



Legislative Assembly of Nunavut

*Speaker*

Hon. Tony Akoak  
(Gjoa Haven)

Hon. David Akeegok  
(Quttiktuq)  
*Minister of Environment; Minister of  
Economic Development and  
Transportation; Minister of Energy*

Joelie Kaernerik  
(Amittuq)

Karen Nutarak  
(Tununiq)

Mary Killiktee  
(Uqqummiut)

Daniel Qavvik  
(Hudson Bay)

Hon. P.J. Akeegok  
(Iqaluit-Niaqunngu)  
*Premier; Minister of Executive and  
Intergovernmental Affairs; Minister  
responsible for Immigration; Minister  
responsible for Indigenous Affairs;  
Minister responsible for the Utility Rates  
Review Council*

Hon. Lorne Kusugak  
(Rankin Inlet South)  
*Minister of Finance, Chair of the  
Financial Management Board;  
Minister responsible for the  
Nunavut Housing Corporation*

Hon. Joanna Quassa  
(Aggu)  
*Minister of Culture and  
Heritage; Minister of  
Languages; Minister responsible  
for Seniors*

Adam Lightstone  
(Iqaluit-Manirajak)

Inagayuk Quqqiaq  
(Netsilik)

Bobby Anavilok  
(Kugluktuk)

Hon. John Main  
(Arviat North-Whale Cove)  
*Minister of Health; Minister  
responsible for Suicide Prevention*

Alexander Sammurtok  
(Rankin Inlet North-Chesterfield  
Inlet)

Janet Brewster  
(Iqaluit-Sinaa)

Hon. Pamela Gross  
(Cambridge Bay)  
*Deputy Premier; Minister of Education;  
Minister responsible for Nunavut Arctic  
College*

Solomon Malliki  
(Aivilik)  
*Deputy Chair, Committee of the  
Whole*

Joe Savikataaq  
(Arviat South)  
*Deputy Chair, Committee of the  
Whole*

George Hickes  
(Iqaluit-Tasiluk)  
*Deputy Speaker and Chair of the  
Committee of the Whole*

Hon. Margaret Nakashuk  
(Pangnirtung)  
*Minister of Family Services;  
Minister responsible for  
Homelessness; Minister of  
Human Resources;  
Minister responsible for the Status  
of Women; Minister responsible  
for the Workers' Safety and  
Compensation Commission*

Hon. Craig Simailak  
(Baker Lake)  
*Minister of Justice; Minister  
responsible for Labour; Minister  
responsible for the Qulliq  
Energy Corporation*

Hon. David Joanasie  
(South Baffin)  
*Government House Leader; Minister of  
Community and Government Services*

**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 .....	6
Returns to Oral Questions .....	9
Recognition of Visitors in the Gallery.....	10
Oral Questions.....	10
Point of Order.....	34
Reports of Standing and Special Committees on Bills and Other Matters.....	34
Tabling of Documents .....	35
Consideration in Committee of the Whole of Bills and Other Matters .....	36
Report of the Committee of the Whole .....	106
Orders of the Day .....	106

**A.**

**Daily References**

Monday, June 6, 2022 ..... 1

**B.**

**Ministers' Statements**

044 – 6(2): Community Transportation Initiatives Program 2022 (Akeagok, D) ..... 1  
045 – 6(2): Arctic Encounter Symposium (Akeagok, P)..... 2  
046 – 6(2): Driver Training (Nakashuk) ..... 2  
047 – 6(2): Sport for Life Summit (Joanasie)..... 3  
048 – 6(2): Netsilik Language Programs (Quassa) ..... 4  
049 – 6(2): Fuel Tank Inspections (Akeagok, D) ..... 5

**C.**

**Members' Statements**

062 – 6(2): 2022 Rankin Inlet and Chesterfield Inlet High School Graduates (Sammurtok) ..... 6  
063 – 6(2): Coral Harbour Community Visit (Malliki)..... 6  
064 – 6(2): Volleyball Canada Youth Nationals (Nutarak)..... 7  
065 – 6(2): Whale Cove Fishing Derbies (Main) ..... 8  
066 – 6(2): 2022 Arctic Bay High School Graduates (Akeagok, D)..... 8  
067 – 6(2): Cambridge Bay Day Camp Training Participants (Gross) ..... 9

**D.**

**Returns to Oral Questions**

Return to Oral Question 074 – 6(2): Housing Construction Tender Process (Kusugak) ..... 9

**E.**

**Oral Questions**

109 – 6(2): Rankin Inlet Water Infrastructure (Sammurtok)..... 10

110 – 6(2): Renewable Energy Initiatives (Lightstone) .....	12
111 – 6(2): Water Infrastructure (Nutarak) .....	15
112 – 6(2): Municipal Infrastructure (Killiktee).....	16
113 – 6(2): FANS and Support to Students (Hickes) .....	19
114 – 6(2): Support for Small Businesses (Brewster) .....	21
115 – 6(2): Collaboration in Education (Savikataaq).....	23
116 – 6(2): Community Arena and Hall (Qavvik) .....	25
117 – 6(2): Renewable Energy Initiatives (Malliki).....	27
118 – 6(2): Renewable Energy Initiatives (Quqqiaq).....	28
119 – 6(2): Arctic Encounter Symposium (Kaernerker) .....	30
120 – 6(2): Renewable Energy Initiatives (Lightstone) .....	32

**F.**

**Reports of Standing and Special Committees on Bills and Other Matters**

Committee Report 005 – 6(2): Bill 7, Interim Language of Instruction Act (Savikataaq).....	34
--	----

**G.**

**Tabling of Documents**

023 – 6(2): 2019-2020 Report on the Community Transportation Initiatives Program (Akeeagok, D) .....	35
024 – 6(2): 2020 Report on the Administration of the Transportation of Dangerous Goods Act (Akeeagok, D).....	35
025 – 6(2): 2021 Report on the Administration of the Transportation of Dangerous Goods Act (Akeeagok, D).....	35
026 – 6(2): 2018-2019 Annual Report of the Minister of Languages (Quassa) .....	35

**H.**

**Bills**

Bill 01 – Appropriation (Operations & Maintenance) Act, 2022-2023 – Education –Consideration  
in Committee..... 36

**Iqaluit, Nunavut  
Monday, June 6, 2022**

**Members Present:**

Hon. David Akeeagok, Hon. P.J. Akeeagok, Hon. Tony Akoak, Mr. Bobby Anavilok, Ms. Janet Brewster, Hon. Pamela Gross, Mr. George Hickes, Hon. David Joanasie, Mr. Joeline Kaerner, Ms. Mary Killiktee, Hon. Lorne Kusugak, Mr. Adam Lightstone, Hon. John Main, Mr. Solomon Malliki, Hon. Margaret Nakashuk, Ms. Karen Nutarak, Mr. Daniel Qavvik, Hon. Joanna Quassa, Mr. Inagayuk Quqqiaq, Mr. Alexander Sammurtok, Mr. Joe Savikataaq, Hon. Craig Simailak.

>>*House commenced at 13:30*

**Item 1: Opening Prayer**

**Speaker** (Hon. Tony Akoak)(interpretation): Good day. Before we proceed, Ms. Killiktee, can you say the opening prayer, please.

>>*Prayer*

**Speaker:** Ministers' Statements. Hon. Minister of Economic Development and Transportation, Mr. David Akeeagok.

**Item 2: Ministers' Statements**

**Minister's Statement 044 – 6(2): Community Transportation Initiatives Program  
2022**

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. First of all, I would like to thank my wife for making the *atigi* I am wearing.

Mr. Speaker, I am pleased to provide members with an update on one of our department's most popular programs: the Community Transportation Initiatives Program.

Invitations for projects under this program were sent to all communities in the second week of May, inviting them to submit proposals for improving or maintaining their access roads and community marine facilities.

Mr. Speaker, under this program, we assess all of the proposals in one round following the deadline and try to commit all the funds early in the summer so communities can get an early start on these much-needed projects.

I urge the members to ensure their home communities submit their proposals in time to take advantage of this opportunity. Thank you, Mr. Speaker.

>>*Applause*



**Speaker:** Ministers' Statements. Hon. Premier of Nunavut, Mr. Pauloosie Akeegok.

**Minister's Statement 045 – 6(2): Arctic Encounter Symposium**

**Hon. P.J. Akeegok** (interpretation): Good afternoon. I say “good afternoon” to my colleagues and Nunavummiut, particularly those who are following the proceedings from Iqaluit-Niaqunngu.

(interpretation ends) Mr. Speaker, I rise today to speak about my participation in the Arctic Encounter Symposium in Anchorage, Alaska.

On April 7 and 8 I had the opportunity to take part in this year's symposium and present on a panel titled “Healthy Communities, Resilient Communities: Insights from the Arctic.” In the discussion, I was able to share lessons learned from the COVID-19 pandemic and how these lessons can be applied to the challenges ahead, such as the ongoing threat to arctic sovereignty and security.

Mr. Speaker, the Arctic Encounter Symposium is the largest annual arctic policy event in the United States. Founded in 2013, the symposium focuses on the interests and concerns of the global community regarding the Arctic.

During the symposium, I had the opportunity to meet many dignitaries, including Northwest Territories' Premier Caroline Cochrane, the Ambassador of Canada to the United States, Kirsten Hillman, Canada's first Consul General to the Pacific Northwest and Alaska, Mia Yen, Assistant Commissioner of the Arctic Region, Neil O'Rourke, the International Chair of the Inuit Circumpolar Council, Dr. Dalee Sambo Dorough, and various representatives from Greenland.

Housing, infrastructure, arctic security and sovereignty dominated many of the conversations at the symposium.

Mr. Speaker, I look forward to continuing the dialogue with the delegates I met at the symposium. I know that many of Nunavut's priorities are shared by other arctic jurisdictions. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Ministers' Statements. Hon. Minister for Family Services, Ms. Nakashuk.

**Minister's Statement 046 – 6(2): Driver Training**

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

(interpretation ends) Mr. Speaker, I rise today to announce a new employment training initiative for Nunavummiut that began earlier this month in partnership with the Municipal Training Organization.

We know the lack of a valid class 5 driver's licence is a major impediment to gainful employment for many Nunavummiut. A valid driver's licence enables the holder to seek employment with small businesses and municipalities where drivers are needed.

At a cost of \$787,291, this initiative will make class 5 and 7 driver training courses available for up to 105 participants in Arviat, Cambridge Bay, Coral Harbour, Kinngait, Kugluktuk, Pangnirtung, and Rankin Inlet. This program will be delivered in collaboration with the Department of Economic Development and Transportation's Motor Vehicles Division, which will schedule testing of participants for class 5 and 7 licences. To date, 21 individuals received their class 7 licence upon completion of the course in Cambridge Bay.

Mr. Speaker, municipalities in Nunavut have identified the need for fundamental skills courses to target youth aged 16 to 30. The Department of Family Services is responding to this need by funding this important program through the Career Development Division's Targeted Labour Market Program.

The Targeted Labour Market Program provides funding to eligible employers, institutions, and training providers to deliver education and training to equip Nunavummiut with transferable skills and credentials that are recognized and in demand in the territory. We are ensuring that Nunavummiut develop knowledge and skills aligned to current and future labour market demands. (interpretation) Thank you, Mr. Speaker.

>>Applause

**Speaker:** Ministers' Statements. Hon. Minister of Community and Government Services, Mr. Joanasie.

### **Minister's Statement 047 – 6(2): Sport for Life Summit**

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. Before I begin my statement, I send my condolences to the people of Kimmirut, as we suffered a tremendous loss.

Mr. Speaker, last week on May 27, the Sport and Recreation Division partnered with Sport for Life to deliver the 2022 Sport for Life Summit in Iqaluit. Traditionally the summit is hosted in Gatineau, Quebec. However, to navigate the impacts of COVID-19, the 2022 summit was hosted virtually and in-person in 10 communities across Canada to share and connect on the theme of "Reflect. Reconnect. Reimagine." This theme resonates with Nunavummiut. We often hear of participants facing adversity in sports, finding ways to overcome it, and then going on to accomplish great things.

(interpretation ends) Mr. Speaker, we had the opportunity to have Iqaluit as one of the host communities, and I was very glad to join the participants here, which allowed us to include partners from the departments of Education and Health, as well as sport and recreation leaders. This gave us a chance to collaborate and strengthen the sector of sport and recreation, recognizing the benefits it has on Nunavummiut's day-to-day lives in school, the workplace, and overall wellness.

Mr. Speaker, participants from Arviat, Kinngait, and Nunavik had the opportunity to share on their successes following a pilot project focused on strengthening the recreation capacity in their communities. Participants also had the opportunity to complete their aboriginal coaching certification, a requirement to coach at the North American Indigenous Games next summer.

(interpretation) Mr. Speaker, I look forward to finding ways to continue to collaborate with our partner departments and stakeholders to strengthen the sector, build capacity, and provide more sport and recreation opportunities in all of our communities. Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Ministers' Statements. Hon. Minister of Culture and Heritage, Ms. Quassa.

#### **Minister's Statement 048 – 6(2): Netsilik Language Programs**

**Hon. Joanna Quassa** (interpretation): Thank you, Mr. Speaker. I say "good day" to my colleagues. I also say "good day" to the people of Aggu and Amittuq.

(interpretation ends) Mr. Speaker, I am proud to inform my colleagues of work that is being done by community members to preserve the Netsilik dialect for future generations.

Mr. Speaker, my department provides funding for language programs in communities across Nunavut. One of these programs is the Inuktitut Language Promotion and Preservation project by the Ikajuqtigiit Society based in the Kitikmeot region. The purpose of this project is to produce and provide resources, programs, and training that support the preservation and revitalization of the Netsilik dialect.

The society has been working to develop a Netsilik online dictionary, developing syllabic fonts for computers, facilitating online discussions related to Netsilik vocabulary, and collecting oral history.

(interpretation) Mr. Speaker, another exciting project is a 400-minute oral history and Inuit knowledge audio and digital series by Miriam Nilaulaaq Aglukkaq called the *Nattilingmiutut Pitquhiit* (Piqqusiit). Copies can be requested from the Department of Culture and Heritage.

Mr. Speaker, I would like to thank and commend Attima Hadlari, Elisabeth Jansen-Hadlari, and Miriam Nilaulaaq Aglukkaq for all of the time and effort they have dedicated to preserving and revitalizing the Netsilik dialect.

Mr. Speaker, I would like to highlight some of the other work that is being done to preserve the Netsilik dialect. Another project funded by my department was the creation of an Inuktitut story book, *Amajurjuk*, written in the Netsilik dialect. The Nunavut Bilingual Education Society worked with Elder Levi Illuitok and Jeannie Illuitok on the creation of the book, and 800 copies were distributed to educational facilities in the territory.

(interpretation ends) Finally, I would also like to mention a program undertaken by the Natilik Heritage Society that strengthened language and cultural learning in Gjoa Haven. The society completed a series of public activities to support language preservation, including translations of cultural educational materials for young children, a pilot program to deliver cultural programming in Inuktitut, a mentorship Inuktitut Immersion Program, and lastly regular storytelling and cultural evenings.

Mr. Speaker, I would like to ask all members to join me in commending each and every community member who is ensuring the preservation of the Netsilik dialect for generations of Nunavummiut. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Ministers' Statements. Hon. Minister of Environment, Mr. David Akeeagok.

#### **Minister's Statement 049 – 6(2): Fuel Tank Inspections**

**Hon. David Akeeagok:** Thank you, Mr. Speaker. I rise today to remind homeowners and property managers that now is a good time to inspect their heating oil tanks. Regular checks can ensure there are no leaks or other problems.

Mr. Speaker, these inspections can help prevent fuel spills by confirming that fuel tanks are in good working condition. Fuel spills can be damaging to the environment and can be costly to manage.

The *Illustrated Homeowner's Guide to Heating Oil Tanks* provides information on how to properly inspect a heating oil tank and to recognize potential spill risks. The guide is available in all official languages on the Department of Environment's website.

Mr. Speaker, residents should pay special attention to the drip leg or water trap. If water accumulates there, it will freeze and cause a crack in the pipe. As the weather warms and the water thaws, fuel can escape through this crack, causing a spill. Nunavummiut should also check for signs of rust and other damage.

Mr. Speaker, the Department of Environment performs fuel tank inspections across Nunavut each year. Nunavummiut can contact the Department of Environment or the local wildlife office to arrange an inspection. The service is provided free of charge as a courtesy to fuel tank owners. *Qujannamiik*, Mr. Speaker.

>>Applause

**Speaker:** Item 3. Members' Statements. Member for Rankin Inlet North-Chesterfield Inlet, Mr. Sammurtok.

### Item 3: Members' Statements

#### Member's Statement 062 – 6(2): 2022 Rankin Inlet and Chesterfield Inlet High School Graduates

**Mr. Sammurtok** (interpretation): Thank you, Mr. Chairman. Good day, my colleagues, the people of Rankin Inlet and Chesterfield Inlet, and Nunavummiut.

Today I rise to congratulate the class in Rankin Inlet, who will celebrate on June 9, the graduation of 47 students who will complete their studies.

>>Applause

I did not receive all of the names, but one of my grandchildren will be one of the graduates, and her name is Madeleine Iquaq Sammurtok. Furthermore, in Chesterfield Inlet, on June 4, there were six graduates who were the subject of a celebration, and the six graduates were:

- Jeffery Quggiaq
- Dustin Issaluk
- Keith Issaluk
- Herman Kadjuk
- Kailah Mimialik
- Diane Amarook

I ask you to join me in congratulating these graduates. Thank you, Mr. Chairman.

>>Applause

**Speaker:** Members' Statements. Member for Aivilik, Mr. Malliki.

#### Member's Statement 063 – 6(2): Coral Harbour Community Visit

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. Good afternoon to the people of Coral Harbour and Naujaat.

Mr. Speaker, I rise today to inform the House about my recent constituency visit to Coral Harbour. At that time, I recently had the opportunity to travel to the community following the winter sitting of the Legislative Assembly. It was good to see many friends and familiar faces of Coral Harbour.

Mr. Speaker, I had the opportunity meet with a number of community leaders during my visit, including representatives from the hamlet, the district education authority, the hunters and trappers organization and the local housing authority.

Mr. Speaker, I heard a number of concerns during my discussions, including the need for more housing and infrastructure. That was a repeated concern that I heard from the community.

Mr. Speaker, as the Member of the Legislative Assembly for Aivilik, I am committed to speaking for both communities in my constituency, and I look forward to continuing to raise concerns on behalf of my constituents. Thank you, Mr. Speaker.

**Speaker:** Members' Statements. Member for Tununiq, Ms. Nutarak.

#### **Member's Statement 064 – 6(2): Volleyball Canada Youth Nationals**

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. I say “good day” to the people of Pond Inlet, Nunavut, and especially to the people of Iqaluit for being very welcoming towards us.

(interpretation ends) Mr. Speaker, I am pleased to rise today to congratulate the boys and girls team who represented Nunavut at the recent Volleyball Canada Youth Nationals.

Mr. Speaker, the tournament took place in Edmonton in May of this year. This was the first time a boys team represented Nunavut at a national championship. They started by winning their opening game and went as far as making it to the semi-finals.

The girl's team played hard and made it into the quarterfinals. I wish both teams luck and success for their next tournament at the Canada Summer Games.

Mr. Speaker, I would like to recognize Evan Kyak, Joshua Shappa, and Lane Onalik, all of whom are players from Pond Inlet. I would also like to take this opportunity to recognize their coach, Brady Fischer, who is also a teacher from Pond Inlet.

I would like to thank all those who played a role in making this tournament possible and encourage youth to participate in such events. I encourage all of my constituents to participate in activities that get them active and moving and which help to support healthy lifestyles.

Mr. Speaker, I ask all members to join me in congratulating both teams for their wonderful efforts. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Members' Statements. Member for Arviat North-Whale Cove, Mr. Main.

**Member's Statement 065 – 6(2): Whale Cove Fishing Derbies**

**Hon. John Main** (interpretation): Thank you, Mr. Speaker and good afternoon, colleagues, and to people of Arviat and Whale Cove.

Mr. Speaker, I know that many residents in these communities experienced much hardship during the pandemic first of all, and when we have a common difficulty, it brings out the need to act singularly so I thank all the people who provide support for our local residents.

Mr. Speaker, I spoke about the previous fishing derbies offered in Arviat earlier, and I will not go into too much detail, however, the residents of Whale Cove also held a Lake Trout and Cod derby and the following people won prizes who I wish to name publicly here.

For the Lake Trout derby, the first prize winner won \$8,000 and her name was Cecile Panika, 40.9/16 inches which I am not sure is in meters, but it was a big trout! She was first, and the other fifth and six place went to Arualaaq, who is an elder but who still was one of the winners and who I take great pride in.

For the Cod derby, the first place winner was Guy Inuapik, who caught a 27.5 inch cod, and he won \$4,500 for first place, and although I will not read out their names, other Inuit who won and who I want to thank are the organizers of these local fishing derbies that allow prizes and it is cool to see volunteers see the result of their hard work as they see the winnings being taken by an adoring crowd.

I thank all of the people involved in these local derbies that allow our local people to enjoy the great outdoors and it provides people with an activity that allows for fresh air. I also envy all the people who took part in the derbies. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Members' Statements. Member for Quttiktuq, Mr. David Akeeagok.

**Member's Statement 066 – 6(2): 2022 Arctic Bay High School Graduates**

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. On Friday, the people of Arctic Bay had six graduates where they had a dinner in honour of the graduates. I envy and wish I was there to attend the graduation ceremony.

The following graduated:

- Karen Christensen
- Lawson Kalluk
- Travis Kines
- Chesley Tatatoapik
- Twins; Logan and Edmond Willie

Their teachers and the community supported this event; especially the parents who woke up those children every single morning. They don't have to do that anymore. Thank you, Mr. Speaker.

**Speaker:** Members' Statements. Member for Cambridge Bay, Ms. Gross.

### **Member's Statement 067 – 6(2): Cambridge Bay Day Camp Training Participants**

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. Good day to Nunavummiut, colleagues and Iqalututtiarmiut.

I wanted to take this time to welcome Iqalututtiarmiut who are here in Iqaluit and arrived yesterday for training with the Recreation Parks Association of Nunavut, or RPAN, and they are here to do day camp training, Mr. Speaker. I know it has been a long time coming for our people to gather again and do training in-person and it was a joy to see our youth coming together with their facilitators.

I would to recognize the Municipality of Cambridge Bay staff, Tracy Ogina and River Harvey, who are here with our youth training staff, Ashely Ivalik, Jayden Maksagak, and Shayma Colum, who are here with fellow colleagues from across Nunavut until Friday, Mr. Speaker. I'm wishing them all the best as they go through their training to go and work at our day camps this coming summer. *Quana*, Mr. Speaker.

>> *Applause*

**Speaker:** I have no more names on my list. Item. Returns to Oral Questions. Hon. Minister responsible for the Nunavut Housing Corporation, Mr. Kusugak.

### **Item 4: Returns to Oral Questions**

#### **Return to Oral Question 074 – 6(2): Housing Construction Tender Process**

**Hon. Lorne Kusugak** (interpretation): Good day, Mr. Speaker. (interpretation ends) I rise today to supplement an answer I gave during question period on June 1, 2022. The Member for Sinaa requested information on "why he believed that the commissioner's recommendations should not have been followed."

Mr. Speaker, normally it would be inappropriate to discuss ministerial discretion in matters of ATIPP in the House, however, in general terms we did not reject the IPC recommendations in the report, but simply, in part.



In Nunavut Housing Corporation's opinion, some information in the initial disclosure package to the application was redacted correctly in accordance with the Act. After the information and privacy commissioner's decision, the Nunavut Housing Corporation reviewed some previously redacted information and removed redactions where appropriate and consistent with applicable law.

A copy of the record was released as per the allowable exemption under the ATIPP Act and shared with the applicant. The Nunavut Housing Corporation sought legal advice throughout this process to ensure we were acting within the parameters of the Act. Thank you, Mr. Speaker.

**Speaker:** Item 5. Recognition of Visitors in the Gallery. Mr. Kusugak.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I rise today to recognize Harry Towtongie. Welcome to the gallery.

>> *Applause*

**Speaker:** Recognition of Visitors in the Gallery. I have no more names. Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Mr. Speaker. I would also like to recognize Harry Towtongie.

>> *Applause*

**Speaker:** Welcome to the gallery. Item 6. Oral Questions.

I would like to mention that the Member for Kugluktuk will not be in the House today.

Oral Questions. Member for Rankin Inlet North-Chesterfield Inlet, Mr. Sammurtok.

### **Item 6: Oral Questions**

#### **Question 109 – 6(2): Rankin Inlet Water Infrastructure**

**Mr. Sammurtok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My questions are for the Minister of Community and Government Services, and they concern the issue of water infrastructure in Rankin Inlet.

As the minister will recall, I tabled correspondence in the House during our recent winter sitting from the Mayor of Rankin Inlet. The mayor's letter raised a number of concerns regarding the urgent need to replace the currently aging Utilidor system.

On May 30, 2022, the minister's department issued a request for tender for upgrades and modifications to the community's water infrastructure. The tender closes at the end of this month.

Can the minister provide an updated timeline for the complete replacement of Rankin Inlet's Utilidor systems? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister responsible for Community and Government Services, Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I thank the Member for Rankin Inlet North-Chesterfield Inlet and the Mayor of Rankin Inlet for the question.

Mr. Speaker, we are currently in the planning stages of upgrades to Rankin Inlet's Utilidor system and figuring out how much will be allocated to that project. We do not currently have a clear timeline as to when the work will be completed.

I will provide a more detailed response once we move ahead with this project. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Sammurtok.

**Mr. Sammurtok:** Thank you, Mr. Speaker. Over the past two weeks, a number of my colleagues in this House have learned that major capital projects in their constituencies are being delayed because of tenders being cancelled due to high bids.

Can the minister indicate how his department is addressing this issue in respect to the tendering process for Rankin Inlet's Utilidor? Thank you, Mr. Speaker.

**Speaker:** Minister responsible for Community and Government Services, Minister Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Speaker. A lot of work needs to happen with Rankin Inlet's Utilidor project in terms of contracting out. My department is closely watching and making sure that we have the available financial resources to proceed. If we do run into roadblocks around construction costs, we will make sure that we inform and work with our colleagues to make progress.

Mr. Speaker, at this time I have no indication that the approved projects that we have for Rankin Inlet this past winter, they are going according to schedule. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Sammurtok.

**Mr. Sammurtok:** Thank you, Mr. Speaker. Earlier this year, the Government of Canada announced over \$200 million in federal funding to address water infrastructure issues in

Iqaluit. Can the minister indicate if his department anticipates requiring additional funding for Rankin Inlet's Utilidor replacement project? Thank you, Mr. Speaker.

**Speaker:** Thank you. Minister for Community and Government Services, Minister Joanase.

**Hon. David Joanase:** Thank you, Mr. Speaker. Our critical infrastructure needs across Nunavut are vast and will require a significant amount of funding to address. In terms of going forward on Rankin Inlet, specifically, I do believe we will need that extra federal funding for that. I would hope that our federal partners would be able to support something of this nature and I will be working with my colleagues, not just here, but I will be reaching out to federal counterparts to see if there are any opportunities around funding Rankin Inlet's project going forward. It's going to take several years to address that, to complete it over several phases, on what needs to happen in Rankin Inlet. Thank you, Mr. Speaker.

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

### **Question 110 – 6(2): Renewable Energy Initiatives**

**Mr. Lightstone:** Thank you, Mr. Speaker. After Friday's little hiccup I am happy today that I do not have any visitors to recognize in the gallery. No offence to those present.

Mr. Speaker, today my questions are for the Minister responsible for the Qulliq Energy Corporation.

Mr. Speaker, it is becoming increasingly undeniable that renewal energy initiatives are essential to addressing global climate crises, which is why I have been a strong and consistent proponent of meaningful work in this area.

Mr. Speaker, in the previous Assembly I was proud to support the passing of Bill 12, an *Act Amending the Qulliq Energy Corporation Act*, which gave the corporation the ability to purchase power.

Mr. Speaker, I applauded the Qulliq Energy Corporation when they launched their Net Metering Program.

Mr. Speaker, most recently I was, again, happy to support and applaud the Qulliq Energy Corporation when in March of 2021 the power corp launched a new Commercial and Institutional Power Producer Program, which is designed to allow existing commercial and institutional customers, such as government departments, hamlets, and businesses to generate electricity using renewable energy systems and sell it to the Qulliq Energy Corporation.

Mr. Speaker, in the power corporation's most recent annual report, it indicates that it sold over \$32 million worth of power to Government of Nunavut's departments during the 2020-21 fiscal year.

Mr. Speaker, this is a considerable amount. As the minister has been receiving quite a lot of questions on such matters as the purchase and distribution of power. I would like to ask the minister if he can update the Assembly today on what specific discussions are taking place between the Qulliq Energy Corporation and the Department of Community and Government Services in considering ways of reducing our carbon pollution through less burning of diesel through the utilization of this Commercial and Institutional Power Producer Program. Thank you, Mr. Speaker.

**Speaker:** Minister responsible for Qulliq Energy Corporation, Minister Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. I don't know to what extent that the Qulliq Energy Corporation has had discussions with various government departments at this time but I do know that there have been some questions before as to whether or not governments can qualify for these programs. It is to my understanding that governments can be classified as institutions so it would be good to qualify for these programs.

To answer the member's question, I do not know the details of how much discussions have been had to date between the Qulliq Energy Corporation and the Department of Community and Government Services or other departments. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. Moving on to my next question. It is being evidenced through the corporation's annual reports as well as the Government of Nunavut's public accounts and Nunavut Housing Corporation's reports that the Government of Nunavut and the Nunavut Housing Corporation have been trading positions as the power corporation's largest customer.

Mr. Speaker, as other departments are eligible to participate in the commercial and institutional power producer program resuming as is territorial corporations.

Mr. Speaker, in the most recent annual report, the Nunavut Housing Corporation purchased \$33 million worth of power from the power corporation, roughly 10 percent of the housing corporation's expenses for the year.

Mr. Speaker, this is, again, a very significant sum and one that I am sure the Qulliq Energy Corporation and the Nunavut Housing Corporation could collaborate on in addressing.

I would like to ask the minister if he can provide an update on any discussions which have taken place between the power corporation and the Nunavut Housing Corporation

specifically on this Commercial and Institutional Power Producer Program? Thank you, Mr. Speaker.

**Speaker:** Minister responsible for Qulliq Energy Corporation, Minister Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member again for his question. I apologize that I do not have that detail, but if the Nunavut Housing Corporation would like to entertain the possibility of taking part in this program we would be willing to listen to it, but that is as far as I know right now. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. I appreciate the minister's response. I look forward to announcements in the coming year in collaboration between the power corporation and the Government of Nunavut and our other territorial corporations.

Mr. Speaker, as the minister is aware, Nunavut Arctic College has undertaken a number of renewable energy projects in recent years. Information published concerning the Iqaluit Student Residence Deep Energy Retrofit indicates that the project "features a 100kW rooftop solar installation, heat recovery systems, significant improvements to the building envelope including triple pane windows, and upgrades to LED lighting and low flow fixtures. Energy modelling projects 62 percent in energy savings after the retrofit. This means reducing greenhouse gas emissions by 352 tonnes carbon dioxide equivalent annually, which is equivalent to taking 65 cars off the road annually."

Mr. Speaker, it is my understanding that the solar installation has not become operational, which is unfortunate.

Mr. Speaker, I would like to ask the minister can confirm what specific actions are being taken by the Qulliq Energy Corporation to work with Nunavut Arctic College in bringing the system online? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. With regard to the Nunavut Arctic College solar panel project, currently they are still working on some paperwork for the power purchase agreement. At this stage, the Qulliq Energy Corporation is waiting for Nunavut Arctic College to finish the work that they need to do to get this project online. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Tununiq, Ms. Nutarak.

**Question 111 – 6(2): Water Infrastructure**

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My questions are for the Minister of Community and Government Services and they concern the issue of water infrastructure.

I want to follow up today on some issues that I raised earlier this year during our winter sitting.

Mr. Speaker, as the minister is aware, his department issued a request for proposals in June 2021 to develop a business case for new water treatment facilities in Pond Inlet, Arctic Bay, and Grise Fiord.

In August 2021 the federal government announced \$1.8 million in funding to support planning for the design and construction of new water treatment facilities in three communities.

Can the minister provide an update today on the status of this work and will he commit to providing the Municipality of Pond Inlet and my office with a copy of the final business case? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Community and Government Services, Mr. Joanasie.

**Hon. David Joanasie:** Thank you, Mr. Speaker. I thank the member for that question. Mr. Speaker, my department will be presenting the recommended schematic design to the municipal council prior to finalization of the business case. This is anticipated to be done this spring and the business case will cover background, capacity analysis, site selection, schematic design, technical studies, cost estimates, and so it covers a wide range of areas.

Mr. Speaker, as for copies, I'll have to see if copies can be provided to the member as well in advance. Thank you, Mr. Speaker.

**Speaker:** Thank you. I ask Mr. Joanasie if you can move your laptop away from the mic; it's causing a lot of static.

Your first supplementary, Ms. Nutarak.

**Ms. Nutarak:** Thank you, Mr. Speaker. Thank you, Minister Joanasie. When I last raised this issue during our winter sitting, I asked the minister to clarify if his department planned to issue separate tenders for all three new water treatment plants in Pond Inlet, Arctic Bay, and Grise Fiord or bundle them together into a single tender.

At that time the minister indicated that his department was looking at different options, "given how different capital projects have been coming up way beyond our budgets."

Can the minister clarify his department's process and timeline for tendering the new Pond Inlet water treatment plant? Thank you, Mr. Speaker.

**Speaker:** Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker, and my apologies for my device.

Mr. Speaker, the anticipated schedule for, and I'll have to clarify whether or not the projects are still bundled or not with other community infrastructure projects, but for Pond Inlet, my notes indicate that the funding would be scheduled to be secured between now or this spring and into April 2023, with the design to be done in fiscal year 2023-24 and construction which commences 2024 through to 2026 at this time. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. Thank you, minister. (interpretation ends) Earlier this year the Government of Canada announced over \$200 million in federal funding to address water infrastructure issues in Iqaluit.

Can the minister indicate if his department anticipates requiring any additional federal infrastructure funding for Pond Inlet's new water treatment plant? Thank you, Mr. Speaker.

**Speaker:** Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. I seem to hearing some theme on this topic. At this point I don't anticipate that we will need additional funds, but things have changed through construction bids. We will take a close look at our financial resources, but at this time, for Pond Inlet's new water treatment plant, we will be continuing on through our capital planning. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Uqummiut, Ms. Killiktee.

### **Question 112 – 6(2): Municipal Infrastructure**

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. Perhaps I can use this device instead. Now, I want to speak to this issue, which I mentioned previously to the Minister of Community and Government Services, and which I want to reference once again will be an addendum on what I spoke about on Friday (interpretation ends) for the Minister of Community and Government Services.

As the minister will appreciate, the people of Qikiqtarjuaq are very excited about the new marine facility that is planned for the community. In order for the project to proceed, we need solid planning.

Mr. Speaker, the construction of the major new deep water port will require access to granular materials. It is my understanding that although the local quarry has adequate supplies, the municipality requires new equipment, including a crusher.

Mr. Speaker, can the minister indicate how his department is working with the Municipality of Qikiqtarjuaq and the Department of Economic Development and Transportation to address this issue? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. I thank the member for that question. Mr. Speaker, my department recognizes the importance of granular material in light of either local lot development or infrastructure projects that are proceeding in their communities. At this time we are working with all communities and hamlets on their needs. Our department did have a rock crusher program that was meant to be mobile, moved between communities, to address some of the needs across the territory, but at this time that project is no longer continued. We're continuing to work with the Qikiqtarjuaq hamlet to see how and my colleague there at Economic Development and Transportation has heard some issues around other communities as well. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. I also thank you, and it is indeed unfortunate as it is amongst the most important projects and one clamoured for most incessantly so in order to keep the project going, we need to clean up the surrounding area as it is just covered for the moment.

The crusher for gravel, the foundations when making steel structures need to be done properly, as it isn't good optics to see that missing especially as this area requires the most financial commitment to see it through. I see it as very unfortunately, nonetheless, let me turn to this line item instead.

(interpretation ends) As the minister is aware, funding for the Municipal Mobile Equipment Program was recently transferred from his department's operations and maintenance budget to its capital budget.

The department's policy for this program provides the "minimum specifications for heavy equipment" for each municipality's fleet of mobile equipment.

It is my understanding that Qikiqtarjuaq is in need of a new dump truck, which would help support the project.

*Iksivautaaq*, can the minister commit to having his department work with the municipality to identify and address its mobile equipment needs, including the need for a new dump truck? (interpretation) Thank you, Mr. Speaker.



**Speaker:** Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. We realigned our operations and maintenance funding to fall within capital for the Mobile Equipment Funding Program.

Mr. Speaker, we did make some changes to this program as well in an effort to further support municipalities, which the funding levels have increased to a level of \$400,000 per municipality. So with that, we are working with all hamlets to ensure that their municipal mobile equipment is meeting the needs of the community. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. I also thank you for that response. While classified as a small community, we are not such a small community anymore as our community is rather large for a small community, but just has less population density parameters.

However, in relation to this area prior to my question, I wanted to say that residents of Qikiqtarjuaq felt the completion of this project was imminent as we have worked on this project for over 20+ years, upwards of 25 years even, where a deep sea port has been planned out, and our vision as a community relates to our excitement in potentially realizing this immense project, in anticipating the startup of this infrastructure in a few months or at the very least in getting the latest updates that it is no longer years but months perhaps, is the reason why.

Our anticipation is building as a community and we really want to plan it all out and our community would be re-energized tangibly even, as we always look for ways to open up new opportunities as communities, so due to that, my final question revolves around this issue.

(interpretation ends) Qikiqtarjuaq's new marine facility is a major project that will involve many departments and agencies in the planning process.

*Uqaqtii*, can the minister confirm how his department is involved in the planning process for the new deep water port? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. (interpretation ends) As a department, we work with the hamlet to try and assess financial implications and which communities will get the infrastructure. We work with the hamlets and there is a planning process in place for communities, which Qikiqtarjuaq is a part of.

When this is up and running, we will also look at the requirements for the operation. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

**Question 113 – 6(2): FANS and Support to Students**

**Mr. Hickes:** Thank you, Mr. Speaker. Today I would like to direct my questions to the Minister of Education on the topic of FANS.

Mr. Speaker, students here in Iqaluit are two weeks away from their final exams and they're focused on finishing off the school year and grad activities, but I just want to take a moment to remind them that the deadline for FANS is also a little less than six weeks away, to get started on that process as well.

My first question to the minister today: how are applications tracked to make sure students are aware if further information is required? It has been often spoken of that one of the biggest hindrances in FANS applications is lack of information and the back and forth to make sure forms are filled out properly. Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Education, Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to our colleague for the question about FANS. I had the recent privilege of travelling to Arviat last month and we visited with the department and I got one-on-one time with the staff to see how they process the applications. At this current time they process the applications through email or fax by students submitting their forms and they will create a folder for new students in particular and add to other folders of our past students who are applying for FANS. They send a receipt of confirmation and go through the process of what is submitted by the student and what might be missing from the student. They go through a checklist of what is needed from the student if they're missing any information and work with them to fully complete and have all the information that FANS requires to process their application. *Quana*, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Speaker. I thank the minister for that response. Mr. Speaker, my next question speaks to the student counsellors or guidance counsellors that are working very hard at this time of the year to make sure that the students that are in their purview have the knowledge and support to be able to apply for post-secondary institutions and FANS applications.

My first question there is: how are these student counsellors and guidance counsellors are supported to make sure that they have the knowledge and information available to them so that they can again transfer that information on to the students that are applying for courses and financial assistance?

I will take just a brief moment, Mr. Speaker, to give a shout-out to Ms. Thurber here at Inuksuk High School, whom I have been receiving correspondence with very regularly in

the last couple of months on giving advice to students and grants and scholarships that are available and grad activities. It's amazing. I just wanted to publicly thank her for that hard work. Thank you, Mr. Speaker.

**Speaker:** Minister of Education, Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* once again to our colleague for the question on what support our guidance counsellors do have. I can say that similar situation is handled across in our other schools with the similarities that guidance counsellors provide the support to our graduating students and give them advice on college applications and help our students through the process to further their education or what may be that they choose to do.

We're always for furthering education and helping to support our students apply and I know that our guidance counsellors really help support that process, not just to apply for schools in Nunavut but also for outside the territory as well. *Quana*, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Speaker. I'm hoping the minister will indulge me here; I'm going to try to sneak in a second question and it's obviously her discretion whether she decides to answer both of them or not.

Mr. Speaker, one of the concerns that have been raised to me regarding FANS applications is not so much the FANS application but the applications for courses at post-secondary institutions. Those applications often come with a fee and the first part of my question is: is there any appetite or any discussions for the Department of Education to assist, even if on a low-income basis, to help students with the fee recovery for those applications?

The second part, Mr. Speaker, when I look at the different challenges of FANS, the best resources that we have available are former students, people who have gone through the process of applying for FANS, have gone through post-secondary education, or going to. I guess the second part of my question: when they are looking at staffing up summer students, is that a consideration that is taken into consideration to hire current or former students to assist the FANS office in these applications as they have firsthand knowledge? Thank you, Mr. Speaker.

**Speaker:** Minister of Education, Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker and *quana*, once again, for the great question to our colleague. In terms of paying for application processes, I know that support is one of those areas where we can really review that process when we are doing the FANS review and we will take it into great consideration to help support our students in that early stage of applying and applying to places within Nunavut, but all over Canada and

work to support their fees. Hopefully I can come back with some positive news for our member and the colleagues here, and Nunavummiut on that process.

In terms of summer students, that is not some information that I have at hand, but I do understand where the member is coming from and I hope that it is taken into consideration when we do have summer students working in the FANS office that they have been former students themselves to understand the application process.

I look forward to getting back to the member on that question. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Iqaluit-Sinaa, Ms. Brewster.

### **Question 114 – 6(2): Support for Small Businesses**

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

Mr. Speaker, I want to follow up and expand on some issues that I raised during the Legislative Assembly's winter sitting concerning the government's support for small businesses.

Mr. Speaker, as the minister will recall, one of the issues that I raised earlier this year concerned the extent to which his department was prepared to assist businesses in Iqaluit that had been impacted through no fault of their own by the ongoing water situation and "do not consume" orders.

At that time, the minister's predecessor indicated that his department would take a look at that situation.

Can the minister confirm what actions his department has taken to assist small businesses in this regard? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Economic Development and Transportation, Mr. David Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. If I understood the question, it was related to the water woes that were happening in Iqaluit. I don't think there was anything specific done, but through the COVID assistance, those applications, we welcomed them in those, and I don't have a specific incident where somebody has applied as a result of the water disruptions that took place in the city. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. This year's budget address announced that one of the government's strategic goals is to "... increase training for employment in sectors such as mining, arts and crafts, tourism, and small business, as well as create

opportunities for pre-employment work experiences for high school and post-secondary students throughout the year.”

Mr. Speaker, I strongly support the government’s summer student employment program for jobs in departmental offices. I have actually personally worked with a number of summer students over the year in my career.

However, I also recognize that not every young person’s dream is to grow up to be a bureaucrat, and I think that we need to look at ways to support young people - especially young women - who have entrepreneurial energy, interests and ideas.

Can the minister clarify what specific support his department provides for Nunavut’s small businesses to help them hire summer students during the summer months and to offer co-op and internship opportunities throughout the year? Thank you, Mr. Speaker.

**Speaker:** Minister of Economic Development and Transportation, Mr. David Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. For businesses that want to apply for summer students, I just have to get the right acronyms or the right agency in terms of which one they get support from.

There is no direct support from Economic Development and Transportation, but I understand that there is a program; either federal or I believe Family Services... . Oh. No? Human Resources, that provides support for summer students. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. I hope we can get that information in Returns, perhaps tomorrow.

As the minister will recall, he tabled his department’s COVID-19 Business Recovery Plan in the House shortly prior to the dissolution of the previous Legislative Assembly.

One of the specific issues identified in the report was the high cost of electricity.

Mr. Speaker, as the minister is aware, Iqaluit is one of the economic engines for the region, and it is important that the cost of utilities not be an unreasonable burden for our small businesses.

Information published by the Qulliq Energy Corporation concerning its current general rate application indicates that “As for non-government commercial customers, Iqaluit will see a rate increase of 2.48 cents per kilowatt-hour, which is the 5.1 percent increase that the Qulliq Energy Corporation is seeking. In all other communities, the non-government commercial customer rates will drop to Iqaluit’s new rate.”

Can the minister clarify the extent to which his department will be involved in reviewing the recommendations from the Utility Rates Review Council prior to the cabinet making its final decision on the general rate application? Thank you, Mr. Speaker.

**Speaker:** Minister of Economic Development and Transportation, Mr. David Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. I thank the member for raising this very important issue, and something that is before the Utility Rates Review Council for review and input from the public.

I would encourage any business to provide their input into this. As a part of the ministers, I am going to go through all of that information that has been provided from the private sector in all territories because it is going both ways, and I'm glad that they are having public consultations on this because it is a very important part of the business, whether it is in Iqaluit or Grise Fiord, or anywhere in this matter.

The high cost of operations in our territory is real and how it gets offset through our government is one form, and that is before the public, and I encourage everybody to provide their input into that. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Arviat South, Mr. Savikataaq.

#### **Question 115 – 6(2): Collaboration in Education**

**Mr. Savikataaq** (interpretation): Thank you, Mr. Speaker. Good day to the people of Arviat. (interpretation ends) Mr. Speaker, I would like to direct my question to the Minister of Education.

Mr. Speaker, on March 25, 2022, the Government of Nunavut and Nunavut Tunngavik Incorporated together signed a partnership declaration. This partnership is intended to “foster Inuit identity” by identifying solutions, providing guidance and addressing challenges.

Can the minister provide some examples of how her department has been working with representatives from Nunavut Tunngavik Incorporated to identify principles and priorities in the area of education? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Education, Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. Sorry for the delay, but *quana* to the member for the question on how our Department of Education is working with our partners specifically to the mandate. We are working to ensure that the strategic outcomes of the *Katujjiluta* mandate will be met and maintaining our partnerships with our stakeholders, such as Nunavut Tunngavik or other Inuit organizations, is being followed.

I would like to say that the Department of Education is meeting with Nunavut Tunngavik and the staff monthly and they also correspond by email to discuss things or initiatives that might be related to education, specifically with Financial Assistance for Nunavut Students and the review process that's happening, and also on how we can fully implement the Canada-Wide Early Learning and Child Care Agreement. *Quana*, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Speaker. It is clear that a collaborative partnership must be based on mutual respect, integrity and accountability.

Can the minister clearly describe what steps she has taken to reach out to Nunavut Tunngavik Incorporated to raise issues relating to education in Nunavut and what input has been provided by NTI? Thank you, Mr. Speaker.

**Speaker:** Minister of Education, Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to our colleague for the question. We share many same goals with Nunavut Tunngavik Incorporated and we're eager to continue our engagement with our partners as they are important and integral to our government to ensuring that we are meeting the objective needs, as we do share the same people. Over 80 percent of Nunavummiut are Inuit and we serve the same constituents, and we don't want to overlap but also enhance what services we can provide. We are eager to work with them and help to create a shared investment for Nunavummiut. *Quana*, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Savikataaq.

**Mr. Savikataaq** (interpretation): Thank you, Mr. Speaker. (interpretation ends) In October 2021 Nunavut Tunngavik Incorporated filed a statement of claim in the Nunavut Court of Justice with respect to amendments made to Nunavut's *Education Act* and the impact of those changes on Inuit students.

Mr. Speaker, on the signing of the "Partnership Declaration" on March 25, 2022, and I'll quote from it, one of the quotes there was, "The overarching goal of this partnership is to foster Inuit prosperity. It will do so by identifying solutions, providing guidance, and addressing challenges. It is structured to ensure success through a unified approach that is based on partnership and accountability."

Mr. Speaker, my question to the minister is: can the minister clarify whether the signing of the "Partnership Declaration" between the Government of Nunavut and Nunavut Tunngavik Incorporated in March 2022 has had any bearing on this litigation? Thank you, Mr. Speaker.

**Speaker:** Minister of Education, Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to our colleague for the question. In terms of litigation, it is before the court and I can't speak to any matters related to the litigation. *Quana*, Mr. Speaker.

**Speaker:** Oral Questions. Member for Hudson Bay, Mr. Qavvik.

**Question 116 – 6(2): Community Arena and Hall**

**Mr. Qavvik** (interpretation): Thank you, Mr. Speaker. Good day, my colleagues, Nunavummiut, and I send my regards to my constituency community.

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

(interpretation ends) Mr. Speaker, I want to revisit the issue of Sanikiluaq's community arena and community hall. As the minister will recall, I raised these issues during our winter sitting.

Mr. Speaker, as the minister is aware, Sanikiluaq's Integrated Community Sustainability Plan has identified a number of significant issues with the current arena.

Mr. Speaker, I can attest to the condition of the arena, which is too small for the community and in need of major repairs and upgrades to its roof, its lighting and other systems.

Can the minister confirm the process by which the municipality can apply to his department for funding and assistance to address the need for urgently required arena repairs and upgrades? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Community and Government Services, Mr. Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I also thank the Member for Hudson Bay for asking that question as arenas are very important pieces of infrastructure in our communities. Mr. Speaker, the hamlets can make a request for funding and if they require renovations or repairs and the funds are sufficient or if they have already prepared a proposal, we would review it and help them find appropriate funding sources. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Qavvik.

**Mr. Qavvik:** Thank you, Mr. Speaker. (interpretation) Thank you, Mr. Joanasie. (interpretation ends) Mr. Speaker, as the minister is also aware, Sanikiluaq's Integrated Community Sustainability Plan has also identified a number of significant issues with the current community hall.



Mr. Speaker, I can also attest to the condition of the community hall, which is too small for our growing population and in need of major repairs and upgrades to heating, ventilation and other sanitation systems.

Can the minister confirm the process by which the municipality can apply to his department for funding and assistance to address the need for urgently required community hall repairs and upgrades? Thank you, Mr. Speaker.

**Speaker:** Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. My department works with each and every municipality on their integrated community sustainability plans and this is an annual cycle where we request these and those integrated community sustainability plans are the primary mechanism or the main way that is used to identify the municipal infrastructure needs for the possible inclusion in the Government of Nunavut's capital planning process. We work with all municipalities in that sense and then try to identify which funding categories that they may be able to tap into. We will continue on this path and I look forward to working with my colleague there. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Qavvik.

**Mr. Qavvik:** Thank you, Mr. Speaker. Thank you, minister, for the response. I encourage all municipalities to speak to their local Member of the Legislative Assembly in regard to funding resources that they can apply.

Mr. Speaker, as the minister is also aware, Sanikiluaq's integrated...oh. I'm sorry, Mr. Speaker, wrong page.

>>*Laughter*

Mr. Speaker, I understand and recognize that replacing Sanikiluaq's municipal offices and achieving a long-term solution to our drinking water situation are the two most important infrastructure priorities for the community.

I also understand and recognize that inflation and supply chain issues are severely impacting the government's ability to successfully tender for major capital projects.

I do not expect a new arena and a new community hall to be built within the life of this Assembly, but the design and construction of a new multipurpose centre for the community is a reasonable long-term goal.

Mr. Speaker, will the minister commit to including funding in his department's 2023-24 capital estimates for a planning study for a new multipurpose facility for Sanikiluaq? Thank you, Mr. Speaker.

**Speaker:** Minister of Community and Government Services, Mr. Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Speaker. I appreciate the member's question and working with his community on what the needs are, and that's what we have been elected to do so for, so I commend him on that.

Mr. Speaker, our capital needs are tremendously huge across the territory. We're talking about all the water infrastructure needs, which are critically needed; Rankin Inlet, Grise Fiord, and many others. Mr. Speaker, Sanikiluaq's multipurpose facility that he speaks of, at this point I can't make a commitment that we will set aside money for that, considering that we do have many other priorities on the go and given the construction environment and some projects that are either delayed or being having to push back as a result. That has had us to rethink and reprioritize some of our capital projects. At this time, unfortunately, I can't say yes to his request. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Aivilik, Mr. Malliki.

**Question 117 – 6(2): Renewable Energy Initiatives**

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

Mr. Speaker, my questions are for the Minister responsible for the Qulliq Energy Corporation.

(interpretation ends) On Wednesday of last week, the Government of Canada announced \$1.6 million in federal funding towards renewable solar and energy storage projects in Naujaat and Coral Harbour. That's good news for the communities that I represent.

Information published by the federal government indicates that these projects will "...develop two utility-scale solar and energy storage projects in each community, Coral Harbour and Naujaat. Additionally, this project will support an LED lighting campaign, a building and audit retrofit program, and a biomass pilot project."

Can the minister confirm the extent to which the Qulliq Energy Corporation will be involved in these two projects? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Hon. Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. The Qulliq Energy Corporation is always happy to hear of initiatives that help with the renewable projects that can help us on the demand on our power plants.

At this point we have not had briefings on this project...well, I haven't actually, but I can commit to looking into it further. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. Thank you, minister. (interpretation ends) Can the minister clarify which buildings in the two communities of Naujaat and Coral Harbour will undergo energy retrofits? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. As I mentioned earlier, I haven't been briefed on it. I do hope that it would be buildings that are using quite a bit of power, just to lessen the demand on the power plant of the Qulliq Energy Corporation. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. Thank you, minister, for your support. (interpretation ends) Information published concerning these projects indicates that "Primary diesel reduction will begin once the solar projects are operational, currently projected for 2024-2025. Diesel reduction will be primarily through the provision of renewably-generated solar electricity, as well as secondary, smaller projects focused on energy efficiency and conservation. The anticipated diesel reduction per year is for each community is 360,000 litres for Coral Harbour and 390,000 litres for Naujaat."

Can the minister provide more detail concerning the "secondary energy efficiency and conservation projects"? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I jumped the gun here before the light went on.

I'll speak with the corporation and gather this information and get back to the member with some more information. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Netsilik, Mr. Quqqiaq.

### **Question 118 – 6(2): Renewable Energy Initiatives**

**Mr. Quqqiaq:** Thank you, Mr. Speaker. Before I go on to ask my oral questions, I want to thank the Hon. Joanna Quassa, Minister of Culture and Heritage, on her minister's statement on Netsilik language programs. That's great news. (interpretation) Thank you.

(interpretation ends) Mr. Speaker, my questions are for the Minister responsible for the Qulliq Energy Corporation.

Mr. Speaker, on Wednesday of last week the Government of Canada announced \$1.6 million in federal funding towards a community clean energy planning, training and implementation project in Kugaaruk.

Mr. Speaker, information published by the federal government indicates that “The Hamlet of Kugaaruk is pursuing a community-wide residential retrofit program that will help community members complete energy retrofits in their homes and promote the installation of small-scale photovoltaic systems within the residential sector. The project will also install solar photovoltaic on the Wellness Centre, Business Development Centre and the Kugaaruk Arena.”

Mr. Speaker, can the minister confirm the extent to which the Qulliq Energy Corporation will be involved in this project? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. The Qulliq Energy Corporation is always willing to listen and work with partners that do help with these types of renewable projects. That’s as far as I can say at this moment right now. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Quqqiaq.

**Mr. Quqqiaq:** Thank you, Mr. Speaker. Information published concerning these projects also indicates that “Implementing the Hamlet of Kugaaruk’s project is expected to have many positive benefits, including local training and employment, local economic development, and mitigating climate change. The project is anticipated to reduce the hamlet’s diesel consumption by 56,500 litres annually, and save the community an estimated \$95,000 per year.”

Mr. Speaker, as the minister is aware, I have asked a number of questions concerning the status of the community’s new power plant. Mr. Speaker, can the minister indicate how this renewable energy project will impact the design of the new power plant in Kugaaruk? Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question again. The design phase of the Kugaaruk power plant, I’m not sure if that has been done yet or whether this can be incorporated into the new power plant that’s slated for his community, but we can definitely look into it. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Quqqiaq.

**Mr. Quqqiaq:** Thank you, Mr. Speaker. I am very happy that this project will benefit the community of Kugaaruk and I would love to see a similar project benefit the community of Taloyoak.

Mr. Speaker, I am certain that you are very pleased that the federal government also announced \$1.6 million last week for a clean energy project in your constituency of Gjoa Haven.

Mr. Speaker, can the minister describe how the Qulliq Energy Corporation works with Natural Resources Canada to identify and support renewable energy projects in Nunavut? Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I can commit to getting back to the member with a proper response. I don't have a detailed response as to how the two entities work together on these kinds of initiatives. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Amittuq, Mr. Kaernerck.

#### **Question 119 – 6(2): Arctic Encounter Symposium**

**Mr. Kaernerck:** Thank you, Mr. Speaker. I would like to direct my question to the CGS minister, but as he isn't in the hot seat right now, I'll switch to the Premier of Nunavut in regard to arctic sovereignty and security.

As the minister stated in his ministerial statement, the most topic discussed was the security of Inuit Nunangat, as we are recognized by the federal government that we are recognized as a distinct region. In saying that, as the minister is aware, we were known as Hall Beach, but the community voted to change it to Sanirajak. In saying that again, Hall Beach has a DEW line, a distant early warning (DEW) line station. Was that part of the discussions when you had the Arctic Encounter Symposium?

For those communities that have a DEW line site, was that the priority for those other jurisdictions, such as the United States, Russia, or other international communities? Was there any commitment put into discussion when it comes to arctic security and our sovereignty? Was it a priority for the Premier to have a discussion on our distant early warning systems? Thank you, Mr. Speaker.

**Speaker:** Hon. Premier of Nunavut, Mr. Pauloosie Akeeagok.

**Hon. P.J. Akeeagok:** Thank you, Mr. Speaker. I thank my colleague for asking a very important question. I could agree that the modernization of NORAD did come up in those discussions that I had when I was participating at the Arctic Encounter Symposium. I would like to commend the incredible work that led to the existing agreement now where, for the first time in a long time, Nunavummiut right now are the operators of the existing

DEW line, that NORAD right now and the work there, so the discussion is on the improvement of NORAD is something that was discussed. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Kaernerck.

**Mr. Kaernerck:** Thank you, Mr. Speaker. Thank you for the response from our Premier. Also, as we have our *Katujjiluta* mandate and housing was a priority in our mandate, and so I can see that housing infrastructure wasn't also mentioned in that delegation. I would like to point out that with the climate change, I believe, it was also a discussion with the symposium in Alaska.

In saying that, again, I would like information of how our Lancaster Sound was also discussed because it was trying to be recognized... . If I'm wrong, you can correct me. It was recognized to be as international waters, but we're in Nunavut and it is Inuit Nunangat jurisdiction. I would like to state again: is that also a priority for the Nunavut government when it comes to our *Katujjiluta* mandate? Since it is Inuit Nunangat, then what priorities are stated in that symposium when it comes to our security? Thank you, Mr. Speaker.

**Speaker:** Premier of Nunavut, Mr. Pauloosie Akeeagok.

**Hon. P.J. Akeeagok:** Thank you, Mr. Speaker. Again I would like to thank my colleague. I couldn't agree more that we're only as strong as our people and as such, housing was at the paramount. When we have resilient communities, it really is a testament and the strength of Canada. With that in mind, housing was a very top priority that was discussed.

I would just like to elaborate as well too to the response that I did provide earlier that we're having continued discussions with Minister Anand and she had committed to coming to Nunavut and we very much look forward to having her come to Nunavut to continue the discussion on arctic security and sovereignty, which include the modernization of NORAD as well as housing, and that's the connection that we have been making since the beginning when this issue came about.

To the question of Tallurutiup Imanga, it is something we take very seriously. At this point in time we don't have a comment to that right now. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Kaernerck.

**Mr. Kaernerck:** Thank you, Mr. Speaker. I hope it will be a priority when it comes to arctic security and sovereignty within Inuit Nunangat. As we all know, we are recognized by our federal counterparts that we're recognized as a distinct region again.

Can the Premier make a commitment to the House that for those communities that have the DEW line site, the distant early warning system... ? Is there a commitment made to Nunavut for those communities that can actually benefit and create employment

opportunities since there are hardly any jobs in my riding when it comes to opportunities like that from the Nunavut government and our federal counterparts and other friendly nations? As we know, we are an unfriendly nation to Russia and as the war is going on in the Ukraine, it is becoming more... . They just had their 100 days of war and they're pretty close.

Can the Premier make a commitment to the House that those communities will have a benefit when it comes to arctic security? Again, as you have stated, it was one of the priorities in your ministerial statement when it comes to our sovereignty. Will there be a commitment from the government within our jurisdiction that that will be a benefit for those communities? Thank you, Mr. Speaker.

**Speaker:** Mr. Pauloosie Akeeagok.

**Hon. P.J. Akeeagok:** Thank you, Mr. Speaker. I would like to thank my colleague for bringing that forward again. I could commit to continuing to have very meaningful discussions with Minister Anand, who holds that very important file, and we will always lobby to ensure the interests of communities, especially closest to those sites, are factored in.

As noted in my previous response, the modernization of NORAD should involve the people who are from here, and we will continue to push for that very thing, whether it is the benefits that come to the communities, but it is about the north by the north and that's something that I'll continue to push directly to the Prime Minister and any conversations I have with my counterparts in Ottawa. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Iqaluit-Manirajak, Mr. Lightstone.

### **Question 120 – 6(2): Renewable Energy Initiatives**

**Mr. Lightstone:** Thank you, Mr. Speaker, for the opportunity to stand for a second round of questions. Mr. Speaker, I would like to follow up on my previous questions to the Minister responsible for the Qulliq Energy Corporation regarding the Commercial and Institutional Power Producer Program.

For I do recognize that the minister has stood up on many occasions so far this afternoon, I would like to say that you have done very well in your responses.

Mr. Speaker, in 2018, when the Nunavut Arctic College Nunatta Campus was expanded, I was very happy to see that the solar array on the old campus was also replaced with a much newer, more efficient solar panel system.

Mr. Speaker, it has been four years since the completion of the installation of that solar array and I would like to ask the minister if that solar system has been connected to the Qulliq Energy Corporation's power grid. Thank you, Mr. Speaker.

**Speaker:** Hon. Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I don't have that level of detail on hand, but I'll speak with the corporation and get back to the member. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. I would like to thank the minister for that commitment. While remaining on the topic of the Commercial and Institutional Power Producer Program, I would like to switch from the public sector to the private sector.

Under the Commercial and Institutional Power Producer Program application guide, it identifies that there are four stages that applicants must go through, from exploratory on to final construction and conditioning.

Mr. Speaker, under the first stage, proponents "developing a Renewable Generating Facility with the intention of selling energy" with the Qulliq Energy Corporation must consult with the power corporation during the conceptual stage and a Qulliq Energy Corporation representative shall be designated to work with the prospective customer throughout the interconnection process.

Mr. Speaker, as I previously mentioned, this program was launched in March 2021, roughly 15 months ago. I would like to ask the minister if he would be able to update the House on how many applicants specifically from the private sector have initiated this first stage of the process. Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. I do have a listing of how many communities have submitted applications. Whether or not they are private sector or if they're institutions, I don't have that on me, but currently in the planning stages there are four communities: Pond Inlet, Igloolik, Arctic Bay, and Pangnirtung. The proponents that have been approved by the Qulliq Energy Corporation, there are five communities: Rankin Inlet, Baker Lake, Iqaluit, Cambridge Bay, and Kugluktuk. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. I would like to thank the minister for that response yet again. For my last question, as the minister is aware, information contained in the Qulliq Energy Corporation's current general rate application indicates that it is "working on a revised CIPP pricing framework aimed at facilitating the desired increase in renewable generation while avoiding cost increases to customers."

Mr. Speaker, while I am glad that this work is ongoing, I would like to ask the minister if this revision to the Commercial and Institutional Power Producer pricing framework has



caused any delays to those in the private sector that have applied to this program. Thank you, Mr. Speaker.

**Speaker:** Minister responsible for the Qulliq Energy Corporation, Mr. Simailak.

**Hon. Craig Simailak:** Thank you, Mr. Speaker. I thank the member for his question. To my knowledge, there have been no delays. Thank you, Mr. Speaker.

**Speaker:** The time allotted...Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. In conferring with my good friend, the member from Rankin Inlet North-Chesterfield Inlet over the weekend while we were in, he assured me that he has many questions that he wants to ask.

**An Hon. Member:** A point of order.

**Ms. Brewster:** Oh, I apologize.

**Speaker:** Order. A point of order? What is the point of order and what rule is broken? Mr. Kusugak.

### **Point of Order**

**Hon. Lorne Kusugak:** Thank you, Mr. Speaker. I believe that when the member is going to ask for extended question period, you don't need to do a preamble. Thank you, Mr. Speaker.

**Speaker:** Okay, understood. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. Pursuant to Rule 39(7), I ask for unanimous consent to extend the time allotted for oral question period by 30 minutes. Thank you, Mr. Speaker.

**Speaker:** The member is seeking unanimous consent to extend question period. Are there any nays? There is a nay. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Responses Petitions. Item 12. Reports of Standing and Special Committees on Bills and Other Matters. I recognize the Member for Arviat South, Mr. Savikataaq.

### **Item 12: Reports of Standing and Special Committees on Bills and Other Matters**

#### **Committee Report 005 – 6(2): Bill 7, Interim Language of Instruction Act**

**Mr. Savikataaq:** Thank you, Mr. Speaker. I wish to report that Bill 7, *Interim Language of Instruction Act*, has been reviewed by the Standing Committee on Legislation and that the bill is ready for consideration in Committee of the Whole. Thank you, Mr. Speaker.

**Speaker:** Thank you and Bill 7 will be placed on the order paper for Wednesday, June 8.

Item 13. Tabling of Documents. Hon. Minister of Economic Development and Transportation, Mr. David Akeeagok.

**Item 13: Tabling of Documents**

**Tabled Document 023 – 6(2): 2019-2020 Report on the Community Transportation Initiatives Program**

**Tabled Document 024 – 6(2): 2020 Report on the Administration of the Transportation of Dangerous Goods Act**

**Tabled Document 025 – 6(2): 2021 Report on the Administration of the Transportation of Dangerous Goods Act**

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. I am pleased to table three reports. The first one is the 2019-2020 Report on the Community Transportation Initiatives Program, and the 2020 and 2021 Reports on the (interpretation ends) Administration of the *Transportation of Dangerous Goods Act*. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Item 13. Tabling of Documents. Hon. Minister of Languages, Ms. Quassa.

**Tabled Document 026 – 6(2): 2018-2019 Annual Report of the Minister of Languages**

**Hon. Joanna Quassa** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I am pleased to table the Minister of Languages 2018-19 Annual Report. Thank you, Mr. Speaker.

**Speaker:** Item 14. Notices of Motions. Item 15. Notices of Motions for First Reading of Bills. Item 16. Motions. Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Item 19. Consideration in Committee of the Whole of Bills and Other Matters. Bills 1, 2, 3, 5, and 6 with Mr. Savikataaq in the Chair.

In accordance with the authority provided to me by Motion 5 – 6(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 15:24 and Committee resumed at 15:57*

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

**Chairman** (Mr. Savikataaq): Good afternoon, everyone. I would like to call our committee meeting back to order. We're here in Committee of the Whole to review Bills 1, 2, 3, 5, and 6 are the following items to deal with. What is the wish of the committee? Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. We wish to continue with our review of the 2022-23 main estimates and the Department of Education and the housing corporation. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Are we in agreement to deal with Bill 1?

**Some Members:** Agreed.

**Bill 01 – Appropriation (Operations & Maintenance) Act, 2022-2023 – Education – Consideration in Committee**

**Chairman:** Does the committee agree to let the minister's officials appear before you?

**Some Members:** Agreed.

**Chairman:** For the record, Minister Gross, please introduce your officials.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like to ask Deputy Minister Hainnu and Director of Corporate Services Mr. Abe Suleiman to be here as witnesses. *Quana*, Mr. Chairman.

**Chairman:** Thank you. We're still on the first page of the nine branches to review. I just want to remind members to try to be precise and concise with your questions and for the minister and her staff, please just try to answer the questions precisely and not too long too. The minister has asked that she make a supplement to answers that she had here from proceedings from last week and I have reluctantly agreed to it, but for the minister to do that because she has asked and Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for agreeing to the Department of Education for supplying additional information. *Quana* for giving me the opportunity to provide some additional information to the members following our appearance in Committee of the Whole on Friday, June 3, 2022.

On Friday we heard a question about examples of family engagement to support attendance. Our experience with COVID-19 and remote learning has helped to deepen our understanding of the importance of reaching out to families in different ways. We are seeing our schools connecting with parents on several levels, including emails, phone calls and social media.

We know that there is still much work to be done around encouraging student attendance. The department is realizing... or sorry, not realizing... releasing a Registration and Attendance Toolkit for district education authorities with suggestions for increasing attendance, including hosting events for families and communities.

Mr. Chairman, a question also came up regarding our department-wide communications review. Some of the recommendations coming out of this review that the department will be working to implement include:

- Prioritizing specialized communications training for staff;
- Developing more formalized guidelines for internal and external communications processes;
- Develop visual process maps and flow charts outlining workflows for media requests, translations, approvals, and when to engage communications.

We also heard questions about the department's new Stakeholder Engagement Division. This division brings together Communications and Partner Relations sections to ensure they are working together to better support the department's messages and mandate. This division will help streamline our work with the public and our education partners.

Building this combined strength in Partner Relations and Communications supports *Katujjiluta's* strategic outcomes of maintaining enduring partnerships with Inuit organizations, education authorities and other levels of government.

Finally, Mr. Chairman, I would like to clarify some information I provided on Friday regarding the department's work with Nunavut Tunngavik Inc. Staff at the department have monthly meetings and regular email correspondence with Nunavut Tunngavik Incorporated staff to share information on initiatives or answer questions that NTI might have about the work of the department. They do not discuss the litigation in these interactions.

The department is also collaborating with Nunavut Tunngavik Incorporated at the staff level on our Financial Assistance for Nunavut Students review and will hopefully soon be working closely on other initiatives, such as the implementation of the Canada-wide Early Learning and Child Care Agreement.

We have many shared goals with Nunavut Tunngavik Incorporated and are eager to continue our engagement with them as an important partner.

*Quana*, Mr. Chairman, for the opportunity to provide this additional information to members and I welcome further questions on the department's 2022-23 main estimates and business plan. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) We are still on Directorate G-4, which is the first of nine branches. The next person on my list: Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. With all departments, I think I'd like to start off under the Directorate asking Inuit employment questions. In the desire of keeping it short and simple, I will keep all of my questions into one if possible and just ask the minister if she may be able to provide us with an overall update on progress made this year with regard to your Inuit employment goals, such as the number of employees participating in the GN education leave, as well as the Department of Education's Sivummuqaqaallirutiksat education leave, other initiatives such as transfer assignments, and your implementation of mentorships and on-the-job training opportunities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague for the question. There are currently seven staff who are on training and eight who are on professional leave.

Sorry, there were a few questions in there. I would like to ask our DM to answer the second portion of the question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you. On-the-job training is a positive way to encourage professional growth. This year there are seven on education, last year there were eight. There are 15 that are on education leave. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Lightstone, and just so it doesn't confuse the minister and staff, maybe one question at a time.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, minister and Ms. Hainnu, for those responses. Moving on to the next area of Inuit employment plans for the department: Would you be able to provide some details on the successful utilization of transfer assignments and mentorships over the last year, and if you have any plans to increase those numbers in the upcoming year? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague for the question. The department has a major campaign assignment that will happen this summer or a direct appointment restricted to Inuit as part of the hiring process, such as our SSAs, secretaries, or custodians. *Quana*, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Moving on to my next question: In the past, the department started a process in developing an educator retention and recruitment strategy, specifically with a focus on developing and promoting Inuit teachers.

I was wondering if the minister would be able to provide an update on the success in that area. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) If I can just remind members, ministers and their staff, if possible stay away from acronyms for the interpreters' sakes. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to our colleague for the question. On developing the retention and recruitment strategy for educators, the department has a focus on the strategy to be able to retain and recruit educators in Nunavut for the short, long, and mid-term as well to find ways to develop more Inuit and bilingual educators in the long-term. That includes looking at issues such as training and staff housing.

Another point is that many recruitment strategies occur annually, including taking part in career fairs, placing ads in papers and magazines, working with our Nunavut Teacher Education Program students to support the program, feeding into long-term teacher positions. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I have no more names on Directorate right now. I'll just use my discretion as Chair in that we are going to go on Directorate. G-4. Total Operations and Maintenance, to be Voted. \$4,286,000. Agreed? Sorry. \$4,282,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Next one, Policy and Planning, G-5. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Sorry, getting tangled up here, good thing I don't wear earrings.

>>*Laughter*

I'm going to start off, Mr. Chairman, with just a quick question: With regards to the Legislation branch, it goes from last year's budget of a little over \$400,000 down to \$161,000. I'd like to just get a quick description on why that decrease in budget? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. That particular line item for the decrease in costs was in regards to DEA consultations on Bill 25. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Thank you, minister, for that response. In the business plan it talks about the *Child Daycare Act* and we recognize it's been included in

several business plans from the department. I guess my first question is: Why is it taking so long to amend or to replace Nunavut's current *Child Daycare Act*? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Deputy Minister Hainnu to answer the details of that question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu:** Thank you very much, Mr. Chairman, for the opportunity to answer the question from the member. I would like to say that we do have... . The *Child Day Care Act* is absolutely outdated. We have six heavy-loaded Acts that the Department of Education looks after. And also, with the *Education Act* there are 15 regulations. We've done 10 of the 15, but the *Child Day Care Act* is very, very outdated. With Bill 25 out of the way we can get our hands into the *Child Day Care Act*. (interpretation) Thank you.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. One of the main reasons that I ask that question, is there is a lot of work for your Policy division and legislation, regulations, there's a lot of different projects under the scope of these business plans that are in front of us right now.

There's another bill that's going to be coming forward during this sitting asking to delay implementation of certain components of the *Education Act*.

I guess my question to the minister is, and this is kind of a broad question: But what assurances can the minister give us that these targets are going to be achievable over the term of the business plan? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague for the question. I know this is probably one of the responses that the government has been facing, but COVID-19 has really put a strain on a lot of the work that has happened, in terms of meeting other demanding needs that have come about to ensure that our students and staff are kept safe through the COVID-19 pandemic.

But I can reassure the member and colleagues that the Department of Education has started the process to ensure that we are on track for completing the regulations and that we have started to work on some of the regulations as we can and we look forward to working to complete all of the priorities set out in the *Education Act*. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank the minister for that assurance, I'm sure we'll all be following very closely.

Mr. Chairman, also on page 105 in the business plan under the 2022-23 priorities in the fourth bullet, it speaks to supporting the development of the educator retention and recruitment strategy in collaboration with education partners. I guess, educator retention and recruitment has been an issue ongoing for years and I know there have been discussions with other partners, such the NTA, and different organizations, different education partners, as it is listed in the business plan.

Can the minister describe what are some of the indications of issues that have been talked about over the years and where they feel they can make some substantive changes now to actually make some progress on this file? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. That particular line item is now under the Directorate division and the Policy and Planning Division will help manage the strategy, including supporting collaboration and engagement with education partners, and also working with various departmental divisions under which the strategy falls.

To the second half of the question, the department is working closely to support staff housing as well as increase in salary and also a partnership agreement. Those are various ways where the department is working to further support the recruitment strategy. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. The minister mentioned salaries as a part of that and one of the things that we have talked about over the years in here is we have seem to have lost our competitiveness in numerous professions across this country and even globally in some cases.

I guess my question is: job evaluation is usually a central function of the Department of Human Resources, so what types of engagement is the Department of Education planning to have with the Department of Human Resources to help make sure that the salary scales are competitive nationally? We want to get the best of the best of the best here in Nunavut for our students and I think our students deserve that.

It does take a special kind of person to be able to live in the north and I understand that. If you're from downtown Toronto, moving to a very small, remote community can be challenging, but there are so many positives of teaching in Nunavut. For teachers, the



level of engagement that they can have with their students and with the parents and with the community is almost second to none.

I just want to get the minister's perspective or the minister's position on how they can influence the salary scale to work better for Nunavummiut. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. I will try to answer as much as I can and then I will turn it over to Mr. Suleiman to further articulate.

The funds for salaries are negotiated with the Nunavut Teachers Association, so those are all agreed upon during our deliberations with the Nunavut Teachers Association. In terms of discussion, we do have discussion regularly on incentives.

I would like to turn the chair over to further answer to Mr. Suleiman. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister. I also thank the member for the question. When it comes to incentives, we have had those discussions internally, we had them before collective bargaining, but when we looked at what was provided as part of the envelope, there wasn't much flexibility in regard to those abilities currently, but we will continue to have those discussions as we progress because we do understand that we do need to be more competitive. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll put the question in two parts, so I'll ask the first part first out of your direction earlier.

Typically on an annual basis I know, especially in the last couple of years, it has been very challenging to meet the needs for school opening, even. There are a lot of casual staff or support teachers or substitute teachers that are employed. What is the projection for this year's staffing? I'm sure it's already underway for the next school year. What is the projection of staffing levels across the territory for teachers? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* for the question. The details of that, I don't have the particulars of, but I would be happy to get back to the member and our colleagues on the particular details. I can say that we have very few resumes and I encourage anyone who is interested in teaching in Nunavut to apply to Nunavut to our schools and move to our beautiful territory, and encourage also further to those potential

students out there, we have great NTEP programs that are going to be commencing this fall in a number of our communities, ten in particular. I encourage those who are interested in becoming a teacher to apply today. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes**: Thank you, Mr. Chairman. I thank the minister for that commitment. The next phase of my question, and just to give it context to the challenge that the department's having for language of instruction: How many Inuit language speaking educators does the department need, today, to employ to meet its current language of instruction obligations? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. The department currently has 779 teachers who can fill that role. But, we ideally would need...*Quana*, Mr. Chairman, I would like the deputy minister to further answer that question.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. We have 779 teachers in Nunavut, and each community decides which language would be the language of instruction. There are three in immersion and they're in the Qulliq model. There are 779 teachers, 267 are Inuktitut-speaking and 17 speak Inuinnaqtun. We would have to recruit a lot more Inuktitut or Inuinnaqtun speakers.

Even when we reach our goals, then there's another teachers that we will have to... . Because they move, they retire, or they get another job. And then we would have to keep recruiting. So, we urge any Inuktitut-speaking people interested in teaching to apply for the positions. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Just before I go back to Mr. Hickes there, just to supplement to that: Mr. Hickes asked the number of Inuktitut-speaking teachers you need right now to fulfill your mandate, and I didn't hear a number. Can the minister or Ms. Hainnu please provide that number? Ms. Hainnu.

**Ms. Hainnu**: My apologies, yes.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. The one estimate that we have is 445 Inuit teachers to fulfill that role right now. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes**: Thank you. And I thank the chair for recognizing that my original question wasn't fully responded to. If I could just get a confirmation is that 445 new teachers

total? There are 267 currently. Do we need just like 180 more or do we need 445 more?  
Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like to ask Mr. Suleiman to further answer that question.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister. I also thank the member for the question. Correct, we have 267. Right now we need to get to that 445. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I hope I left myself enough time in the clock for my next line of questioning. The Canada-Nunavut Canada-Wide Early Learning and Child Care Agreement that was just recently signed, there are still a lot of questions around what that's going to look like.

I know it's something that I have campaigned on for three campaigns now of bringing some sense of security and solidity to child care here in Iqaluit. We have had the opportunity to have some expanded spaces due to some federal engagement, but when we're looking at this child care agreement with the federal government, in what levels is it going to be able to provide assistance to? The first thing that comes to mind is salaries. We want to make sure that our early childhood educators are compensated appropriately so that this is an actual, full, lifelong career opportunity for people to go into that field.

How is it going to create new spaces? Is it going to be expanding existing daycares? A lot of the daycares that are funded through societies across the territory haven't had access to infrastructure dollars. Are there going to be infrastructure dollars associated with this agreement? How is it going to be decided where these spaces get opened up? What type of tracking is being done on one, requirements?

I know a lot of people here in Iqaluit and I was even talking to someone just yesterday that was in Rankin Inlet that recently had a baby and they applied back in December for a spot in Rankin Inlet, so I imagine it goes through similar challenges as we do here in Iqaluit, where people are putting their names on lists when they find out they're pregnant and still having to wait years for a spot.

I know I said a lot in that question and I'm anticipating a very fulsome response on this.  
Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to our colleague for that question on the early learning and child care Canada-wide agreement. I am happy to say that part of the agreement includes analysis of the current wage scale in Nunavut, as all of our child care facilities across the territory are run in various ways and therefore they have salaries that vary as well, depending on the not-for-profit that's running them or the municipality or what have you that is in charge.

We're going to do an analysis of the current wage scale and then we will also come up... . This year we're working on a communications plan for implementation of the new early learning and child care agreement wage grid and that will result in a wage scale grid for our daycare workers who will be more equitably and fairly, I think, more incentive to be working, as I know some of our facilities across the territory may be non-profit and not have too much money to support higher wages, and we would like this funding to support increase in wages.

To further answer the question in terms of daycare spaces, with this implementation plan, we have the creation of 238 new daycare spaces by 2026 and as well, we are working with this to increase the affordability of full-time child care, with a 50 percent fee reduction by December 2022 and \$10 a day fee by 2026. We are also working to help support daycares that will need expanding and renovation, as well as looking at options with the federal government for submitting a proposal to create new daycare facilities in our communities, as not all communities have daycare facilities and the department is currently working on a proposal that I hope to have submitted in the next few months in regard to creating additional daycares in our communities with a particular focus on those communities that may not have a daycare running in our communities, and we will go forward from there. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I will be following up with this agreement as the final signatures are done and how the agreements are structured and what the outcomes are going to be.

My next question on the same line, when we were talking about establishing a salary grid, within the early childhood profession, there are different levels of training, there are different courses that are available in-territory and then right up to degree programming. I'm sure that the education and academic achievements will be recognized in that salary grid, but I would just like to get a little bit more clarification on how they're going to come to some type of a territory-wide agreement on a salary scale or is it going to be a case-by-case basis for each daycare. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. With the wage scale, we're first working on the early learning and child care agreement quality framework and that will include a wage grid for licensed child care facilities, including

how we can work with Nunavut Arctic College to support and further enhance our training programs to provide facilities with the opportunity to participate in sessions that highlight best practices in the field and to teach important skills. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. When the department is doing this work, do they have to collaborate and set these parameters in conjunction with our federal partners or is the Department of Education the final decision-maker on this topic? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, the department does collaborate with the federal government to set the parameters. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** If I interpret that correctly from the minister's response, the federal government would still have some say into how high the salary that we could project to the salary grid work. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. No, not to the salary but to the training opportunities. I am going to a couple of meetings this summer and one of them pertains to early learning and child care, federal, territorial and provincial meetings happening in early July and I look forward to talking with my colleagues on how we can ensure that we are implementing this agreement and further opportunities to support the agreement. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I hope I don't run out of time before I finish this question, so it is likely to be my last.

Just staying on the line of the training, when we're looking at early childhood programming here in-territory at Arctic College, one of the challenges that I have heard of or have seen is that when the staff at these daycares register to these programs, it is taking away workers from the daycare, so there is only maybe one or two daycare workers that can actually go to the training without impacting the amount of kids that can be in that daycare or from what I have heard, there have been opportunities for evening classes.

I'm just wondering: what supports could the department put in place to help daycares on a temporary basis when there are training opportunities or educational opportunities? It is

my understanding that most of these courses are in the six-week range, if I recall correctly from one of the last discussions I had with the student. It takes them away from their day-to-day job for potentially up to six weeks. Again, if my memory is failing me, I apologize on the length of the programming, but it seems to be an important hindrance that people would not be able to forego their salary, as an example, or being away from the workplace for that long of a time, putting pressure on staffing that is already pressured.

I'm sure the department has put some thought into this because I'm not the first to think of this, I'm sure. What types of supports could be made available to some of these societies to help encourage and promote their staff to be able to take advantage of these educational opportunities and be not just babysitters but true childhood educators? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question to our colleague. Part of the early learning and child care implementation plan includes training opportunities for educators to go and be trained in terms of learning more about their needs that they need to learn for working in child care facilities. There are three regional training sessions that were planned for January and February 2022, but they have been postponed due to COVID-19 and I look forward to updating the members at a later time when we will be hosting the training sessions.

I can say that as part of Nunavut's early learning and child care action plan, the bilateral agreement has training funding identified to provide training to as many child care facilities and staff members as possible, and I look forward to our staff across the territory becoming trained and I know they do too. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Next person on my list: Mr. Kaernerck.

**Mr. Kaernerck:** Thank you, Mr. Chairman. With the line of questioning from the Iqaluit-Tasiluk MLA with the daycare, as the minister has indicated the 238 new daycares, just out of curiosity, how will the department be able to prioritize for those communities that have no daycare when they're going to create 238? How will this department be able to carry this out? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. Just to clarify, that's 238 daycare spaces across a number of different daycares. We hope to expand the daycare facilities that we currently have and for those that do not have a daycare, we have been working with some communities so far to re-establish their boards, working through the process of going through the establishment of the board process, and working with them to reopen their facilities.

I have tasked the department to look at facilities that we need. We need new facilities in some of our communities and we hope to have a proposal to the federal government, as I said, in the next few months to, hopefully, secure funding dollars to create new daycare facilities in our communities that do not have the adequate needs for a daycare or maybe need extra support to establishing their licensed daycare facilities. *Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. My reason is in stating that with these communities that have no daycare and I thought I heard that the Minister of Education collaborated with the board. When the minister says “the board,” is the DEA a part of the discussions when it comes to at least getting a new daycare? In order to make these, for those new parents that want to further their education, is Sanirajak listed as a priority when it comes to creating a daycare and, if so, if she can explain on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. *Quana* to our colleague for the question. In regard to working with the district education authorities and consultations, yes, the department does hold meetings in our communities depending on if they do need a new established daycare. We also work with some hamlets as well and in some cases it’s the district education authorities that we work with when we are establishing or helping to establish a daycare.

In regard to Sanirajak, the daycare has been closed and the building does need major repairs and also needs to re-establish the board. We are always happy to work with communities when they reach out to the department and ask for the support. We have a designated person who works on the early learning and child care agreement, as well as helping to support our communities that need help to re-establish their boards to create the daycare facilities that are needed.

In saying that, coming from a motion from the hamlet or the DEA, we would welcome the opportunity to support Sanirajak in reopening their facility. *Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. Thank you and I greatly appreciate the answer that you gave me with working with the board and also with the DEA. The building that you mentioned in Sanirajak, it is in need of major repair and it has not been in use for quite a while, but it used to be a daycare, so that’s why I’m touching on this daycare facility or daycare operations when it comes to these younger parents that need to further their education and pursuing their career with probably teaching in their community.

In saying that, Mr. Chairman, as the minister mentioned that they are now seeing work in progress with the hamlets in some communities, I would like to touch base on that too with the municipal governments, if the department have at least, in their collaboration, communication with the hamlets in creating a facility or at least renovating a building to make that facility up to date. Is Sanirajak one of those, again, communities that have been touching base with the municipal hamlets? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. In terms of working with municipalities, we are always happy to work with municipalities to support our child care facilities. We have a number of different child care facilities that are operated by our municipalities and sometimes there are cases where municipalities donate, for example, a dollar to a not-for-profit organization to establish and use the building. The department is always happy to further support our daycare facilities by paying for the operations and maintenance of those facilities.

For the further question on have we as a department been in touch with the Municipality of Sanirajak, I don't have that level of detail on me, but I do welcome the Sanirajak municipality to reach out to the department if they would like to establish their daycare facility or re-establish their daycare facility and the department would be happy to work with the municipality. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. I greatly appreciate that the department is willing to work with the municipality and the DEA when it comes to operations and maintenance and creating or renovating a daycare space.

Speaking of that, still sticking to my daycare, with the other community that I represent of part of Igloolik, since they have a Head Start in their daycare and the minister indicated that there will be renovations for those facilities that are running their daycare or the Head Starts, is Igloolik also listed for renovations when it comes to maintenance? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. In terms of Igloolik, the Igloolik Aboriginal Head Start is school-owned and it is run through the school. Of the 238 spaces, Igloolik is one of them that will see more increases to that facility. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. I'm glad to hear that Igloolik is listed as a... . The departments make it easy for me to say yes, yes, yes, but apparently I'm having a hard time.



Now moving on to my question, in your priorities for 2022-23 on page 105, in the 2022 priorities, the last bullet says, “Implement the use of key performance indicators and reporting mechanisms for divisional programs and services.” What kind of implementation is the department looking into in terms of the performance indicators and also the reporting mechanisms? Is the department working in collaboration with the district education authorities when it comes to these performance indicators? What amendments or what implementations are in place and what kind of planning stages is the department at? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. This implementation that we are going to work on, the priority aligns with the *Katujjiluta* mandate and it is a priority related to reporting on our progress and the key indicators that we are going to work on are early stages of the key performance indicators and we’re going to be working on those to ensure that the Department of Education programs are consistently being revised and improved. *Quana*, Mr. Chairman.

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

**Mr. Kaernerck:** Thank you, Mr. Chairman. That will be one interesting indicator when it comes to reporting mechanisms for these divisional programs and services.

Moving on to my questions, it was touched on with the financial assistance with FANS here that it is on an application basis. It has been an ongoing issue up until now, and since COVID-19 hit, it has been more of a headache for these individuals that have been under the FANS program.

So will there be any problems in the future when it comes to applications or at least writing a cheque for applicants that are under this program? Has the department found out what the problem is with this ongoing issue? Has the department looked into these problems that will not at least be fixed and will not create any more headaches for the department itself or the applicant? How will this operation be at least improved? I will stop there for now and that is my last question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Kaernerck, that question you can ask again when we get to G-12. It’s under G-12, so disregard that question. We will get to it when we get to it. If you have another question that is not FANS related, Mr. Kaernerck.

**Mr. Kaernerck:** My apologies, Mr. Chairman. Thank you for that. Okay, I’ll try to stick with the subject here.

It is also listed here under Priorities (2025-2026) April – October 2025, the department will “Support the review of the *Universities and Degree-Granting Institutions Act*, including the development of a consultation and engagement plan.”

How will the department be able to be in the consultation stages and engaging with the communities that are affected by this *Universities and Degree-Granting Institutions Act*? How is the department able to work with the communities when it comes to an engagement plan? Is my question clear, Mr. Chairman, or not because I'm just trying to stick with this subject here with the priorities of 2025-26? Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and to keep the answer short, it is on an individual basis that the department works with various granting agencies if they would like to become an established granting agency in Nunavut to offer a certificate, or training program, or degree program in our territory. They will work with the department and the department will work to review their training opportunities and work to see if they are grantable or not. *Quana*, Mr. Chairman.

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

**Mr. Kaernek:** I was trying to indicate I have no more question, but I have a further comment. I would like to see the department collaborating more with the DEAs and the board of directors in creating daycare spaces for those communities that have no daycare because when it comes to furthering their education I think it is very important in stating with a university degree. That is just comment. Thank you for your time.

**Chairman** (interpretation): Thank you. (interpretation ends) That was just a comment and we will leave it at that. I do want to get some clarification from the minister on a question that was asked by Mr. Kaernek.

The 238 new spots for daycare; the minister stated that Igloolik was one of the ones that is going to get an increase. Does that mean that these 238 new daycare spots are already earmarked to communities? Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Mr. Suleiman to go into detail on that question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister and I also thank the member for the question. When it comes to the 238, approximately 150 of them are earmarked. I think it's important to note that, initially with negotiation we started about 1,600 required by the federal government. We were able to negotiate down to about 238.

Of those 150, we have schools, Igloolik being one of them, that already has... . When we build our schools we build them with daycares. But, we don't have societies running them. So, there's many that we have already that we just need an establishment of a society.

The other thing I want to add is that when we were working with the federal government, the \$66 million provided, when we looked at different opportunities and ways the money was going to be used, for the daycare and the reduction in fees and all the different programs, there wasn't much available to build or for constructions dollars towards renovating. So, we had to look at how we could use the monies as best as possible. Yes, again, the 150 is earmarked.

The other bids are about... . We know there's a lot of home daycares that aren't licensed that we want to ensure we get licensed. We estimate the remaining will be through an investigation of those types of locations. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thanks for the clarification. Next person on my list: Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I've just got one line of questioning under the Policy and Planning branch, and it's in relation to the Department of Education's annual report. The last annual report, I believe, there was multiple years tabled simultaneously up the fiscal year 2019-2020, those were tabled in November 2020.

I would just like to ask the minister when she'll be able to provide an update as to when she would like to table the remaining annual report? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* for the question on the annual report. I have looked at the annual report and I can say that it's been out for translation, so once we receive it back I would like to table that in the fall sitting. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Next person on my list, Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. I want to ask a question regarding daycares at school facilities: Are they run by societies or through the DEA?

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague for the question. It depends on the community and its community by community basis. Sometimes, we have them run through a society and sometimes they are run through the DEA. It depends if the DEA would like to take that responsibility on. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Next person on my list, Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. Just going to back to implementing key performance indicators, it says “For divisional programs and services,” and just for clarity, the acronym for that is KPI. Will KPIs be developed for every single division, every single program, every single service? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The answer is yes. The key performance indicators will go through each department and each item that we have with the mandate implementation. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) And just to remind members, please try to refrain from acronyms. It’s hard for the interpreters. If you just say it out, what the acronym stands for. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. On that question, so just to be clear, for example, will there be, and I know it’s jumping around a little bit, will there be key performance indicators related to student achievement that create key performance indicators such as a way to be aware of and looking at graduation rates, for example. If there is a key performance indicator setup around the number of students who achieve graduation, will those key performance indicators include that as an example and then go through setting key performance indicators to be able to evaluate on a regular basis. I’m guessing it is quarterly that you would be looking at those key performance indicators to see where you’re at, at each division. I’m just wondering about whether or not that excellent tool would be used in order to improve a goal or a program like that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* to our colleague for the question. For the key performance indicators, we are in the early stages of working on those, particularly with our stakeholders and I can say that each division has key performance indicators that we will be working on and we have also with that an accountability framework to ensure that we are meeting the needs of the mandate and also meeting the needs of the priorities. We look forward to our annual reporting that will be part of the review of how we are demonstrating that the tasks are achieved or in progress. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) The next person on my list: Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I have just one question. With the issues students face with student financial assistance, has your department thought about expanding the offices in the three regions? Maybe this could solve the majority of the issues students face. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. I told Mr. Kaernek that the minister can answer the FANS question when we get to G-12, so disregard that question. Ms. Nutarak, do you have any more questions? No. I have no more names on my list, so I just have one question.

When they talked about \$10 a day daycare in 2026, will it be \$10 a day per child daycare regardless of what rate the daycare is charging? For example, if it's \$100 a kid in one daycare and \$50 a kid in a different daycare, will it still be \$10 regardless of what is charged? Mr. Chairman.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman for that question. Yes, that is the goal to ensure that the \$10 a day supports the parents to pay \$10 a day and the other support will go to offsetting the cost to the child care facility to ensure that they are charging \$10 a day and they will still receive benefit through this agreement. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) We are on G-5. Policy and Planning. Total Operations and Maintenance to be Voted. \$2,339,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Okay. Turn your page. Corporate Services. G-6. Do we have anyone? I'll give you a few minutes to get ready for G-6. Ms. Nutarak.

**Ms. Nutarak** (interpretation): Hopefully I'm on the right track. (interpretation ends) G-6 talks about full-day daycare. If the Department of Education implements the full-day daycare in all communities by 2025-26, will most schools have new schools? Or classroom additions? (interpretation) My question concerns Pond Inlet. There are 50-60 children born annually. If we're going to try and meet this formula, we'll need three more classrooms that would have to be built. That's my question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague. Just to make a correction, its full-day kindergarten that we are looking to pilot in five of our communities.

This coming year we are starting the renovation process to further enhance some of our schools that do not need as much renovation as some of our other schools. We might be outgrowing them, as indicated by our colleague.

We'll need more kindergarten classroom space in our schools because they'll be full-time versus half-time, meaning that we'll need more classroom space to be allocated. We'll have to make those adjustments accordingly.

In terms of our expansion, or renovation, we're going case by case for our schools. This is just a pilot project right now. We will be working on the full implementation plan in

the near future. But, I cannot say how many expansions we can afford to do as a government. That will have to go through the capital process and be approved by the government. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Ms. Nutarak. Sorry. Next person on my list, Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. The question that I intended to ask was already asked.

(interpretation ends) The budget for the Corporate Services Branch of the Department of Education is projected to increase by over \$1million in 2022-23.

What new programs and initiatives will be introduced by this division this year?  
(interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague for the question. That line item pertains to COVID-19 and the funding from the federal government to support students, the wingle sticks that were purchased for the students to work from home. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Thank you minister.  
(interpretation ends) The business plans indicates, on page 107, that the department will develop a robust health and safety program. What are the different components that will be compiled into this program? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. This robust health and safety program will help create a one-stop shop for items that we have... . Occupational Health and Safety Policy, internal responsibility system, hazard and risk management, occupational health and safety training, health and safety committees, safety equipment, incident reporting and investigation, key safety programs for hazardous material management, machine safety, lockout/tagout, emergency response procedures, and finally, personal protective equipment. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Thank you, minister. In the (interpretation ends) business plan on page [107], priorities 2022-23, bullet 5, "Complete the replacement of CCTV systems in Nunavut schools to provide a standard and enable

remote access to all school CCTV systems.” (interpretation) Which communities will be worked on? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** Sorry, I didn’t hear the last part of the question with the translation, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) The member wants to know which communities were going to be given the CCTVs. That’s my understanding. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We have six additional communities that will receive CCTVs. However, we don’t have an indication, but we are going to be putting them in this fiscal year. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) One of the department’s priorities for 2022-23 is to “Begin scoping for a comprehensive capital database system...” How does the department currently monitor and manage its capital assets and the ongoing needs for ongoing repairs and maintenance? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. All of the information that the department has is currently on our Y-drive and we’re working to put that into one location, and we’re starting with our busing. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) One of the department’s priorities for 2022-23 is to begin research on a new database for the Financial Assistance for Nunavut Students Program. What are the limitations of this current database? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. In regard to the FANS database, it’s a very outdated database that has many number of limitations, including the fact that we can only have one staff member on the database at a time, which causes... . Sorry, I didn’t have the right word. It hinders other work to happen at the same time because it stalls anything from going further. If payments are to be processed, it stalls those types of things and that causes serious delays and hindrances on FANS funding.

I can say that we are working on a jurisdictional scan of various databases that are used from other similar funding programs across the country and looking at their functionalities and their capacity and the cost. We look forward to a new database that will align with the results of our FANS review and we look forward to a new database to further help and support our students the best that we can. I know many of us are really anticipating this new database to be researched, purchased, and that we can work to ensure that we have the right one. Right now there's no company support for our database and there's no way to update the software since the ransomware. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I know it's just referring to... but we could remind members and the ministers that all FANS is in G-12. We'll deal with FANS when we get there. Maybe we should start putting it earlier in the agenda or something.

>>Laughter

Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. I asked question because it's under (interpretation ends) priorities for 2022-23, bullet 6 "Finalize new capital standards relating to new school builds." (interpretation) If the minister could just elaborate on that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. I'd like to ask Mr. Suleiman to answer that question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman**: Thank you, Mr. Chairman. I also thank the member for the question. Our capital standards are very outdated, so many things like our health and safety equipment in schools, accessibility, different types of rooms, different types of washrooms, like super supportive to student changes, things of that nature.

Our capital standards have been working with the Department of Community and Government Services, also many stakeholders, DEAs, schools, teachers, to kind of update all that information.

So, things like special needs, sports spaces, cultural designs, health and safety guidelines, IT requirements, because our IT has changed since 1990. Those are just some of the examples that we've been doing.

As well, once complete this document will be shared with other department figures and it will be brought to the House for tabling. *Quana*, Mr. Chairman.



**Chairman** (interpretation): Thank you. (interpretation ends) The next name on my list: Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman. Here, under the business plan, just for clarification purposes, under Human Resource Management for 2021-22, 2022-23, why do we see a decrease there in the budget? That's my question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, we would just like some clarification to the question. We're not too sure where that question is. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) If you can clarify your question, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Looking at the business plan, under the Corporate Services, down below for the programs budget. I was just curious, also I need some more explanation under the Human Resource Management. What it shows from the budget from the previous year to 2022-23, why did it come down? Why are the figures that are shown in here different now? For what reason and purpose? (interpretation) Under the projected budget. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* for the clarification to the question. We internally move funding around to allocate to different initiatives. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman Thank you for clarifying that. My other question is that under priorities (interpretation ends) for 2022-23, right down below the last one says "Finalize the pilot project for the roll out of a full-day kindergarten to select schools across the territory."

Can you give us more details on that? Which communities will be affected by this, or (interpretation) which communities will be selected, perhaps that's the proper way to ask. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Minister Gross, I know you stated five, now the member wants to know which five communities will be the pilot project? Minister Gross.

**Hon. Pamela Gross:** *Quana* for the question. The five pilot schools that are going to be participating in the full-day kindergarten are Apex, Kimmirut, Chesterfield Inlet, Whale Cove, and Kugluktuk. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation) Ms. Killiktee. Oh, sorry. Next person on my list, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Most of my questions have been asked already. I'd like to go back to the CCTVs, the closed-circuit television system in the Nunavut schools. I know there were some questions asked on that already but, one question I had: If we look at past history, there's been some vandalism and things like that at schools and some extreme losses. In a case where there were losses, I believe in a couple instances, the security footage was stored on-site, so when the facility was lost, so was the footage.

And I do understand that the department has been looking at some cloud-based storage, but across the board, what types of storage is used for this digital footage and how long is it kept for? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana* for the question. Thank you, Mr. Chairman. Right now, we have our CCTVs are going to be accessible off-site and we also have a plan in place to establish a cloud backup for CCTV recordings, and once we have the appropriate bandwidth available we'll be able to use that.

As far as storage, at this time footage is available between 60 and 90 days. After that period the data will be overwritten. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I thank the member for that response.

Are there closed circuit television systems set up in every school in the territory? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes there are closed-circuit television systems available in every school across Nunavut. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I would like to switch over to another item on the business plan in 2022-23, the second bullet on page 107 talks about the capital database. In the priority it says "Begin scoping for the comprehensive capital database."

I know Community and Government Services has a system where they track infrastructure assets, projected lifecycle, upkeep, condition ratings, all those kinds of things and from what I understand it is fairly extensive.

So, why wouldn't that system be sufficient to do the same with schools, and I know it does talk about busing, small capital, and those types of things as well, but if the minister could respond to that question as well? Thank you.

**Chairman** (interpretation): Thank you. (interpretation) Minister, just before we go on, the microphones are controlled by our technicians and the only time you need to touch it is if you want to mute it, so hands-off until you to mute it. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* for the question. In terms of the database, we do have a database of all of our capital assets and it hasn't been active for several years and as mentioned, we do plan on starting with busing.

The department is continuously growing and our capital assets are continuously growing, so we need a database that tracks all of our capital assets.

An example is that many of the buses in communities are owned by the Government of Nunavut and are provided to contractors for program delivery, and we need to ensure that we are capturing all of this information and used and stored in our database.

The database that we do use is with Community and Government Services and there are things outside of that database that we need to track that are our own assets. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. What I guess I'm getting at is: when We look at some of these programs and software, they can sometimes run into the millions of dollars. Look at our motor vehicle software. I think it came out to well over \$7 million.

So when you're looking at setting up a capital tracking software, when the government already does have at least one, to my knowledge, under operation already through Community and Government Services, what is lacking in that system that creates the need for this system to implemented? Thank you.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Mr. Suleiman to answer that question. *Quana*.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister and I also thank the member for the question. As the minister mentioned, initially we are starting with busing.

Our scope of what we support has changed, and also, things such as other motorized vehicles, such as skidoos and things like ATVs that our schools are using, we work with other departments that need this data and need it readily for supporting items such as insurance and other items.

So our focus is busing and we want to include all of that information on busing and other motorized vehicles, but as we continue to grow we also want to include anything that is not kept on the asset builder system that is supported by CGS. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickey. Sorry. I have no more names on my list. Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The minister indicated that there are some initiatives of full-day kindergarten pilot projects and she mentioned five communities; one is in Chesterfield Inlet, Whale Cove, Apex. When will the rest of the other 21 communities be initiated to full-time kindergarten classes? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I know the minister alluded to it coming on, but if the minister can elaborate just a bit more. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* to our colleague for the question. This is just a pilot project at the moment. We are happy that we are able to implement this full-day kindergarten in five of our communities.

We are working on the implementation plan and I look forward to further elaborating more information once that plan is developed. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Minister, can you just elaborate? The member was asking for a timeline. Do you have any timeline, like a timeline where other communities will start to go onboard with full-day kindergarten? Minister Gross.

**Hon. Pamela Gross:** Right now the education phase 2 study specifically examined the types of work required in each of the territory's 22 schools that cannot currently accommodate full-day kindergarten and note that eight schools could accommodate the full-day program immediately.

In terms of a timeline, I will get back as to what that looks like when I can table that document. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Sammurtok. (interpretation ends) Sorry. Next person on my list: Mr. Kaerner.

**Mr. Kaernek:** Thank you, Mr. Chairman. In the business plan it stated here with the capital planning, it's within the operations and maintenance, so I might touch base on that capital planning, so just be aware, Mr. Chairman, when it comes to planning capital projects. On page 107 of the business plan with the capital planning and it says here in the priorities for 2022-23, in the second-last bullet here it says, "Finalize new capital standards relating to school builds."

As the minister indicated that the department is going to have a pilot project with the full-day kindergarten, I'm interested in those schools that are in full capacity. Let's say for example, Sanirajak is in full capacity with their elementary and high schools and I'm interested in that. How is the department in the planning stages when it comes to capital infrastructure? How is the department finalizing their capital standards when it comes to operations and maintenance, Mr. Chairman? Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the colleague for the question. The operations and maintenance is handled through Community and Government Services and the department is currently working on a process of developing a working group to guide and shape the allocation of additional schools and how to further support the full-day kindergarten across our schools as each school looks different, as indicated, and it's going to be more work.

I will note that the full-day kindergarten implementation, if approved, would mean that the construction for this work would start this coming fall, with the program and the students entering the full-day kindergarten next fall school year, and then after that, we will be working on how we can retrofit or expand other classrooms or schools in the meantime, even to possibly use modular classrooms. *Quana*, Mr. Chairman.

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

**Mr. Kaernek:** Thank you, Mr. Chairman. Thank you for the information, but my question is: is the department in the final stages of planning for the capital infrastructure? My example was the Sanirajak school. The Arnaqjuaq School in Sanirajak is in full capacity. Did I hear you correctly, minister, that the Department of Education is in its final stages in creating this new school in Sanirajak? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I think the minister stated it, but the minister clarified that they're in the final stages of planning out what needs to be done to implement full-day kindergarten in all the schools and some schools will be easier than others, but Minister Gross, if you can elaborate.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Mr. Suleiman to elaborate on that answer. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister, and I thank the member for the question. When it comes to full-day kindergarten, with the five communities mentioned, that the minister has shared, those were the communities that had the least amount of capital-intensive dollars to put towards it that we could. We were able to do it with our capital dollars that we already had available.

When we look at rolling it out to all communities, the other communities in our Phase 2 study that we did, are going to require a lot more capital-intensive dollars.

So, what we're trying to do right now is we're working on finalizing the pilot plan, from the programming side and then we're going to move to a full implementation plan to share with government to show the full impact and the full cost. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. So, in terms of the full-day kindergarten pilot project, it lists here on capital planning page 107 that for this fiscal year, the budget from last year was 264 and dropped down to 258.

Let me try and be clear again, Mr. Chairman. So, will there be an addition or renovation for those schools, that in the full capacity, from the elementary school and high school, is the department in the final stages of creating a new school or addition school? That was my question, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. If the member can rephrase the question, we would appreciate that. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. So, is the department collaborating with Community and Government Services in terms of these renovations or additions that have a full capacity? Is the department working with CGS in planning to get a new high school in Sanirajak? Is that enough of a rephrase? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. That's part of Phase 2 of where we are going with potential full-day kindergartens in our other communities is looking at our school utilization and condition reports to work on our communities' needs to work to implement full-day kindergarten and the data that we use for our communities is different depending on how many students are enrolled and how much classroom space we do have.

For Sanirajak, it is at 94 percent utilization rate and we do know that's at the top three of our schools that will need to be expanded or renovated and we can't share at this time what schools will be expanded or renovated because that is in the pre-planning stage.

*Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. Okay, since it's in the final stages I will leave that for now and move onto my question.

On page 107, again, it says on the second last bullet "To finalize new capital standards relating to school builds."

If the minister can further elaborate how is the department is in final stages of... I know the minister didn't want to say but are they in the final stages on finalizing their capital standards when it comes to capital infrastructure projects in terms of getting a new high school? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman and *quana* for the question. The capital standards are expected to be completed this fall 2022, and we are working with our stakeholders and Community and Government Services to ensure inclusivity in our school builds so that we can include them to be barrier-free standards for those with physical disabilities as well as provisions to protect and accommodate students who may be in gender transition. *Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. Thank you on that, minister. Moving up. Still on page 107, under the third bullet, "Begin research on the procurement of a new database to support the Financial Assistance for Nunavut Students Program."

When it comes to procurement, how is the department working with these stakeholders in giving out contracts, if I understand that correctly, Mr. Chairman? What is going to be done when it comes to research on the procurement part? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman and *quana* to our colleague for the question. In terms of procurement and finding the database for the Financial Assistance for Nunavut Students Program, we currently have the work underway of doing a jurisdictional scan of various databases across our country.

So whether it be from other territories or provinces, or even Indigenous organizations and so forth, that fund students in a similar way, we are looking to see what types of databases they use and how they are working out.

I can confirm that there are other provinces that are working to look at new databases themselves, so that brings up more questions for us as well to know if they are looking for a new databases then what is the reasoning behind.

We do want one that fits our needs and fits our students' needs, so those are the needs that we need to capture for functionality, capacity and also cost. *Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. That is nice to know, minister. Also, when it comes to full capacity, how is the department able to develop a safety program or a health program that complies with the existing building that are at full capacity? When it comes to standalone components, how is the department able to meet those regulatory requirements when it comes to health and safety programs? Mr. Chairman, thank you.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman and *quana* to our colleague for the question. So the department currently has a number of health and safety guidelines and procedures, and these documents will be brought together and adjusted to create the one program with standardized documents that are easy to access and reference for our health and safety and compiling them into one area. *Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. Thank you, minister. Again, when it comes to full capacity, I guess Arnaqjuaq School in Sanirajak is meeting the requirement in health and safety programs in terms of these regulatory requirements. Are they up to date with their regulatory requirement when it comes to full capacity? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. Yes, all schools are up to our requirements and those are done through workers' compensation, WSCC. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I have no more names on my list and I will use my discretion. We're going to go on. Corporate Services. Total Operations and Maintenance, to be Voted. \$6,355,000. Agree?

**Some Members**: Agreed.



**Chairman:** Next one is G-7. Early Learning and Childhood. I should have seen this earlier. I think we asked almost all the questions already on this, but if anyone has any questions on it; we talked about daycare quite a bit earlier because that was my fault. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Although we did ask a number of questions on this topic, most of it was around the policy side of things.

With regard to the Young Parents Stay Learning program, when we're looking at the Canada-Wide Early Learning and Child Care Agreement coming into place in the near future, I'm anticipating that this program will kind of fall to the wayside, unless there is something else that can be done to help these young parents. What is the long-term strategy for this program? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to our colleague for the question. The department intends to keep the program for as long as we need and should we not need it anymore, we will look to see how we can better support our students that are going to school in other ways, and hopefully through this new initiative and funding, we will be able to further support our students. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'm probably going to answer this question myself, I guess, but when I look at the amortization not voted on the bottom of this page, G-7, it doesn't have any money in there from the Canada-Wide Early Learning and Child Care Agreement. Can the minister explain where that budget is? I think I know the answer, but I just want to get confirmation.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. That particular funding is from the federal government and it flows through the Early Learning and Child Care funding division, but it is federal funds, so it's not reflected in the funding here. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I realize how the numbers are laid out in the budget, but it should show amortization not voted if there are federal dollars under that business line of Early Learning and Child Care; if the minister can confirm where that budget is located. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Mr. Suleiman to answer the details of that question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister. I also thank the member for the question. When it comes to the amortization not voted, we would have to circle back and check with the Department of Finance. We were never directed to include Vote 4 funding in that line item.

We do provide another document which is included in the main estimates that shows all of our Vote 4 and Vote 5 agreements and funding, but it's not reflected within the divisional profile. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll probably circle back to that in a moment.

Again, I hate to keep jumping back and forth here, but back again with the Young Parents Stay Learning, the budget of that is \$170,000. Has that budget been sufficient to cover the need or is it enough to meet the need or is it too much? I would just like to get kind of a confirmation of how much gets expended out of that budget each year. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. That budget is sufficient and we've never run out of funds within that budget item. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Sorry, I'm just looking for the revenue that's going to be anticipated for that Canada-wide Early Learning Program. I don't see it in the paperwork that I have in front of me. Mr. Suleiman mentioned it was in the Department of Finance's purview.

Does that money have to be appropriated through the Department of Finance or is the agreement with the Department of Education and the federal government? Just want to get confirmation of that, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. That funding agreement was already signed and it is appropriated through the Department of Education. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'm just going to jump back over to the business plan on page 110, in the 2022-23 priorities in the fourth bullet it talks about increasing the number of licensed daycare facilities in Nunavut, including home daycares.

I'm fairly familiar with the way the home daycares work and there's caps on the number of children they can have in the home and including their own children in that number. But, when you're looking at incentivizing home daycares to make sure that they get licensed and you know pay the taxes and go through all the regulatory stuff, where is the value added for home daycares to make sure that they go through all those steps? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** Quana, Mr. Chairman. I would like Mr. Suleiman to articulate that answer. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister, and I also thank the member for the question. It is a cumbersome process, but we have a strong ELCC division that works very closely with each home daycare, taking them through the process of legal registries, any paperwork that they need.

As part of this funding, with the \$66 million, with the Canada-wide, there's monies put aside to develop a whole training program to kind of help daycares on-board, because we do understand that there are many regulatory and administrative challenges, so that's why there's some money put aside for that program to be developed. Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I appreciate that response. Just to clarify, I don't want to go down the path, I know there's... . If a family member wants to look after a child or two while the parents are working and have an unofficial, unlicensed daycare to provide a service to a family or friends.

But, when you're getting into, you know, potentially five kids in a home under supervision, and like I stated earlier, I think it's very important to make sure that our early childhood educators, which are daycare workers, are trained and have access to curriculum resources and to make sure that they're able to provide a learning experience, not just a babysitting experience. I appreciate Mr. Suleiman's last response.

I can't emphasize enough how important it is for people, you know, if you're a home daycare provider you have less flexibility, less support, because if you're not there, your business isn't making money. Typically there's no staff involved.

I guess my question is: What type of resources, or value add, for these home daycares to make sure that they license and follow all the regulatory rules and procedures? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* once again for the question. I will answer part of it and I will turn it over to Mr. Suleiman to further elaborate.

So, we do know that there are a number of unlicensed childcare spaces, which reflects our high demand of childcare facilities in our territory.

This coming fiscal year, the department will increase the number of licensed home daycares across Nunavut from five to ten and that will result in 30 new spaces for our children to go to across the territory. As Mr. Suleiman mentioned, we will work with home daycares to support them in the process of becoming licensed and we are happy to help them. Right now, by assisting unlicensed daycares to become licensed and regulated child care facilities, we will be able to create 48 new daycare spaces between 2025 and 2026.

We look forward to supporting our licensed child care facilities and day homes and providing support for them to offset the costs and fees for the parents that are sending their children or child to the day homes. It will be the same affordability cost that our daycares will receive with the 50 percent reduction by December 2022 and the \$10 a day per child fee by 2026, and we look forward to home child care facilities receiving benefit from this bilateral agreement to support them to be able to have child care facilities be reduced in their homes.

I would like Mr. Suleiman to further elaborate. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister. I thank the member for the question. When it comes to resources, the department creates a lot of Inuktitut resources. Our ELCC division provides them to all daycares but also makes home visits to particular ones to do evaluations and things like that, but at the same time they bring supports to the daycare.

The other piece when we did the consultation for the Canada-wide and what we heard from the ELCC was the challenges in wages, and that's why the wage grade is so key for us is to ensure that ELCC staff are incentivized to continue in that profession. To increase their salaries is something that was a key determinant for them to stay within that profession, but when it comes to resources, there are plenty of resources that we do provide.

We have currently our current warehouse that we are currently expanding the space for ELCC to be able to create more resources to share with the home daycares and all daycares. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. One thing that has always, since this \$10 a day daycare was announced, kind of intrigued me, so if I were operating a daycare and we've got this \$10 a day daycare program in place, how is that going to work? Are there going to be territory-wide rates or community-based rates for daycare service? If I have a daycare that provides some kind of special services that cost more money than my neighbour who just does like, again, a licensed daycare but maybe doesn't have quite the resources or a challenge, how is that going to work?

I can say that it's going to cost me \$1,000 a day to take care of someone and it only costs the parent \$10 or I can say it costs \$100 a day and then the parent gets charged \$10, yet there is a \$900 difference in the income in a scenario like that. I'm just curious as to how this formula is going to work to create a \$10 a day daycare program. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. The department already works with the district education authorities and we do receive the amounts of what our child care facilities across the territory are paying so those rates won't change. They are on a case by case basis as each childcare facility has different rates for various, either full or half day or afterschool, or food, like different fees that parents pay.

We already have heard that there is 50 to 65, that's the average rate of what a parent, or parents, are paying to send a child to a childcare facility. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. And that would work under the current revenue and expense methodology that a daycare would be running. Your wages are established, things like that.

So, you know, if we're looking at increasing the wages and recognizing academic achievements in the salaries, unless the government is going to be subsidizing every nickel of that increase as well as off-site training and other avenues, those rates that are in existence today are based on today's reality. Tomorrow's reality is that there is going to be an injection of monies available to improve the services and to reduce costs to parents.

I'm still a little unclear on how these some of these numbers are going to be calculated to achieve this \$10 per day daycare rate when the numbers are apple and oranges, in my opinion right now. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** Quana, Mr. Chairman. I'll answer part of the question and I'll ask Mr. Suleiman to further elaborate.

With this agreement, Canada-wide child care system aims to ensure childcare is accessible and that we have high quality and affordable, and it's inclusive to all children between the ages of 0-6. I'd like Mr. Suleiman to further elaborate on the wage portion. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister, and I also thank the member for the question. So, currently we have two. This is a new agreement that we obviously signed with the federal government, but we already currently have daycare contribution agreements where we provide 50 percent of the funding.

The daycares, when they sign on for these, they tell us what the daily rate is and that essentially encompasses what their O&M is. And then we provide the other funding. So, to sign on they have to ensure that they stay between that rate.

Like you mentioned, the programming is going to expand. Things are going to be required to be able to meet these different needs of the territory and different wants of the territory.

Right now, out of the \$66 million when we looked at it, and that's why there's not so much capital dollars, because we understood that much of the money is needed to go towards reducing the fees to gain accessibility.

But those are conversations, as the program grows, and as we continue to implement it, we will have those discussions with the federal government to ask for additional dollars. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'll just have to follow along with that as things get implemented.

Also on page 110 of the business plan, it speaks to completing and adopting the Early Childhood Quality Framework in consultation with key stakeholders.

So, to me when I read “complete and adopt,” that means there’s a fair bit of work that’s already been done if you’re getting near implementing the framework. Maybe if the minister could just give a little description on how some of these consultations have already gone? How far along they are with creating that final framework, and when implementation will begin? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. Right now there is an early learning and child care action plan and that will be developed after the framework is approved and completed to further support early learning and child care in Nunavut by addressing gaps that may have been identified during the consultation process. The department is aiming to complete the draft framework in consultation with the Nunavut Tunngavik Incorporated Inuit Early Learning and Child Care Working Group later this fiscal year. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Again on the same page, the very last bullet, and I’ll leave this as a comment, it brings up the issue of the wage grid that we were talking about earlier this afternoon.

I can’t emphasize enough how important I think that is going to be at the very early stages of making use of this agreement with the federal government to solidify that this is a career opportunity for people. It’s not something just to hold you over until you get a better offer. This is actually a career that you can be proud of, for one, but it can also pay you appropriately so that you don’t have to be looking for a higher paying job all the time.

I’m not saying we’re going to pay \$150,000 every child daycare worker, I recognize that, but these are educators that we’re talking about and I know there has often been discussion from teachers to early childhood workers to student support assistants, staff, and there are all these different categories and levels of educators, but I think, for Nunavut’s success to be what we all envision it to be, it’s going to start at the early childhood level. I have been saying that for years. I have been trying to do my best in the different roles I’ve had here to push improvements in especially the wage sector of this profession and recognize the academic achievements of daycare workers and early childhood educators.

I’m going to leave that as a comment. I can’t stress enough that I think that this needs to get done yesterday in getting this grid completed so that it can be implemented and these daycare workers can get compensated appropriately for their time, but as well to encourage other community members to go into this as a profession that’s a very honourable profession, and I think that is going to be the building block of Nunavut’s future. Thank you, Mr. Chairman.

**Chairman:** I think that was just comment. With that and if the minister wants to add to it, we're going to take a 20-minute break.

>>*Committee recessed at 18:08 and resumed at 18:32*

**Chairman:** I would like to welcome everyone back to our committee meeting. The next person on my list: Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I just have a few lines of questioning under Early Learning and Child Care. I would like to begin by following up on matters that were raised over the years.

The first issue is the Young Parents Stay Learning program funding to provide child care for parents who are students. One issue that I brought up specifically was that the funding was not available during the summer break and how this interrupts the children's learning and routine and hindering young parents' employment opportunities during the summer months.

Looking at the letter received from the previous minister last year, it reads that the department will look into this policy and determine if changes should be made. I just wanted to follow up on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The department is currently doing a review of the grants and contributions agreements and will be reviewing those going forward. *Quana*, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, minister. In addition to the Young Parents Stay Learning cut-off, another alternative that was brought up was collaborating with the Department of Family Services to have a smooth transition to allow these student parents to then take advantage of Family Services' daycare subsidy. I was wondering if that's also something that's a potential discussion that the department has had with Family Services. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. The department hasn't spoken with Family Services at this point. *Quana*, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Moving to the next topic and it's the Healthy Children Initiative, which provides funding to DEAs and other community-based early



childhood education programming. An issue that I raised in the past was that this grant and contribution has not been fully utilized in a number of years and looking at previous years, the budget has remained constant at \$900,000 while the actuals have been hovering around the \$300,000 range.

So in following up to that, I was wondering if the department has or would be able to try and promote that funding amongst our communities to try and see better utilization of those funds. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* for the question. For that funding to be utilized it has to come through our district education authorities and with that, we look forward to their proposals. We can look at alternative ways to help support that program and meeting the needs to ensure that more people are applying for these programs. *Quana*, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Thanks again, minister. Moving onto my next line of questioning. In relation to the early learning and childhood worker wage grid, I was curious if while the department is developing that wage grid, if the department will recognize the higher cost of living in certain communities? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, that will be factored into the consideration. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) The next person on my list: Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Chairman. The question I wish to raise is under daycares. In the quality framework, which is on page 110, is Inuktitut culture included now in the programming; Inunnguiniq, looking at Inuit culture and child rearing, will that be included in the program, in particular, for those educators who are responsible for early childhood learning? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The Nunavut Tunngavik Incorporated and the regional Inuit associations will be invited for a second roundtable meeting to discuss parts of the framework that focus on family and community.

The first round was completed in 2020 and we now have a new consultant working to enhance the work that was originally developed in 2020 and the framework will be a foundational document and actions will come out later through a strategic action plan.

Once that framework is finalized I look forward to bringing that forward. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Chairman and minister. I did have another question concerning the contribution agreement on the Healthy Children Initiative. There are many children who are in daycare who are provided foods that are not really satisfying for many Inuit children and children love to eat.

Can country food like fish and caribou be purchased under the nutritional program?  
Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. Culture-based proposals are built upon existing strengths of the child's parents, family and community, and acknowledge that families are primary teachers and caregivers. We provide a full range of support to families to be evaluated and continually improve services.

We have the support of the community to include an interagency approach and include an assessment of the need of the program to fully fulfill any other provisions set out in the contribution agreement and I will further say that we provide the O&M for those programs. However, it's up to the district education authority to decipher how they spend those funds. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross. Oops, sorry about that. Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. Here on Page 109, on the Director's Office, last year in 2021-22, 305 is listed and we're looking at 308 for this coming fiscal year which is a slight increase. This office oversees Early Learning and Child Care divisions, looking at the infrastructure. That's under the Director's Office. What is the reason for the slight increase on the Director's Office? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. I would like the details to be answered by Mr. Suleiman. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister, and I also thank the member for the question. In totality, the division is going down by \$38,000. Specifically to the division of the Director's Office, it has to do with increases to travel, with regards to visitation to various ECEs across the territory. *Quana*, Mr. Chairman.

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

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. Mr. Suleiman just mentioned that community visits are the reason.

Another reason also, is if there's a home care or who provides babysitters at home, and looking at the operations are going smoothly and know regulations are being met under the early childhood programming. Do they include inspections for childcare centres? Is that also a cause of the increase?

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, we do provide daycare inspections to our daycare facilities and day homes and part of the reflection of the cost is due to travel and visiting those facilities and day homes in our communities. *Quana*, Mr. Chairman.

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

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. That's quite clear. With the inspections, whether safety guidelines are being met, has the Department of Education looked at creating employment to conduct inspections? Look at the cost of travel, I think those could be utilized to create positions. So similarly, are you going to perhaps create positions looking at issues such as safety inspections? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We do have a position. The Director of Early Learning and Child Care are the ones who do the inspections, so we have had our inspections.

Now that we can travel again, with the ease of restrictions we have been able to travel to our communities and we are still working to go to our communities, but we are broken up by region.

Our Early Childhood Officer travels to do the inspections out of Cambridge Bay, we have an Early Childhood Officer out of Iqaluit, one out of Pangnirtung, and the other out of Rankin Inlet who travel to all of our communities across the territory, depending on their region to go and inspect either the daycare facilities or the day home facilities in our territory. *Quana*, Mr. Chairman.

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

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. Thank you for clarifying those positions and their responsibilities.

So with those communities that don't have daycares, they are not visited when safety inspections and so forth are made? Those communities are not visited? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. If there is no facility to inspect, the department does not travel there to do any inspections, but if we are establishing and helping to establish a new facility, we will most certainly go and travel to do the inspections to make sure that they are on top of their regulations to establish their new facility or day home. *Quana*, Mr. Chairman.

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

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman. That is very understandable. When we are looking at the \$10 per day, and this question was brought up by the Member for Iqaluit-Tasiluk, I am a little concerned when it is probably more expensive to pay for the utilities, heating and tools or toys that the children require.

It says here that you pay \$16 an hour to the daycare employee and if the parent pays \$10 a day, and again, here on page 111, they would look at revamping the payroll or the pay scale of the daycare workers. How is the \$10 a day fee going to impact the operations of the daycare? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Deputy Minister Hainnu to elaborate on that answer. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. I would also like to thank the member for the question.

In Canada, there was an agreement with the provinces and the territories. It was a five-year agreement and within the first two years we are going to be looking at the program, and in there, we will be looking at the program and in there we will be looking at expenses versus payments. We would like to make it a comfortable, welcoming daycare.

We will decide how or what we're going to paying for, and what the federal government is going to be paying for. Parents will only have to pay \$10 per day with the help of our government. We will follow Inuit societal values and it's going to be a community effort. This agreement is nation-wide in scope. Thank you.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. Thank you, minister, for that response. It would be nice to see, for example with income support... . When you're on income support it would probably be an incentive to work, when you're paying only \$10 per day for childcare.

You also indicated that you would use Inuit societal values and also Inuit child rearing. With the foundation based on our language and beliefs, would they be able to make their own policies or would they be able to make their own programs in the daycare. They would be independently operated and then the education committees would probably be involved in there.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* to our colleague for the question. I can say that the department is working on the framework that aligns with the requirements under the Canada-wide Early Learning and Childcare Agreement and this new contract signed with Inhabit Education to create a final framework document.

The framework will incorporate the priorities and strategies identified in the Indigenous Early Learning and Childcare Framework and will continue to involve consultations with a variety of our stakeholders, including Inuit organizations and childcare facilities and we anticipate that the framework will focus on play-based learning and will be ground in Inuktitut and Inuit culture.

Once this framework is complete, the department will develop an action plan to support and address any gaps that may have been identified through the consultations. *Quana*, Mr. Chairman.

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

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for your information on that. When it comes to early learning childcare workers, is that the department still wants to communicate the plans for the implementation in terms of our Inuit culture?

In the priorities for 2023-24, they still want to develop a plan and introduce it. I'm still going to stick with the wages here, Mr. Chairman, because dealing with children is sometimes very difficult. How will they be able to communicate that "My wages still need to go up"? How will they track it? When it comes to government employment, they are on six-month probation, or wherever employment is. How will the department keep track of those databases that this individual has been working for a number of years or even had a certificate in taking care of this child? How will the department be able to track this plan? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Currently the daycares track all of that information as they're run through the municipality or through a society which oversees the daycare operations. It's the Department of Education that supports our daycare facilities and our day homes to pay for expenses to keep the facilities open, to offset costs, as daycares are primarily run through societies or municipalities and that costs money. The Department of Education supports our daycare facilities to keep their doors open, to pay for operations and maintenance, and we do financially support them to cover costs that might be incurred to keeping their doors open.

Going forward, there will be a database to collect that information, but right now it is through the work of the organization that runs the daycare or the day home to keep track of that information. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. Thank you for that, minister. As you have stated earlier that it would at the discretion of the district education authority when it comes to early child care, does that mean the district education authority has to be in an agreement with the society for those communities that have a daycare society? Does that mean that if the district education authority agrees that there will be some kind of a policy and programs that are delivered when it comes to early learning and child care? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. In the contribution agreement it will stipulate what the funding is for the child care facility or the day home to operate and offset costs for wage enhancements. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. Speaking of contribution agreements, how has the department formalized this contribution agreement? Is it by population or is it by the capacity of the daycare running? How are the grants and contributions given out, like \$10,000 per community? \$20,000? How are these categorized? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Mr. Suleiman to go into detail with that question on grants and contributions. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Suleiman.

**Mr. Suleiman:** Thank you, minister. I also thank the member for the question. There is a formula that does calculate depending on the number of spaces that the daycare society has, and that is what's provided for O&M funding. *Quana*, Mr. Chairman.

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

**Mr. Kaernek:** Thank you, Mr. Chairman. It's \$10,000 per community, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Mr. Suleiman stated the number of daycare spaces per daycare is how they calculate the funding. Mr. Kaernek.

**Mr. Kaernek** (interpretation): Thank you, Mr. Chairman for that clarification. I just wanted her to make that statement.

Moving onto another subject, with the communities that have daycares, and I will use Igloolik as an example, they have preschool programs and there are quite a number of employees who have been working there for a number of years, and should this agreement go forward, who increase their salaries or how would the pay scale work? What about the communities with existing daycares? That will be my last question, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Deputy Minister Hainnu to answer that question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. That is a very good question and I thank you for your support, especially for those who have been working for a very long time for a very low pay.

First of all, and because of the variety, we can't say that one individual will make so much per hour. We have to look at all of the daycares in general, then decide where they will start, and what the increments would be, depending on the number of years that they have been working.

I can say that I am very glad that we will decide overall how the pay system will work and there will be uniformity amongst the employees. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. Welcome minister and team. I am really happy to see a group of young people come in and join us. Welcome.

>> *Applause*

I would just like to talk about the Young Parents Stay Learning program. I'm wondering if those licensed child care or approved unlicensed child care spots are dependent on use. We know that daycares require you to pay whether your child is there or not, and especially for an unlicensed daycare situation, their income is dependent on having children in those spots. I'm wondering: if a child is absent for any reason; due to illness or the parent may be ill, do those days get paid? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, those days will get paid by the contribution agreement. To further add, the parents have to submit attendance forms to be a part of this program, and to be approved, the parent does have to be attending school attending. If there are any instances where the child or the parent is sick, that is noted in the attendance, but it is a part of the agreement for the parent to be going to school. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. My question was: if the child is not at the daycare, is there flexibility because we know that being a young parent can be very stressful and many times parents can't attend school. This is a program that's meant to encourage parents to stay in school and if I can see them chasing their tail if they're missing a few days of school and then their childcare isn't paid, they're penalized.

If a parent is running into some mental health issues, or they could be too tired to attend school, and I would just hate to see a parent being penalized for trying hard but for not being able to get to school.

I wonder what's the threshold. How many days can a parent miss school and then, I guess, be caused to become an early leaver because now they don't have child care. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman, and *quana* for the question. These programs are there to ensure that our young parents are going to school and we don't want to make obstacles to further not support our students. We want to support them and this is an initiative that supports paying childcare fees for the young parents.

As I said earlier, it is based on attendance and the department does not pay for unexplained absences, but we are very forgiving and do take considerations to absenteeism for the child not attending day care. But also vacations and more than five sick days without a medical note are considered inexcusable. It goes case by case. *Quana*, Mr. Chairman.



**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. Thank you, minister. Transportation is an issue, particularly for students going to school in Iqaluit. I'm wondering if the Young Parents Day Learning program also pays for transportation to and from the childcare, as well as to school. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The funding does not support transportation to and from school. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. I'm disappointed to hear that and I hope that you would consider looking into doing that for students and the children.

Does this funding for childcare also include time for child care in the evening or on the weekends so that young parents have time, energy and space to do homework or special projects? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The funding supports the childcare time from up until 17:00. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. I'm just going to keep on this line of questioning. Does the Young Parents Day Learning support students in their whole lives, their whole lived experience as students and parents and therefore does it include funding for childcare so that students can go on school trips or take part in sports and recreation activities outside of 9-5? Or as well as cultural activities that are so important to a student's learning and mental wellbeing? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* for the question. Right now, those are not part of this Young Parents Stay Learning funding. However, we are reviewing our grants and contributions policy and we will be happy to take these comments into consideration. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. I'm really happy to hear that, minister. How does the Department of Education work with other departments that provide food security

funding? I'm interested particularly in how the children's... and I'm talking about the children in daycare, how is there assurance that their food security issues are being taken into account, especially with unlicensed child care where it is different from a licensed daycare that probably provides food, but knowing that in many unlicensed child care spots, parents are expected to bring snacks, lunch and snacks for their children in the daycare.

If a parent, especially one with... you probably know that many many young parents face many issues, including food insecurity, and their ability to provide snacks to an unlicensed daycare or child care setting is probably limited, or may be limited. So I'm wondering whether or not one Young Parent Stay Learning provides the parents extra funding in order to provide those snacks, lunches and snacks; morning and afternoon snacks, I should say.

Of course, there is also the issue of when we feed one person, but not the rest of the people in the house, that can be problematic. Again, to be clear, I'm wondering how the Department of Education works with the other departments that have food security programs. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* for the detailed question. On food and supporting our youngest students in their learning and child care centres, at this point the Department of Education just funds the operations and maintenance of our child care facilities and day-homes, and does not support food-specific programs to our child care facilities, including day homes. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman and thank you, minister. That is why I asked specifically how the Department of Education works with the other departments that provide food security related funding. Are you working together to fill gaps? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We are not working with any departments specifically for daycare facilities and food, but I would mention that we do work with the Department of Health to support our schools and food initiative programs for our schools. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. I ask specifically about unlicensed child care spots or care givers who don't fall under those daycare programs that education supports. Thank you, Mr. Chairman.

**Chairman:** Thank you. I don't know if the minister can elaborate, but the minister stated that their support for daycare and day homes does not include food security, but Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* for the question. We would encourage anyone who has an unlicensed day home to reach out to our department and we would be glad to help support them through funding and services to further support them financially.

There is funding that we do have to help support the day homes so they can be encouraged to apply to help offset their costs that they might be incurring by operating a child care facility or watching children in their homes. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman. Just to end off, I'll ask, just because I know that Young Parents Stay Learning is for the age of 18 and under, can you just tell me if there is a comparable program for post-secondary students over the age of 18 and maybe what that is because I'm not aware of what it is. Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Under the Department of Education we don't have a specific program for over the age of 18, but there are funding agencies through our regional Inuit associations that do fund daycare and support daycare fees. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Chairman and minister. Does the Department of Education's guidance counsellors or teams within the schools direct the students who are over the age of 19 to those programs in order to support them as well in staying in school? Thank you, Mr. Chairman. That will be my final question.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. For the guidance counsellors, yes they do support and share that information with our young parents for them to stay in school in K-12 and we hope that they further their education and go on to post-secondary. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I have no more names for G-7. Early Learning and Childhood Care. G-7. Total Operations and Maintenance, to be Voted. \$6,063,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Okay, just before we go on to G-8, I would like to recognize Mr. Qavvik.

**Mr. Qavvik:** Thank you, Mr. Chairman. I would like to ask the members to welcome to the Assembly, to the fine young folks behind me; Oplu, all the way from Sanikiluaq yesterday, to train for summer day camps for our community. They are with the Recreation and Parks Association of Nunavut. On the far left, Piatsiaq Makkak, Quentin Sala, recreation coordinator for Sanikiluaq, Elijah Oqaittuq, Mialisa Iqaluq, Mary Novalinga, Martha Okpik, and Mas Tuckaroo .

>>*Applause*

Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) It was unusual to recognize someone to do that during Committee of the Whole, but it is not often that we have a whole crew fly in from Sanikiluaq, so I know the members wouldn't mind.

>>*Laughter*

>>*Applause*

Okay, onto G-8. Curriculum resource and French Education. Mr. Hickers.

**Mr. Hickers:** Thank you, Mr. Chairman and welcome to all of you, especially the Jets fan over there.

>>*Laughter*

Although they are not in the playoffs, it's always hopeful for next year. Mr. Chairman, on page 113 of the business plan, the second last bullet that talks about the K-12 curriculum development incorporating more life skills and career counselling, I would like to ask more on the career counselling side of things.

When you're developing the curriculum to make sure that our students are up to speed and ready to proceed to post-secondary education, the timing is critical. It's too often I've heard stories of students that decide to go down a career path and they don't have the requisite course load, so it either delays them by a year or sometimes even stops them from going to post-secondary education.

So, I think it's very important to have that curriculum developed and I'd just like to get an update and maybe the topic of some of those, especially in the early career direction component of the curriculum, just to get an update on the status and what type of courses that they're looking at incorporating in to the curriculum? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like to ask for a new witness to come to the table, Mr. Chairman. *Quana*.

**Chairman** (interpretation): Thank you. (interpretation ends) Does the committee agree to get a different witness?

**Some Members:** Agreed.

**Chairman:** Change witness. And for the record, if you can introduce your witness. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. To my right, we have Assistant Deputy Minister Melanie Abbott. *Quana*, Mr. Chairman.

**Chairman:** Sorry. Okay, now Minister Gross if you can answer Mr. Hickes' question. I don't if you need it repeated or if you remember it.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Deputy Minister Hainnu to answer the question.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you. That's a good question about guidance counsellors and the role that they play. It is a priority, and we base school on *Inuit Qaujimajatuqangit*. We operate on a different system. Through the DEAs in the community, they are aware of the requirements and the best ways to proceed in the communities. We'll work them on identifying areas for students and to plan their careers. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I think what I'm looking for is a little bit more clarity around what type of content that some of this career planning curriculum will entail. You know, if somebody wants to go into a health field, as an example, there's certain course prerequisites that they have to take, and sometimes you may not know or you may not be able to articulate with you guidance counsellor of what some of your longer-term ambitions are.

To me, the earlier that those types of decision-making or information to be able to make that decision making process for the student to be able to identify early enough in their academic studies that they can tailor their education to the career that they want to follow.

If I could get a little more clarity on what that curriculum is going to look like. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Deputy Minister Hainnu to elaborate again on the answer. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Than you, Mr. Chairman. For students, they have a secondary handbook for the ones in the higher grades about how the higher education system works and the requirements they would need, if they chose a certain field in the school year, they are provided guidance with assistance from their learning plan. The validation statement is also done and from there, the learning assignments, if you are going to stay in the community, these are what you need. If you're trying to go onto higher education, then these are the courses or stream that you would have to follow.

The academic stream has certain general academic stream, and it also identifies in there the priorities or difficult areas and the support that they would be provided and from there, through the school guidance counsellor, they seek agreements with the student in the school, and the parents, and the teacher and the school, to support, includes the parents. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'm not sure if I'm confusing myself even at this point. I think what I'm looking for is how career path direction or early career direction is incorporated into the curriculum.

So I understand there are different course requirements in academic streams and different education levels, dependent upon whether you're going to go to post-secondary, or college, or other advanced learning.

To me, how do you incorporated... Like it says "Early career direction in a curriculum." I know it is not a specific course, so when you're looking at trying to provide some direction within the curriculum, what does that look like? I'm just trying to wrap my head around it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and *quana* for the question. To support transitions after graduation, we have the Aulajaaqtut curriculum, which focuses on career and program planning embedded in the course work where students can explore career opportunities based on their interests and abilities.

We also have resource services that have created a reading series with the Department of Family Services called Tuliniaralaa, focusing on life skills and Career Development for reading levels from reading level 5-14. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Just to stay with the career development side of things, I notice in the organization chart, there is a total of 20 PYs under the Curriculum Development Division. How many of those PYs are filled right now? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. There are four. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** How many of those four are in development for Inuktitut curriculum? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Three out of four are. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes. I realize that the context of this next question outdates everyone sitting at the table there, I believe. A number of years back, when there was a lot of pressure on the Department of Education to provide more Inuktitut language training in the schools, it is my understanding that some of the curriculum development staff were moved back into the classrooms.

I'm not looking for a comment or anything on that. What concerns me is when you've got 20 PYs in curriculum development, with all of the pressure that we are putting on you, as well as the public are putting on that very small team, when you're looking at basically being 20 percent at capacity, there is a lot of ambitious goals in this business plan.

My question would be: what is the plan to have more success on the recruitment side of things? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We are currently trying to staff the positions and we do have some throughout various stages of the recruitment process, and we also work with Inhabit Media and are developing curriculum that is on time.

As I said in a statement on Inuktitut education, there are over 1,000 Inuktitut resources and over 500 created over the last seven years to further enhance and support K-6 curriculum development. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. With the budget that is front of us today, does that include 100 percent funding for all 20 of those positions? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, that is correct. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. We have hear numerous departments, and I know from experience that capacity is an issue across the government and across a lot of civil service right now, but it's especially exaggerated here in Nunavut.

When we look into all of the challenges of staff housing and recruitment and relocating people here to the territory, especially into some of our smaller communities, when you're talking curriculum development, and I do know there are resource people available across the territory that have backgrounds in education.

As the Department of Human Resources is developing its remote work policy, to me the career development side of things would be an opportunity to look at some of the resources we have already that exist in the territory and allow them to be able to be a part of this team when you're talking of a division that is 20 percent staffed and having to contract out, basically to keep your nose above water on the schedule that you're having put in front of you.

I would like to get the minister's position on that before I continue my line of questioning. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. At this point we can't comment on remote work as that is within the Department of Human Resources. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I appreciate that and I see the Minister of Human Resources sitting here and I hope that the minister is opening to, when you look at there being certain jobs that can be done remotely, and certain jobs that can't; I think we all recognize that. I'm not looking at hiring somebody who oversees to develop Inuktitut curriculum here, but where there are resources available, I would encourage the minister to work with her colleague. This is something that I think could be beneficial to the department and help with some of the timeframes and commitments that have been made.

My next line of question, Mr. Chairman, is on page 114 of business plan under the same title, but the last bullet under the 2022-23. It talks about "Consult and negotiate the



Canada-Nunavut Agreement on Minority-Language Education... which secures the Government of Nunavut funding that supports the CSFN and the IDEA.”

Can the minister describe some areas where the department feels that funding is insufficient as you are negotiating a new agreement? What are some of the priorities to increase the funding or priorities of certain components of that agreement? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We will have to get back to the member in the particular details to that question and get back with an answer for that particularly detailed question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. If the minister could include some of the areas where they feel they are adequately funded in there as well, too, so we can see where the department is determining some of their priorities.

I believe this will be my question. I guess it will depend on how the back and forth goes. One of the priorities also in 2022-23 is again, like I was touching on the career and program planning curriculum; one of the things that I found really interesting a number of years, I was at a school in Kugluktuk, actually. Unfortunately my colleague isn't feeling well today, but they had a great pre-trades program there. I had the pleasure of speaking to the instructor at that time. I'm going back a few years. I think it was when I was chairing the Special Committee on the *Education Act* review, so that is going back a little while.

I know there has been more focus and there have been questions in the House here on access to pre-trades at the high school level, and one of the challenges, I guess, is the infrastructure; the shop space and to be able to do some of these trades programming, but there is also the academic side of trades exam prep. and things of that nature, from within the Apprenticeship Division and making links to local businesses and training opportunities for our students.

I'm not so much looking for a response here, I guess. I would strongly encourage the department to try and work in as much pre-trades training opportunities across the territory when you're looking at... one of the things we were talking about earlier was the capital adjustments of new examining the capital plan.

I have seen what types of resources should be available in the schools, and I know we have talked about industrial kitchens to be able to help students with planned cooking, or dietary needs of whatnot, education, and that side, but I think the pre-trades is a really strong... I'm not saying you can put every trade into every high school that you develop or renovate, but it is a serious need.

It is challenging at the best of times for our students to go down that trades path. A lot of people think you don't need the academics to go into trades, and it is arguably even more challenging; especially some of the math to get into the electrical, and carpentry, and the angles and plumbing. It's a very complex field and I think the more support that we can give to our students to help guide them down that path of trades; we are short of trades in every community in almost every sector.

So I am going to leave that as a comment. It is up to the minister whether she would like to respond to that, but I strongly encourage again, the department, to complete some more work on the curriculum development side of things from the pre-trades standpoint and to work very closely with Community and Government Services in any future building plans. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Does the minister want to comment on that? Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I just wanted to thank our colleague for those great points.

Our schools are a product of what our community district education authorities wanted to see in our schools, so they all look different. Each community school is differently designed and has different features and they vary.

So it's a great point to raise that and I look forward to the consultation process for our schools to be more enhanced if they do want to offer trades programming and looking at ways how we can support our high school students in the trades. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. I'll go to the next person on my list. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Under priorities in the business plan for 2022-23, (interpretation ends) last bullet "Begin development of Makittatiarniq policy guide and handbook for Bullying Prevention."

(interpretation) How will that be carried out? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I believe that's one more division ahead. However, the bullying policy, we have begun the jurisdictional scan for this work and it will be implemented in fiscal year of 2023-24. Right now there's a pocket guide on bullying prevention from the Red Cross that the department is translating and we look forward to that being distributed in our schools this coming academic year. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. I'm sorry for going to the wrong page. I would now like to ask about this. (interpretation ends) One of the priorities for 2022-23 listed in the business plan is to continue the development of career and program planning curriculum. What specific work is being done to reintroduce pre-trades training and support options for a trades-related career and work pathway? (interpretation) This is part of the question that was asked earlier. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) It's close to what was said, but he wants a little more information on that, so Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. There are a number of CTS courses for our high school students and depending on what the district education authorities choose, if they would like to offer those to the students, those courses are there and available for our students to take those career and technology studies. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I was just going to remind the minister to stay away from acronyms, but she corrected herself in the end. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. I also thank you for that clarification. Do those courses include taking the entry exams for college or pre-trades? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I believe that they do have to take entry exams to get into pre-trades. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) The member was asking if they take courses to help to pass the entrance exam that they need to get into the trades or get into Arctic College. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. It depends on the courses that they have taken and the credits that they have that will determine what they need to get into the specific program, if it's in pre-trades, if they have the requirements or not and, if not, they will have to work to get them while they're in the pre-trades program. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) The department has been working to develop made-in-Nunavut curriculum. How will the Nunavut curriculum be specifically designed to prepare students for post-secondary studies and work opportunities in Nunavut? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Melanie Abbott to articulate that answer. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Abbott.

**Ms. Abbott:** Thank you so much for the question. The curriculum itself will prepare students by providing them curriculum based on IQ but will be very specific to Nunavummiut that will resonate with them in a way that the Alberta curriculum currently doesn't. We will bring in opportunities for hands-on experiential learning, will bring elders in to the classroom in a much more comprehensive way, and will provide resources to support the curriculum that will feature Nunavut stories and images- things that really matter to Nunavummiut. Thank you so much for the question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm so glad to hear that because those Alberta exams weren't very relevant, even the English teachers couldn't answer some of them.

My next question is: The department has been developing Inuktitut and Inuinnaqtun terminology specific to educational programming. How does the department work with such entities as the Inuit Language Authority to ensure that terminology developed will be suitable for creating educational resources that can be used all around Nunavut's schools? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The department has between four and five terminology meetings per year, each for Inuktitut and for Inuinnaqtun. The Inuktitut and Inuinnaqtun working groups are made up of linguists, educators from across the territory. The Inuinnaqtun team has stayed consistent over the last five years.

I will add that the working group also consists of, sorry for the acronym, the IUT's...? Sorry, I'll ask the DM to answer that. IUT.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. I've forgotten the full description as well. Inuit Uqausinginnik Taigusiliuqtiit who are developing terminology in Inuktitut. Thank you.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The department's business plan indicates that work on curriculum will also support its 20-year Language of Instruction Implementation Plan. What areas of studies are currently being focused on as a priority? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. This will take me a little while, so bear with me. Our Nunavut K-6 curriculum development status, we have all subject areas including: Inuktitut language arts first language, Inuktitut second language, English second language, social studies, physical education, health and wellness, English language arts first language, Inuktitut language immersion, arts education, math, science. Those are where we currently are, and that is for Nunavut K-6 curriculum development. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) One of the priorities noted on page 113 of the department's business plan is to ensure that curriculums incorporate more life skills. What specific curriculum materials have been developed to address bullying and violence within Nunavut schools? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Aulajaaqtut is specifically designed to help with bullying. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I know Aulajaaqtut is the high school curriculum. Is there one for elementary? That is where the most bullying is happening. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. That is one of our priorities to create that curriculum through the health curriculum development. The Aulajaaqtut was one of the first program courses that was created prior to all of the new curriculum that has been created.

So prior to where we are today, the Department of Education was focusing on high school courses. Past 2008, the Department of Education has now been working on K-6

curriculum. So that is why we have curriculum developed so far for some high school courses that were created prior to where we are today.

We are focusing to create our curriculum from K-6 and we look forward to having that health curriculum developed to address issues such as bullying. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I'll go to the next name on my list. Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Do the schools across Nunavut teach the same levels of English, social studies, and math?

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. Yes, they are supposed to teach the same level across Nunavut. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Chairman. Why is it, using Pond Inlet as an example, when a child transfers to Iqaluit they are at a different level? If the child moves to Iqaluit, I'll say it in English. (interpretation ends) The student ends up being behind two to three grades behind. (interpretation) Why is that the case? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. I would like Deputy Minister Hainnu to answer that question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu**: Thank you, Mr. Chairman. Thank you for the question. It allows us an opportunity to discuss the elephant in the room in the territory; why is the quality of education different when you go from one community to another?

You have to look at the values placed in those communities. Is it that they have a strong cultural program, or strong Inuktitut K-6, and no English at all, and then when they come to Iqaluit it is mainly English? Or when they go to Rankin Inlet it is mainly English in middle school.

The choices that district education authorities when it introduces language of instruction models, there should be accountability.

We should think about: How do our children move from one community to another, one school to another, and I'm so excited about going into that discussion about language of

instruction because our children deserve all of us to come to the same table to improve their current situation. Whether it is in Inuktitut, English, French, or any language that they should choose, the quality of their education should never be lower than anyone's. Thank you very much for that question. Thank you, Mr. Chairman, for allowing me to answer.

**Chairman:** Thank you. Just before I go back to Ms. Nutarak, I would like the minister to clarify then, Ms. Nutarak asked if the English level was the same in all the communities and the minister said yes and it seems to be contradicted now, so Ms. Gross.

**Hon. Pamela Gross:** Sorry, Mr. Chairman. There was a translation issue and I had to switch channels and then I didn't hear your question. Can you please repeat? *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Just a clarification from what Ms. Nutarak asked. Ms. Nutarak asked if the teaching level of English was the same in all the communities and the minister replied yes, and then Ms. Hainnu replied that the level of education, depending on the priority of the community, may be different in each community. I just wanted the minister to elaborate or clarify because those two statements seem to contradict each other. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for re-asking. It should be the same across the territory and we hope that it is. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Chairman, for rephrasing the question. It's a good question. This will be my last comment or question. In my community we have been concerned about students completing grade 12 not being able to read or write properly. That is a major concern in our community. When they try to go to higher level of education or focus on their career, they have challenges or obstacles because they're not reading or writing as they should. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Right now that is up to the language of instruction and we have our partners, district education authorities. We also have a part of it and our parents and the youth do as well. It's a team effort when it comes to selecting which type of language of instruction our communities and which type of language of instruction models our communities choose. *Quana*, Mr. Chairman.

**Chairman:** Ms. Nutarak. (interpretation) Thank you. (interpretation ends) Ms. Nutarak is done. I just wanted clarification now then, again, from the minister. It seems to be the fact that's just stated is the level of your English standards are different depending on which language of instruction when you graduate from grade 12 in Nunavut. If you have the mainly Inuktitut language of instruction, your academic skills will not be as good as a

community that has picked the higher English language of instruction. Is that what the minister stated? Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, it has an implication, but I would like Deputy Minister Hainnu to elaborate. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Hainnu.

**Ms. Hainnu:** Thank you, Mr. Chairman. Thank you for the question from the member. I think we all know that if you say that students who graduated have literacy skills that are below, do you mean by in English or Inuktitut? Is it both?

If you pick a language of instruction model from K to 6 and they were taught in Inuktitut and then they pick up grades 7 through 12 in English, so typically, according to their counterparts in the rest of the country, they have only spent half the time in English than the other Canadian students that are taking K to 12 English Language Arts.

What's exciting about this now with the work of Nunavut-made curriculum is that we're trying to combat that. We're trying to make us a standardized level so that whatever academics, whatever language you picked shouldn't have an implication on the academics or the one where if you have K to 6 Inuktitut, people don't just start that are not as literate, if that makes sense. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I have no more names on my list for G-8. Curriculum Resources and French Education. Total Operations and Maintenance, to be Voted. \$7,234,000. Agreed?

**Some Members:** Agreed.

**Chairman:** On to G-9. Student Achievement. I'll just give members a few minutes here if they have any questions. Going once. I see someone raise their...Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I think I just have a couple of questions here, but we have talked about student achievement many times and there are a lot of different perceptions out there of how prepared our students are sometimes for post-secondary education.

Again, I'll go back to my experience when we were looking at the Special Committee to review the Ed. Act and travelled to a number of different communities. One of the prevailing concerns was that if students live in a community and they happen to move, their family moves, they come to Iqaluit for education or employment opportunities, they're not always at the same level when they come into a new community.

When we're basing our education outcomes and to be able to provide our students access to great education and hopefully they go on to post-secondary opportunities from there, I guess I'll keep it really simple: what is the department doing to ensure student



achievement results are comparable from school to school across Nunavut's communities? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. It is the curriculum that is being developed and it specifies learning outcomes for our students within the curriculum that is being created. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I appreciate that. The reality is that all students are supposed to have an individual learning plan to identify their pace of learning. One of the concerns that I've had and have expressed over the years is too often the classes move at the speed of the lowest kid on the spectrum, I don't even know if I'm using the right term, where students that are overachievers or gifted students can fall by the wayside and they're not challenged enough in the school system on occasion and become disengaged. That's very concerning to me.

When we're looking at providing positive educational outcomes across the school, you need that consistency from school to school, from class to class. It's not just as simple as having the curriculum that you're supposed to cover within that semester or that school year; it's a matter of what are you achieving out of that curriculum. I would just like to get a little bit clearer of a response of what we're doing to make sure that school to school, the opportunities are equal. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We have student assessment and our department is working to build the capacity of our educators to assess students effectively. This work is aligned with the government's mandate of reinvesting in education and will strengthen the K to 12 education system.

It's our legislated obligation to ensure that students are supported to succeed in school-based on their unique strengths and challenges as learners. We have the inclusive education policy, which was enacted in 2020, and that provides direction to ensure schools are implementing inclusive education as defined in the policy and as mandated by section 6 of the *Education Act*. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I do thank the minister for that response, however, what I am looking at is "how?" You describe you have responsibilities and mandates and there are policies and legislation that directs you on what to do, but how is it done? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. A lot of the work that is happening is around teacher training to improve their professional practice. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I appreciate that. Maybe if the minister could describe what some of those training programs entail. What type of specific actions are they being trained to work into their classroom activity? Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Assistant Deputy Minister Abbott to answer that question. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. Thanks to the member for the question.

Some of the work that we're doing through the Educator Development Division and our Student Achievement Division is in direct support of teachers around things like differentiation. So working with a diverse group of students and supporting every student where they are, understanding that there is that range of abilities in the classroom. Also working on really concrete things like reading and writing strategies and Balance Literacy. A lot of the work that we're doing around improving student literacy outcomes are directly related to our Balance Literacy program.

So we are breaking that down into the strategies that teachers need to teach kids how to read and therefore be able to move forward in all of their learning. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. I have no more names. Oh, sorry. Minister Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. My question is going to be related to Mr. Hickes's question with regard to student achievement and student assessments and supports, give teachers are working with a class of students with a wide ranging set of abilities and the difficulties that are associated with that.

It's good that we have a set curriculum that teachers are utilizing, but then again, it gets very difficult when there are varying levels of abilities within each classroom. I believe it was New Brunswick in 2019 came up with a blue paper or development of policy to move away from the age-based grade system and group kids by ability as opposed to age.

So there would be students in one class from the ages of 9-11 all grouped together because they're all at the same level. With regard to student achievement and tying with curriculum as well in K-12, this question could be asked under several different areas.

I'm just curious if that is something that the Department of Education and the minister was aware of or had considered. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, we are aware of that change that New Brunswick is undertaking. *Quana*, Mr. Chairman.

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

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you, minister for that response. The announcement that was made by their minister of early childhood was called for reforming their education system. It's not something that can be easily done within a short period of time, but if, say, in 5, 10, 20 years down the road that Nunavut adopts that method of schooling, ability based as opposed to age based, I was wondering what kind of benefit that that would have on our education system? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I'd like to ask Assistant Deputy Minister Abbott to elaborate. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Abbott.

**Ms. Abbott:** Thank you, Mr. Chairman. Thanks for that question. I think it's really interesting to consider, but given we're such a young education system, it's a bit difficult to kind of picture what that could look like.

That said, I think one of the things that we're doing in our system already, in perhaps smaller, incremental steps, is removing some of those grade labels, certainly as it relates to literacy. If you look at our guided reading program, it's based on levels and not grades. The levels fit within categories like early emergent, emergent, so it speaks more to those abilities and skills, versus that hard number attached to it. It's progressive, but also moves you into an independent reader stage.

So, I think if we look at those small pieces within our system that we can do implement in the short term, that may get us to where we might want to go in a longer term. Thank you.

**Chairman** (interpretation): Thank you. I have no more names on my list. Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman. My question is about the budget. There's not much added to the budget this year and there are new priorities in the business plan for 2022-23. It states here, somewhere, that (interpretation ends) as you state that you will complete and implement the Makimattiarniq planning guide for school leaders and the teaching and supporting positive behaviour guide for teachers.

My question is: when is this aim for completion? (Interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The department is in the process of publishing and translating both guides, which will be implemented in this coming school year. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman. Directly below that, it also states that (interpretation ends) to complete in the service of Ajungittugut K-1 and to 2-3 social emotional learning and resiliency program, and kits for Ilinniarvimmi Inuusiliriji to use with groups.

(interpretation) With the student counsellors in the school... Being a counsellor in school, I know we have male and female students in schools. Do some schools have more than one student counsellor? The reason I'm asking this, Mr. Chairman, is that a male should not be alone in the same room as with a young girl. Is this being looked at? Do you come to agreements with the local DEA, because I'm sure they expect something like this and that is why I'm mentioning it? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. There is one for each school, so whether it is a male or female, it depends on what person was successful and holds that job. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman. Also in here, I would like to ask (interpretation) Nunavut's Department of Education supports the provision of inclusive education across Nunavut schools. What specific specialized services and supports are available for students with such conditions as fetal alcohol system disorder, attention deficit hyperactive disorder, or Down syndrome? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. There are a number of handbooks coming out very soon in regard to those topics that will assist our schools. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Chairman. I also thank you. Also, (interpretation ends) one last question that I want to ask is: The business plan indicates on Page 117 that the department will in-service a social, emotional, learning and resilience program for K-1 and 2-3 groups. Who will deliver this program? (interpretation) Thank you.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. We will do that process internally. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) The next person on my list: Mr. Kaernek.

**Mr. Kaernek:** Thank you, Mr. Chairman. I just have a couple of questions, but I might have a few more, depending on the answers. When it comes to student support assessment, looking at your priorities on Page 116 with the top bullet, is that under priorities, the department is “To oversee home schooling and provide health and wellness...”. How will the department be able to track when it comes to home schooling and as a few of my colleagues have concerns with this curriculum when it comes to inclusive education, moving from one community to another community, how will the department be able to ensure that there is support from DEAs or the Department of Education? How will this plan play out once this budget has been passed? Mr. Chairman, thank you.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman and thank you for the question. If anyone is interested for home schooling, the parents would apply or guardians would apply to the principal who then brings it forward to the district education authority, and that is when it is approved or not approved. *Quana*, Mr. Chairman.

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

**Mr. Kaernek:** Thank you, Mr. Chairman. Have there been any communities that have had home schooling within the past years? Have there been any parents that requested home schooling in the past? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. Yes, there have been students within Nunavut that have done home schooling. *Quana*, Mr. Chairman.

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

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As you have stated, minister, that if it's approved, so does the department consider them as an employee or what's the process under the Inuit Employment Plan, Mr. Chairman? Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I'm not sure I fully understand what employee they would be a part of, but they would be doing it on their own as a parent or guardian, so they're doing it out of their own will to home school their children and would not be paid to be a teacher, for example, to their student.

However, I can say that there are reimbursements that can be supplied to the parent to pay for the home schooling courses and the books that are required to teach the child at home and those costs are covered through the district education authority or the commission scolaire francophone du Nunavut. *Quana*, Mr. Chairman.

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

**Mr. Kaerner:** Thank you, Mr. Chairman. The reason why I said that is under the *Katujjiluta* mandate that Inuit employment was also the priority in our term. That's why I decided to mention that.

Would bullying be one of the reasons for those parents that if I'm being bullied too much and I go to my parents and say that I have been bullied too much and I don't want to go to school anymore because it's stated here on page 117, I believe, when it comes to bullying, would that be also one of the reasons if a student or a parent decided to have home schooling? Would that be one of the priorities that the student is being bullied too much and the parent applies for home schooling? Is that a priority too when it comes to bullying prevention, Mr. Chairman? Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* for the question. Applying and going to home schooling is not necessarily as a result of bullying and, if there is bullying that is occurring preventing a child not wanting to go to school or to do home schooling, we encourage the parents and the student to talk to the school staff about the situation and they will work together to ensure that the needs are being addressed through various ways to support.

We want students to be staying in school and to be going to school and we don't want to resort to them going and taking and being home schooled. However, home schooling is always an option for those who might want to and I think, in most cases, people choose home schooling for various reasons and I think some of them are it depends on each household, but I would hope and hope that bullying is not one of the reasons why.  
*Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman. As you have stated, the parent can go up to the meetings to the DEA and request to have their student as home schooling. What criteria does the parent have to meet in order to have home schooling? What criteria are there? I just stated one, stating one is the bullying prevention. What criteria do parents have to meet in order for that student to have home schooling, Mr. Chairman? Thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: There are a number of different criteria. The first is that students have to be at least six years old, but under the age of 18 on December 31 of the school year, and they must be registered in a Nunavut school. They can apply to the district education authority to be in a home schooling program.

There is also [that] a child cannot be home schooled unless they are registered in a home schooling program through their local school, and the program must be approved by the district education authority. *Quana*, Mr. Chairman.

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

**Mr. Kaerner**: Thank you, Mr. Chairman and thank you for that information, minister. I'm sure there are parents interested with children for home schooling, when it comes to preventing bullying and making sure they are up to date with their assessment in support.

Also I would like to move on with my last question here, Mr. Chairman. The minister stated earlier; when it comes to these students with disabilities, are there any teachers or counsellors that are trained to assist disable children when it comes to student support? Are there any trained counsellors or teachers that can enable teaching a disabled child under student assessment and student support? Mr. Chairman, thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross**: *Quana*, Mr. Chairman. Yes, our teachers can be trained for special needs and we do have student support teachers in our classes, depending on the needs, if there are needs for our students. It depends on the situation of each individual student, and currently our school-based teams support teachers to ensure the needs of all students are met, including students exhibiting symptoms of fetal alcohol syndrome disorder, or whether or not there is a medical diagnosis. *Quana*, Mr. Chairman.

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

**Mr. Kaernerck:** Thank you, Mr. Chairman. That is nice to know that there are teachers that are trained to teach our disabled children.

So also, when it comes to student achievements, once a student completes their grade 12, I often hear these graduates are just wandering around the streets, not seeking further education when it comes to student achievements.

How would the Department of Education be able to work with the Minister of Arctic College in saying how they would be able to go for an apprenticeship or to enter into the Nunavut Teacher Education Program? How would the department be able to make assessment when it comes to furthering their education when they want to go to Arctic College? How is the plan laid out on that? Mr. Chairman, thank you.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. There are a number of things that we have been initiating and working on. I can say that Family Services, the Nunavut Arctic College, and the Department of Education are looking at opportunities to support Nunavummiut in other training opportunities in areas where we can further support Nunavummiut, but also under the Student Educator Ratio we will have a guidance counsellor in every high school across our territory. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. I have no more names on my list. I would just like to ask one question then. For inclusive schooling in Nunavut, I know there are some students who have disabilities; whether it be physical or mental. If there is an outside assessment and the student needs an SSA, will that student get an SSA? Will the Department of Education hire an SSA for that student on an outside source evaluation? Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. If a student does require assistance or special needs assistance, the student support teacher can apply to our Student Achievement Division and we will look at opportunities to support the individual student to meet their educational needs and support. *Quana*, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) It must be a long evening because I'm using acronyms.

>>*Laughter*

Student Achievement on G-9. Total Operations and Maintenance, to be Voted.  
\$5,809,000. Agreed?

**Some Members:** Agreed.



**Chairman:** Mr. Malliki.

**Mr. Malliki:** I would like to report progress, please. Thank you, Mr. Chairman.

**Chairman:** We have a motion on the floor and it's not debatable. Those in favour of the motion. Hang on. We have to actually count here now, so please, those in favour of the motion, hold your hands up. Right now we don't have...okay. Those against the motion. Motion is carried.

Sergeant-at-Arms, please escort the officials from the witness table and I will rise to report progress.

**Speaker:** Report of the Committee of the Whole. Mr. Savikataaq.

### **Item 20: Report of the Committee of the Whole**

**Mr. Savikataaq** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Your committee has been considering Bill 1 and would like to report progress. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker:** There is a motion on the floor. Is there a seconder? Mr. Quqqiaq. The motion is in order. To the motion.

**Some Hon. Members:** Question.

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

Third Reading of Bills. Item 22. *Orders of the Day*. Mr. Clerk.

### **Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that the Full Caucus meets tomorrow at ten o'clock in the Nanuq Boardroom.

*Orders of the Day* for June 7:

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 1
  - Bill 2
  - Bill 3
  - Bill 5
  - Bill 6
20. Report of the Committee of the Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

>>*Applause*

**Speaker:** This House stands adjourned until Tuesday, June 7, at 1:30 p.m.

Sergeant-at-Arms.

>>*House adjourned at 20:35*

