

Havakvingni Ministam Pamela Hakongak Gross 「つへく ぐし」 Hode しゃ リウ・ハーケーの Office of Minister Pamela Hakongak Gross Bureau du ministre Pamela Hakongak Gross

MLA Joe Savikataaq Chair, Committee of the Whole Legislative Assembly of Nunavut Iqaluit, NU XOA 0H0

May 8, 2023

Dear Mr. Savikataaq,

Thank you for allowing me and my officials to appear before the Committee of the Whole to respond to questions regarding the Department of Education's Business Plan Priorities for 2023-2026.

During the appearance, I committed to providing additional information related to the Department of Education's progress towards our goals and initiatives. I am pleased to provide the Committee with these details through this letter. I have organized the information below by topic of inquiry.

Graduation Statistics and Population

During our appearance, we were asked to provide a number of statistics related to the grade 12 graduation rates in Nunavut. Included in this request is Nunavut's population estimate of youth ages 17- and 18-year-olds, and the number of students enrolled in Nunavut schools 12 years prior.

As previously shared during the Committee of the Whole, there were 262 graduates in 2022. The average number of youth between 17 and 18, according to Nunavut Population Estimates for 2022 (extrapolated from 2021 data) is 683. This means the 2022 gross graduation rate is 38.4%.

There was a question posed as to why we do not look at graduate statistics from a comparison of the number of students entering the school system at a kindergarten level and move forward with their cohort. After a review of the database, the number of students entering kindergarten in 2009-2010 was 527. Using this number as a baseline for graduate statistics may become problematic for a variety of reasons:

The number of students in schools is commonly higher at an early age. Transient families
are most common when the children are younger or in early grades in school.



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- Many students stop attending school for various reasons which are not always captured.
 Of the noted reasons, students exited the school system due to health-related issues,
 moving from the territory, becoming a young parent and taking time off of school,
 dropping out to support family, or passing away.
- Further, a number of students take more than the expected 12 years to graduate;
 therefore, the graduate numbers are mixed with students from different cohorts entering the school system.

Although this information is very interesting and valuable in analyzing graduation, student progress, and attrition, my department is looking into alternative ways to best capture graduation rates for Nunavut. As was noted in the Committee of the Whole, we are working with other jurisdictions, including the Northwest Territories, to identify the most accurate way to measure graduation.

District Education Authorities

The Committee of the Whole asked us to provide the number of District Education Authorities who provide an early learning program. Below is a table outlining which District Education Authorities operate a licenced early learning program or are accessing funding under the Education Act Inuit Culture and Language Funding.

District Education Authorities

Community	Daycare	Licensed Preschool Program	Aboriginal Head Start Program	Licensed Afterschool Program	Access ELCC Language and Culture Funding under the Education Act
lgloolik	1	0	1	0	1
Pond Inlet	1	0	0	0	0
Iqaluit/CSFN	0	1	0	1	0
Sanikiluaq	1	0	0	0	1
Naujaat	0	0	0	0	1
Gjoa Haven	0	0	1	0	0
Kugluktuk	0	0	1	0	0
Taloyoak	0	0	1	0	0
Nunavut Totals	3	1	4	1	3



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<u>Victor Sammurtok School – Chesterfield Inlet</u>

During our appearance, we received a request for an update on a letter written by the Chesterfield Inlet District Education Authority concerning the lack of a grade 5/6 teacher. It was expressed that the District Education Authority was concerned that the hiring process was incomplete and wished for an update as to when a teacher would be hired.

I am pleased to inform the Committee that the position was filled on February 16, 2023. I wish the new teacher and our young students the best of luck with the remainder of the school year.

School supports for children with specialized needs

During our appearance, the Committee asked for the number of Student Support Assistants assigned to work with children with specialized needs. Student Support Assistants are assigned by the principal to work within classrooms or with children who display the greatest needs. These tasks can vary daily or may be assigned to particular classrooms or student(s) with specialized needs for the school year. To clarify, all Student Support Assistants can be considered working with children with specialized or individualized needs, and there are currently 135 Student Support Assistants working across all our schools.

Our schools also have Student Support Teachers. Student Support Teachers work with the main teacher and the school team to assist with identifying individualized needs of students and supporting the planning and provision of services to meet their needs. Under the direction of the school team, Student Support Teachers also support the work of the Student Support Assistants. The staff funding formula resources all schools for Student Support Teacher positions.

Early leavers from school due to COVID-19

During our appearance, we were asked about early leavers of school due to COVID-19. Currently, our student information system does not track the number of students who stopped attending school due to COVID-19. The student information system relies on the input at the school level and not all schools input the reason for a student that stops attending school.

The department did see a direct impact on student attendance due to COVID-19. When schools were open throughout the pandemic, attendance levels were in the 30% - 40% range.



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I am pleased to share that attendance this school year has significantly increased since that time. In September 2022, the average attendance was 67.2%, and the January 2023 average attendance across schools was 75.3%. A rate even higher than pre-COVID-19 average attendance rates. We will continue to encourage school staff to work with all students who may need additional support to return to and stay in school.

Mental Health Support

During the sitting, we were asked about mental health support services and the timing of the rollout. This year, we have school-based mental health support services in 12 communities, including Gjoa Haven, Kugluktuk, Cambridge Bay, Kinngait, Pond Inlet, Igloolik, Clyde River, Sanirajak, Arviat, Whale Cove, Coral Harbour, and Naujaat. With the approval of the 2023-24 budget, the department can now roll out these mental health support services in all communities, beginning next school year.

Our department also partners with the Canadian Red Cross to offer stabilizing psychosocial support to all school communities, as needed, following a social emergency or crisis.

There has been some question about the varying roles of the Departments of Health and Education in providing mental health support services. The Department of Education does not want to duplicate services, but instead, we work with the Department of Health to fill gaps, prioritize vulnerable and under-served sections of the population, and comply with our obligations under the *Education Act*.

Along a continuum of mental health services, school-based services focus primarily on prevention, early intervention, and targeted, individualized services.

Early identification of the mental health needs of students and those at risk of developing mental health problems is a crucial step in preventing more chronic or acute mental health challenges and risks that may require more intensive treatment provided by the Department of Health.

I look forward to updating members as we continue to expand our mental health support services.

School Land-Based Programs

The Committee requested further information on culturally relevant curriculum that focuses on land-based programming and skills. Learning can take place in a



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variety of settings, including land trips that provide structured learning experiences. The Department of Education encourages schools to include locally developed courses that are facilitated in Inuktut and use the expertise of Elders, and hunters and trappers, among others.

Schools determine when they will provide land-based programming based on their expertise in leading the event, the time of year, and the land programming they wish to offer.

Some examples of land programs schools participate in include seal net excursions, tent making, and boating/hunting. We believe that locally developed courses and programs will further enhance and cultivate the talents, interested, skills and abilities of our students.

Concern has been raised in the past about limitations that insurance issues have caused in relation to on-the-land programs run out of our schools.

The department has been working with Government of Nunavut Risk Management to resolve an issue related to insurance coverage for skidoos and other vehicles used on land trips.

The Government of Nunavut insurance has always covered DEA or school-owned vehicles. There is now also extended insurance coverage for non-DEA or non-GN-owned snowmobiles and ATVs participating in school excursions, including parent or community-owned snowmobiles and ATVs. These snowmobiles and ATVs will be covered for injury to students and drivers through third-party liability coverage.

This adjustment of insurance coverage will help eliminate barriers that may have been limiting schools in their provision of on-the-land programs for students.

FANS Recipients

During our appearance, a question was posed regarding the rate of Financial Assistance for Nunavut Students (FANS) recipients that do not complete their program of study. During the 2022/23 academic year, 75 FANS students have chosen to withdraw from their post-secondary education program. This represents approximately 18% of students enrolled in the winter semester.

Students may leave their post-secondary program for various reasons, and the Department of Education supports students who wish to apply to return to school after leaving.

Through its comprehensive review of the FANS program, the department is exploring ways to enhance supports for students to increase the number of successful post-secondary graduates.



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Violence Reporting

The Department of Education recently launched its Violent Incident Reporting System for schools. During our appearance, some members had questions about the system and the data.

It has been approximately six months since the system's launch, and the Department of Education is reporting preliminary data collected. Please find attached a summary of the data collected to date through the violence reporting system.

The data collected through this system will be used to target programs and training to reduce violence in our schools.

PASS Report on Inuit Men

During our appearance, members had questions about the department's work to increase the engagement of Inuit men in the Pathway to Adult Secondary School (PASS) program. I committed to providing the members with research that the department had done on the issue. Attached to this letter is the report entitled "Improving Participation of Inuit Men in Pass".

Curriculum Development Timeline

In our appearance before COW, I indicated that we were on track regarding our curriculum development for the made-in-Nunavut curriculum for all grades and subjects. Members requested that we share the specific timelines for this curriculum development. Attached to this letter is a summary timeline table of K-12 curriculum development and implementation for Nunavut.

Thank you again for the opportunity to appear before the Committee of the Whole and for allowing me to share additional information from the Department of Education.

If you have any further questions, please do not hesitate to contact me.

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Honourable Pamela Hakongak Gross

Minister of Education

Cc Rebecca Hainnu, Deputy Minister

DATA SUMMARY - VIOLENT INCIDENT REPORTS SUBMITTED THROUGH THE ONLINE REPORTING SYSTEM WITHIN NUNAVUT SCHOOLS (01 Oct 2022 - 31 Mar 2023)

	195
Total number of schools in Nunavut	45
Total number of students in Nunavut (as of Sept 2022)	10,629

Disclaimer

- The purpose of this reporting system is to get a basic understanding of the type of incidents occurring in Nunavut schools. This will help the Department of Education to identify trends so that we may target our programs and interventions appropriately.
- This is a new reporting system that was introduced in October 2022. The school staff are still adapting to the system and understanding the value of reporting.
- This is a voluntary reporting system used only by the school staff and the data presented is a reflection of number of voluntary reports submitted.
- At this time, all incidents may not get reported in this system, therefore this summary may not reflect all incidents that occurred in the territory.
- The number of reports may not reflect the exact number of unique incidents that occurred, as there could be multiple submissions made by different people for one incident.

TABLE 1 – Violent incidents categorized based on parties involved

	Student on Student	Student on Staff	Staff on Student	Staff on Staff	Other*
Incidents recorded as Abuse/Assault	63	51	0	11	74
Incidents recorded as Discrimination	0	2	0	2	5
Incidents recorded as Threats	10	27	0	4	44
Total	73	80	0	17	123

^{*}Some reports were incomplete and not all applicable information was filled in. Where possible we have taken measures to reduce the impact of such reports on overall statistics. E.g. If the target of the act was not identified, these reports were counted in the 'other' category.

TABLE 2 - Violent incidents involving property damages or personal injuries

Total number of property damage incidents	35
Incidents causing property damage as part of a violent incident	26
Incidents causing only property damage	9
Property damage incidents caused by students	34
Violent Incidents that resulted in personal injuries	30

Data Analysis

- For the reporting period of first 6 months, the average is 32.5 reports/month across 45 schools in all regions.
- 67% of the schools had at least one incident reported in the online system.
- Majority of the incidents are in the categories of "students on staff" and "student on student".
- The most frequent type of violent behavior is in the category of abuse/assault, followed by threats.
- The least number of reports are in the category of discrimination.
- There has been no reported incidents of sexual discrimination or sexual harassment.
- There have been no reported incidents of staff demonstrating violent or discriminatory behaviors against students.
- 15% of the reported incidents resulted in personal injuries.
- 18% of the reported incidents caused property damage.
- 97% of the reported property damage incidents have been caused by students.
- 10% of the reports indicate that the RCMP was called in.

Kindergarten-Grade 6 Development Timelines

Curriculum, Resources, Assessment, and Training

Inuktut 1st Language (IL1) Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Implementation (school year) August 2024 August 2025 August 2026 August 2027 August 2029 August 2030 August 2031							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2024	August 2025	August 2026	August 2027	August 2029	August 2030	August 2031

Inuktut 2 nd Language (IL2) - Inuktitut Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Implementation (school year) August 2025 August 2026 August 2027 August 2020 August 2020 August 2020							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030	August 2031

Inuktut 2 nd Language (IL2) - Inuinnaqtun Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Implementation (school year) August 2025 August 2026 August 2027 August 2028 August 2029 August 2030 August 2031							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030	August 2031

Inuktut Language Immersion Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2024	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030

English 2 nd Language Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Implementation (school year) August 2024 August 2025 August 2026 August 2027 August 2031 August 2032 August 2033							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2024	August 2025	August 2026	August 2027	August 2031	August 2032	August 2033

		English '	1 st Language				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2024	August 2025	August 2026	August 2027	August 2031	August 2032	August 2033

Fine Arts (Arts Education)								
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Implementation (school year)	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030	August 2031	

		Socia	al Studies				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Implementation (school year)	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030	August 2031

Physical Education, Health, and Wellness									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		
Implementation (school year)	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030	August 2031		

Math									
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6		
Implementation (school year)	August 2027	August 2028	August 2029	August 2030	August 2031	August 2032	August 2033		

Science								
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
Implementation (school year)	August 2025	August 2026	August 2027	August 2028	August 2029	August 2030	August 2031	

Grade 7–12 Development Timelines

Curriculum, Resources, Assessment, and Training

Inuktut 1 st Language (IL1)								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2032	August 2033	August 2034	August 2036	August 2037	August 2038		

Inuktut 2 nd Language (IL2) - Inuktitut								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2030	August 2030	August 2031	August 2032	August 2033	August 2034		

Inuktut 2 nd Language (IL2) – Inuinnaqtun								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2032	August 2033	August 2034	August 2035	August 2036	August 2037		

Inuktut Language Immersion (ILI)								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2030	August 2030	August 2031	August 2032	August 2033	August 2034		

English 2 nd Language (EL2)								
Implementation (school year)	August 2036	August 2037	August 2038	August 2039	August 2039	August 2039		

English 1 st Language (EL1)								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2036	August 2037	August 2038	August 2039	August 2039	August 2039		

Fine Arts (Arts Education)								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2032	August 2033	August 2034	August 2035	August 2036	August 2037		

Social Studies								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2032	August 2033	August 2034	August 2035	August 2036	August 2037		

Physical Education, Health, and Wellness								
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Implementation (school year)	August 2032	August 2033	August 2034	August 2035	August 2036	August 2037		

Math									
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Implementation (school year)	August 2034	August 2035	August 2036	August 2037	August 2038	August 2039			

Science									
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Implementation (school year)	August 2032	August 2033	August 2034	August 2035	August 2036	August 2037			