeing are being implemented and to...I believe this refers to having people in a safe working place, I think this would be one over.

Are these, but how about the regions or Kitikmeot, Kivalliq and Baffin region would they have their own coordinator or director and whether they would be Inuit or not. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman and thank you for your question. On Inuit Qaujimajatuqangit coordinator and in the area also is responsible for in-house training, at the moment, the position has not been filled. The previous coordinator had retired, but with under our policy analyst and policy planning, we have three people working in that office again. The Inuit Qaujimajatuqangit coordinator will be filled and the different departments will have a coordinator and the Culture and Heritage department in their planning. That is the goal or the objective of that department. Thank you, Mr. Chairman.

**Chairman:** Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman, and thank you for his response to my question. When you are an Inuk, a fellow Inuk we are able to communicate with the person, that individual be the director or coordinator. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. When this position opens, it will be open for an Inuk from Nunavut. Thank you, Mr. Chairman.

**Chairman:** Thank you. We are on Policy and Planning. Total Operations and Maintenance, to be Voted. \$2,536,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-6. Corporate Services. Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman for recognizing me. I have a question. The department's priorities for 2021 is to establish an online platform to collect and analyze school violence statistics. Has your department been working with the Nunavut Teachers' Association to address this issue? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for her question. Yes, we have been working with the teachers association on this important work and we are aiming to have a new reporting tool or mechanism streamlined and standardized so that it's collected and made useful for our education system to respond and address school violence. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** My final question, Mr. Chairman. Thank you for your response, minister. Thank you, Mr. Chairman, for recognizing me.

I know that Chesterfield Inlet wrote to me three years ago wanting a garage for school buses, but the 2021-24 business plan indicates on...I'm looking at page 117. The department is developing a busing allocation scoring matrix for school bus purchases. Will this matrix also take into consideration the need for garage for school buses in communities? My final question, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. No, that will not be part of this matrix. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll follow up on Ms. Towtongie's questions about school busing.

When you decide that a school bus is needed in the community, how does the department decide whether the government is going to own or the DEA is going to own the school bus or whether it would be a contracted service through a private business?  
(interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The buses we purchase are government assets; they're not owned by the DEAs, but with that, we do try to work to see if there are vendors in the community that might be able to offer bus servicing through a contract. We try to work with the community and what resources are available there and that's on a case-by-case basis and going through the DEA or the municipality or if there is a third party, a private company willing to work with us, then that's also another option. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Specifically on the additional busing money that's being proposed in this year's budget, do you know where that money will be flowing? Is it to provide more buses in communities that already have busing services? Is it to establish busing services in communities that don't have it? I'll try not to get too far into the details. It's roughly \$2 million, Mr. Chairman, so that's what I'm asking about. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. If you will allow, through you, to have Deputy Minister Okpik respond on this. Thank you.

**Chairman:** Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This new funding that we're seeking is to cover off operations and maintenance for contracts for busing. The last increase we had received for busing O&M was 2014-15, I believe. As contracts get renewed, the amounts increase because we get more students, for example. This is just to fund what we have been funding from within historically over the last several years. It's just funding to make sure that we can carry out our other business that we have been putting aside to fund internally the busing contract. That's where this new money is going to go for. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister and Ms. Okpik, (interpretation ends) and my apologies. I know that was mentioned before and I had forgotten that.

Regarding full-day kindergarten, it's mentioned on page 116 of the business plan and it mentions in terms of a status update that this has been delayed due to COVID-19 and it mentions that the department "plans to re-establish its committee to review the status of and complete the implementation plan for the rollout of full day kindergarten." Has it been decided that full-day kindergarten is happening in Nunavut? I guess that's the first question. (interpretation) Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. The decision hasn't been made yet. We're still weighing our options and also considering the resources required to implement. This is ongoing work that we still need to do, but once a decision has been made on this, we will have to seek support from this House. When that time comes, we will talk with the MLAs and what the best option is going forward. Thank you.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) This is a major decision that is to be made and, if I recall correctly, it also has capital implications, which I won't ask right now because the Chair is going to put me on mute, but in terms of the decision-making process, I look on page 117 and the language in there regarding full-day kindergarten is not quite clear. It says "Prepare an implementation plan for consideration for the rollout of a full day kindergarten program." It sounds hopeful that this may happen. When is the decision going to be made? There's a mention of March 2021 in the previous page. (interpretation) Thank you, Mr. Chairman.

**Chairman:** We've just got to wait for a few minutes; we don't have quorum.

I think we were going to Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. If you will allow Mr. Ibrahim Suleiman, our Director of Corporate Services, to respond to the question. Thank you.

**Chairman:** Mr. Suleiman.

**Mr. Suleiman:** Thank you, Mr. Chairman. Our internal working group is reviewing the documents that we had stopped off right before COVID put all our resources into return to school. As part of that evaluation, we're looking at things like the curriculum needs, the capital needs, the resourcing needs, and figuring out all the requirements to roll out a pilot project, hopeful, but that will be presented to our executive team to make a decision on, hopefully fall or winter '21. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It sounds promising. What will be the process for deciding which community gets to pilot full-day kindergarten? Can communities self-identify and say they're interested or will the department be doing that internally? (interpretation) Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The lowest capital requirements will be looked at first when we're looking at full-day kindergarten, so looking at which schools have the space available. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister. My last questions on page or this division is regarding Edsby and it's mentioned on page 117, second bullet from the bottom, and it says "Continue to test and train Nunavut educators on the online learning platform Edsby," and it mentions COVID-19.

Is Edsby still going to be a tool within Education in future years or is it solely for COVID-19 related work or is it something that the department is planning to use regardless of where the pandemic is in two or three years from now? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Edsby could, in the future, be used for distance ed. and this is something that when COVID struck and we had to close schools, it kind of jump-started that process of putting schools online, so to speak, but it's something that we would be able to use into the future. Thank you, Mr. Chairman.

**Chairman:** Mr. Main, that was your last question? Mr. Main.

**Mr. Main:** No, I have one more. (interpretation) Thank you, Mr. Chairman. (interpretation ends) Yes, my final question on Edsby, it's my understanding that students who are requiring Internet access to use their device are given USB sticks or some sort of device and that they're allocated 10 gigabytes for a month. Based on the experience to date in the department, is 10 gigabytes enough for students who are using Edsby? Is that enough for them to do all their schoolwork within that month? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. According to my officials, I think it has been working so far and 10 gigabytes seem to be doing the trick for those that are using those devices from home. Thank you, Mr. Chairman.

**Chairman:** Next name on my list: Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Can the minister provide clarification for me? I'll read this in English. (interpretation ends) "...information technology/information system supports in the areas of system planning..." (interpretation) I would like further clarification, so that it why I have asked this question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Whether it's a laptop or cellphone, both have access to the internet. What is required when we are going to be using cellphones or laptops, to access the internet, I'm unsure. He didn't say where he got that information or which document or page he was using. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. In your business plan, on page 115, third bullet is where it is written. Mr. Chairman, thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Not all schools have access to the internet. Usually, the information is gathered regarding the school population, their attendance and so on. Also, the staff will have to be taught how to use that information, how to gather it and so on. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. He mentioned curriculum. You can attend school anywhere, whether it's going to school in person or online. My question is about laptops that can be used anywhere. You already have access to the English documents. When are we going to be looking at information written in Inuktitut? I hope that was clear. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If I look at the laptop in front of me, I have access to the internet, and I agree with you. Anyone can learn how to operate a laptop, should you be a student or instructor or teacher. The Department of Education has curriculums that are available and being accessed or used in the schools.

We also have information provided regarding Edsby and other programs that are used for training on the usage of computers. We also have programs on language and the language of information, and we are starting to apply it in the higher grades. It's called titiqqiriniq.com. We can provide schooling both in the school and at home. We look forward to increasing what it available, as well as language-targeted programs. Thank you, Mr. Chairman.

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

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) My question will be around the implementation plan for consideration of the full-day Kindergarten program. I just want to supplement MLA Main's questions.

If I heard the minister right, it will be dependent upon consultations with the regular MLAs before they proceed with this program. My first question is: is that what he said? (interpretation) Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. The department fully supports the concept of full-day Kindergarten. I believe that's the same across the House. With that, we're looking at options on how we can move forward with implementing a full-day Kindergarten in Nunavut. If we are going forward, it would likely have to be phased in over a period of time, given our resources and the building capacity of our schools. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. Children at the Kindergarten level, some are five years old, some are four, if I'm correct, and they do get tired and take naps during the day when they get tired. They're still at the growing stage. Should they be required to attend the full day? I'm a little bit concerned. I'm sure that they will have in-depth discussions with the parents to see if they would like their child to attend full-day or half-day. Have you canvassed the parents to see what they think about their Kindergarten age child attending all day? Have you talked to the parents? If you haven't, I'm urging your department to canvass the parents of the children to see what they think. Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. If we're going to start implementing this, we want to hear what the people of Nunavut think about it. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. When I was sitting on the other side I was asked (interpretation ends) "Can the minister commit to doing so?" (interpretation) I'm on this side now. Now I am asking, (interpretation ends) if the minister will commit to doing so in terms of consulting with the parents before he will sort of... comprehensive all-day programs for Kindergarten? (interpretation) Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll commit to providing an opportunity for the public. I don't think we can reach every single parent, but they'll have an opportunity to provide feedback. Thank you, Mr. Chairman.

**Chairman:** Thank you. Last name on my list, Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. On page 116, in the business plan, the bottom bullet, “Begin to implement new capital standards on all new construction builds across the territory.” The status, “This project was delayed by COVID-19. The department expects to have the updated school capital standards completed by fiscal year end 2021-22. If approved, this will enable the department to begin using the new standards with all new builds...”

All the schools are different. Some have two floors and some have one floor and up to grade 6 schools and there’s a middle school here and there’s a high school. When we were at the Inuksuk High School, there was a carpentry shop, those who want to take carpentry could take that course, and there was a mechanic and welding program for those students who wanted to take those programs. They were planning for their future on what careers they were thinking about.

Will you be considering those too with new construction in Nunavut where it would be a standard and if you start using one design? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Yes, they would be looking at that on the design of the school and within Canada, with our construction builds have to be up to standards across Canada in the wiring, we have to be using the same standard and the designs of the schools on what they will consist of. We would be looking at that and perhaps if we’re going to be building a new school or if we need to put in an addition to a school, if the lot size is appropriate, they would have to need space outside of the school and that would also have to be looked at. We are presently working on that according to his comments. Thank you, Mr. Chairman.

**Chairman:** Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. I also thank the minister for his response. As I said, there are one-storey and two-storey schools. Will there be two storeys or whether or not they are going to be a single storey? Before you make a final decision on the number of storeys or a single storey, would you consult with future MLAs and say “We have selected this design”? We will be designing and how we construct schools in Nunavut. It would probably be tabled in the future.

I’ll have another question to the minister, maybe. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Perhaps to further clarify it, the bullet he is referring to on page 117, or maybe I’m mistaken, on what he mentioned. It is not that we want to see the same design for all the schools and what parts

of this where it needs a furnace and the wiring and the washrooms and the pipes. My colleague is talking whether they are one or two-storey. Perhaps when they start the plan on any community, if there is going to be a new school, the community; maybe through the district education authority we explained whether they want to see a design that way or not. The designers and our planners, the Department of Education will be using those. Thank you, Mr. Chairman.

**Chairman:** Mr. Qamaniq.

**Mr. Qamaniq** (interpretation): Thank you, Mr. Chairman. Thank you, minister. When there was a board of education there was a policy where depending on the number of students, they wanted to design gyms and perhaps because of a lack of funding the size of the gym will be this size and they would talk like that. When I became a member and when I asked about that, your answer was “All gyms in all schools will be large size.” There will be no smallest, medium, and big. In English it is called a (interpretation ends) “full-sized gym.” (interpretation) Will that be the case for gymnasiums in the future? Will they be building full-sized ones right away instead of having different sizes? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I had the same answer for my colleague. They will be trying to build full-sized gyms in the schools. They will be full-sized gyms. Thank you, Mr. Chairman.

**Chairman:** Thank you. I just have one more name on this list and I think we are done with this page. We can plan a ten-minute break. So we do need it? Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you for recognizing me. My colleague’s recent question; you answered it. The district education authorities in the communities can request when they need a new school. It states on page 117 “Finalize new capital standards relating to school builds.” You just stated that if a district education authority in the communities can request, as you stated, then I have one question. I will have one question.

In Sanirajak when the district education authority, maybe you can, it’s a district education authority. Have they put in a capital expenditure? Have they asked for a new school, as you stated? That’s my one question. If he can respond to me, I’ll thank him. I’m done. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. On page 117 he’s referring to, if a school is going to be built, then those who are going to do construction have a policy on what they will follow on how the school is built (blueprint?) and they will follow the design and following the Canada Building Code. They have to follow the

policies that are made in Canada. If a new school is going to be built in a community, they will have to follow those policies.

We want to build this many classrooms, maybe consult with the local district education authority, whether it's a two-storey or a single-storey, if they wanted one, once we consult them before we start the construction. That will be implemented. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Corporate Services. Total Operations and Maintenance, to be Voted. \$5,110,000. Agreed?

**Some Members:** Agreed.

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

*>>Committee recessed at 17:37 and resumed at 17:52*

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

Thank you. We are on page G-7. Early Learning and Child Care. Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. My question is, the amount of funding allocated to the Young Parents Stay Learning program has remained at \$170,000 for some time. Are there any changes that are being considered to improve this program's effectiveness or to increase the cost of it? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The Young Parents Stay Learning, we continue to underutilize... This fund is not spent to maximum effect, but I think this is something worth looking at how it's supporting our young parents. Right now we haven't gone into a full review of this program to date. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. My final question is with regard to the Early Childhood Resource Division. They will see a reduction in funding in the 2021 to 2020, and this division is responsible for developing resources for use in early learning facilities. My question is: what specific language and culturally-based resources will be developed in 2021-22? My final question, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for the question. When we're using some of the bilateral funding agreement, there's a pilot fund to use, to create educational resources for early learning and childcare facilities. I don't have any

specifics, but we do develop age-appropriate resources that can be used by childcare centres; either Inuktitut or Inuinnaqtun, and culturally relevant material that encompasses Inuit values. This is something that we continue to push forward. I don't have specifics, unfortunately, right now. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I have questions about early childhood development and administration. It's my understanding this is where the department supports training for early childhood education employees. I wonder if the minister can explain where and how early childhood education training will be delivered in the upcoming fiscal year. Is it courses offered in the evenings and weekends, in the communities across the territory? Are there other training programs that are part of this? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The Early Learning and Child care Division works to promote quality care and education, whether it's offering workshops or training for parents, and early childhood educators.

Due to the pandemic, we have been focusing on online support, even though this COVID-19 situation. Training is mainly provided at the facility level, and it's personalized to meet the needs of each childcare facility.

In past years, the department organized territory-wide training sessions, and those were also using the bilateral funding through the federal government, fulfilling the obligations that we set out through the contribution agreement. In addition to that, there is regional training that was provided at all three regions for childcare facilities from spring 2019 and early winter 2020. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I thank the minister. (interpretation ends) It can be difficult for daycares; I've been told it can be difficult for them to keep their staff, especially once they become certified or trained, because most daycare employment is not within societies or a lot of it is. It's very difficult for societies to offer salaries and benefits that can compete with Nunavut government. In terms of the retention of early childhood educators, is this something that the department has heard as you work with the daycares across Nunavut that they have ongoing difficulties retaining their staff? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The short answer is yes, and I'll just add to that that I sit on a federal-provincial-territorial table with counterparts from across

the country and this is a nation-wide trend. We're trying to look at what are some ways we can entice and have early childhood educators stay in that field. I think there's some, perhaps, initiatives at the federal level that we might be in pursuit in the future, so we do hear that sentiment in our territory. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) I'm asking now about the daycare grants and contributions line item, which is at the top of page 120, and it has proposed \$2.15 million. I'm looking back at previous fiscal years and that has been the amount, \$2.15 million. Are there any plans to increase this amount? It's not keeping pace with inflation if it's just staying constant year after year. That's my next question. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Yes, we do have the daycare grants and contributions fund within our department, but with that said, there are federal funds that supplement our child care facilities. I think, through our bilateral, if there are opportunities on maximizing our resources in this area, we would try to look at ways to do that. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) Just a comment, when the minister is participating or in meetings with your federal counterparts, can you please emphasize to them that some streamlining is needed in terms of the reporting for that federal funding? The money is much appreciated, but the piles and piles of reporting and paperwork that our daycares have to complete every year, year after year, and we're talking a non-profit society, it's very difficult for some societies to keep on top of that. Anything that can be done to streamline it or reduce the reporting would be beneficial.

I just have maybe two more questions, Mr. Chairman, and it's regarding a big-picture look at child care in Nunavut. Is the number of daycare spaces in Nunavut increasing year after year? I'm assuming the department tracks them. What's the average rate of the increase? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. This is as of December 2020. There are 59 licensed child care facilities in the territory, which amounted to a total of 1,239 licensed child care spaces. Our department and division work with all these facilities and looking at if there are some communities that do not have a centre, we try to support them in that area, in creating a new space or reopening a space that existed before.

With that said, the federal funding through the bilateral agreement, there was also a pot of funds set aside specifically for space creation, but we did come into difficulties in accessing those funds for Nunavut in that we didn't fit the, how do you say it; criteria. So this is something that I relayed to my federal counterpart, and hopefully moving forward it will be addressed.

We do like to see more spaces and I think that would translate to more parents working. With that in mind, we do try to see where there are opportunities, either through third parties... . It is something to think about for those communities that might want to open a new daycare, then we can support them in that. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) My last question is: out of those spaces, the most recent figures, how many... . Maybe the department doesn't have this information. How many are Inuktitut-language childcare and how many are English-language? I'm not sure what, in terms of what language the children are being cared for and educated in. (interpretation) That's all for me. Thank you, Mr. Chairman.

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

**Hon. David Joanasié:** Thank you, Mr. Chairman. We do track some level of that information. For 2020-21, out of the licensed facilities as a percentage: 51.1 operated in Inuktitut, 2 percent in Inuinnaqtun, 36.7 in English, and 10.2 percent in French. Thank you, Mr. Chairman.

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

**Mr. Netser:** Thank you, Mr. Chairman. I just want to supplement MLA Ms. Towtongie's questions on young parents staying learning. This \$170,000 that is allocated in the budget; is that enough for the year and (interpretation) is that budget enough for that purpose for the young parents to stay in school? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank you for that question. Yes, that money that we set aside for that purpose, is not all used up. Last year and the previous year in 2018-19, there was \$142,618 used out of that budget and they had \$27,082 left in the budget. In 2019-20, they had \$161,365 that was actually used and \$8,545 was a surplus. Currently, January to 2021, \$92,000 has been spent to date. Thank you, Mr. Chairman.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I would like to ask a question about your Business Plan, page 119, the early childhood development and administration section so the new students, I have a question thinking along the lines of if they are going to be taught in Inuktitut in the school and what sort of plans do you have to have them for the teachers who can teach your plans. I would like to know your plans to hire teachers who can teach in Inuktitut. How are you going in that plan? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I believe that question should be asked the Nunavut Arctic College because Nunavut Arctic College has daycare worker programs. And on page 119 of the business plan, under the Department of Education under our Daycare Division we have support workers that help daycare in Nunavut like these daycares of their own committees and boards and they help with the day-to-day operations. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. I would like to ask my next question about (interpretation ends) Healthy Children Initiative.

(interpretation) I believe I understand this, these are students in school, they have to know how to live a good life even though they are just starting off in school, or in middle school, or in high school they need to know how to have a good life, how to lead a good life. I am sure they are taught that so where will the direction come from? The reason why I am asking this is if they are going to start teaching how to live a good life, those teachers will have to learn how to teach people life a good life. I hope that makes sense, Mr. Chairman. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The Healthy Children Initiative as we call it, we set aside money, \$908,000 and in the minister's statement I talked about this. It is open right now. It is open for requests, proposals.

Anybody, any group, organization, or individual, it can also be slated towards country food or healthy foods and the parents too, or organizations can use that funding to hold activities so that our children can learn how to...use them to learn how to have a good life and that money is available, \$908,000 is available for proposals and it is open until March 15. Thank you, Mr. Chairman.

**Chairman:** Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. Next question, under page 120 of your business plan, (interpretation ends) is Early Childhood Education, Inuit Language and Culture funding (interpretation) in that, Mr. Chairman, any... a person can

go to school at any age. Like what I mean is the laptops and small computers can be used to teach students once Inuktitut is available like any device can be used for education purposes. I'm sure this is being planned. So which way are you going to be looking at? We don't know yet. But with the bill that was recently passed we don't know what effects it will have today. But it will come out in the future and I'm just thinking the reason why I'm asking this I hope this makes since. Thank you, Mr. Chairman.

**Chairman** (interpretation): Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. That funding for daycare purposes and Inuit language and culture funding that money is also available through proposals every year. That's mainly for the local DEAs where they can request money or the Scolaire Francophone du Nunavut. If they're going to be holding activities about language and culture within the daycares then they can request funding for that. So we want to make sure that they get exposed to that before they get to actual school. But as to when the proposal deadline every year, there is a deadline every year but it is open to the local DEAs to ask money from. Thank you. Thank you, Mr. Chairman.

**Chairman** (interpretation): Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Chairman. So the Minister responsible for daycares is saying that 25 communities or all of the communities, I'm not sure if all of the communities have a daycare where young children are taken care of and that money \$1 million is spread it out among all those daycare operations. Thank you, Mr. Chairman.

**Chairman**: Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. We look at the proposals and divvy up the money for example. Usually we get very few proposals. Last year in 2019-2020 there was one proposal submitted, two in the Kivalliq, four in the Baffin, so there were seven in total. They accessed \$888,251 in total and \$609,752 in the Baffin, Kivalliq \$213,324 and in the Kitikmeot \$65,175. Thank you, Mr. Chairman.

**Chairman**: And the next name on my list, Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Continuing the topic of daycares, it's clear that there's with only 1,000 licenced daycare spaces in the territory of 1,200 it's clear that there's a shortage. Many parents are forced to resort to [unlicensed] facilities. It's a difficult position that the parents are in to make that decision. But what is somewhat surprising is that unlicensed daycares can actually be more expensive than licenced daycares. Even though there's less regulation and whatnot to abide by.

One of my issues is that unlicensed facilities aren't eligible for subsidies GN or Inuit orgs that I am aware of, but I'm curious: is the Department of Education aware of any challenges or barriers that would prevent these unlicensed facilities or child care providers from becoming licensed? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. If you will allow, I'll have Deputy Minister Okpik respond to the question. Thank you.

**Chairman:** Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Some of the challenges that... . Of course we encourage all unlicensed day homes to become licensed. That way they can take advantage of the supports, the resources. We distribute any daycare resources that we develop within the Department of Education to all child care facilities, including day homes, and that's why you see often that the per-day cost for a child is higher.

Some of the challenges would be around the ratio, for example. Even though they are unlicensed, they still have to follow the regulations within early childhood, so is there adequate spacing, sleep space, food preparation space, and that type of thing. Those are often the challenges and then of course, are they in their own home or are they renting? Those types of things. Are they in like public housing? Individuals who wish to run a day home in a public unit, for example, is not eligible to run a day home. Those are some of the challenges, but we work one on one with individuals.

In the 2020 year, for example, in Iqaluit we opened two day homes and licensed two day homes, so that's a good news piece. If there are people out there that wish to become a licensed day home, we absolutely welcome them. (interpretation) Thank you.

**Chairman:** Thank you. We're on Early Learning and Child Care. Total Operations and Maintenance, to be Voted. \$6,101,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-8. Curriculum, Resources and French Education. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I have questions about the Inuktitut Titiqqiriniq Literacy Program and this is a pretty exciting area. I have spoken with some of the educators about it and I have heard very good things from school staff in terms of feedback on the resources. This is the type of thing that we want to see happening in the schools. The status update on page 123 mentions "Resources developed to date include over 600 student books and teacher resources in Inuktitut, and over 250 student books and teacher resources in Inuinnaqtun."

I wonder if the minister can just summarize the rollout of that literacy program. Has it been rolled out to all grade levels and is the rollout continuing or is it completed currently? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. I thank the member for his question. Yes, we are very excited about this balanced literacy tool for our schools and I have heard very good words about it too, but if you will allow, Mr. Chairman, I'm going to pass this one on to our assistant deputy minister of resources. Thank you, Mr. Chairman.

**Chairman:** Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. You shouldn't let me talk about this because I'll talk for a long time, but I am pleased to answer the question. We have rolled it out from K to 6 and it's a progressive program. As we build resources up the grades, we will reach all the way to high school. Right now the focus has been on Inuit Language Arts for both Inuktitut and Inuinnaqtun. For the Inuinnaqtun pieces, the foundational pieces take a lot longer, so we're at about grade 2, but we're building the resources out, and in Inuktitut we're at grade 6 and working our way up through middle school and then high school. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that. When I flip to the next page, on page 124, under priorities it says "Continue the development of... curriculum in a variety of subject areas and grade levels..." In terms of this Titiqqiriniq program, what grade levels are you aiming to have completed by the end of this upcoming fiscal year? (interpretation) Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. Again, through you, I'll have Assistant Deputy Minister Abbott respond. Thank you.

**Chairman:** Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. Thank you for the question. As I said, we're at about grade 6 on the Inuktitut side and grade 2 on the Inuinnaqtun side. There's a focus on terminology development that has impacted our ability to move some of the work forward on the Inuinnaqtun side, but it is grade 6 for Inuktitut. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I will have further questions on this, but I'll wait until we're under Student Achievement.

The only other area I want to ask questions about is the third bullet on page 123, which references expanding the choices available for students to exit secondary school and enter the workforce. The status update mentions that a jurisdictional scan was done, research

was done. I'm just wondering: in terms of next steps for graduation pathway options to expand the choices for students, does the department have plans for next steps and what are they? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. If you will allow Assistant Deputy Minister Abbott to take this one. Thank you, Mr. Chairman.

**Chairman:** Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. As part of the work that we're doing around curriculum development, our transitions team will be working on alignment with curriculum to support other opportunities for students as they go through their high school career. We're currently working with a small team and our next steps are to staff that team so that we can be more proactive around developing some of those additional programs, working with our DEAs, etcetera. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you. (interpretation ends) A simple question; I'm a regular MLA, so you have to be pretty simple with me. I'm not one of those real smart cookies on the cabinet side of the House. When will you be expanding the choices? When is the earliest you can offer different graduation options for students in Nunavut? I'm unsure what the pathway options would be, but I'm thinking into the trades-oriented, for example. I'm interested in the timeline. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Unfortunately, we don't have a specific timeline for this. Again, once we do have those details, we will share with our colleagues in this House. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just one last question. Going back to the curriculum discussion; I know that Inuktitut-language arts were mentioned, but reading the priorities, it's clear that the department isn't saying Inuktitut language arts and that's it in terms of Inuktitut resources and curriculum. You're continuing work on not just language arts, but different core subject areas. That was one of the biggest misconceptions about the new education bill.

I just wanted confirmation that you are going to be ploughing ahead on all sorts of curriculum development in different subject areas beyond language arts. That's my last question. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Yes, that was when we appeared before the committee on the bill we made it clear that we are intending to focus, not just on language, but other subject areas with our language of instruction implementation plan over the 20-year cycle. Thank you, Mr. Chairman.

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

**Ms. Towntongie:** Thank you, Mr. Chairman. On page 121 curriculum development. One of the objectives of your department's Curriculum Resource Division and Éducation en français is to ensure that teaching and learning resources used in Nunavut schools meet the linguistic, cultural and learning needs of Nunavut students.

My question is; what specific steps is the department taking to ensure that it meets the timelines established in the recently amended *Education Act*? My final question, Mr. Chair.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I think this is where we're going to have to... and we're planning forward on, even as early as this fall on how we're going to start implementing Bill 25, the *Education Act*, how it's now presented. If you allow assistant deputy minister Abbott to elaborate briefly. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. I'm pleased to say the work is already started, even as we develop the 20-year plan. We were well underway in some of those areas, specifically language arts, but also we are focusing on social studies and health and wellness.

We have a number of draft curricula that would be completed by the end of March, and then we'll well be working with our various working groups and stakeholders and subject matter experts on each of those core subject areas to finalize the curriculum, as per the schedule. Thank you, Mr. Chairman.

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

**Mr. Netser:** Thank you, Mr. Chairman. I just got a couple questions on page 124, priorities for 2022-23, in the third bullet, it states in conjunction with the 20-Year Language of Instruction so that our young people can get a clear pathway to post-secondary education.

Mr. Chairman, some of our young people that are really good with hands-on and are very knowledgeable in terms of using tools and power tools and things like that but their

education level is low. And as you know, Mr. Chairman, the college has national standards, from my experience as the minister, that they don't accept applicants that do not meet those criteria.

Is the department planning to address what I am just asking about, to get the students to meet the criteria to get into the trades program? (interpretation) Thank you. I hope that was clear.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for his question. That bullet also... not just post-secondary education, but the trades apprenticeship is listed there as well, so that is an area that we are looking at along with the college.

For example, we are considering having dual credits for students in grade 12 that could be used if they pursue the trades or other areas. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Will that include people that are working for corporations or private businesses that have apprenticeship programs? Would they be able to go to the Department of Education and further their education so that they can be accepted into the trades program at the college office? (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Those in the private sector or what have you, they would have to go through the Arctic College for that. So you would have to ask the Minister responsible for Arctic College. Thank you, Mr. Chairman.

>>*Laughter*

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) What I mean is... taking the other hat off for a moment. Let's say that I wanted to go into a possible trades program, but my education level did not meet the criteria of the college programs that only accept students that are... They only offer nationally recognized programs, but I did not qualify for that program.

My question to the minister is: does the Department of Education offer tutors or anything in the department to further my education so that I can further my career in the field I'm interested in? This is what I am asking. (interpretation) I hope that was clear. (interpretation ends) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I appreciate the member's question. Again, Nunavut Arctic College does have upgrading courses and the pathway to student secondary program, the PASS program, is another avenue. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you. (interpretation ends) My last question would be on the career and program planning curriculum for all grades that are in our schools.

Now, we all know that Nunavut is rich in minerals, gold, gold deposits, iron, and that's our main industry and the future looks really bright in terms of mineral exploration and mining. Is the department including programs such as this, like in our schools, to give the students a taste of what they can be when they graduate? "I can be a miner" or something to do with mining activities that really, Mr. Chairman and minister, that is our only real industry in Nunavut because we don't have any forests to cut down trees and make houses. (interpretation) Thank you, Mr. Chairman. (interpretation ends) That's my final question.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for his question. Yes, this is an area through the Auditor General's recommendations for student success. We agreed with Recommendation No. 52 specifically on getting the career from program planning process mandatory for grades 9 through 11. This is something that's ongoing, and we want to get those opportunities and plant the seeds for our students to pursue what they are passionate about and what they are interested in and where they could succeed. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Curriculum, Resources and French Education. Total Operations and Maintenance, to be Voted. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. It's getting late. I thought I had put my hand up; I might be wrong.

Just two quick questions for the branch, it's clear that both curriculum development and resource services divisions are going to play a crucial role in achieving the language of instruction obligations under the *Education Act*. Given capacity issues across the GN, I'm just curious if the minister would be able to update us as to the capacity levels of these two divisions. That's my first question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I agree with the member that the curriculum and resources side of things is one part of the language of implementation and

in addition with our teaching capacity, and if you allow, I will have Assistant Deputy Minister Abbott respond on this. Thank you, Mr. Chairman.

**Chairman:** Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. We do have some significant capacity issues in the curriculum development shop in Arviat. However, we're currently staffing our four vacant of six team lead positions, so those postings should be taking place very soon. After that we will staff another four to start with, curriculum coordinator positions, and then ongoing, so that work is underway. In the meantime we have a publisher that we work with as a contractor who is providing support for the Curriculum Development Division, and we rely on working groups as well. The resource services team is fully staffed and we actually have additional casuals to support the work. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you Ms. Abbott. My next question is: do you have a target date for when you would optimistically project all positions to be filled in both of these divisions? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. With regard to staffing, it depends on how quickly those positions go through the staffing competition process, but also keeping in mind housing challenges. If those positions require housing, it might further extend the vacancies. Thank you, Mr. Chairman.

**Chairman:** Thank you. I'll try this again. Curriculum, Resources and French Education. Total Operations and Maintenance, to be Voted. \$7,493,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-9. Student Achievement. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Regarding the business plan laid out on page 126, I have questions about the assessment of literacy in English and Inuktitut. The second bullet on page 126, the status update mentions that the Inuktitut Language Arts Working Group completed the field test of assessment tools for kindergarten and grade 1, and work continues for further grades. Right now there are assessment tools for English from K to 12 and for Inuktitut, it's just kindergarten and grade 1 currently. That's my understanding. I wonder if the minister can confirm whether I'm correct or not. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. If you will allow Assistant Deputy Minister Abbott to respond on this. Thank you.

**Chairman:** Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. The assessment tools are built into the literacy program for Inuktitut, so the reason that we have completed kindergarten and grade 1 is for the purposes of field testing to ensure that the curriculum itself is robust, but there are assessment tools built in to help us understand where students are particularly in their reading and their writing as we move forward in the balanced literacy program. That work is ongoing as we build the curriculum and the resources for the curriculum. Thank you, Mr. Chairman.

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

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) When it comes to your assessment work as it stands currently, how many students are hitting their benchmark or how many of them are meeting the literacy benchmark for their grade level and how many are falling short or who have extra work to catch up? I realize that might be a hard question to answer, but I'll take any information that the minister can provide. (interpretation) Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I'm reminded of some of the lines of questioning from last year with the member always questioning me on assessments. If you will allow, sorry, Mr. Chairman, Deputy Minister Okpik to respond on this topic. Thank you, Mr. Chairman.

**Chairman:** Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think, in the last session last year, we had talked about we have anecdotal information. The purpose of collecting the assessment information is not to report out but to report in as to how, number one, we would improve our system for educators. Are we providing enough training, for example, through learning coaches? Is the delivery mechanism effective? We use that to see, from a teacher level, are we providing enough supports to teachers and at the school level as well?

Another reason why we don't announce the outcomes is if a child needs intervention. We do have areas where we'll actually do interventions for the student if we feel that they're not at the reading level that they're supposed to be. For example, a letter will go home to a parent to say "Just so you know we require an intervention" and then also seek support from the parents to do at-home reading, writing, but also for the parent to be aware that these are the goals for that child to move forward.

We know that children learn at different paces, and this literacy program allows a child to go through the different reading levels at their pace. They don't go on to the next one unless they totally have complete mastery of that reading level. For example, you'll have two books that a child has never seen which would be the assessment piece. Once we feel that they've reached that level, that first book that they've never seen will actually be the assessment tool for them to read and to answer questions around comprehension, terminology.

If we feel that they haven't mastered that level, we'll go back and work with the child with the existing material that they had been using, then there's a second follow-up book. Again, that's an assessment tool to be used for that child again. I know I'm getting into a lot of detail, but I think it's important to understand the mechanisms of how the balanced literacy the Titiqiriniq program operates, and how children are assessed, and how they move on to different levels throughout.

I think, as we go forward and you look at more formal assessments, we can do some reporting out on that, but for the time being, those two major components about student improvement, but also teacher improvement, are the key components right now when we look at assessment.

We have other summative types of assessment that we could rely on, but I'll leave it at that for now. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the explanation. Moving to page 126, under Inclusive Education, the proposed budget is going to increase by about \$250,000 this year. It is my understanding that this Inclusive Education service or area is very important for our students who have issues that affect their learning.

In terms of the budget of \$2.85 million that is being proposed, is that enough to meet the needs of all the students in Nunavut who have needs related to their learning, or are we going to have to look further investments in future years to expand the technology or the services that these students can access? (interpretation) Thank you.

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

**Hon. David Joanasie:** Thank you, Mr. Chairman. Yes, the need is great in this area for inclusive education. We do have some on staff that work in this field. However, I think the bulk of it is contracted out. The need is great. Looking at for future years, depending on identified needs, have to increase or request increases for this budget under inclusive education, but for the time being, this is what we're proposing and presenting to you. Thank you, Mr. Chairman.

This covers quite a few different areas where students require assistance in their learning, whether it's fetal alcohol spectrum disorder or deaf and hard of hearing. There's a whole list of different ways that we support our students. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) In terms of the budget and the need, I recall from our work on the education bill that I was given the impression that there are a lot more unaddressed needs that we need to work towards helping more students in terms of inclusive education.

When we talk about the budget and the services available to students, in the event that this budget is depleted, does the department have a policy in place or an approach where you will exceed your budget if there's an identified need, or would it be a case where a school or whoever is looking for the supports would be told, "We're out of money for this year, so we will have to wait until next fiscal year"?

I'm trying to understand whether inclusive education, whether you're tied to that \$2.85 million or whether your approach is to go beyond that if required. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. This funding, we have pooled from other areas, reallocated funding specifically for this inclusive education. I mean, right now we're budgeting \$2.8 million. If you see from prior years, it was slightly lower at \$2,583,000. However, if there's a greater need, we can fund from within and if there's a trend that we see, if there's a business case that might require further consideration in future years, if the need is much greater than what we're currently allocating. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I have no more questions. Thank you.

**Chairman:** Thank you. Next name on my list: Ms. Towntongie.

**Ms. Towntongie:** Thank you, Mr. Chairman. My question to the minister is, the business plan indicates on page 126, looking at 126, that your department has drafted new guidelines for teaching students with fetal alcohol spectrum disorder, attention deficit hyperactive disorder, Down's syndrome, and who are deaf or hard of hearing. Do we have any breakdown of students with these challenges across Nunavut's schools? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I think this is where, if a student is diagnosed with fetal alcohol spectrum disorder, when it's identified, we work with those figures as they become available to the school. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. Thank you, minister, for your response, but it would be nice to have a breakdown of students, then budget-wise or financial-wise we can calculate how much each student requires for these types of different assessments, different types of needs.

My final question is that in the business plan, one of the priorities for '21-22 will be to implement the Makitattiarniq Framework. What specific activities will promote safe and caring schools? Well, how will their effectiveness be measured? Thank you, Mr. Chairman. My final question.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. The department is aiming to finalize the framework and handbook during the 2022-23 school year and develop a power series for K to 12 on this. In terms of evaluation, I'll have to see what the department has in mind on looking at the framework and handbook and how it is best used where...yeah. Thank you, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. I would like to bring up the recent CBC series of violence in schools and in one of the pieces it was focused on the complicated issues and root causes, and the school violence is often symptoms of deeper social issues. My first question is I would like to ask: what sort of mental health services are made available in the schools for students on any given day? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. I thank the member for his question. I do have...let me just pull it up here or, if you will allow, Mr. Chairman, if you give me a minute, let me just find the document and if he can ask a separate question in the meantime. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Another question that I have been meaning to ask was along the lines of services provided under inclusive education. I recall that there are specialized services which I think are fairly recent for students who are able to get hearing assessments and other types of new services that weren't previously provided.

My second question is if the minister would be able to provide an update on what those newly rolled out initiatives were. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. I'll have to get back to him on his last question, but going back to his previous question before that, we do have a referral process for schools, education support service requests on mental health. There are basically four different ways where, when a student requires mental health supports, either self-referral, a parent or guardian can identify it, or the teacher and/or the school counsellor. There's a process that unfolds with that.

I'm advised by my staff too that each regional office provides a list of mental health resources or a contact where information that they provide to schools for each school to, whether it's local or at the territorial level, where those mental health supports are. There's a whole list that our schools are provided. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. My next question under inclusive education: is the Department of Education bringing in behavioural psychologists to speak with these children who may have some deeper social issues that are posing as a barrier to their own and their peers' education? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. I believe we don't cover that at this time. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, minister. Next question: has the department identified a need for behavioural psychologists to come in and provide support to our students? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Sorry, Mr. Chairman. Could he repeat the question? My apologies.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. My question was whether or not the department has identified the need to bring in behavioural psychologists to provide support to our students who are facing barriers to their own and their peers' education. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia:** Thank you, Mr. Chairman. This is something I think we will have to work with Health and what our mental health strategy is when we're talking about our students and when they need the support, so who is doing what, so we will have to get a better understanding of where things stand, but at this time we don't cover that, as I mentioned. Thank you, Mr. Chairman.

**Chairman:** Thank you. Student Achievement. Total Operations and Maintenance, to be Voted. \$5,846,000. Agreed?

**Some Members:** Agreed.

**Chairman:** G-10. K to 12 School Operations. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I move a motion to report progress. Thank you, Mr. Chairman.

**Chairman:** Thank you. There is a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion. All those opposed.

All those in favour of the motion. All those in favour. All those opposed. The motion is carried. Sergeant-at-Arms, please escort the witnesses. I will now rise to report progress.

**Speaker** (interpretation): Good evening. Continuing on. (interpretation ends) Report of the Committee of the Whole. Mr. Akoak.

### **Item 21: Report of the Committee of the Whole**

**Mr. Akoak:** Thank you, Mr. Speaker. Your committee has been considering Bill 59 and would like to report progress. Mr. Speaker, I move that the Report 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? Calvin Pedersen, Mr. Pedersen. The motion is in order. To the motion.

**An Hon. Member** (interpretation): Question.

**Speaker** (interpretation): All those in favour. All those opposed. (interpretation ends) The motion is carried.

(interpretation) Third Reading of Bills. (interpretation ends) *Orders of the Day*. Mr. Clerk.

**Item 23: Orders of the Day**

**Clerk Assistant** (Mr. Innuksuk): *Orders of the Day* for March 4... Standing committee meets at 9 a.m. in the Nanuq Boardroom.

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 58
  - Bill 59
  - Bill 60
  - Bill 61
20. Report of the Committee of the Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

>>*Applause*

**Speaker** (interpretation): Thank you. (interpretation ends) This House stands adjourned until Thursday, March 4, at 1:30 p.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 19:14*

