Standing Committee on Oversight of Government Operations and Public Accounts Hearing on the 2020-21, 2021-22, and 2022-23 Annual Reports of the Representative for Children and Youth Iqaluit, Nunavut April 22, 2024

Members Present:

George Hickes, Chair Bobby Anavilok Janet Pitsiulaaq Brewster Adam Lightstone Joanna Quassa Joseph Inagayuk Quqqiaq Alexander Sammurtok, Co-Chair Joe Savikataaq Craig Simailak

Staff Members: Stephen Innuksuk Siobhan Moss

Interpreters:

Eva Ayalik Andrew Dialla Lisa Ipeelee James Panioyak Jacopoosie Peter Blandina Tulugarjuk

Witnesses:

Jane Bates, Representative for Children and Youth Olivia Barker, Manager of Individual Advocacy Services Jennifer Berry, Assistant Deputy Minister of Health Operations Charlotte Borg, Director of Student Achievement Christine Ellsworth, Associate Deputy Minister of Justice Jonathan Ellsworth, Deputy Minister of Family Services

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| Kim Foster, Manager of Communications and | ₽ |
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| Public Awareness | ᠈ᡆ᠆᠘᠂᠂᠔ᢀᠣᡟᢦ᠘ᡩ᠙᠕᠅ᠺ |
| Rebecca Hainnu, Deputy Minister of Education | Þᡄ᠋ᠰ᠋᠋b ᡰᠯᡏ᠘ᡨᡅ, ᠘ᡄᠲᠣᡏ᠋᠋ᠮᡔᠧᡞ᠋᠋ᠥ᠋ᠶ᠘᠋ |
| Megan Hunt, Deputy Minister of Health | ⊃י⊂⊲ |
| Sandy Kownak, Associate Deputy Minister of | ᠘᠘᠋᠋᠋᠋ᡌ᠆ᢂ᠆ᡩ,᠂᠋ᡠ᠊ᠣ᠊᠋ᡏ᠋ᡃᢐᡃ᠋ᡅ᠋ᢨᡳᢉᠫᠧ᠋᠋᠋ᠧ᠋᠋ᠴᡦ᠋ᠴ᠋ᡗ |
| Family Services | ר⊲ |
| David Lawson, Assistant Deputy Minister of | ᡃ᠋ᡪᠲ᠂᠋ᡃ᠋ᡖᢂ᠆᠋ᠴ᠖᠆ᡣ᠋ᠴ᠋᠋ᠴ᠋᠆᠘ᠴ |
| Justice | ᠫᡃᡄ᠋᠋᠋᠋ᠵᢣᢄ᠋ᡃᡉᢗᢂᢣ᠋ᡃ |
| Victoria Madsen, Assistant Deputy Minister of | ՀՃ&Ո ൎᡄᢣᠲ, ᠘᠆᠋ᡫᡄ᠇ᡅ᠋ᠳᠫᡗ᠆ᠮᠳᡃᢗᢂ᠋ᡬ᠋᠋᠆᠆ᡘ |
| Inuusivut | Δb ₄ s ^b Ω [∞] U |
| Colby O'Donnell, Director of Child and Family | ል»ጋ⊲ሊታ Լበኁ°, ΓσʹርϷ< ጋʹϲʹϤϹ Δb៩%∩∿Ⴑ |
| Services | ᠕ᡠᡗᢟᡃᡆᠲᠴᡄ |
| Dean Wells, Corporate Chief Information | d ^ε Λ ϷĊͻ ^ϵ , ϽΡͿϤ℠ϺϤϒ ϞϞϞ ΔϲϮ·Ͻ· <i>ͻ</i> |
| Officer, CGS | . ንዉግኅብናብንሩለ |
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| >>Committee commenced at 9:00 | |
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| Chairman (Mr. Hickes): Good morning, | |
| everybody. I would like to start proceedings on | >>b∩L≻ና≟< ∧r⊲™⊃< 9:00F |
| the Standing Committee on Oversight of | |
| Government Operations and Public Accounts | Δ•/«ϷϹ· • (ዘΔ ^ϧ)(ጋኣኦበJና): Ϸ·ϲʹϷϭϤ Δͺϳ·ͼϥϟ ΛΓϤϨͰϞʹϧ Ϸϟϟσ·ΓϚ ϷϹʹͽϷ≪ϷϽϚ ϷႶͰϷϚϲϚ |
| regarding the televised hearing on the 2020-21, | ΔΡ< <u>Π</u> ⁶ / |
| 2021-22, and 2022-23 annual reports for the | URLOG Papy-and Color and |
| Nunavut Representative for Children and | ددف/هط فد ^م ههده 2020-21, 2021-22, |
| Youth. | 4L 2022-23 4 ^s dJCL ^s γDΛ ^c Dσ ^b ^c Δα ^b ^c |
| | ۵C%۵۵ Lbd>۵°۵ Pbb>۵۲ Lbd>۲ |
| Before we get started, I would like to ask Ms. | |
| Quassa to lead us in prayer, please. | |
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| >>Prayer | >>_brd4p2c |
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| Chairman (interpretation): Thank you. | Δ৬/≪ϷϹናゅ (ϽϞϟႶͿϲ): Ϸ·ϲʹϷϭϚ. ʹϭϭϗϤ <i>ϲ</i> ϧϽϧϼ |
| (interpretation ends) Good morning. I am | CLJJ∿Ს ᲮᲘLஏᠳ᠋ᡗ ᠌᠋ᡔ᠌ᡨᡅ᠕ᡩᡅᠺᡧ |
| pleased to begin by welcoming everyone to this | ₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽ |
| meeting of the Legislative Assembly's Standing | ᡁ᠙᠘ᡃᡆ᠂᠋ᢂᡔᡄᠣ᠋᠋᠂ᡥᠴᢄ᠈ᢞᢐ᠋᠌ᡔ᠋ |
| Committee on Oversight of Government | ᡅᢈ᠆ᡆᢄ᠆᠘ᢛᢣᢛ᠋᠋᠘ᡄ |
| Operations and Public Accounts. We have | |
| convened today on the occasion of the Standing | Ϸ·ʹͻϹͺϷͶͳ;ϞͶͽϷϞϹϤͽ;ϽϯͺϷͶͳϧϩϚͺϹϹϣϟͽϥͼ |
| Committee's televised hearing on the 2020-21, | فد * שישי איל חרי ברי 2020-21, 2021- |
| 2021-22, and 2022-23 annual reports of | 22 ⊲ၬL 2022-23 ⊲ናና່ͿርĹኈፖ▷ሰና ▷σຩ๎Ⴆ∿ቦ°σຩ |
| Nunavut's Representative for Children and | ᡣᡣᡪᢛᢗᠵᡄᢂ᠋᠂ᠴᡆᢀ᠋ᡗ᠘ᢢᡆ᠑ᠴᡆ᠋ |
| Youth. | |
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| I would first like to introduce my Standing | ۲۶ ⁻ -۲۳ ԵΠL۲۹ذ کان۵۸ ⁻ ۵ P ⁻ d ⁻ L ⁻ i |
| Committee colleagues: | α_⊃α_ΔbΔ°α_PL۶°b: |
| Commutee concagues. | |

| Alexander Sammurtok, Co-Chair of the Standing Committee and Member for Rankin Inlet North-Chesterfield Inlet; Bobby Anavilok, Member for Kugluktuk; Janet Brewster, Member for Iqaluit-Sinaa; Adam Arreak Lightstone, Member for Iqaluit-Manirajak; Joanna Quassa, Member for Aggu; Joseph Quqqiaq, Member for Netsilik; Joe Savikataaq, Member for Arviat South; and Craig Simailak, Member for Baker Lake. Nunavut's Representative for Children and Youth is appointed on the recommendation of the Legislative Assembly. Ms. Bate's term of office began on June 6, 2019. As an independent officer of the House, the Representative for Children and Youth is required by law to prepare and submit an annual report to the Legislative Assembly. | |
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| The 2020-21 Annual Report of the Representative for Children and Youth was tabled in the Legislative Assembly on November 19, 2021. The 2021-22 annual report was tabled on October 26, 2022. The 2022-23 annual report was tabled on October 19, 2023. | 2020-21 <pre>4%</pre> 2020-21 <pre>4%</pre> 4% 2021-C. 2021-22 4% 2021-C. 2021-22 4% 2021-C. 2022-23-C <pre>4%</pre> 4% 2021-C. 2022-23-C <pre>4%</pre> 4% 2021-C. 2022-23-C <pre>4%</pre> 4% 2021-C. 2022-23-C <pre>4%</pre> 4% 2021-C. 2022-23-C <pre>4%</pre> 2021-C. 2022-23-C. <pre>4%</pre> 2021-C. 2022-23-C. <pre>4%</pre> 2021-C. 2022-23-C. <pre>4%</pre> 2021-C. 2022-C. <pre>4%</pre> 2021-C. 2022-C. <pre>4%</pre> 2021-C. 2022-C. <pre>4%</pre> 2021-C. <pre>4%</pre> 2021-C. 2022-C. <pre>4%</pre> 2021-C. 2022-C. <pre>4%</pre> 2021-C. <pre>2023-C. </pre> |
| The Representative for Children and Youth's 2024-27 business plan was tabled in the Legislative Assembly on February 27, 2024. | ለጉረነውና Ľየውጋው∸ጋ የካሁኈጋ∆ት⊳< 2024-27-ጔና ለলሊ⊲ንህσ⊲ኈጋና <ና⊾ኦበጐቦና Lলሁলኦናልኈጔና ኣኈዖርኦ∟ኦኈፖL⊀ና ልዎ⊲ሲ 27, 2024-Γ. |
| This week's televised hearing provides an opportunity for the representative's observations and recommendations to be discussed in a public forum. | CLጋLઌ Λ௳ᢣᡆ᠋ᠻᢣ᠋ᠮ ᢗᡄ᠋᠌ᡬ᠋ᢆᡧ᠋ᡃᡠᡃᢛ᠋ᠬᡝ᠊᠋ᠴᢗ ᠙ᡃ᠋ᡶ᠋᠉ᠫ᠘ᢣᢂ᠋᠈᠈ᢣ᠋᠋ᡘᢣ᠋ᠮᢄᡄ᠋ᢤᡳ᠋ᢪᠥ ᡏ᠋ᠴ᠋ᠴ᠘᠆ᡩᡆ᠋ᡬ᠆ᡩ᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠺ᠋᠋᠉᠋᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Officials from the departments of Family Services, Health, Education, and Finance are also appearing at this televised hearing and I will shortly be inviting government witnesses to make their opening statements to the Standing Committee. | ᡃ᠋᠋ᢆ᠋ᢆᢣᡪᡃᢪᡠ᠋᠋᠄ᡃ᠋ᡋᢗᢦᠳᡐ᠋ᡗᠮ᠊ᡃ᠋ᢞᡃᠥ᠘ᠴᡄ᠋᠋᠌᠋ᡔᡄᡅᢣᡃᡉᡃᡄ, ᡏ᠆ᠳᡏ᠖᠋ᡆᢩᢨᠺᡊᠫᡄᡅᢣᡃᡆ᠋ᡗ᠂ᡬᡆ᠌᠋᠌᠌ᢣᡔᡅᢣᡃᡆ᠆ᠴ ᠕ᡄᠬ᠗᠋᠋᠋᠋ᡥᡎ᠋᠆᠆᠅᠖᠄ᡐ᠘᠘᠙᠘ᢩᢣᡆᢪ᠊ᠣ᠌ᢁ᠅᠋᠖᠉ᠫᠥ ᠋ ᠖᠘᠋ᡩ᠔᠋᠆᠈ᢑᢄ᠆ᡆᢩ᠂ᠳᡐᡗ᠘ᢗ᠖᠋ᡅ᠘ᢣᡪᡄ᠋ᠴᡄ |

I would like to conclude by addressing some housekeeping matters.

I ask all Members and witnesses to ensure that their cellphones and other electronic devices do not disrupt these proceedings.

In order to assist our interpreters and technical staff, I ask that all Members and witnesses go through the Chair before speaking.

I also ask that all Members and witnesses refrain from the use of acronyms during these proceedings.

Members of the Standing Committee have been provided with a number of documents for their ease of reference during this televised hearing. For the benefit of our witnesses and interpreters, I ask Members to be precise when quoting from or making reference to specific documents.

This hearing is being televised live across Nunavut on community cable stations and the direct-to-home satellite services of both the Bell and Shaw networks. It is also being livestreamed on the Legislative Assembly's website. Transcripts of the televised hearing will be posted on the Legislative Assembly's website at a later date.

Under Rule 91(5) of the *Rules of the Legislative Assembly of Nunavut*, the government is required to table a formal written response to reports of Standing Committees within 120 days of their presentation, and I anticipate that we will be presenting our report on this televised hearing at the upcoming fall sitting of the House.

I will now invite the Representative for Children and Youth to make her opening statement. Ms. Bates. ሬድ ለቦላ፣dሮኈbና ለʔ٢ኁው ሬቴውጋው ጋ የካሁኈጋሏት Lጋሏኈለኁላበኈቦኈው ኦኄኦኦናቴቫሮኈጋህ. Γኁ <ፈናኁ.

Ms. Bates: Thank you, Mr. Chairman, and good morning. Joining me today are Kim Foster, Manager of Communications and Public Awareness and the Acting Director of Child and Youth Advocacy Services for the '22-23 fiscal year; and Olivia Barker, the Acting Manager of Individual Advocacy Services. I would also like to acknowledge the officials from the four main child- and youth-serving departments which our office works with on a regular basis: the Department of Education, the Department of Family Services, the Department of Health, and the Department of Justice. I am pleased that the Standing Committee again requested your presence and participation in today's proceedings. Welcome.

As you all know, the Representative for Children and Youth's office is an independent office of the Legislative Assembly of Nunavut. It is our responsibility to make sure that the services provided by the Government of Nunavut are ethical, equitable, and consistent for children, youth, and their families.

Before I go any further, the staff at the Representative for Children and Youth's Office and I would like to acknowledge the many, many people that work tirelessly every day to provide the services we all rely on and do so with the best interests of all Nunavummiut in mind. We see you and we thank you.

However, as is the role of an independent office, what is brought to our attention are the complaints, the problems, and the gaps. We bring these concerns to your attention so that we can work together to improve services and this is what we are all here to discuss today.

Three years ago, I appeared before the Standing Committee, having just completed my first year in this role. Today, I appear before you nearing the conclusion of a five-year term. It has been an honour and privilege to serve as the representative. It has also been a true pleasure to serve alongside the deeply committed staff at ΡΥΦσ, ΛϲͺϤϧϤϒϷ;Ͽϲ ΔέϧϳͽϽ; Λϲϥϧͻ, ϒͽΡϹϷͺϤϭϧϿ Ϸͼ;ϿϿ ϷͼϫϿϤϹϷ; ϤϷͽͼϒϲϷͻϦϳ, ΛϹ;ϷͼϒͼϭϷ; ΔΫϳϿϹϷ; Δϲ;ϞͼϿϤ;Ϸϲͼϭͽ Λϲϥ;ϷͶϳϿͼϭͼ;Ͷͼϲ ΝϷϞͼϲ;ϥ;ϿͶ Ϸ;ϽϤϷ; Σ

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| my office who conduct themselves with integrity, compassion, and an unwavering vision for a better future. I would like to begin by highlighting some of the work completed by our office for the '21-22 and '22-23 fiscal years. Last year, the review of the <i>Representative for Children and Youth Act</i> commenced. We provided a formal written submission to the Management and Services Board outlining proposed amendments that I also spoke to during an appearance before the board. At that time, it was requested that we consult with the affected departments. On February 1, 2023, letters were sent to the Department of | $\begin{array}{l} & \Pi\Pi S^{5} \&^{\circ} \sigma \ \dot{C}^{b} d^{} \ensuremath{ \Delta \ } \ensurema$ |
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| and '22-23 fiscal years. Last year, the review of the <i>Representative for</i> <i>Children and Youth Act</i> commenced. We provided a formal written submission to the Management and Services Board outlining proposed amendments that I also spoke to during an appearance before the board. At that time, it was requested that we consult with the | Ρ΄ΔΡϞϚͺͺ·ϿΓ ϤʹϚ;Ϳϭ. ϤʹϚϭ, ʹΡΓʹ;ϨϞϷϭ·ϧ ϿϹ ^ͼ Ϸϼϲ ʹϧ ⁴ ϷʹϿϼʹϿ <i>Ϸ</i> ϧϧ ² ⁶ Ω ² Λʹϭϟ ² ⁶ ΛΓϤ ⁶ ⁶ ΩCϷ ₂ ⁶ ⁶ ² ΛϤσ ⁶ CϷΛ ² ⁻ 2 ¹ , ΛΓϤ ⁶ ⁶ ² ² ² ⁶ ² ² ϤϷϲ ² Ω ² ⁶ ⁴ ⁶ ² ² ² Λ ² ⁶ ² ² ² ² ² ϤϷϲ ² ⁶ Ω ² ⁴ ⁶ ² br>Δ ² ⁴ ² |

Communications and Public Awareness program

Over the years, our Communications and Public Awareness program has prioritized the creation of child-rights based resources for students. In partnership with Inhabit Education, to date we have created three books and extension activities for the Department of Education's balanced literacy program; Mosesie Speaks Up, Annie and Uqi Play Out, and The Red Slushie. In partnership with Taqqut Productions, we have created six child rights video segments highlighting the right to culture, the right to family, the right to safety, the right to education, the right to play, and the right to healthcare. All of which have aired in Inuktitut and English on Anaana's Tent, an educational television program set in the Arctic, for children from two to five years of age. In '22-23, in partnership with Inhabit Education, we initiated the creation of a teaching guide for kindergarten to grade four using these child-rights based resources and activities created by our office staff. Once completed, this teaching guide will be available in all four languages of Nunavut. We are excited for this work to be finalized as it will be the first of its kind in Canada created by a child rights advocacy office.

In September 2022, we resumed community engagement visits after COVID-19 travel restrictions and precautions were lifted. During these visits, we offered our revised *Raise Your Voice: Self-Advocacy Workshop* to approximately 100 young Nunavummiut in Cambridge Bay, Pond Inlet, and Resolute Bay.

Individual Advocacy program

When departments' services are not ethical, equitable, or consistent, or when someone is unable to receive a service, it can be brought to our office's attention for review. Our staff get

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involved to figure out what happened or, more often, what did not happen. We then work with ⊲^ب≻أ^ب∩د∩^م [−] [−] ᠕᠈ᠳᡣᡗᠫᢪᡆᢩᢨᡳ᠋᠆ᡔ᠅ᢕᢩ᠆ᡔᡱᡩᡕ᠋᠉ᡩᠺ᠕᠉ᠴ those involved, such as the young person, their family, and the service providers to find a ᠂᠙᠋᠋ᡏ᠄᠋᠋᠋᠋ᠵᢣᢂᡃᢣᢂᢣᢂ᠆ᡆ᠋᠋᠋᠋᠃᠘᠆ᢞ᠕ᢟ ٬۵۷۵٬۵۵٬۵۲٬۵۰ ٬۹۵۵٬۵۰٬۵۰٬ solution. These complaints are our individual $C\Delta L^{\circ} \square D \cup C^{\circ} \square D^{\circ} \square D^{\circ}$ advocacy cases.

In the '21-22 fiscal year:

1. Our office worked on 114 individual advocacy cases, 81 cases were new and 33 cases were transferred over from the previous fiscal year.

In the '22-23 fiscal year:

2. Our office worked on 120 individual advocacy cases, 71 were new and 49 were transferred over from the previous fiscal year.

Of these cases, 29 percent and 41 percent respectively were carried over from the previous year. What this tells us is that the complexity of the cases continues to increase as they require more time and resources to resolve. Another factor that contributes to the complexity of these cases is non-response from service providers. In the past two years, 64 and 59 respectively, escalations were required for this reason.

Systemic Advocacy program

When multiple complaints are made to our office about the same problem, we consider that something within the department, such as a policy or piece of legislation may be causing the problems. If the problem is not addressed and has the potential to occur again, we identify it as a systemic issue.

In the '22-23 fiscal year, our review of the Department of Family Services', Family Wellness Division concluded. This review was based primarily on the lived experience of more than 150 young Nunavummiut who received

᠂ᡃᠣᠴ᠘ᡃᠫ᠋᠂ᠣ᠈᠆ᢕ᠖ᠴ᠌᠕ᢛᢕ᠆ᠴ᠋᠋᠕ ישביילשירבאלייחר בכ. לישא אישלייטיי

C°&J 2021-22 ዾዾንርሲያል ላናሳታል።

- 1. ⊲⁴⊂ኛልይና ለ⊂∟⊲₅₽⊃₅₽ 114-σ₽ ∆ċ₽₫ ₽Ს∿⊃∿С⊳⊀ۍ, 81 ໑ć∿-೨∩ ⊲ഺے 33 ᠕ᡎᢗᢂ᠋᠋ᠴ᠋᠕᠖ᡏᡬᠣᠸᢗ᠘ᡃ
- C°&J 2022-23 ዾዾንርሲያል ላናናህላታ:
- 2. ⊲⁵∟ኛል≫ና ∧┌∟⊲₅₽⊂₽₅₽ጋ₅₽ 120-♂₽ ∆ċ₽₫ ףיני⊳כ⊳לסי. 17 בכיטיב∩י פינש 49 ₽°U°C≻+ЭU° 4°Ġσ⊂C∆°.

Ċŀdڡ⁰∿U<, 29% ⊲L 41% فC>د>%>< ᠆᠋᠕ᢣ᠋ᡃᡄ᠖᠘ᢣ᠋ᢆᡆ᠋ ᠕᠋᠕᠋᠋᠋᠉᠆᠋ᠴ ᡩᡃᢛ᠋ᢪ᠘᠆ᢛᡅᡗᡆ᠋ᠴᠣ. ᡏ᠘ᡏᢗᢂ᠖᠕᠈ᢣᢗᢂ᠋ᠮ᠘ ለትና∪ደም∪ውና. ⊳₽₽₽ Ľነት ⊲ውጋኈጋና, 64 ⊲L 59 Λ^{*}

<u>לምሪךלס</u> הרראכשל שהראכשל אבעלנ

ᡏ᠘ᠳ᠉᠐ᢛᡗ᠙ᡢᠴ᠈ᡔᢧᢓ᠋᠄ᠹᢛ᠆ᢏ᠕᠉ᠫ᠉ᢕᠴ L⁰d⁰⊃൧ഀ൧ ⊲ഄഺഄഀഀൟഀഄഀ൧ഀ ൎഺഀഺ഻഻ൄൟഀഄൔ ᡏ᠋᠘᠋ᡏᡄ᠕ᡶᡄᢘ᠘᠘ᡁᡄᢧ᠘ᡁ᠋ CALA⁶6°JA°and⁶6°JJ alaber $\Box C^{h} \dot{\Gamma}_{J} \sigma \Lambda^{J} \prec C D \sigma^{h} \sigma^{h}$

22-23 ዸ፞፞፞ዾዾኯፘ፞፞፞፞∩ዀ ዾ፨ ፞፞፞⊲ኁ፞ጏ୮, ኁዸ፟፟Γኁዸዾዀርቓጜ ᠘ᠴᡄ᠋ᠬᢣᡃᢦᡏ, ᠘ᡄᡤᢆᠴ᠋᠋ᡗ᠂᠋ᡃᢐᠴ᠘ᢩᢞᡥᢉᠺ᠋ᡏᢂ᠋᠆ᡘ᠉ᢣᡆ ᠈ᡐ᠋ᡰᢗᡃᡠᡃᡗᡔ᠋ᢛ᠘ᡃ᠋ᡥᠫᠣ᠋᠋᠇᠈ᡆᡐᡃ᠋ᡗᠵᠣ

services from the department and later required ለትናበና፣ልኮሬኮ[™]ጋው[™] ርLΔ[®]ው^C ለርሲ[®]ልቦታኦረΓ^C advocacy services from our office. ᡥᡃᠡᠣᢦ᠋᠋᠆ᠴ᠙ᡃ᠋ᡰᢑᠫ᠘᠋᠋᠋ᡃᢛᢕᢂ᠋ᠳ᠘᠁ ᠕᠈ᡩ᠋ᡣᡪᢄ᠕ᠴ᠋ᠴ All of the issues identified through this review already existed in our systemic database. Many ᠕᠈ᡃᠯᡣᡄ᠋᠋ᡶ᠋᠄᠂ᠣᠴᡆ᠘᠋᠋᠋᠋᠃ᢗ᠋ᠵᢣ᠘ᢞ ᢗ᠋᠋ᡭᡃᡷᡆ᠂᠋ᡃᠻᠮ᠈ᡔᠣᡃᠣ ∧⊂ەהיש⊃ וערכ⊳אי∩יס. ארלי לשל of those had already resulted in ᢣ᠋ᠬ᠋᠋ᡠ᠙᠘ᡄ᠋ᡬ᠉ᠫ᠂᠕᠋᠂᠔ᢣ᠌᠉ᡶᡄᢦᡅᢣ᠌᠈ᡔᡆ recommendations made to the department, Λςλδ³, Δω⁶Γ 19--Γ Ραργςλογ some that date back as far back as the 2019-2020 fiscal year. As of March 31, 2023 our Ĺሩዖ 31, 2023-Γ ⊲ᡃᡅ_°&ʰ>ና ᠖Ϸᢣᡪᡎ<᠆᠆᠆᠆᠆ office was monitoring 20 systemic <u>ব</u>ৎনিক বিদেশিক ১৯৫৯ বিষ্ণান্য বিদ্ধান্য বিদ recommendations made to the Department of ∆ዾ⊂∿ፇ₽₽℃. ዾኄዾጘዾ⊂ዾኄĽና 22-23-୮ Family Services. As noted in the '22-23 annual report, no progress had been made on 13 of ∧≪՟⊂⊲σኄኈጘዸ°∿ՐLC 13-ຼຼວິ ⊲୳_ຼ them and only limited progress was made on seven. ለናਰት&יָרַכאליך איאכיירנ 13-אַל Our recommendations are similar to the 81 ᠕ᡃ᠋ᠯ᠔᠊ᡐ᠋ᢤᡄᢦ᠋ᡊᢣ᠌ᢂ᠆ᠴᡄᢂ᠋᠂᠘ᠴᡄ᠋ᠬᢣᡃᡆᠲᠴ᠋ recommendations made to the Department of ᠵᡄᠧᠣ᠆᠋᠋᠋᠅ᡁ᠉ᠫᠣᡰ᠒᠋ᡗᢂᢣᡆ᠖᠘᠄ᢣ᠘ Family Services by external entities, which include the Office of the Auditor General, the ΔC¹⁶bΔ^c bLP7D°& bQCF, ΔQPLF ¹bD7L7C^c Child Welfare League of Canada, the Nunavut Knowledge Forum, and a Coroner's Inquest. ჼᲮ⊳ᲑᡪჼႻჼႱ. Although the Department of Family Services ᡤ᠖ᠳᡐ᠘ᠴᡄᡊᢣᡃᡆᡄ᠉᠙᠈᠙᠙ᠵᡄ᠘ᡎᠴᡆ᠅ᢕᡄᠴᡅ has publicly stated that they have made progress on several of the recommendations made by external entities, it is evident, based on ᡣ᠋ᡏ᠌ᢂᢣᠴ᠖᠆ᡷᡩ᠉ᠫ᠉,᠅᠋᠙ᡏ᠋᠋᠄᠋ᡔᠣᢓ᠆ᡠ᠉᠋᠋ᡔ᠉ our review and the problems that continue to be brought to our attention, that adequate action ▷ペና∩°ጔና ጎዀዖር▷ኄዮርዀጋና, ርĽካd⊲ has not been taken to implement these ٥٤-٥٢ recommendations. ᠕᠋᠂᠔ᢣ᠌ᢟ᠋᠋ᡶᡄ᠊ᢦ᠋ᡅᢣ᠌᠌᠌ᠵ᠘ᢣᢈ Rather than issue more recommendations, our office requested to meet with the department በበናነል•>ና bበLነbበነb2Lc>•>ና ለርሲ ልъרኦታ after they: 1. Reviewed all of the recommendations previously made to them 2. പാപ∆്ാി് പാ∆്പ്ം 2. Identified any challenges and/or barriers to ᢀ᠋ᠳ᠘᠆᠕᠆᠕᠂᠘᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ fully implementing each of our recommendations: and 3. Developed a plan to do so. 3. ዻ፞ዀ፝፞፝፝፝ቝዸ፟፞፞ጏጏዀ <፞፞፞፞፞ヘዾኯዀ C∆L∆^eσ፟ዻዀጏዀ. The Deputy Minister at that time declined this ưዉ Гσ'C▷< ጋ'େଏ ር∆ነ/Lσ ଏ∿Ր∟▷°∿Րናጋ%. meeting.

| Given that in my opinion as the Representative, the Department of Family Services failed to take action within a reasonable amount of time, | ል/ደቦፇቀሮ ሥሁኈጋኈበኦበናጔኈሁ, ልወርሲጶነው የኴልሮኦና/ሬኦ°ኈዮና>ና ለልካኒሲበርኦሎው, |
|---|---|
| our office reported the Department of Family | በበናነል▷>ና ጋኣኈበናበ∟▷ኈ>ና ∧፫ሊ ^ኖ ል∿┘ና |
| Services to the Commissioner in Executive | Ხ୮ィﻮᆚና ወዉ≫⊦୮, ๙≫፫ኈበ ወዉ≫⊦┘ና, |
| Council, the Premier of Nunavut, under Section | ⊲Სጏኈํᠠ᠘σ፫፦ 34(2) L፫፦֊֊୦J ወርኈbഛና ᠘ቴժጋഛ് |
| 34(2) of the <i>Representative for Children and</i> | ሥႱኈጋኈበഛና ለናሪታኈ. |
| Youth Act. | ్రిిటిగ్ ఎగ్ గ్లా గ్లా నిరికి గ్లింగ్ సిల్లిందింది. |
| Based on the work completed over the past two | ఇర్లెంల్ 4 బండి 2023- Γ b∩Lస్కడ్ |
| years and with the 2023 Standing Committee | ఉడిందింది లిగి 2024- Γ pppింద్ b∩L్ |
| hearings and 2024 Winter Sitting in mind, I am | దిలిగ్ ఎగ్ 4 2024- Γ pppింద్ b∩L్ |
| frustrated and disheartened with the current | దిలిగ్ ఎగ్ కిందింది |
| state of child welfare services and appalled by | దిల్లింది ప్లింగ్ ఎంది bip సిల్లింది. |
| the Government of Nunavut's inability to hold | ఇంద్రా సిలింది ప్లింగ్ అందింది. |
| the Department of Family Services | ఇంద్రా సిలింది ప్లింగ్ అంది స్లాంది. |
| accountable. | ᠴᢗᡃ᠋᠉ᡃ᠌ᡋᡄ᠂ᡝᡆᠴᡲ᠊ᠦ᠊ᠡ᠋ᡐᢛᢗᡔ᠋᠋ᢐᡄᢗ᠅᠋ᡗ᠅ᢕ᠅᠘᠋᠉ |
| The last time I was here I spoke about the child | ᢂ᠋ᠴᡆ᠘᠋ᡗᠬᡏᡄᢂ᠋ᡄᢄ᠋᠄᠘ᠴ᠋᠘ᢗ᠅᠋ᢧᠳ᠅ᡆᠴᡲ᠊ᠥᡏ᠋᠖ |
| The last time I was here I spoke about the child sexual abuse crisis in Nunavut. Let me make this very, very clear. Child sexual abuse is a crisis in Nunavut. On March 4, 2020, when asked how many children are making disclosures of child sexual abuse, the Minister responsible for Family Services stated in the House, "pretty much guaranteed, maybe twice a week." Two referrals per week is 104 referrals per year. Yet, in the directors annual report on family wellness for the '21-22 fiscal year, 518 sexual harm referrals were recorded. In our Status of Young Nunavummiut section for the following year, the '22-23 fiscal year, the department combined sexual and physical abuse numbers together, which I'm unsure why, and reported 98 referrals without providing numbers for both the Kivalliq and South Baffin regions. In the year previous, South Baffin alone reported 458 referrals. Three years ago, I strongly believed it could not get worse, but it has. I cannot emphasize enough that child sexual abuse in Nunavut is an urgent situation; one that must be prioritized and given immediate and decisive action. | $ \begin{array}{l} \langle \psi_{i} / 2^{s} Q_{i}^{s} \langle \psi_{i} Q_{i} \langle \psi_{i} \rangle & \Delta Q_{i} \rangle \\ \Gamma, \langle A \wedge Q_{i} \rangle \forall U \cap \langle \psi_{i} \rangle & \Delta Q_{i}^{s} \langle \psi_{i} \rangle & \Delta Q_{i}^{s} \rangle & \delta \psi_{i} \rangle & \delta$ |
| On February 28, 2024, the Child Abuse and Neglect Response Agreement was updated and | ልዎላሊ 28, 2024-୮, ርካፈላ ረጉራ |

tabled in the Legislative Assembly. The investigation of child sexual abuse is a core function of the Family Wellness Division. This response agreement is foundational to this work and meant to ensure that investigations are not only completed, but are done so consistently and in collaboration with the RCMP. This agreement is critical in addressing the child sexual abuse crisis in Nunavut, which is spiraling out of control. Yet, the updated version of the agreement, which was provided more than two years later, is vague, unclear, and leaves a lot to the discretion of the service providers.

Today, I stand before you with yet another crisis; the crisis that is the Department of Family Services. This crisis has been years in the making. The department knew it. The Government of Nunavut knew it. The Government of Canada knew it. The Department of Family Services' lack of action to address the 101 recommendations made to them to date, means they knowingly continue to violate the rights and best interests of some young Nunavummiut.

In response to the Office of the Auditor General of Canada's most recent report, the Department of Family Services tabled the Family Wellness Strategic Framework in February 2024. This framework does not reflect the current state of child welfare nor does it address the fundamental root problems in the department, which are:

- 1. the current service delivery model;
- 2. ensuring that there are clear expectations on documentation for all areas of service;
- establishing clear and concise standards, procedures, and processes for all areas of service delivery; including children in care, family services, intake and investigations, adoptions, and foster care;

ΔĊ° ϞͿͺͺϤͼϿϤϹϷϲϷͽ>ͼ ϞͼΡΛϹϷʹ϶ϭ϶ LϲႱϲϷͽͽϚ. ͼϷϷϞͽͼͼ ͽϹͼϧϭͼ ͽϤϫͼϭϤͼϹϷϒͰϞϭͼ ΔϹͼϧϭͽ Δϲϳͽͼ ͼϿΔͼʹϔϲϤϫͽϽϲϲϟͽϾ. Ͼͼ ϷϷ; Δϲϳͽͼ ͼϿΔͼʹϲϤϿ Δͼϳͼ Δͼϳ Δ⁶
- 3. dipple Lethon for DPLaindides
 a Δiddides
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| 4. | determining what information will be | 4.⁵៦₽≥≏∽₽~₽~ ጋ₽√₽⊲₽₽< |
|-------|--|--|
| | tracked and implementing a method of | ᠂ᡃ᠋ᡰ᠔ᡔ᠅᠘ᢄ᠆᠅᠘ᢗᢂᠴ |
| | tracking that is not person dependent; and | [.] የ₽አንሪምት የገም የወይ የወይ የቀለ የቀለ የ የ |
| 5. | | |
| | open cases are in compliance with standards | |
| | and procedures based on recommendations | ᠘᠆ᡃ᠈ᢗ᠌᠋᠋ᠺ᠆ᠬᢌᡃ᠋ᡟᡷ᠋᠆ᡔ᠆ᡐ᠋᠅᠘᠖ᡗᠴᡗ ᠕᠋᠄᠔ᢣ᠌᠌᠌ᡐ᠅ᡁᡄ᠊ᢦᡅᢣ᠌᠌ᡔ᠘ᢣᡄ᠋ |
| | made. | |
| | made. | |
| Th | ere have been instances where the | |
| | partment of Family Services has approached | |
| | office for guidance and collaboration. For | ୪୦୬୬୬ୋଜେମିଟ୍ରେମାଂ. ୭୬୦୮୦୦୦, ଏ∆୯୯ 2022-୮, ୦୬୪୨୦୦୬୦୧ ଏଂ୯%ରଂମିଂଜ ୧୭୬୭୫୯୮୦୦୮ |
| | ample, in April 2022, they requested our | 005%CP14%U%D%d%d%PP4%7L_0%_0C%b_c |
| | ice provide feedback on a draft of the | |
| | rised Child and Family Services Standards | |
| | d Procedures Manual. Based on our review, | ᠕ᢗᡝ᠋᠖ᢞ᠋ᡣᡗ᠋᠉᠘᠋ᡬᠯᢓᡐ᠋ᡶᡄᡏ᠋᠘ᢣᡗᠬᡨᠣ |
| zer | o of our recommendations had been | ᠘ᡄᡊᢂᡃᢣᢂᠵᡏ᠋᠖᠘ᢣ᠋Ĺ᠋ᠴᢗᢂᡃᡉ᠋᠂ᡦᠴ |
| inc | orporated and further concerns were | ᡆ᠋ᠴᡆ᠘ᡃ᠋ᢛᢗ᠌᠌᠌ᠵᡄᢂ᠋᠋᠅ᡔᢕ᠋᠉᠘᠖᠉ᢗᠵ᠋ᠺ᠅᠋ |
| | ntified. The feedback we provided to the | ᡏᢗᢞᡤ᠒ᡏᡄᢂ᠋᠅ᠫ᠄᠂᠘᠕ᠴᡄ᠉᠂ᡁ᠘ᢣ᠈ |
| | partment was exhaustive, but as far as we | ᠕᠆᠋ᡅ᠕ᡩ᠋ᡁᡰ᠋᠖ᡱᠳᢛ᠘᠆᠋᠋᠋᠅ᡣ᠘ᢏ᠂ᢕ᠋᠘᠖ |
| | bw, no further work has been done on this | |
| | sion of the manual and it has not been | |
| | plemented. If done properly, a revised | 13-ۍ 20-এ ১᠂dᢣ᠀᠅ᢆᡅ᠆᠆ᡧᡌ ᡣᠺ᠋᠋᠋ᠬᢑ᠋᠔ᡔᢞ᠊ᡅ᠋᠋᠉᠊᠋ᠴ᠋᠋᠊᠋ᡔ᠋᠕᠆᠅ᡬᠴᡆᢗ᠅᠘ᡔ |
| | nual would have addressed 13 of the 20 | Λςς% [%] Γρζσ ⁶ Λγςζ ⁶ δ ¹ ² . |
| | ommendations we have made to the | |
| - | bartment and could be the document that anges the core foundation of the department, | ۵خەنەپەر 105، مەربەر بەرەپەر مەرەپەر |
| | ich is what is necessary. | $LcucP^{s}$ $P^{s}dcL\mathfrak{p}$. CL^{e} \wedge |
| ** 11 | ien is what is necessary. | ᢀ᠋ᡌᢦ᠉ᡥᡄᡄᢂᢓᢙᢤ᠑ᡄ᠋᠋ᡶᢆᡃᡆᡄ᠋᠕᠈ᢋᢗᢂ᠋ᢞ᠑᠈ᡇᡄ |
| As | an independent office, we are accountable to | ᠫ᠋᠂ᠣ᠋ᢛ᠔ᢗᢂ᠋ᡃᢑᡄᢁᢣ᠘ᢣᡄ᠂᠕ᡃ᠋᠆᠆᠘ |
| | Legislative Assembly and the public. | ᠄᠋᠙᠋᠋ᡏ᠄᠋ᢙᢣᢄᡃᠴᢉᢛ, ᢗ᠘᠋᠋᠋ᠮ᠋᠄ᡣᢂ᠋᠉ |
| | nich is why, behind every problem or issue | |
| bro | ought to our office's attention for review, | Λ ⁶ dλ9 ⁶ Ū⊂⊲ <u>Λ</u> /2 ⁷ /2 ⁶ |
| eve | ery statistic in our report, and every | ᠘ᡃᢦᡰ᠋ᡃ᠋ᠵ, ᠘ᡄ᠋᠋᠈ᡥᠫᠴ᠋᠌᠌᠉᠙ᡃᡗᡥ᠊᠋ᠳ᠋᠉᠆ᡘ᠋᠃᠋᠉᠅ᠬ᠅ᠴ ᠘᠋᠋᠋ᡰᠵᡃᢛᢗᢂ᠋ᠴ᠋ᡐᡏᡘᢪ᠋᠆ᠴᠬ᠉᠘ᠴ᠋ᢩᠥ᠘᠋᠋᠋᠆ᡘᡆ᠋ᡃᢑᢗ᠋᠋᠋ |
| | ommendation made is the public; the | Δώζερο ατή τομε Δμεταιός το Δώζεηαφείος το Δίεσρα το |
| | ldren, the youth, and their families who are | |
| - | bending on us to help them live their best | ᠕ᡃ᠕ᢉᢣ᠋᠋ᠮ᠋᠖᠆ᡆᢛ᠋ᡔᢕ᠍᠕ᡄ᠋᠋ᠬᢦᡃᡆ᠋᠋᠘᠆ᡁ |
| | es and make decisions that are respectful of | |
| | ir rights and considerate of their best | |
| 1110 | erests. | 2023-୮, ᠘ᠴᡄ᠋ᡣᢣᡃᡠ᠋ᢉᢥ᠋ᡰᢦᡏ᠅᠘ᢟ᠂ᠴᢗ᠋ᠮᡃ |
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| | the Department of Family Services. So far, | |
| | s change in leadership have been positive as | |
| | nmunication, consultation, and collaboration | ለলᡅ᠋ᡃᡋ᠋᠋ᠬᡥᢦ᠋ᢞᠳ᠋᠋ᠴ᠂᠋ᡧ᠋ᢪᡳᡰ᠋ᢣᡄ᠅᠋ᡏᡃ ᡧ᠋ᡥᡅᡄ᠋ᢉᢦ᠋᠋᠋᠋ᠬᢣ᠆᠉ᡷ᠃᠈᠋ᡗᠯᡆᠥ,᠕᠋᠋᠕ᢐᡃ᠋᠋ᢣ᠋᠋᠋ᢣ᠘᠋ |
| | ve significantly increased. However, the | 4/32/19/2000 19/2000 19/2000 19/2000 19/2000 19/2000 19/2000 10/20000 10/20000 10/2000 |

timing of this change in leadership denied the public the right to hear directly from the senior management who were responsible for not implementing the recommendations made by the Office of the Auditor General for twelve years, yet publicly reported otherwise. The same senior management who in '23-24 maintained some of our most vulnerable youth at inadequate out-of-territory facilities, without proper supervision or care.

As I have mentioned before, every time I make a recommendation, it is fact-based. This means that there is evidence to suggest that a change is needed because the current system is not working for the people who rely on it. I whole heartedly believe that Nunavut has the potential to become the model for exemplary public service in Canada. I am confident that if all the recommendations made were fully implemented, it would positively impact service delivery in not only the Department of Family Services, but all affected departments.

As a government, as a team, we are only as strong as our weakest member. As the Government of Nunavut hovers around a 50 percent vacancy rate, we must work together diligently, prioritizing the needs and rights of all young people. The future of Nunavut demands it.

I look forward to a collaborative, constructive, and honest conversation. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Bates. I would like now to invite the Department Minister for Family Services to provide opening comments. Mr. Ellsworth.

Mr. Ellsworth: Good morning. Thank you, Mr.
Chairman. Good day, Committee Chair,
Members, and esteemed officials of Office the
Representative for Children and Youth. My
name is Jonathan Ellsworth, Deputy Minister of $\Delta \Delta^{-1}$
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ΔϤ·ϟϿϤ· (ϽϞϟႶͿϤ): ϷʹͺͻϧϤϲ, ΔϧϟϘϷϹͼϧ, ϧϹͿϷ;, ΛϲϲϟϹϧϷϟʹͺͻ ϫϹͼϧϫͼ ͿϧͼϽϫͼ ϷϧϿϪϟϷϚ ϹϤϲͼϫϧϲϫϧϲ ΔϤϲϟϿϤͼϞϟϧ, ϹϫʹϹͿͼ ϽϧϲϲϧϷϲͼͽϽϧ Δϫϲϲϟϧϐͼϫϲ, ϷʹϫϹ ϲ«ϭϳϲϧϧ ϞͽϷϹϲϤϲϫ the Department of Family Services. I am here today to deliver the department's introductory remarks during this Televised Hearing on the Annual Reports of the Representative for Children and Youth.

Soon, joining me will be Sandy Kownak, Associate Deputy Minister. Mr. Chairman, our ongoing engagement with the representative's office remains a top priority for our department, underscoring our commitment to transparency, collaboration, and continuous improvement. We have diligently worked to strengthen our relationship with the representative and her office.

A fundamental aspect of this ongoing collaboration is communication. Both senior management and frontline staff maintain regular communication with the representative, with the hopes of fostering an open and constructive working relationship. Leveraging their team's expertise, we actively involve them in various departmental priorities and initiatives to integrate their feedback into our processes. We have shared the Strategic Framework and proposed action items for the Strategic Action Plan with the representative, and will be hosting meetings to garner their feedback.

Our collaboration with the representative, Mr. Chairman, is pivotal in steering operational initiatives, pinpointing program and service gaps, and adjusting as necessary. Our operational leads work very hard to proactively identify service gaps, keeping the representative informed, while respecting the confidentiality of certain matters. Additionally, we meticulously review these gaps and challenges, implementing necessary changes with input from the representative's office.

The relationship with the representative is integral to our success, and we are diligently working to build capacity and ensure prompt responses. While we acknowledge the need for ᢄᡃ᠋ᢐᢂᡔᠰᡄᢞᡥ᠋᠆ᠳ᠂ᢕᡄ᠋ᢆᡬᡪᡰ᠋ᡃᡆ ᠋ᠫ᠋᠋᠋᠋᠋ᢆᡪᠺᡊᠥᡃ᠋ᢐ᠉ᡴᠴᠴ ᡧᡃ᠋ᡬ᠋ᢆ᠋ᡰᢗ᠋᠋᠋Ĺ᠋᠋᠋᠋᠋᠋᠅ᢣ᠌ᢂ᠆ᡘ᠂᠘᠋᠋᠋᠋ ᠘ᡃ᠋ᡥᡃ᠋ᠫᠴᠫ᠊᠌᠙ᡃ᠋᠋᠋᠋᠋ᡛ᠖ᡃᠫ᠘ᢣᢂ᠋

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Considering our realities, as Ms. Bates correctly pointed out, the department recognizes the pressing need to persist in our work to enhance internal capacity. This remains essential for effectively meeting the needs of children, youth and families in Nunavut.

This involves enhanced human and capital resources to bolster our operational capacity, improved recruitment and training efforts, ensuring staff safety, improving information management, and upholding quality assurance practices and standards. Mr. Chairman, by developing our internal capacity, we aim to achieve our objectives positively and sustainably. Our partnership with the representative remains essential to our success, and we are dedicated to maintaining and strengthening this collaboration. We recognize the legislative significance of their role in safeguarding the wellbeing of children and youth in Nunavut and we are committed to working with them and all of our partners to achieve our shared objectives.

In recent months, the department has made progress in addressing the representative's recommendations arising from her reviews by incorporating a departmental response within the strategic framework in response to the Auditor General's recently release report.

Mr. Chairman, I am pleased to provide an overview of the recent advancements within the Department of Family Services, highlighting our ongoing efforts and initiatives aimed at achieving our strategic objectives and addressing the systemic issues outlined in the Annual Reports being discussed here today.

Out-of-Territory Care:

᠘ᠠ᠘ᡤ᠊᠋ᠴᢉᡃ᠋᠋᠋᠋ᢆ᠘᠂ᡆ᠋ᠫᡃ᠋᠉ᢗ᠋᠋ᢟᡕ, ᠺᡄᡅ᠋᠋᠋᠋ᡭᢂᠵᡃ᠅ ᠘ᡄ᠋᠋᠋᠋᠋᠆ᢣ᠅ᠯ᠘ᢞ᠂ᡆ᠕᠋ᢃ᠖᠂ᢏ ᠕ᡄᡅᡏᡗᡥᠦ᠋ᡗ᠋᠕ᢣᢤᠧ᠋᠋᠋ᠺᢥ᠋ᢩᠥᡘ᠖᠋ᠧ ᠕ᢞᠣᡗᡃᠣᡅᢣᢂᢞᠻ. ᢗ᠋᠋᠘ᠳ᠘᠆᠕ᢣᡅᡏᡃ᠋᠋ᡦᡄᡅ᠈᠋ ᠋ᠴᢗᡃ᠋᠋᠋᠊᠋ᡦᢑ, ᠋᠋᠋᠋ᡰᡃᡥᠫ᠋᠄᠘ᡄᡤᡃ᠊ᠴ᠋ᠴᡆ᠌᠉ᡃ᠋᠋ᠮ ᠕ᢣᡅᡆ᠆᠅ᡤ ᡏ᠋

ዾዻ፝፞፝፝፝፝፝ዾኇ ዾ፨ዾ፞፞ዾጞኯ፟ኯዀዀዀዀዀ ᢀ᠋ᡔᢛᢗᢂᢞᡆᢑᠫᡄ᠈ᢞᢦᡗᢛᢕ᠋ᢂ᠆ᠴᢉ ᠕ᡃ᠋ᢛ᠋᠔ᠴᢄᠴ᠘ᢣᢛ᠒ᢛ᠋ᡪᢛ᠘᠖ᠴ ᠕᠆᠆᠘ᡃ᠋᠋᠋᠆᠘᠄᠖᠘᠘ᢣᢛ᠒᠊ ᠕᠌ᢂ᠋᠆᠆ᠴᡄ᠘᠋᠋᠋᠋᠋ᢁ᠘᠋᠋᠋᠋᠋᠆ᢣ᠘᠆᠋᠋᠋᠆᠘᠆᠋᠃᠘᠁᠘᠁᠘᠁᠘᠁ $d^{\circ}P' A^{\circ} D C A C A^{\circ} C A^{\circ} D C$ ϽϚʹႱʹϧͽ>ͿϤͺϤϭϽͽͶͼϭϫϧͻͶͿϥͺϽϲ;ϒͽͼͺϒϷϧͼ bረረዲሮሀላ_ምጋርግ እርጥ_የሀሀ_ም እና ᠕᠆᠋ᡅ᠋᠄ᢣ᠋ᢙᡛ᠘ᡁ᠘᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ $\$ ᠴᢗ᠋᠋᠋᠋᠋ᢛ᠋᠘ᢑ᠋ᠿᠫᡆᡄᠫ᠆᠘ ᠕ᠵᡅ᠋ᡃ᠖᠋᠒ᠻᢣᡄ᠋᠋ᡬᢀ᠋᠆ᡔ bጋንት⊃C ⊲ℾ[⅏]๎bዖበቦ≪ካርናበ°σካ ጋናቫႱჀታናበ°σ ∩P⊳∩יd⊆_C.

With respect to out-of-territory care, Mr. Chairman, prioritizing the wellbeing of out-ofterritory (OOT) children and youth is a central focus for the Department of Family Services, recognizing the unique challenges that have prevailed in this departmental output. The Inter-Provincial Desk diligently oversees interprovincial agreements and has established a database to carefully monitor these children. To reinforce this initiative, a dedicated fulltime staff member has been assigned to the desk, with plans to activate a second position to establish necessary redundancies in oversight. Clear out-of-territory standards reflecting best practices within Nunavut have been finalized with feedback from the Representative for Children and Youth, with implementation and training scheduled to commence in May to June of this year. Additionally, client liaison officers have been appointed to better support clients. Efforts to address a reduction in out-of-territory placements are underway through a request for proposals for in-territory options for the department to consider. To ensure compliance and quality, the department is assessing the capacity of the out-of-territory team and considering the addition of social workers to collaborate with Inuit client liaison officers.

Staffing:

With respect to staffing, Mr. Chairman, the Department of Family Services has taken significant steps to support its staffing needs, facilities, recruitment, and retention. An organizational review has been initiated to identify opportunities for improvement and the elimination of redundancies in its current organizational structure, with the first phase focusing on Family Wellness. To support Community Social Services Workers (CSSW), a recruitment and retention incentive package is being developed, and discussions with the key stakeholders are in progress. The department is also implementing a new community social services worker model with comprehensive רשלי⊂ףיא⊳ירו אירישלייטרי שפשי ۲⊂ĊĠſϽᡗ ᠴᢗ᠋ᠬ᠋ᡃᢐ᠘ᡗ᠘᠖ᡀ᠘᠖᠘ᢉᢣ᠌ᢄ᠂ᠴᢀᢕ᠉ᠵ ᠘ᠴᡄᡅᢣᡃᡃᡆᠲᠴᡗ, ᠘ᡄᢣᡅ᠋ᡝ᠊ᠴ᠋᠋᠋᠋᠊᠕᠋ᡃᡷᡃᡉᢨᡞᡗᡃ᠌ հ^ኈዮኈር⊳לσና. bacr ላል▷ንጐ/Lלσ▷ ለርኪትና ᡣᡣᡪ᠋᠋᠋᠋᠋ᠬᢣ᠘ᢆᢣᠣ᠉᠄᠋᠔᠋᠋ᢙ᠈ᢣᠺ᠋ᡣ᠕᠄᠋ᢧᡄ᠘ᢋᢧ᠘ ᠴᢗ℠᠔ᠳ. ⊲ʰィݢᢗ▷ʰb°ơˤݸᡃᡄᠠᠠ Ċ°ᡆ $\Delta^{\circ}ba\Delta^{\circ}n\Gamma^{\circ}$ $nc^{\circ}bc\delta^{\circ}s^{\circ}$ $bac\Gamma$ ጋየረፈናበላኈጋና ወፈይና ረርርው ላጋኈርኦታሊላርና ᡧᡃ᠋ᠫᡆᠦᡃ᠋ᡃᢐᡃᡃᠫ᠋᠂᠕ᠸ᠋᠋ᠬ᠈ᢣᡗᡃᠺ᠋᠕ᠿ᠋᠙᠌ᢄ᠅ᠴᡆᢀᡃ᠋ ለ⊲σ⁰ር⊳ረ∟сኈን የ⊳ᢣ⊳`⊃∩° ዾርኈኴኯ Ľሜጋጏ፞ጏ ₽ﯨ₽₽₽₽₽ ᠵ᠋ᠴᠲ᠈᠆᠙ᠴᡆ᠉᠂᠘᠆ᡬ᠆᠆ᡔ᠉᠊ᡩ᠖᠘ プレイクロージックト プレックレックレックレイン <u>Λϲሲኛልኈጔና</u> ΔήΓεγωλογοραφορε. ᠈ᡃ᠋᠔ᠺ᠅ᡗᡄᡬᠣ᠕ᡄᡅ᠋ᡃᡠ᠒ᡤ᠋ ᠕ᢞ᠊ᡅᡝᠣ᠋᠋ᠬᢣᡃ᠋ᡃ᠋ᡰᠣ ᠘ᠠ᠘ᢉᢣ᠋ᡃ᠋ᡰ᠖ᡃᡃᢑᠧ᠋ ᠘ᡄ᠋ᡗ᠊᠋ᢦᡃ᠋ᡃ᠋ᠪ᠋᠊ᠳ᠋ᡃᡄ᠘ᠴᡄ᠋ᠺᡔᢐᡃ᠘᠋᠋ᠴᡃᠥ ጋ∖⊳∟∩ና∩ኦσ₺ ∧ႠႢჼႦႶჼႦჼႦናႠჼჾ⊲ჼჼጋσჼ.

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onboarding and mandatory core training. Collaboration with the Department of Human Resources is ongoing to expedite recruitment, with positions filled and job action requests submitted. Progress is also being made to increase housing and office space allocations for new positions.

Training:

Mr. Chairman, with respect to revisions of the Child and Family Service standards are also in development. Environmental scans have been completed in various regions to identify practice gaps and workplace morale, with steps being taken to address immediate needs, we are also enhancing onboarding and professional development programs. The renewed Child Abuse and Neglect Response Agreement will be signed in May, and online training outlining key messages from the agreement is expected to be finalized in May to June 2024. The department is prioritizing staff training on the new Matrix information system.

Information Management:

The introduction of Matrix, the Family Wellness Integrated Case Management System software, is a crucial initiative addressing gaps outlined in the Representative's annual reports. Phase 1 has been completed, and phase 2 commencing shortly to address data migration issues and additional training needs. A revised referral coding system has been implemented to ensure accurate and consistent data collection, supporting quality assurance efforts, and informing policy and resource allocation decisions.

Case Management:

Mr. Chairman, the department is prioritizing case management, focusing on enhancing standards and procedures while integrating Inuit societal values and *Inuit Qaujimajatuqangit*. We are modernizing the Δ°᠊᠋ᠴᡃᢗᢦ᠋᠋᠆ᡣ Δᠬᡃᠣᡆ᠘ᡃᢣᡃᡪᠳ᠊᠋᠂ᡃᡉᠴ᠋᠅ᠫᡝdᢣᡃᡕᡃᡣᡗ ᠌ᠫ°᠊ᠳ᠋ᡃᡃᢦdᢗᢣ᠋ᡃ᠋᠋᠋᠋᠆ᡗ᠃᠕ᢟ᠆᠋ᠿ᠋᠋᠋᠋᠆ᠺᡃᢗᠺ᠅᠘ᡃᠴ᠘ ᠈᠋᠆ᢧᡄᠴ᠙᠊᠋᠕ᡣᡪᡝ᠋᠋᠕᠆ᡪ᠅ᢗᠺ᠅ᢕᠴᠬᡃ᠋ᠴ᠘ ᠘᠋᠋᠋᠋᠋᠋ᢑ᠘ᡃᢣᡃᠴ᠌ᡄ.

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Family Wellness Standards and Procedures Manual, with standards for out-of-territory, investigations, and case management being developed. We will soon be developing death and critical injury standards and exploring opportunities for social work regulatory oversight.

Planning:

Mr. Chairman, the Department of Family Services is actively developing a strategic plan to address gaps highlighted in the Auditor General's Report, in consultation with stakeholders. This plan consolidates departmental recommendations from 2011 to 2023 and encompasses Auditor General's findings, recommendations made previously by the representative, and outlines future steps for action and improvement. We are committed to finalizing the plan and implementing it with the support of our stakeholders.

The progress that I have highlighted demonstrates our commitment to achieving the department's legislated mandate, these achievements and endeavors demonstrate our unwavering dedication to providing the best services and assistance to children, youth, and families throughout Nunavut that circumstances can permit.

Mr. Chairman, it is our considered opinion that the departmental strategic plan will address long-standing issues within the department's organizational structure. I want to emphasize the significant importance of working collaboratively within government and with Inuit organizations to guarantee the success of these initiatives. I assure you that the Department of Family Services stands committed to strengthening our partnership with the Representative for Children and Youth and actioning their recommendations outlined in the annual reports.

Our initiatives and strategies revolve around ensuring the welfare of Nunavut's children and

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youth are at the forefront. We remain committed to being diligent, transparent, and accountable in our improvement efforts, and we eagerly anticipate updating both this Committee and Nunavummiut on our progress.

Qujannamiik, Mr. Chairman. This concludes my opening remarks to this Committee on the review of the annual reports of the Representative for Children and Youth. We remain committed to responding to any inquiries that will undoubtedly arise.

Chairman: Thank you, Mr. Ellsworth. Just before I go to the Department of Education, I would like to remind speakers to acknowledge the interpreters and speak a little slower. Deputy Minister for Department of Education, Ms. Hainnu.

Ms. Hainnu (interpretation): Thank you, Mr. Chairman. I also thank you for the opportunity to appear before the Committee. (interpretation ends) I would like thank the Standing Committee for inviting the Department of Education to appear today at this hearing, and for allowing us to speak about our work supporting children and youth. I would also like to introduce Charlotte Borg, Director of Student Achievement, who is accompanying me today. *Qujannamiik*. I am trying to slow down. I do speak quite fast.

Mr. Chairman, the Department of Education greatly values the work of the Representative for Children and Youth, an important relationship between their office and our department, particularly our schools. The department and representative's office have shared goals of supporting young Nunavummiut in ensuring their success and wellbeing. We are working to strengthen our relationship as we make changes and progress to improve our education system and increase student supports. (ϽϞϞΛϳϨͼʹͼͻʹͼ) ʹϭͿϧͼͺϹͼ, (ϽϞϞΛϳϲʹͼϽͼ) Δͼϟ≪ϷϹʹͼ, ϹϿͼϧ Δϟϲ·Ͻͼ ΛΓϤϨͶͼϭͼ ϷʹϐϷ;ϷϞͼϐ ϹͼϭϿϧ ϐΛͿϲͰϚϲϿͼ ͼϼϲͼϷϿϭʹϼͼϲ ϤͼϳϽϲϳͼͼϟϷͶͼ Ϸϭͼϳͼ ϿϹͼϷϿͼ ϹͼϭϿϿͼϿ ϷϧϲͼϿϽϒ϶ϲͼ ϤϒͼϭϹϷϞϿͼ ϷϷϞϹϲϲϲϹͼ϶Ͻͼ ͼϿϲͼϧϲͻͽ ϛͼϷͼϽϲ

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Over the three years being reported, both the number of systemic issues and individual advocacy cases raised by the representative in relation to the Department of Education have decreased. This decrease aligns with the work the department has undertaken to improve and initiate additional programs and services that benefit our students.

Mr. Chairman, since we last appeared before this Committee, the Department of Education has launched a number of key initiatives that address some of the issues raised by the representative in the past in advance of our shared goals.

One of the most significant steps our department has taken for our students is the implementation of school-based mental health support services to all communities across the territory. This program ensures that every school has access to one or more school mental health consultants, offering a blend of virtual and in-person services to our students. The department has contracted and oriented 33 child and youth school mental health professionals who visit our schools to work with our students and offer training and assistance to school staff and families. With its full rollout this year, we are excited about the positive impact that this new service will have for our children.

Over the past three years, Mr. Chairman, our department also has, in partnership with the Nunavut Teachers Association developed and rolled out a new violence reporting and tracking system for our schools. The new system launched in October 2022. It allows school staff to report a school-related violent incidents online in less than five minutes. With increased reporting and tracking of reported data, we will be able to measure the full scope of the issue to be better able to identify areas for allocation of resources and to reduce violence in schools. Δίςἰς Λ৬μ
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Identifying trends can allow us to better target our responses. For example, this school year, for the first time, we offered verbal intervention training to all of our educators. This mandatory training is designed to support educators and frontline workers with the essential tools to respond effectively to students and parents in distress, maintain a personcentred trauma-informed approach, and ensure safety and security in educational environments.

To further foster the wellbeing of our students, our department is developing a series of Makitattiarniq, Safe and Caring Schools resources. This year we will finalize the *Makitattiarniq Action Planning Guide* for school leaders, and a handbook on teaching for positive behaviour in schools, supporting engagement participation and learning for classroom teachers.

In its 2020-21 annual report, the Representative for Children and Youth identified Nunavut's student-educator ratio and overcrowded classrooms as a systemic issue within our schools. Beginning in the 2021-22 school year, the department implemented a revised studenteducator-ratio funding formula that increases the number of staff in our schools and ensures more consistent and equitable distribution of staff across schools. This new formula saw the addition of 94.5 new positions over the three years. An important positive change to the formula is that the calculation of funding for staff is no longer dependent on the student attendance, and schools are now staffed based on registered students.

With regard to our youngest Nunavummiut, the Department of Education has been working hard over the past two years to transform our early learning and child care sector. With funding from the Canada-wide Early Learning Child Care Agreement, the department has reduced parental fees in all licensed childcare ᡃ᠋ᡃᢆᡋ᠌᠌᠌᠌᠌᠌ᢄ᠆ᡧᠦ᠊ᠯ᠋᠅᠆ᠺ᠉᠆ᡘ᠋᠅᠆ᡘ᠋᠅᠆ᡘ᠅᠆ᡘ᠋᠅ᡩᢕᢓ᠅ ᡄᠴᡆ᠘᠉ᡃᠡᢞᡄ᠉ᡃᢇᡄ᠋᠙ᢣᠦ ᢣᠣ᠋᠄ᢟᢦᡄ᠋ᢄᢣᡅᡆᡃ᠋ᡃ᠋ᡖ᠋ᡗ᠅ᡁᡄ᠘᠋᠘᠆᠆ᡆ᠖᠅ᠥ ᠅᠊᠋᠋᠊᠋᠋᠊᠋᠋ᢁ᠃ᡙᡄᡳᡆ᠅᠋᠘᠆᠆ᠥᠺ᠋᠕᠅ᠥ

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centres down to \$10 a day. This has meant more accessibility for families and more opportunities for our very young.

The department has also funded the creation of over 120 new childcare spaces across the territory. Further, to improve the quality of care for our youngest children, the department has announced a wage scale for daycare centre staff that reflects the true value of early childhood education and creates incentives to pursue early childhood certification and to remain employed in the field.

Mr. Chairman, our department has programs and services that benefit all students, from very young children to older youth pursuing postsecondary education. One systemic issue raised by the representative is the Financial Assistance for Nunavut Students program and the support it offers students with disabilities. I am pleased to share with the Committee Members that the department has completed a comprehensive review of the Financial Assistance for Nunavut Students program, and has developed 35 recommendations that aim to create a better, more holistic program, including additional supports for students with disabilities.

Along with this work, we continue to promote and share school resources developed with and by the Representative for Children and Youth. We strongly believe in advocating for students as well as self-advocacy among our students.

Guided by the important work of the representative's office, we are looking forward to the coming months and years as we continue to enhance and improve our education system for the betterment of our youth and the territory. Together we can create a system and environment where our children and youth don't just study, but learn and also thrive. 4ጋ%CP~%D% CdcP%D% ΔcP4%CP4σ 94.5 σ ΔĊσ Δ%baΔżσ 4%iJa Λ%bżac.
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Mr. Chairman, Ms. Borg and I welcome questions the Committee may have. (interpretation) Thank you.

Chairman: Thank you, Ms. Hainnu. I'll go now to the Department of Health. Ms. Berry.

Ms. Berry: *Qujannamiik*, Mr. Chairman, and Members. I'm pleased to appear today before the Standing Committee on Oversight of Government Operations and Public Accounts. I would like to introduce myself, Jennifer Berry, and I'm the Assistant Deputy Minister of Operations. The other official with me today is Victoria Madsen, who is the Assistant Deputy Minister of Inuusivut Mental Health and Addictions.

I would like to start off by thanking the Standing Committee for the opportunity to speak to observations contained in the Representative for Children and Youth's 2020-21, 2021-22, and 2022-23 annual reports, and to provide information on the Department of Health's work and involvement with the Representative for Children and Youth.

I also want to take this opportunity to thank the Representative for Children and Youth for the important work that they do to ensure the rights of young Nunavummiut are protected and respected.

The Department of Health has worked with a representative since its inception to improve services and programs for young Nunavummiut. This ongoing dialogue is important to ensure that both organizations achieve the best possible results for children and youth. Collaboration and communication are paramount.

Since our last appearance in June 2021, the department has continued to work to address the *Our Minds Matter* report recommendations.

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For instance, as per recommendation No. 7 of the Our Minds Matter report, the Coroner's Inquest into Suicide recommendations are reflected in the new *Mental Health Act* that received royal assent on June 8, 2021. The new Act provides for greater family involvement in suicide prevention and mental health care, and makes it mandatory to consult the selected representative at various points during the client's mental health care journey. Implementation of the Act is ongoing. Health is currently working to establish the Mental Health Review Board. In line with recommendation No. 11 of the Our Minds *Matter* report, the Department of Health engaged the services of elders or cultural consultants to guide the delivery of mental health services. The board will be comprised of lawyers, health professionals, community members, and Inuit cultural advisors. The board will have the authority to establish review panels and conduct hearings on various matters. Under the new Act, individuals who are being held involuntarily, or those acting on their behalf, can appeal certain decisions to the board.

In addition to monitoring the implementation of the *Our Minds Matter* report recommendations, the annual reports include systemic issues identified by the Representative for Children and Youth. Among them are issues related to dental and specialty services. Health continues to work increase access to health services interritory, and work with our partners in other jurisdictions to ensure the services and programs we provide meet the needs of Nunavummiut, including children and youth.

Mr. Chairman and Members, I thank you again for the opportunity to appear before you today, and I would like to emphasize that the Department of Health works with other Government of Nunavut departments to better meet the needs of children and youth. I'm happy to be here alongside the departments of ᡩ^ᢛᠣᡏ᠋ᡃᢐᡆᢩ᠉ᡴᡗ᠋ᡔᡊᢣᡃᡆ᠋ᡗ᠕ᠸᠢ᠍᠍ᡏ᠋ᠺᡳ᠘ᢣ᠉ᡥ᠋᠀᠆ ᠘ᡄᡗᡃᢣ᠌ᢂ᠘ᠳ᠋ᠺᢣ᠋᠈ᡥᢨᢖ᠋ᠴ᠘ᢗᡃ᠋᠉ᡃᡉᡗ᠘ᡃᡆᢗ᠋ᠴᡩᠴ ᠙ᡃ᠋᠋ᠾ᠉ᠫ᠘ᢣᡃᡥᠴ᠋ᡗ

ჼd৮Ⴀ[«]ልჼbዖLՐ≫ህ ወርჼነውና Lነውጋው ውሀምጋሏትውና, ለዛLሲውቭው ለሮሲላ bLቦታዮቦና ርካd ለኆ՟՟ውበሆኑና Lነውጋውና ወፈውዛርውውና ኣንነታው/Lሀጋላሲላካኁቦዮምና ፚነላቦታውናበላሲላካኁዮዮምነጋ.

ᠻᡃ᠋᠊᠍᠍᠍᠆᠋᠋᠋᠆᠅᠙ᡄᢂ᠋᠉᠆᠋ᠴᢗ᠄ᡠ᠌᠌᠌᠌᠌᠌᠌᠌᠌᠌᠌ ᠘ᠴᡄ᠋ᠬᢣᡃᠣ᠋ᡗ᠂ᠺᡄ᠋ᡅᢩ᠉ᠫ᠋ᡗ᠌᠌᠌ᢄᡃᢐ᠋᠋᠋ᢂᡷᢝᡥ᠋ᢩᢁ᠂ᠳ ᠘ᡔ᠋᠘ᢟ᠋ᡗ᠆᠋ᡬᠫ᠋᠋᠋᠋᠋ᡬ᠖ᡩᡄᡅᠺᠫ᠋᠅᠌ᢂᡔ᠋ᠳᡠ᠋ᢂᡔᡄᠮᡆᡃᠵ᠘ᢣ᠋᠅.

۲۹ ℃54 ۲۵۹ ۵۵۲ ۲۵۹ ۲۵ ۲۵ ۲۵ ۲۵ ۲۵ ۲۵ ۲۵ ۲۵ ףעליפריסאלה אריאליף ארטאליאיא ⊲∿Ր‰∩C⊳ഗ്ം∩്ച് √ഗ് 8, 2021. ചഠ്ം ᠕᠄ᡃᡆᢣ᠋᠉᠕᠋ᠺ᠄ᡃᠣ᠉᠒᠆ᢣ᠅᠕᠘᠘᠘᠘ Δνρίφιος Αντορίος Αντορίος Αντορίος $\Delta / L \subset \Lambda \sigma^{1}$ bLPb $\sigma^{1} \Delta ^{0} P^{1} G \Lambda^{1}$ ᡏ᠋ᠴᡄᢛ᠋ᢕᡗᠽᢛ᠕᠄ᡆᢣ᠋ᠮ᠋᠘ᢋᡘ᠕ᡓᢛ᠋ ᡩᡃᠣᢦᡃ᠋ᡃ᠋ᡃᠣ᠆᠋᠋᠂ᠳᡄᠺᡔᡄ <u>አምዮረσነጋና Δረርር σίጋς የ</u>Γί<u></u>ρε βΠΓ₂σ. ⊲ጋ⊂ჼdኑ▷√™ L⊂ჼ_」J #11 ∆/L≫ና ᡩ^ᡅᠣᢦᡃ᠋ᡃ᠋ᠣ᠆᠋᠋᠋᠅ᢕᡗ᠋ᡔᡄ᠋᠋᠘ᡄᢂ᠋ᡗᠵᢁ ᠕᠈᠆᠋ᡝᢣᢑ᠘᠆ᡆ᠖᠊ᢁ᠖᠆᠉᠆ᡐᢁᠴᡱ᠋ᡠᡄ ᡠ᠌ᢂ᠋ᢣᠣ᠖᠄ᡠᢂ᠘ᡃᢣᠿ᠋ᢂᢣᠣ᠉᠘᠘ᡄᡅᠥ᠋᠋ᡗ ∆൧∆ҁ ∆⊂ኈݸϞ"ႱႱჾҫ ⊳Ⴧ₽Ⴢ≯Ⴑ⊲჻ႱჿႠ ₽ႮႱჂჅႱჿ

| Family Services, Education and Justice. We all share a common goal, and Health looks forwards to continuing collaboration to advance the wellbeing of Children and Youth. Mr. Chairman, this concludes my opening comments. (interpretation) Thank you. | Λᡧᡆᢩᢣ᠋ᠺᡣ᠋᠄ᡃᡠᡏ᠋ᢦᡏᡃᡃᡷ᠄᠋ᢣ᠄ᢣ᠙᠒ᠺᡃᠥ᠋ᡗ᠄᠙ᡏ᠄᠋ᡝᢄᡷᢣᠥᡃ ᡃ᠋᠋ᡖ᠘ᢉᢣ᠋ᡃᢐᡝᠦ᠋᠋᠊ᡗ᠋ᢩ᠘᠅᠆ᡘ᠆᠋ᢍ᠌ᢄ᠆᠆ᠴ᠋᠕᠘ᠴ᠘ ᠺ᠈ᡶᢗᠵᡶᠴᡄ᠋᠘᠖᠋᠕᠆᠆᠆ᠴ᠕᠘ᠴ᠘ ᠘᠘᠋᠁ᡷ᠆᠋᠋᠋᠉ᡩ ᠙ᡁ᠋᠍᠍᠍᠍ᡁ᠘ᡷ᠋ᢩ᠆᠆᠘᠆᠖᠆᠆᠘ ᠘᠘᠆᠙ᡔᢗᠵᡶᠳ᠖᠒᠘᠈ᠳ᠆ᠴᢩ |
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| Chairman : Thank you, Ms. Barry. Just before I put a call out to further opening comments from my Committee Members, I would like to acknowledge the Members and witnesses and the people listening that there's going to be a number of heavy topics that are going to be being discussed today. There is going to be a lot of emotion and passion that I'm sure all Members and witnesses can appreciate. | $\Delta \subset \Gamma \succ \Gamma \simeq 3$ $\delta D > 1 < 0 < 1 < 0 < 0 < 0 < 0 < 0 < 0 < 0 <$ |
| I would just like to make everyone aware that I would appreciate that please, people, try and keep your questions to general topics, not specific instances where there could be an opportunity for privacy issues as well. | ᢤᠣᡏ᠋ᡃ᠋ᢐᡃᡆᢩᢨᡳᡗᡊᠧᠧᠣ᠋ᠶ᠋᠋ᠴ᠋᠋ᡘ᠆ᡘᡃᠻᠺ᠖᠆ᠴᡆᡷᠮ ᠕ᡔᡅ᠋᠋᠋ᡃᢐᠺᡊᠴᡤ᠊ᠴ᠂ᡏᡘᡃᢝ᠋ᠥᡃ᠕ᢞ᠌ᢩᡆ᠋᠂ᡦᢐᡘᡢᢣᢂᢞ ᡆᠴᡆ᠘᠋᠋᠋᠋ᢛᢣᡒ᠋᠋᠋ᠮ᠂᠕ᡷᡝᡃᢉᢌ᠋ᡅᠬᡝ᠅ᠺᠧᡅᡏ᠋ᡃᠺ᠋ᡬ᠋ ᡏ᠘ᡱᡆ᠌᠌ᢟᡰ᠒ᠡ᠋ᡃᢟ᠋᠂᠋ᠴᡆᢟᡏ᠌ᢂᠴ᠖᠕ᢣ᠌ᢂᠬᡆ᠆ᡱᠴ ᠘ᡄ᠆ᢂᡃᢣᢂ᠊᠋᠋᠆ᡣᡃ᠂᠋᠋᠋᠋᠋᠘᠋᠋᠋᠋᠋᠋᠋᠋᠋ᠥ᠖᠘ᡩ᠘᠘ᡩᡗ᠘ᡩᠴ |
| I would like to acknowledge the Department of Justice, Ms. Ellsworth, for her opening comments. Thank you. | ϧͻͳͳϧ;ϫ ϼ;ϫ ϒ Ϸ;Ͽ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ |
| Ms. Ellsworth (interpretation): Thank you, Mr. Chairman. (interpretation ends) Mr. Chairman and Members, thank you for having me here today to speak to the relationship between the Department of Justice and the Representative for Children and Youth, and to speak to how our department provides services and supports to children and youth in Nunavut. Joining me today is Assistant Deputy Minister | ዻሥትቦቅምና ∧፫ኪኛል▷ላምና ዾዺጅና ሀዲዞላትቦቅም ∧▷ሥጵትሮ™በናሥቦላቅዮምናሥላምናጋና ዖዮኒቨርቦታ▷ላምና ∧ኦኪላሮችም ወር™ኦውና ዞላናጋውጎጋ ላዛሬጋ ነዕልላሥናንት ሮካሪላ ካምላምጎግት Δውሮኪሥላና ∧፫ኪኛልትሁምና, Δሮችምላናምሮኪሥሪና, ሬሮሀሮኪሥላና, Δሮችምላናምሮኪሥሪና, ሬሮሀሮኪዮላና, ላትሶንሮና ጋናሀናክናናር ላዛሬጋ ላቸምላናክናግሮ ላትሶንሮና ላካሬጋ ላቸምላናክናግሮ ላትሶንዮ እሮኪናክናግሮናምላናሞሬር ሥ ሥንጋቦላቅዮም™በናበምናና የአውሏትቦናበላናምናጋ ወርጭዮና ዞላምጋናስስዮምና. |
| of Public Safety, David Lawson. | ᠘᠋᠋ᠻᢣ᠙᠌ᢂ᠋ᠧ᠅᠕᠘ᢋᡄᠺᠫ᠉᠕᠘᠕ᡔ᠖ ᠕᠋ᢧᢄ᠆ᡩ᠖᠕᠅᠘᠘ᡷ᠖᠘᠘᠘᠘᠘ |
| Members, the Department of Justice values its | |
| engagement with the Representative for | |
| Children and Youth and her office. We are | |
| dedicated to fostering a positive working | ᠘᠆᠋ᢗ᠋ᠬᡧ᠘᠙ᡃ᠋ᠥ᠘᠆᠘᠆ᠺ᠉᠆᠅᠖᠘᠆ᠺ᠆ ᠕᠊᠘᠋᠋ᠫ᠋ᡃᡪᡧ᠂᠋ᠺ᠋ᡏ᠘ᡩᡄᢂ᠋᠆᠖᠖᠖᠘᠘᠖᠖᠘ |
| relationship by working to maintain a | |
| constructive and open dialogue, responding to requests in a timely manner, and aligning our | |

| information collection and reporting to | ברטרףייחרבי סיבט מיטייטיירי |
|--|---|
| effectively account for our activities. | ٬d۶ᡄ᠕ᡨᠣᡗLC. |
| | |
| During the reporting periods, the Department of | ᠋᠂ᡃ᠋᠋ᡰ᠋ᢄᢣ᠘᠋᠂᠋᠔ᢞ᠋ᡄ᠖ᡃᢣᠺ᠘᠂᠘ᠴ᠘ᠺ |
| Justice has demonstrated progress in ensuring | ᡏ᠕᠉ᡃᡆᢕᠡ᠈ᢂ᠋᠖ᡃᢑᢂ᠘᠂᠖᠖ᠺ᠘᠖᠖᠘᠘ |
| that the needs of children and youth are being | ᠕᠊᠌᠊᠋ᡃᠻ᠋ᢑᢄ᠆ᢞ᠋᠋᠕᠆᠋᠋᠉᠆ᡁ᠘᠖᠋᠉᠆ᡁ᠘᠖᠉ᢕᡄ᠕᠆ |
| addressed in our services, supports, and | |
| systems. The number of individual advocacy | Δ <u>ლ</u> ኣኪ ረ Γ ⁵ Δα ² γ»α, |
| cases has declined over the past three years | LጋΔ ^ւ የአረሀ _ም ር. ወር በዲሞ በመስከት በ |
| from five in 2020-21, to two in 2021-22, and | |
| one in 2022-23. | Δ<፞፞፞፞፞፞፞ጞዾ ፞፟፟< ፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞ ፟፟፟፟፟፟፟፟፟፟፟፟፟፟ |
| | ᠕ᡃᢞ᠙ᢂᡄ᠋᠅᠊᠕᠂ᢅᡆᡰᢞ᠋ᢩᡆᡏᡃ᠂᠋᠋᠋᠋ᢨᢌᠾᢝᡣᢗᢂ᠘ |
| The Department of Justice takes | ᢄ᠂ᠫᠮᢄᢞᡆ᠋᠋ᢁ᠆ᠴ᠆ |
| recommendations from the representative's | ᠕ᡄᡅ᠋᠋ᡃᡠ᠋᠋ᡣᡬ᠋᠋᠋ᠠᡲᡆᢑ ᠋᠘ᡄᡣᡄ᠋ᡢᡷᡆᢛᡆ᠂ᡧ᠋᠋ᠮ᠊ᢑ᠒ᡷ |
| office seriously and we will continue to engage | ᠴᢗᡃ᠋᠋ᢛᡃᡉᡄ᠘ᡃ᠖᠘ᠴᠴ᠂᠆᠘ᢣᢄ᠖ᡔᡗ᠖ᡔ᠋ᠬ᠖ᠴ᠋ |
| with them to ensure that all individual | ᠕᠆᠋ᡅ᠋ᢞᢐ᠀᠋᠂ᡏ᠋ᠫ᠘ᡱᡅ᠋ᢓᢛ᠘ᢞᡅᠺᡬ |
| advocacy cases, as well as systemic issues, are | ᠕ᢣ᠋᠋᠋ᡩ᠆᠕᠆᠘᠘᠘ᢞᢛ᠑᠘᠈ᡃ᠊ᡝᡣᠣᡃ᠋ᠴᢗ᠋᠋ᢛᡃᡉᠴ᠋ |
| appropriately addressed. | LºdʿĴᠴ᠋ᠴᡆᢩᢀᡃ᠋Г. |
| | |
| As part of the Department of Justice's | |
| legislative reviews of the Family Abuse | ᡥ᠔᠋ᠫᡘᡃᢩᡆ᠋ᡔᢛ᠂ᢩᡏᢗ᠋᠋ᡝ᠋ᡄ᠋᠋᠋ᢛ ᠄᠂᠂᠂ |
| Intervention Act and the Family Law Act, and | <u>خ</u> ــــــــــــــــــــــــــــــــــــ |
| related legislation, the representative was | |
| consulted and made several recommendations | ╘Ი᠘ᢣᢆᠭ, ᠘᠆᠋ᠾᡄ᠋᠌ᠬᢣᡃᢛᡆ᠋ᠮ᠂ᠺᡃ᠘ᡕ᠋ᢩᢂᠺ᠋ᠮ ᠘ᡄᢂᢉᠨ᠋ᡒ᠋ᡥᡥᠣᡃ᠋ᢁ᠋ᢗ᠅ᡃ᠖ᠴ᠋ᡗ᠘ᡃᡆᡗ᠋ᠴ᠋ᡱ |
| for potential changes to these laws, which are | |
| indicated in the systemic advocacy sections of | |
| the annual reports. The department is in the | ٨ ٨ ٨ ٨ ٢ ٨ ٢ ٨ ٢ ٨ ٢ |
| process of developing the proposed legislative | $bL\Gamma$ b^{-1} $LD\Delta^{-1}$ b^{-1} b^{-1} b^{-1} |
| initiatives for both projects, which includes | 0017003 252 0 1 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| careful consideration of the feedback received | |
| during stakeholder engagement, including the | |
| valuable feedback we received from the | |
| representative. | |
| | |
| With respect to systemic operational matters, | |
| the Department has several programs and | ᡆᠴᡆ᠘ᡃ᠋ᡥᡝᠦ᠋᠋ᡃᡗ᠋ᠺᢣ᠌᠌ᢂᢣ᠘᠕ᡩ᠋ᢧ᠖᠆ᠳ᠘᠁᠘ |
| services specifically tailored to children and | ᠘ᡃᡃᡆᡃᠫ᠋᠋ᠴ᠌ᢄ᠋᠋᠄᠋᠋᠋ᢣᢄᡃᢄ᠂ᠺᢣᠻᡘᢑᢕᡗᡥᠥ |
| youth, and I would like to take this opportunity | $\Delta b \prec b \lor \Delta \lor \prec h \sigma \flat$, $\neg h L \land \neg h \circ h \circ C \lor \neg h \circ c \lor c$ |
| to highlight a few of them in my opening | ᠋᠄ᡃ᠋ᡰᡄᡘ᠆᠘ᠴᠫᡃᠴ᠋ᠬᡃ᠂᠙ᡃ᠋᠋ᡁᢑᡔ᠋᠅ᡊ᠘᠂ᠳ᠘ᡩᠥᢂ᠆ |
| comments. | ᢄᠴ᠌᠌᠌᠌᠆ᡩᡕ᠋᠕᠋᠋᠋᠋᠅᠘ᢞ᠘ᡧ᠋᠋᠀᠋ᠴ᠋᠁ᡔ᠖ᢕᠧ᠘ᡆ᠋ᡗ |
| | 2020-21-۲, Lʻネ ٩CÞ، ٢, ⊲CÞ، 2022- |
| When children or youth are victims of crime, | 23-Г. |
| the Department of Justice's Victim Services | |
| helps to ensure they have access counselling | ᠘᠆᠋ᠾᡄ᠋᠋ᠬᢣᡃᡆᡄ᠂ᡏᠫᡄ᠋᠈ᢋ᠘ᢣᢧ᠈ᢋᢕᡄᢛ᠋᠊᠋᠕ᡃᢩᡣᡘᢐᡄ |
| and mental health support, and provides | ℙಀಁಁ಄ಁಁ಄ೲೲೲೲೲೲೲೲೲೲೲೲೲೲೲೲೲ |
| support to the child or youth during all stages | ᠕᠋᠋᠕ᢣᠯ᠋ᠿᢕᢣ᠋ᡃᢛ,᠘ᡄᢂ᠋ᠬᢞ᠋ᡥᡄ᠋ᡆ᠋᠋᠆᠋ᢁ᠂ᡔ |
| | ᡄᠴᡆ᠘ᡃᢛᡝᠳ᠋ᡗᡄ᠘ᡃᡗᠮ᠈᠋᠈᠋ᡃᡉ᠘ᡃ᠉ᠫ᠉ᢗᢂᢣ |
| | |

of the criminal justice process. For cases involving sexual abuse, Victim Services works closely with the Umingmak Child and Youth Advocacy Centre and its partners to ensure children and youth receive the necessary wrap around care.

We know that legal proceedings, like family law or criminal matters, can be very intimidating and confusing for children and youth, especially when they must testify in court. To address this, a network of support including Victim Services, Community Justice Workers, and Court Services, works together to ensure comprehensive care and guidance is provided. The department has also designated safe and private areas in the courthouse for children and families and provides tours of the courthouse before a child is scheduled to testify to help them become more familiar with the court environment and to be less intimated by the process. The use of closed-circuit television (CCTV) and remote appearances is now standard, which can minimize trauma by helping to shield children and youth while testifying.

For youth who have committed a crime, there are alternatives to the formal justice system that focus on addressing the root causes of their criminal behaviour in a culturally responsive way. The community justice committees, created under the Young Offenders Act, use Inuit societal values and restorative justice methods to try to heal relationships and repair the harm caused by the youth's actions. The committees can hold meetings between the youth and the victim so that the young person understands the harm that was done and how it affected people around them. The committee can also direct the youth to programs and services, such as elder counselling, mental health programming, and traditional Inuit skills programing, to help them rehabilitate within the community.

^ናb൧ᅀഀ൳Ϸ长, ላᄔ ላb᠘՟൳ϷዖርϷ长, ൎഄᄔᡗᡗᠮ ኦኄϷፖሊኦϷσኈቦ°ഛ.

 $\Delta c \Gamma b P^{2} \rightarrow \sigma$ L c L c $\Lambda^{b} d^{c}$ L c L c $\Lambda^{b} \Gamma^{c} P^{c} P^$

For those youth held on remand or sentenced into custody, the Department of Justice operates a youth correctional facility, the Isumaqsunngittukkuvik Youth Facility, located in Iqaluit. The facility accepts youth of all sentence types and has a dedicated staff of professionals who work with the youth to help with their rehabilitation and with their reintegration back into the community. Programming offered to youth in custody includes access to the land-based Inuit Cultural Skills Program, counselling, and education. Departmental staff works closely with the young person, their family, stakeholders, and partners to develop a release plan based on the young person's needs to support their successful reintegration. To ensure a youth has all the supports necessary when they leave the youth facility, release and transition planning begins the moment the young person comes under our care.

With respect to policing, the Department of Justice has worked to provide necessary resources to our partners at the Royal Canadian Mounted Police to grow and develop the Special Investigative Team. This Team focuses on sexual violence with a focus on crimes against youth. Team members have specialized training dealing with youth victims and the specific challenges and sensitivities required when investigating crimes against children.

Lastly, I would like to highlight important initiatives our department is undertaking to proactively prevent youth crime. These initiatives support and encourage children and youth to take part in positive activities for their benefit and to benefit the overall health and safety of their community. Some examples of youth accessible crime prevention programs administered through our Community Justice Division include traditional Inuit toolmaking and iglu building, on-the-land programs, and youth firearms safety courses. ۵۵۵٬۵۲۷ م۰۲۶ م۰۲۶ ۵۲۷ ᠕᠈ᡃᡶᢗᢂ᠋᠊᠋ᠴᡐᢗᡃ᠋ᢛ᠆ᡗ᠋ᠴᡄ᠘᠘ᢣ᠈᠆ᠺ᠘ υΠΓές Υφουσητές δυσταγικά μαια τη από τ $\Lambda^{i}dy^{b}d$ ር. $d)^{ib} < c^{i}d^{b} \Delta_{D}\Delta^{c}$ $(b)^{b} L^{b})^{ib} C^{a}\sigma^{b}$ <u>ፈ</u>ውሙበሆኑውራሪው Γραι ᠂ᡩᠴ᠘᠆ᠵ᠖᠆ᡐᢛ᠘᠊ᠴᡭ᠆ᡆ᠘ᡩ LbdrDth DPrid _J derth NrtLand ibai_ ᡏ᠋ᠫ᠘᠈ᡃᢣᡣ᠋᠋᠋᠋ᡃᢑ᠋᠆᠘ᡃ᠘ᡃ᠘᠖᠘ᡱᠴᡄ᠂᠋᠕ᢙᠾ᠖ ሪካታራ ሀርጎባም የሬት የምንግን ወርካት የ ∧کوکھ دینے کی کی کی ᠕᠆᠋ᠬ᠕ᡎᡆᡏᢛᠫᠴᠺ᠕᠋᠉᠂ᠳ᠘ᠴ᠘ᡄ ∆∟⊳∩ംൌെ⊐് ചെ⊂്ഠ.

CΔ⁶d4 L⁶d^C Δ⁶⁶b⁶D⁶⁶CPCPG⁶ ΠJFP/L⁴ ΠJFP/Lσ4⁶DΔ⁶D⁶D⁶, L⁶CPA⁶Γ⁶, ΔPC⁶YPP⁶ L⁶d^CD⁶ Δb⁴⁶⁶CPA⁶Γ⁶, Δ/L⁶⁶/⁶⁶/C⁵d⁶⁶ L⁶d^CD⁶, Δ⁶b²D⁶D⁶ Λ⁶C⁸A⁶ 4⁶C⁶⁶/L⁶⁶D⁶⁶ L⁶d^CD⁶ ⁶bDΔCP³d⁶⁶ 4⁶C⁶⁶/L⁶⁶D⁶⁶/C⁶⁶ ⁶bDΔCP³d⁶⁶ 4⁶C⁶⁷/L⁶⁶D⁶⁶/C⁶⁶ ⁶bDΔCP³d⁶⁶ A⁶⁶/L⁶⁶D⁶⁶/C⁶⁶ ⁶b⁴C⁶⁶ Δb⁴⁶⁶/C⁶⁶ Δb⁴C⁶⁶ ⁶D⁶⁶/C⁶⁶ L⁶d⁶⁷D⁶⁶ A⁶⁶/C⁶⁶ ⁶D⁶⁶/C⁶⁶ L⁶⁶/C⁶⁶ ΔDΔ⁶ The Department of Justice strives to ensure that our children and youth are safe and supported by our programs and are considered in all aspects of our operations and planning. We look forward to continuing our work with the Representative for Children and Youth to ensure our programs and services meet their requirements.

This concludes my opening comments, and Mr. Lawson and I welcome any questions from the Committee. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Ellsworth. I would like to ask Standing Committee Members if any members have opening comments. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman and *Ullaakkut*. Happy Monday morning, everyone. Welcome to all of our guests today and to everybody listening.

This morning's opening statements or comments from everybody really centred, to me, on two major issues that we know that we have been working to address, which is the crisis that was declared within Family Services by the Office of the Auditor General of Canada in May 2023, and as well and very importantly, the ongoing cries of child sexual abuse in Nunavut that Ms. Bates declared officially in June 2021 as a result of the work that she had been doing, and it is laid out pretty clearly in her reports as well as in the discussions that followed it.

What we know is that it is impossible for a crisis to address itself. We cannot stick our heads in the sand and assume that the crisis will go away. What we know is that for a number of years there has not been an adequate response to either one of those crises, and there are a number of reasons why.

Ways to address a crisis, number one, is to have a plan. Not having a plan to address any crisis

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simply creates more chaos, and we see that reflected in the evolution of the announcement, or the declaration of a child sexual abuse crisis, into a crisis within Family Services. That is distinctly related to not creating a plan to address the child sexual abuse crisis that was declared.

Within that, there was a massive failure to create trust. When we work to address any crisis, the number one thing.... Everything I say is going to be a number one thing, but aside from a plan, we also know that creating trust in those who are actioning any plan or anything to address that crisis is of utmost importance. If we do not have trust in our leadership, then it is impossible to have trust in addressing a crisis. Without a clear leader, we will definitely falter in addressing any crisis.

We heard as well that there is a failure to collect data, which leads to a lack of situational awareness, which is a key to addressing any crisis. We must be aware and fully knowledgeable about everything that relates to that crisis.

We must do more in that area. I have pushed in a number of areas for the collection and sharing of data, especially related to children.

We also heard that there is a failure to make timely decisions, which is a key to addressing any crisis. We heard from Ms. Bates that even something as simple as giving or creating a policy and procedures manual is something that is difficult or impossible it seems, for the government to move forward on.

That brings us to tools and resources. We need the tools and resources in order to develop or to address any crisis, to respond effectively and as quickly as possible. To making decisions about what would go into these tools and resources is a key to addressing a crisis. ᠴᢗᡃ᠋᠋ᢐᡃᡉᡄ᠘ᡃᢦᡗᠫᠣ᠋ᡝ᠊ᠴ᠂ᡆᠴᡆ᠋᠘᠋᠋᠋᠅ᢣᠦ᠋ ᠕ᡔ᠋ᠬ᠕᠋᠋᠋ᡐ᠋ᡗ᠕ᢣ᠋ᡩᠺᢂ᠋᠋ᢁ᠆ᠴ᠘ᡃᡶᡉᠴᡏ᠋᠋᠋᠋ᡶ᠋᠅ᢆ᠐ᢗ

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We also know that communication is a very important tool in addressing any crisis, and that communication involves communications internally to all stakeholders, whether they're internal stakeholders or external, and those communications must also take into account who the audience is, including, and very importantly, children and youth.

What we have seen as well is that the strategic plan specifically for addressing the crisis within Family Services has been a moving goal post. We have heard a number of times it will be ready at a certain time, and then we get a framework instead of a strategic plan. We heard today again this morning about the development of a strategic plan, and to me, on the issue of communication, we have to ensure that our communication doesn't create mistrust, it doesn't create confusion or spread misinformation.

We also need to know that in addressing any crisis, that there is an opportunity for those who are working within the systems to do regular simulations, table-top exercises to help to identify knowledge gaps, tools, resources, and that goes back to the collection of data and knowledge of what is actually happening within our territory.

Having trust within a team is also explicitly important in addressing a crisis. When we have leadership that moves goal posts and that doesn't follow through on commitments, that shares information that sometimes.... I want to be careful with how I choose to say this. When information changes rapidly or does not have facts to back it up, that can create a great deal of mistrust within the team who is actioning services to address a crisis. What we know is that it is very difficult to adjust to any kind of crisis and it is extremely important that those who have their boots on the ground can trust each other and can trust the information that is C°&σ_, Ϸ<Λ?~°°°*/L'Γ'L<. Ρ/Γ' bLὑ°υ ϽϤልናω[®]DΓ^b ϷናϷ[®]CϲʹL^bϷ Δ΄, CLናΓ[™]d[™]D₂Δ[°] P/4σ <^sαϷΛϷ< \σ^{\$}d⁵, ^{\$}bPLⁱΓυ^C Ϸ<Λ_Λ×Ϸϲ[?]Lσ[™] ^{\$}b₂D⁶α[®] <^sαϷΛςϷ⁵D⁵b⁵σ4?σ CL[°]α D4δ^sα[®]D⁵b⁵σ4?σ CL[°]α D4δ^sα[®]D⁵b⁵σ4?σ CL[°]α D4δ^sα[®]D⁵b⁵σ4?σ CL[°]α D4δ^sα[®]D⁵b⁵σ4?σ Λ⁻_J 4[°]Γσ[®]<^{*}U⁵bCP⁵A₄σ^c. Ϸ<Λ_Λ×Ϸ^{*}ν^bd⁵C ²[®]C[™]N⁶D²C²[®] 4^sα[®]/4^sσ4⁵D⁵ Ϸ<Λ_Λ×Ϸσ⁵b₁α^Γ^b bLα^{2[®]}σ4^sDσ D4δ^sα[®]D⁵F. CΔL^b ²[®]C^{*}[®]D⁵b⁵C²D⁴δ⁵C²D⁵.

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| So as we go forward today and tomorrow, I will | |
| be focusing on these issues, and I hope that we | |
| can come to a much clearer understanding of | ∧∩⊂⊳ۥ₀د؞ |
| what tools and resources are out there, what | |
| tools and resources are needed, and how we as | ^{\$} ዾጏ፞ጚ ለኆ፟ር፟፟፟፟፟ ^{\$} ^{\$} ^{\$} ^{\$} ^{\$} ^{\$} ^{\$} ^{\$} |
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| guide that and support action on both of these | |
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| shift the focus from creating programs and | כאבי כייט ספרי. |
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| experiencing trauma and abuse to more heavily | ۶۵۹۲۹۹۵ کو |
| on programs that break the cycle, so that we | |
| don't have to have those programs. Thank you, | |
| Mr. Chairman. | ⁽¹ -۵۲ ماک مهر مربع که مهر مورد که مهر مورد که مهر مورد که مهر مورد مورد مورد مورد مورد مورد مورد مور |
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| Chairman: Thank you, Ms. Brewster. Before I | |
| open the floor to questions, are there any more | ᢀᠫᡃᢛᠫᡃ᠋᠆᠋ᢣ᠆ᡠ᠆᠘᠋᠋᠉᠆᠖᠆ᠴ᠆ᡠ᠆᠘ᠴ᠋᠉ |
| general comments from members? Mr. | ⊴୮ᲡႪჂႦჼႾ∿ႱႷ. ϷႶႭ⊲ჼჂႠ ᲮႶႪႾႭჾႪ |
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| Mr. Anavilok (interpretation): Thank you, Mr. | |
| Chairman. (interpretation ends) We always go | |
| by reports and all that, and sometimes I see that | ϷʹለሒϧʹϐʹϐϲϲϷႶͿႶჼ ዋረዻσ ጋላልናҩኈጋናቴናσዻና፞ኈႱና ር፝፞፞፞፞፞፞፞፞፞፞ ሮჼႱ ዻኈቦኇኈሩ፝፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞፞ር |
| part where you get the report. We are trying to | |
| help the youth and small children in education, | ᢄ᠂᠕᠌ᡒᡘᡃᢨᡙᡄᠧᢄ᠙᠕᠋ᡗ᠂ᢣ᠀ᡄᢄ᠅᠋᠕᠆ᠬ᠆᠅ᠳ ᠕᠄ᡪᠴ᠖ᢗ᠋᠍ᡁᢗᠵ᠋᠕᠆ᡆᢩ᠄ᡧᠾ᠋᠂᠘᠋᠋᠘᠆ᡘ᠆ᡬ᠖᠋᠋ |
| or their safety, but a lot of times the reports are | 6473°25°6°14C CL°d4 A54545. |
| coming from the principals or teachers or | 0770-Q47-11-LC CL°04 /\7°4Δ4. |
| support workers. They are just like simple | ዾኦትዖሥብ⊲ዖLႱL ኘኴኴዀ |
| answers, but they're not really from the actual | ዾ፟ኇ፟ኯ፟፟፝ጞ፟ኯ፟፟ኯ፟ኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ |
| students or the youth that we're trying to help. | ᢄ᠈ᠣ᠒᠊ᡘ᠈ᠣ᠉᠆ᢗ᠉᠘᠅᠕᠘᠅᠕᠘᠅᠕᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅ |
| We need to ask them sometimes. It is totally | ጋጓጓኀጓሬ Δ፫°ም°° ፖርኛም ለርነምግ°ም°ບ ▷<ለ2≀Jởረናኑ▷በቦኆ፝፞፝፝፞ ፍናኑር ርሏ፲፟፦ /፫√ም |
| different answers from teachers, principals and | ۵/۱۱/۲۵۲۶ ۵۰۲ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ ۵۰۰ |
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| all of the support workers. It seems like we are | 20-2 20-40 011-20 248 20-20 1924/16/20-20-20-20-20-20-20-20-20-20-20-20-20-2 |
| trying to help the teachers and the principals | ᠈ᠳᠵ᠘ᠵ᠋ᠣ᠘᠊ᡆ᠂ᢁ᠃ᡔᡵ᠘ᡔᠴᡘ᠊᠕᠉᠂ᡔ᠘ᠴᡘᡆ ᠫᡆ᠋᠕ᡷᡅ᠋ᠬᠫᢄᠿᡄ᠖ᡷ᠋᠉᠘ᡔᠺᡬ᠘᠅ᡁ᠘᠉᠅ᡔᢄᠺ |
| and all that, or teaching the children, but it is | שמאים יש ישייטי ישייטי ישייבי ישייביים ישייטי ווסיעובייטי ווטי גיים יש⊳אבעטי עי<רצרי ∧רעריקישטרי |
| like we never actually ask the people that we're | |
| trying to help; the youth, or ask them questions. | 2~0227~11 C00 //C/2020 72 CP/2 P/45 25%0CP/955~125~20 |
| | C*P5bL455%UC. |
| I just want to make one instance where I [told] | |
| a principal in Kugluktuk, we are losing our | CL⊃L♂ ۲۶۲ ۵∿۲٬۹۲۲۲۲ کے ذ≫∿لحلاءے |
| Inuinnaqtun language, for instance. I talked to | 662474C JAN 4747674C P 21 2 CP 66613 662474C JAN 676762286 JAN 676767 |
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the principal, "how is the Inuinnaqtun going?" He goes, "Oh, it's great." However, my granddaughter, she is in school, and I ask her if she's taking Inuinnaqtun, and she said, "yeah." I asked how that's going? "Oh, it's not going that great. The teacher doesn't speak Inuinnaqtun to us. All they do is write on the blackboard and they will write it." That's missing lots of learning there.

I guess my case is we need to not rely on the reports all the time of individuals, individuals that are sharing on what's going on. Sometimes we need to go right to the source or who we're trying to help, the youth and the students. So that's my take there. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Any other members have general opening comments? Just before I get started into the questions, in the Department of Education's opening comments on page 6, it mentions the completed comprehensive review of the Financial Assistance for Nunavut Students program, and 35 recommendations that have stemmed from it. Did the department of bring a copy of that for the Committee? Ms. Hainnu.

Ms. Hainnu: Thank you, Chairman. I did not bring the copy, but I can get it for you. Thank you.

Chairman: Thank you. I would appreciate that, if it is referenced in the opening comments, and especially if there are recommendations that the committee members may be interested in following up on. I would appreciate at the earliest convenient if it could be provided to the committee. The first name I have on my list is Mr. Sammurtok.

Mr. Sammurtok (interpretation): Good morning. (interpretation ends) Welcome to our Committee meeting. My first question will be to the children representative. It is regarding the

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| statistics and data relating to services respecting children and youth as provided by different government departments. How do you | |
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| determine what specific statistical information to include in your annual reports? Thank you, Mr. Chairman. | Δ৬/≪ϷϹ ናゅ (ϽϞϟႶͿና): ናdϧ≗ႭϹͽ. ⊲៸៓៝៝៝៝៝៹៓៰៹ ϷናϷϷ៸ϧϞͽϷϳͼ ϹϲႱϲϷͽϦͼ, Δϲͼ ⊲៱ͽϭͿϽͼ ΔϲϹϤϲϷͼͽϹͼϭͽͶͼϭ ϹϲႱͽ ϹʹϒႱͽႱϭϷ ϐ |
| Chairman : Thank you. Ms. Bates. Ms. Bates : Thank you, Mr. Chairman and thank you to the Member for the question. With respect to the <i>Status of Young Nunavummiut</i> | ϷʹϐʹͽϒͺͺͰͺϤͺϚͺϒϞͺʹͼϒͺͺϹϭͺ·ϧϲϿͼͺϷϲϫͼ Δϧ;ʹϹͺϫͺϫͺϫͺϫͺϫ ϪϲͺͼϪͼϿϲͺϹ;ϫϥͼϫͺϿϲϫϥϲϫ ϷϭͼϢͼͺϲͺ;ϫͳϷͺϷϫͼϗͺϫϲϫ ϷϭͼϢͼͺϲͺ;ϫͳϷͺϷϫͼϗ |
| section of the annual reports, this section was first introduced in our 2019-2020 annual reports and the section has evolved over the years, becoming much more comprehensive, | ዘላΔ° ഛ (ጋኣትበJና): ^ና dታ°ዺ፫ ^ኑ , Δ ሃላኛኦር ^ና ». ዹ ^ϧ ኣኈሃLዺJ ላኦትኈሁσ፝ ጋσJ°ዺናኌላኈርቦና ላኦትኈሁσ ^ϧ . ፈፅና፫ ^ϧ . |
| and in some areas establishing a baseline of information. | Δ•/ペϷϹ· Ϸ(ϽϞϷႶႱና): ናਰϧ៓ႭϹϷͺϪ Ϸለቦσ⊲ჼ፦<Րና ΔԵϞʹႶናႦϲ΅ႱͱLና ϤϽϲ·ϭͿϟϟϹϞʹႦჼჼ<ና የኄͿσ⊲Ϳና ϤϽϨʹႭϚϧϚናႶͿ ϹϲႱϲϷናልͱΓ. |
| The goal of this section was to provide departments information that they could used to make decisions about programs or services that | ⊲∧™d∩♂, ୮ºC ५੫™ጋ™. |
| make decisions about programs of services that may be needed. It also informs potentially workload issues. So you can see some of the statistics that we collect are really, if we look at the social determinants of health, we chose certainly all the different departments that serve children and youth, and within those departments. | Υ-Ι**Ͻ** (ϽϞληJε): Ϸ<ἐνθε, Ͻ**υληες Ε bημης, Δημορικός Αλαφορικός |
| For example, in the Department of Education, what would we be looking at in terms of | ୵୶୵ୡ⊳Ċ ^₅ |
| success: attendance rates, graduation rates, those types of things. I also want to say the | ∆•/≪⊳ር፣• (ጋኣ̀ኦ∩Jና): ናd≻°ዺΓ፞•. Γ [、] <∆ ^ϲ . |
| other purpose or goal of the section was really to bring the information to the attention of the government and the public and so that that informed them on how to hold departments accountable for information. | <Δ ^{cv} (ጋኣት/በJ ^c): |
| I think it should be noted that the information, kind of over the years, as I said, has evolved | |

Status of Young Nunavummiut sections of your

annual reports that provide some general

and it has certainly become much more

at was for each department, for example,

comprehensive. However, what we tried to look

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Family Services; how many referrals of child abuse, because that is what the department primarily deals with, or one of their primary functions. So for each department we kind of looked at what would be the services that they would be delivering to children, youth, and their families, and then chose the topics or categories based on that. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Bates. Before I go back to Mr. Sammurtok, I should have led with this. I do realize we're dealing with a few different annual reports and the entire report is available for questioning, but I will ask Committee Members to try and stick to the format that the annual reports are written in to help me to be able to follow along with the report and lines of questioning.

I will recognize Members as frequently as needed. I'm not going to do a clock thing exactly like I did with the privacy commissioner hearing. I'm not going to put a time limit on Members' questions, but I will ask that you respect each other's time and to try and stay in the sequence of the annual report as much as possible and cut off at certain points so that other Members can get questions in in that same category or frame of questioning. As mentioned, I will recognize Members as frequently as needed. Mr. Sammurtok.

Mr. Sammurtok (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is still going to the Representative of Children and Youth. From 2020-21 to 2021-22 and then to 2022-23, the annual reports each include somewhat different data sets for each department. What accounts for the differences in the data sets? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman and thank you for the question. What accounts for

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the different data sets over time is largely two things. One, when the *Status of Young Nunavummiut* section came out in '19-20, that was our first year for the status section, it evolved into the subsequent years simply because we were working with the departments to ensure we were collecting information that they were collecting. So we worked through some of those issues. For example, we with the Department of Justice, in terms of sex offenders, that information is contained with the RCMP. So it is not contained at the Department of Justice.

Again, what you will see is that the data sets change over time because of working with the departments to figure out how they were collecting data, and so making it relevant and inline with what they were collecting.

The other thing I would like to saw about the *Status of Young Nunavummiut* section was also that, over time some departments have been varying their coding. I spoke about coding inside the opening comments, when the Department of Health, they code visits, the Department of Family Services, they code referrals, and so that coding changes over time, or from year to year sometimes. So that does account for some of the differences in the data collection. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Bates. Mr. Sammurtok.

Mr. Sammurtok: This is still going to the Representative for Children and Youth. Your 2020-21, 2021-22 and 2022-23 annual reports include various statistics which reflect specific aspects of departmental services relating to children and youth in Nunavut. To what extent do you conduct trend analyses of this data and how does that analysis inform your work? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

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Ms. Bates: Thank you, Mr. Chairman. In terms of a trend analysis, we have not to date done a trend analysis of the data. We simply collected it and then reported on it. I can tell you that in the upcoming year, the next annual report, that is something that we are actually going to start looking towards, because you have to collect information over a certain period of time to then look at it and look at what the trends are. When I spoke about the sexual abuse crisis, I took that information, a lot of that information came directly out of the Status of Young Nunavummiut section; what was reported to our office. So I'm reporting on a trend of referrals for sexual abuse. However, in terms of doing a full analysis for each section, we have not done that to date, but that's certainly something in the future, as I complete my fifth year, that we are looking at doing in my annual report for the completion of my term. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Sammurtok.

Mr. Sammurtok: Thank you, Mr. Chairman. Going to the government witnesses. It's probably also to the Department of Education, Family Services, Health, or Justice.

The annual reports of the Representative of Children and Youth contain a section on the *Status of Young Nunavummiut* which provides some general statistics and data relating to services respecting children and youth in Nunavut.

To what extent does your department conduct analyses of statistical data respecting the services you provide to children and youth? Thank you, Mr. Chairman.

Chairman: Thank you Mr. Sammurtok. I'll start off with the Department of Family Services. Mr. Ellsworth.

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What I have sought to achieve to address this obvious shortcoming of the department is to set a clear and static data set for us to be able to adequately analyze the status of young Nunavummiut moving forward. While I cannot say that we are at a place where that is implemented and finalized, I can say that it does form a priority for us with respect to our strategic response. If we do not know what the issues are and understand them meaningfully, we can't adequately respond to them, Mr. Chairman.

My intention moving forward, as I have indicated in this Assembly before, is to ensure that those data sets are there to enable us to adequately analyze the data together with the other departments who provide services to children to ensure that our collective responses are meaningful. Thank you, Mr. Chairman.

Chairman: Thank you. I'll go to Department of Education. Ms. Hainnu.

Ms. Hainnu: Thank you, Mr. Chairman and I thank the Member for the question. Data sets and trends and data analysis is something that we strive to achieve at the Department of Education. We do collect data; we do analyze data and we create policies and/or try to

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empower district education authorities or daycare societies to make improvements wherever possible. Some of the data collection is attendance, for sure, for students. We also have data collection that is anything to do with issuing supports, financial supports for Young Parents Stay Learning. We also have data in crisis response, but most recently with the help of the Representative for Children and Youth office and interdepartmental information sharing protocol, in the last five years some practices have changed. I'm very proud to have witnessed some of the changes and very much the engagement from the interdepartmental efforts into analyzing data together and coordinating efforts and working together to reach out to a community and perhaps respond together with a community.

So the data collection, there's always going to be room for improvement, but there is data collection and trend analysis at the Department of Education. Thank you, Mr. Chairman.

Chairman: Thank you. Now Department of Justice. Ms. Ellsworth.

Ms. Ellsworth: Thank you, Mr. Chairman. I thank the Member for the question. At Justice we provide the services and programs, but at the same time we heavily rely on our Corrections, Community Justice, Court Services and our Public Guardian and Trustee's office to be able to form those data. On an annual basis we have the Representative for Children and Youth who provides a letter to us requesting this data of statistics, specifically for the number of youth who are incarcerated, the number of youth incarcerated more than once by region, the number of people placed in segregation and length of segregation, the number of youth charged under the Young Offenders Act, the numbers of youth, people who are arrested under alcohol and drugs, and the number of people charged with offences

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| against child and youth. Thank you, Mr. Chairman. | ΔϤʹ·៸ϿϤ (ϽϞϞႶͿͼ): ͼͿϧͼϼϹͼ, ΔͼϒϘϷϹͼͼ. ͼͿϧͼϼϹͼ϶ϚϚͺϹϲϦϲϷͼͶͺϤΛͺϲͺϹͺͺϹϷͼ ͺϒͼͶϛͼϭϛϷͻͿͼͺͶϲϲͺϤͼϧϭͼʹͻ, ϷϒϤϭϲϲϲϹϷͼ |
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| Chairman : Thank you. Now Department of Health, Ms. Barry. | C೧ ^ւ ելելծ C೧ ^ւ ելելծ Lcucal ^b d ^e σ ^c , Δ ^ւ եδ ⁶ DΔ&cal ^b d ^e σ ^c P ⁶ dcLo ^c < ¹ C ² |
| Ms. Barry : <i>Qujannamiik</i> , Mr. Chair. For the Department of Health, we have MEDITECH, which is our electronic health record and over the last few years creating new modules and new methods for collecting data. We have been working with the Office of the Representative | ╡ჼჼ₽ჼჄ∆ႵჼฉჼႫჼჂႶჼ ႶႶჼჼႦႫჼ. ┩ჼᡬჃĊĹჼ ჂႠჼჼႦჂჼ ĽჼႫჂჂჅჂ ႼჼႱჼჼჂ∆ჂჼႦჼႦჼႠჼჼჂႱჼ ႶႶႬჼႦჼႠჼჼჂႫჼ ჂჼჄႬჼჼჂႫჼ ĊჼႻႫჼႱ ႶႶႬჼჼჄႱႵႫჼ ႭჽჼჼႠႲჄႱႵႫჼ, ለჂ⊲ჼჼჂႠჼ ϷჂჼႫჼႶჼ ĽჼႻჂჼ ႶႱႸႦჄႱႵჼ, |
| for Children and Youth on refining what the data sets look like, giving some context in behind the data that is being provided. | ϷϿʹσ ^ͺ ዮና LካͿͻϚ ͶͿ϶ϷϒLϞϚ ϤϹϷϒϤͼͺϔϧͺϽϻ ϤϐϷϽͽϒͰϞϭ, ·ϧϞϷϭͺϔϲ ΔϿΔϚ ΔϿϽϹϷϞϚ ϤͱϹ ·ϷϿ΅ ϤͿϭϷͶϹϞ΅ ΔϿϽͶϹϷͺϹͺϳϹ, ϷϿʹϭͺϔϲ ϹͷϐϽϛ <៸ϧϧͺͺϿͽͶϹϷϟϹϟϛ ϹϧϐϽϛ |
| So at this point we have been able to come up with a standard data set which we can create in the background of our electronic health record, which is incredibly important because I'm sure | ΛϚϧϧ<ν⊃ ΛϚϧϧ<ν⊃ Λ< |
| my colleagues have the same struggles with capacity and prioritizing work loads and | ჼݸᢣᢩᢁᡏᡃᡃ, ᠘ᡃᢣ᠙᠋᠌ᠵ᠋Ċ᠋ᡃᡃ |
| collecting data in a way that it can be shared out. It is a lot of work and so we are happy that we are getting to a place where we are able to | Δ•/《ÞϹ ና• (ጋኣኦበJና): ^ና dሃ°௳广 ^ϧ . ͺϹ°Ⴍ ዻ፟ ^ዸ σ⊲ናbናႭ ^ͼ ʹዮናጋϲႢσናʹͿና, Γʹ ΛϷႢ. |
| pull this as a regular report and not requiring as much time from our frontline workers who are trying to deliver the service. <i>Qujannamiik</i> . | ΛϷ _Λ (ጋኣትበJና): ናਰታ ሲኮ, Δν ν « Δν ν « « « « « « « « « « « « « |
| Chairman : Thank you. Before I go to the next name on my list, we'll take a 15-minute break. Thank you. | ౧౧ౕౕౕరౕఁౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢ |
| >>Committee recessed at 10:28 and resumed at 10:45 | ᡣᡄ᠋ᠬ᠋᠋ᡃᢐ᠋ᠺᡝ᠋ᡃ᠋ᢐ᠋᠋᠋ᡃᢣᡶᡶᠯᡗ᠂ᡏᡄᢩ᠆ᡭ᠋᠋ᡧᡃᡉᡄ ᠘ᡃᡆᡗᠫ᠌ᠴ᠋ᠫ᠉ᡃ᠋᠋᠋ᡰ᠅᠋ᡦ᠘ᢣᢂ᠋᠂ᡆ᠋ᠴᡆ᠘᠋᠋᠅ᢣᠦᡪ᠋᠋ᡏᡄ ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠊ᢄ᠆᠘᠆ᡩ᠘ᡩ᠋᠋᠋ ᠋᠋᠋᠋᠋᠋᠋ ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠘᠆ᡩ᠆ᡥ᠆ᡩ |
| Chairman : Thank you. I would like to call the committee meeting back to order. The next name I have on my list for questioning: Ms. | 0, 20, 100, 10 |
| Brewster. | ᢗ᠘᠘᠋᠋᠆᠋Ĺᢩᡥᡆᢂᢣ᠋᠋ᢛ᠋ᢣ᠋ᠵᢑ᠋ᡠᡃᡧᢛ᠋ᢩᡄ᠋ᠮ᠘ᢋ ᠘᠆᠋ᡃᢗᢂᢣᡊ᠊᠋ᡏ᠋ᡃᢐᡃᠫᠦᡃ᠋᠕᠋ᠺ᠋ᡪᡝ᠘᠊᠋ᢣᠥᡃ |
| Ms. Brewster : Thank you, Mr. Chairman. I'll just start by following up on some of the questions related to data and data collection. If we can go back to the Department of Family Services, the Deputy Minister talked about a | ኣኈየዖ°ዺኈርበ°ቍ ኁ፞፞፞፞ጜጓዾኯኯኇ፞፞፞፞፞ዻ፝ኇ፞፞፞፞፝፝ኇ፞፞፞፞ጞዀኯኯ በበኈ፟፟፟፟፟፟፟፟፟፟ቔ ፟፟፟፟፟፟፟፟፟፟፟፟ ጎፈ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፞ኯኯኯኯኯኯኯኯኯኯኯ ፟ ላ፟፟፝፝፝፞፞ዾ ዻ፟፟፟፟፟፟፟፟፟፟፝ዾ ፟ ፟፟፟፝፝፝፝፝፝፝፝፝፝፝ ላ፟፝፝፝፝፝ዾ ፟፟፟፟፟፟፟፟፟፟ |
| Services, the Deputy minister tarked about a | |

| I know that the issue of data on our children | |
|--|--|
| and youth is one that is We know the data is lacking, and what we also know is that the statistics that we provide, not just to | Δ▶/≪ϷϹ· Ϸ (ϽϞϞႶͿϚ): ᲮႶ上σ [·] Ϸ ለቦላካይ°σናσ⊲ϲናLና. ⊲ႶናਰႶ°σ, Γי >;ׂיン. |
| Government of Nunavut employees and systems, but also to national bodies such as the Government of Canada, create opportunities for programming and funding, and if we don't have good data to provide, then we are not going to be accessing programs and services to the extent that we need. | >ት'ጋ (ጋኣትበJና): 'dታ°ฉ广', Δካረ የኦሮ'. ርΔካ σ' ር ኦበቦታ ኦካሪ ኦሮ ኦበናልቦ ጋቦ. <Δ<< ኦሮ ኦበ ካራ ሥራ ኦሮ br>ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦሮ ኦ |
| If I could hear again what is the new data set? How did the decision come to the specific data sets of collection, and who was involved in creating that? Thank you, Mr. Chairman. | ᡏᠦᡃᢗ᠌᠌ᢂ᠋ᠫ᠅ᡴᡄᠡ᠋ᡝᢄᡷ᠋᠖᠄᠖᠖᠉᠘ᠺ᠂ᠴᢗ᠋ᢆᠦ᠋᠋᠍ᡣ ᢣ᠋᠄᠉ᡃ᠋Pᠺᡊ᠙᠆ᡄ᠋᠆᠆᠅᠑᠊᠖ᠺ᠉ᢣ᠘᠋᠋᠋ᢍ᠄ ᠰ᠈᠊ᢣᠺᡊᢞ᠋᠆ᠴ᠋᠋᠋᠕᠄ᡬᠣᢩᢄ᠋᠈᠋ᡌᢂ᠅ᡁ᠘᠖᠅ᢧᢄ᠆ᠴ᠋᠕ ᠄ᡃᠦ᠘ᠺ᠊᠋ᡔᠣᢩᠬ᠋ᠵ᠘ᡬ᠆ᢏ᠆ᠺ᠋᠈ᡷᡙᢄ᠈ ᡖᠺ᠋᠋᠅᠘ᡧᠺᡕ, ᠙ᢣ᠋ᡏ᠋ᡕ᠋ᠺ᠈ᡷᡃᠺᠺ᠋᠄᠋ᢐᡃ᠋᠉ᡔᠺ᠉ |
| Chairman: Thank you. Mr. Ellsworth. | ۹۰Lے ۵۵۵۶۲۲ کے ۵۲۷۰ کے ۵۵۷۲۰ ک |
| Mr. Ellsworth : Thank you, Mr. Chairman and thank you for the question. So the new data sets are in development as we speak. In addition to the data that has been reported by the Representative for Children and Youth, we know it's important to be a little more meticulous in terms of those data sets. So how | 50000000000000000000000000000000000000 |
| we are going through them is, as we review the standards, we are identifying metrics that will help us better understand how those standards work, together with our service outputs. | ዹ፞፞፞፞፞ኯኯኇ bበኈ፞፝፝፝፝፝ኯ፟ኯ፟ኯ፟፟፟ኯ፟ጜ ለኆ፝፞ዹ [፧] ፟፟፟፟፟፟፟ኯዮጋሇ ርĽ፟፟፟፟፟፟ፚዀ ጋና፟ኈ፞፝፝፞፝፞፞፞፝፝፝፝ኯኇ, ዻፐႱኌዻኈጋኇ፟፟፟ጏኇ፟፟፟፟፟፟ኇ ፟ዾበኈ፝፞፞፞ሖኈርዾኁ፟፟፟፟፟ይናኈ፞፞፞፞፞፞፞፝፝፝፞፞ዸጚኇዾጜዾኯ፟ጜጜኈ<ና, ዻ፟፟፝፝፞፝፞፞ዾጏ |
| With respect to who, Mr. Chairman, there is a significant number of stakeholders who are involved in our strategic framework and also | ᠈ᡃᠳᠴ᠋᠉᠘᠋᠘᠆ᢣᡄᢂ᠋᠉ᠰ᠘ᢗ᠘᠘ᠺᠫᠣᡄ᠋᠖ᡣ᠉ᢣ᠌ᢇ᠘᠄ ᠙ᡃᡆᡄᠴ᠖᠓᠉ᢣ᠘᠋᠋᠋ᢠ᠐ᢗᢀᡃᢗᢄ᠋᠆ᠸ ᠈ᡃᡖ᠋᠋ᠺ᠉ᢣ᠘᠄᠋ᡃᠥᢕ᠉ᢣᢗᢁᡩᠺᠺ |
| involved in the revised standards, including the Representative for Children and Youth. Our revised metrics, although not yet completed, | (ጋኣ፟ት∩Ĵ∿ቦናጋኈ) ናሪታ≗ዹ广፟፟፟፟፟፟ , ∆ዸ፞፞፞፞፞፞፞፞፞፞ ለዾ፞ኯ፟፟≪⊳ር፞ኈ. |
| revised metrics, attribugi not yet completed, | ዾ•፞፞፞፞፞፞፞፞፞፞ፈ•፞፞፞፞ ፟ ל • כ• י • (כוֹקאָהָטַר): יּלאַבּתַרַיּ. ריֹס אַסִרּאָפּסַרַ. |

little bit about baseline data collection. It is key

baseline data in order to evaluate trends. The

deputy minister indicated that a new data set has been collected for collection. I would just

like to hear more about that. What sort of data

is being collected, and why, and who advised

to future knowledge having really good

on that? Who are the partners?

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Δυ/«ΝC⁽¹⁾ ()¹, ¹/₁); ¹/₂, ¹/₂ ⊴∩ᆟᲫᲘ≗ച⊲∟⊳⁰∿ՐႫႽႫ 15 ୮ႫჄ/୮୭ ᠴ᠋ᠬ᠋᠊᠋ᡖ᠋᠖᠋᠆ᠳ᠘ᡓᠴᡆᢋᢄᠴᠴ

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will be done through those lenses, recognizing that not only is it important to understand the issues that relate to the realities of Nunavummiut, but also to inform our policy decisions. In addition to policy decisions, data sets also inform resource allocations.

So recognizing the importance of identifying, again, not only the data set that is currently in use, but additional data sets that will provide a broader level of insight into the finer operational details of the department that will, as I mentioned earlier, create a data set that will result in our enhanced ability to respond more meaningfully. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. Deputy Minister, you had mentioned the Representative for Children and Youth and stakeholders. What I'm interested in hearing about is: who are the experts? What kind of expertise is involved in looking at these metrics and creating these new data sets? Thank you, Mr. Chairman.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Mr. Chairman, thank you and thank you, Member, for the question. We have an expert in the room. Ms. Jane Bates and her team are one of the experts that are informing these decisions. In addition, we have appointed social workers who have master's in social work degrees, who are informing these decisions.

We are also collaborating with the Government of Canada, who have experts on staff, who are also collaborating with ITK through their assessments vis-a-vis the funding necessities of indigenous child welfare structures. They are currently assessing with us, and in fact we have meetings ongoing that will help us to ensure that the data sets that we are implementing will ΔϤ·ϟϿϤ· (ϽϞϞΛϽϤ): ͽͿϧͼϫϹͼ, ΔͼϒϘϷϹͼ. ϤͰͺͺͻͺͽͿϧͼϫϹͼ, ϹͼϫͺϤΛͽϤϽϹϧͼϲͺϹͼϤϤ ϭϳͼϷϲϟͼϚϲϭϧϿͼ. ϹΔͼͿϭͺͻͺϷϞϹͼϽΔϟ ϷͽϷϒͺͼϷϷϧͼϲϲͺͼϷͼϭϭͿͼͺͼϷϷϟϹ; ϹϪͼͿϭͺϷϽͼͼϲϭͼͼϫ

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▷᠋ᡃᢑ᠋ᡃᢐ᠋ᡃᡖ᠌᠔᠘, ᡤᡃᢐᡆ ᠔᠋ᡣ᠋᠋᠄ᢦᢞᢁᢗ᠌᠉ᡷ ᠔᠋ᠫᠬ᠋ᡃᡉᡗᠡᡆ᠋ᢛᡃᡪᡆᡄ᠋ᡪᢛ᠙ᡣ᠙᠆ᠸ᠊᠋ᢦᢞ᠋ᢁ᠂ᠳᡐᠺᢈ ᠋᠂᠔ᡃᢞ᠌ᡅᡏᡃ, ᠘ᡃᡟ᠙᠌᠌ᠺ᠅

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Δ•/<>< (כוֹקארטי): דיס שסיאסע.

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| adaquately reflect the needs of what any 1-t- | |
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| adequately reflect the needs of what our data | |
| sets should entail. Thank you, Mr. Chairman. | ٩ئڵڮٷ٤ڮ؈ٛڗ؞ ڟڮٶڷؘ؇, ۵٢؇۞ڬ۞. |
| | |
| Chairman: Thank you. Ms. Brewster. | Δ•거≪ϷϹ· • (ϽϞϟႶͿϲ): ·ϭͿϟ°ႭϹϷ. ϹϞ >ϟϞϽ. |
| | |
| Ms. Brewster: Thank you. Thank you, Mr. | >ዸ፞ኁ፞ጏ (ጋ፟፟፟፟፟፟፟ጏኯጏና): ፟፟፟፟፟፟፟፟፟፟ ነታ°፞፞፞፞ <u></u> ፞ ፞፟፟፝ |
| Chairman. I would like to go back to the | ⊳∩י&Ր_J Ċ°ഘ ₽ᡃႱჼ>∆ᢣ. ∆ĽĿĠ C∆๒d⊲ |
| <u> </u> | PPCP7Lᠳᠺ᠋᠋᠋᠋᠖᠔ᡩᢕᡘ᠋᠖᠘ᡩ᠘᠋᠘ |
| Representative for Children and Youth to talk | کے ۲۹۳۳ کو کے ۲۹۳۳ کو ک کے⊂ ¹ C C ⁱ d4 ک |
| about perhaps the gaps in data that are present. | Γ^{i} Δ° $U^{\circ} \supset \Omega^{\circ}$. |
| We heard earlier that we are using population | יוכ טי פרי ו. |
| health data. If we could hear a little bit more | |
| about what some of the gaps are and needs for | ᠙ᢞ᠙ᡃ᠋᠋᠋᠋ᢆ᠘ᢣ᠋᠋ᡃ᠋ᡖ᠋᠘᠖ᡣ᠙᠈᠕ᢣᡟᠺ᠋ᡣᡃ᠋ᠴ᠋᠋ᢉ᠈᠂ᢆᡆᢣᠲ᠋᠋᠋᠘᠆ᢑ |
| tracking. Thank you, Mr. Chairman. | ∆ଜ୍ୟ≪⊳C ^{-େ} . |
| | |
| Chairman: Thank you. Ms. Bates. | Δ▷/≪▷ርና▷ (ጋኻኦ∩Jና): ናਰ≻°ዹĖ▷. ୮ኁ <∆ናኁ. |
| Chairman. Thank you. 115. Dates. | |
| Me Rates: Thank you Mr Chairman and | <Δና᠈ (ϽϞ᠈∩Ϳና): ᠂ϭͿᢞ᠊ᡅᡤᡃᢛ, ᠘ᡃ᠈ᢞ᠙᠌Ϸᢗᡝ᠋᠉. ⊲ၬL_ |
| Ms. Bates : Thank you, Mr. Chairman and | ᠈ᡃᡆᢣ᠋ᠲ᠋ᡄᡏᡃ᠋ᢣ, ᡄᢅᠲᡅ᠋᠂ᡆ᠕᠋᠋᠋᠋ᠬ᠋ᠳᢕᡅᢐ᠊᠋᠋᠋᠋᠋᠆᠘ᢣᡃᡆᡆ᠙᠙ᢗᠵ᠘ᢣᡃ |
| thank you to the Member for the question. In | ᠕᠈᠊ᡟᡣᡅ᠋᠆ᢆᡄ᠘᠈᠂᠘᠂ᠵᡬ᠂ᠴᡆᢗᢂ᠋᠅᠆ᠺ |
| terms of gaps in data collection, again it | ά,∠⊳∩- <u>-</u> . |
| depends on the department. I would say Family | |
| Services is the one I'm most familiar with | ለሮልና, ርኮፈላ ልኈፑም ጳኈዮራፈፋር ልዾሮኪንቃራ |
| because I deal with it on a fairly regular basis. | , |
| The gaps that we see, and I have reported on | ᢗ᠘ᡃ᠔ᡏ᠕᠆ᡣ᠗᠋᠅ᢆᡁᢄ᠘᠆ᢩᠴᡗ᠋᠕ᡏ᠉ |
| this since '19-20, is again, looking for the | ᠄ᠻ᠋᠋ᡏ᠋᠄᠈᠋ᡏᢄ᠆᠘᠂ᡌ᠉᠘᠉᠋ᠮ᠘᠉᠋᠘᠉᠘᠘᠉᠘ |
| collection of basic information like the number | ḋ℠ℙ℠ℰℙ℀℠ℂℙ℀·ϲℸⅆℿ℩ℶℾ℄, ℯⅎℶ ℂՃષⅆ⊲ |
| | ᠘ᠴᡄ᠋᠋᠋ᠬᢣᡃᡆᡣ᠋᠋᠋᠋ᢖ᠋᠋᠋ᡃᢛᡣᢗᢂ᠋᠖ᡩ᠖ᡃᢗ᠋᠋᠉ᠫ᠋᠃᠘ᡔ᠘᠉ |
| of referrals that are coming into Family | $CL^{e}C$ $\wedge^{f}d^{f}d^{f}b}$. |
| Services. | |
| | ᠋᠄ᡃ᠋᠔᠋᠆ᡩ᠕᠆᠋᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| The reason this is really important information | ᢣ᠋᠋᠋᠋ᢞ᠙ᡣ᠋ᠴᡣ᠋᠄᠂᠕ᢂᡔ᠋᠅ᡤᡄᠵᢓ᠋᠋ |
| is because, again, you can do analysis and you | ά, «CΡγΓίας νίτος βίας σαραία |
| can build programs and understand the scope | |
| and magnitude of a problem only when you | 3) Πο ΠΑ θ C EC. ΔΔC ΠΕ 00 0 3 3) Πο ΠΑ θ C EC. ΔΔC ΠΕ 00 0 3 |
| have that data. Referrals going into Family | |
| | ᢣ᠋᠋᠋᠋᠋᠋ᢞ᠋᠐ᢞ᠋᠘ᢞ᠋ᡠᢞᡗᢄᡣᢄ᠆ᠴᢄ |
| Services, again, tells you what are the types and | |
| nature of the abuse that may be occurring, and | $\Delta^{\mathrm{tb}}\mathrm{ba}\Delta\mathcal{H}^{\mathrm{tb}}\mathrm{d}^{\mathrm{c}}$ $\Gamma^{\mathrm{b}}\mathrm{d}^{\mathrm{c}}$, $P \mathfrak{a}^{\mathrm{t}} \sigma^{\mathrm{b}}\Gamma^{\mathrm{c}}$ $\mathcal{A}^{\mathrm{b}}\mathrm{L}\mathfrak{a}$ $C \Delta^{\mathrm{b}}\mathrm{d}\mathcal{A}$ |
| then you can adjust your staffing complement. | ᠘ᠴᡄ᠋ᠬᢣᡃᢨᠣ᠋᠅᠘ᡠ᠖ᠯᡠ᠖ᡠ᠋᠊᠋᠋᠋᠋ᢒ᠋᠄ᡏ᠘ᠴᡧᡃᠥᡧᠥᠮ᠋᠋ᡗ |
| | ᠴᡄ᠊᠋᠋ᡏᡃᠣ᠋᠆ᡱᢩ᠈ᡩᡄ᠋᠋ᠫᡬᡃ᠋ᢆᢑᡶᢞ.᠂᠋ᢐ᠋᠌ᢂᡔᢣ᠘ᢣ᠘ᢣ᠘᠆᠋ᢞ᠋ᢗᢟ᠋ |
| Again, if you look at the referral set of 518 | ⊲ٮLے ۸ᢣᡬ᠄ᡃᡃᡪᠺᢨᢩᡆ᠅ᢉᡃLᢈ ᢗLᠲᡆ, |
| referrals of child and sexual abuse, that has | ₫ Ⴊ₽₽₫₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽ |
| huge workload implications because the | |
| number of people that it takes to investigate | ᢗ᠘ᡃ᠔ᡏ <ᠬ᠈᠘ᠴ᠘ᡕ᠈᠘ᡄ᠕ᡷᡕ᠘ᢕᡰᠴᡗᡕ |
| that and the time that it takes to do an | ᢄᠴᠣ᠙ᢕᠮ᠅᠘᠘᠕᠘᠘᠘᠘ |
| | |
| investigation. So again, that's one gap that I | |
| see. | |
| I think that in terms of children in care, that is a | |
| good example. There is very little data at the | ^ና ₺ዾፚ ^{<} <՟⊂⊲σኈቦና, <ኈዖኦ▷ዸ∆°፞፞፞፞፞፞ጏ [°] , |
| | <\$P7DdCCC |

| was a recommendation by the Auditor General in one of their previous reports, was collecting data on children in care because that, again, informs trends. It tells you children in permanent care versus temporary care, if they are in territory or out of territory. I see that as a really big gap. | طلاے כط ⁶ ۲۶۶ کو ۹۹۲۵۲۷۵% الم الم الم الم الم الم الم الم |
|---|--|
| The other gaps I see, certainly for the Department of Health; a lot of their data set is at different varying years and my understanding is that is more of a capacity issue in terms of being able to input the data. So if you look at our annual report in the status section, there are different years for different data sets, which makes it difficult. I would also identify that as a bit of a gap, a bit of an issue. The other gap, I would say, and again it often | టింది లాలు లాలు లాలు లాలు లాలు లాలు లాలు లాల |
| relates to capacity, the capacity of being able to collect the data, but also the whole idea of having a system. You have to establish a system so that it is not person-dependent. | ΔϚϟϷϲϷʹͰʹͺϹͺϹͰͽϥϤͺϼϥϹϷϟϪϭ· ϧͶͽϞͽϹͶ·ͺϥͱϹϿͺͼϧϿϹϲϽϭϧͺϥͼϧϷϷͿ;ϥͶϭϧ ϥϽϲϷͼϹͽͺͺϿ;ϞϧͶϲ;;ͺͼϥϞͼϫϹϗͺϹ;ͺʹ϶; Δͼϟ≪ϷϹͼϧ ͺͺϽ;ϞͶϽϲ;;ͺͼϥϞͼϫϹϗͺͺϹ;ͺʹ϶;Ͻ |
| I think I said this in my opening comments. One of the issues that I think arises is there is not a standardized way of collecting data in terms of, again, I am going to come back to Family Services; referrals. Where do the referrals come to? Are they coming to a front receptionist and what does she do with them, and then where does that information go? How is it logged? How is it put into the system and where is it followed? Where does it go? | >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> |
| So again, the collection of data has kind of two parts to it; what you were collecting and the method by which you are collecting it, if that is helpful. Thank you, Mr. Chairman. | Δపించిగింది దెలింది దెలింది దిలింది దిలింది దెలింది దిపించిగింది దెరినింది దెలింది దిగిందిందిందిందిందిందిందిందిందింది దిలిందిందిందిందిందిందిందిందిందిందిందింది దిలిందిందిందిందిందిందిందిందిందిందింది దిలిందిందిందిందిందిందిందిందిందిందింది దిలిందిందిందిందిందిందిందిందిందిందిందిందింది |
| Chairman: Thank you. Ms. Brewster. | Δ^ϧϟ≪ϷϹ· ͽ (Ͻ ^ϳ ϡϷႶͿϲ): Γ [,] <Δ ^ϲ . |
| Ms. Brewster : Thank you, Mr. Chairman. There is a lot in there that I would like to focus on. However, what I will start with is that point | <Δናኣ (ጋኣትበህና): የਰታ°ฉ广ঁ° Δ°イペϷርናঁ°. ርঁ°ሷ ፈለጭਰና Δے፫ኊት፟፝፝፝፝፝፝፝፝ ሷኇ፝፝፝፝፝፝፝ ይፚ ለϷσጭኣϷσኆኈጋና የተፈσ Ϸበኛልቦጔቦና ርΔየdϤ ϷናቴኈቴϷታቴ LጋΔኈ፝፝፝፝፝፝፝፝፝፝፝፞ኯ፟፟፟፟፟ጚጠኇ ጋ፝፝፞፞፝፝፝፝፝፝፝፝፞፞፞ፚዀኯኇርኈጋና. |

present time collected on children in care. That

of first contact. I am glad that you mentioned that. When people call Family Services to report that they are concerned about a child, can I hear from the Representative for Children and Youth what her knowledge is about how a case is opened? How is that assigned? When we are talking about an individual child, is there a case file opened just for the child, or is it a family case that is opened? I will just leave it openended because I am sure I will have questions. Thank you, Mr. Chairman. **Chairman**: Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. Again, this is probably a question best suited to the Department of Family Services, but based on my knowledge of their system, and again, I'm circling back around to what I said in again the opening comments about foundational issues, which is service delivery model. Part of the service delivery model is, again, how you're opening and closing files. So in terms of point of contact, as I understand it, and certainly the Deputy can correct me on this, is when a child comes to the attention of Family Services, what is happening is they are opening files on the child, which in some respects makes sense.

However, keep in mind this is the Family Wellness Division. So in most jurisdictions, or what you typically see, is your focus should be on the family, right? That is your point of contact, and the child is part of the family. So opening files on families, and then if a child comes into care during the course of that involvement, then typically what you would see is a separate file; a child and care file opens, but still connected to the family file.

For me, as I understand it, currently when a child comes to the attention of Family Services, the file is being opened on the child, not on the family, and then it follows the trajectory.

Now, an inherent problem, and I can say this from the experience of reviewing files,

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| particularly when it comes to reviewing critical ליא (כוֹאָאָהערי): ילא מליי, און אין אין אין אין אין אין אין אין אין אי | |
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| injury and death files, what you see is when אלם שלים שלים שלים שלים שלים שלים שלים של | |
| you're opening files on say there are three ב*פֹלים כ∆L∆ניתסיטקצ. כ∆L∆ניתסיטקצ. כאב | YLUL, |
| children in the home; the information is not C ^e ム ^{sb} P こ ト ^{sb} ア L し る レ ^b マート ユ, ム さ ^b | |
| transferring about the family. So history, there ما مح علم علم المعالية المحالية المعالية المحالية المحالية المعالية م | |
| are some inherent problems with seeing that | |
| history of involvement, because if child A has ▷SbD∩∩JS, Cbd⊲ D∩SAD7LLLUC Sbl | |
| their own file, again, and then you open a bLrゥレイトゥレイ いって いっちょう しん しんしょう しんしょ しんしょ | c. |
| separate file on child B, how is that family ^{いってい} , ムッイペレン・ | |
| history transferring? | |
| ∆⊳୵⋞⊳⊂ ∿ (ϽϞϡ∩Jና): ኀd۶°Ⴍ广Ⴆ. Γኁ <⊿ | <u>∆^с'.</u> |
| I can tell you, again, based on my experience of reviewing files here, it is very, very difficult to כברי (כל-אר): האריש בליש, באריש ליש בליש, באריש ליש בליש. | Ċ⁰d⊲ |
| piece together the history of involvement and $\Box = d \Delta C^{-1} d \Delta$ | |
| the child's involvement. Again, you have to $rac{b}{b} = J L \Delta P \cap^{\circ} \sigma$, $L^{\circ} \Box D d^{\circ}$ | Ь |
| have a system, and I am not familiar with the $\Box \succ \gamma \gamma \neg | |
| Matrix system that is intuitive and can tell you | |
| hey there is another child involved here that is $ \langle \langle \langle \rangle \rangle \langle \langle \rangle \rangle \rangle \langle \langle \rangle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \rangle \langle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \langle \rangle \langle \rangle \rangle \langle \rangle \rangle \langle | აასი |
| part of the family コイッレンタッン・ハウィウケヘマー クィッレ | |
| ለ፣ወሪዮጵሲላሮችውና ላ፣ሥራላፊም የራዲ | ℃℃ |
| For me, that is one of my points around service | |
| delivery model is that it is the way that they | |
| | יסישי |
| intuitive in terms of making sure that that | |
| history is there. Then history directly imposts | _c _c |
| how you are going to regrand | |
| now you are going to respond. AsbronrL<ンN, CLbdd Aciンのやの していして ムイヘノペードなってやのごし、 | . Je |
| If you have child A who has an open file; say | |
| there was an assault, say there was a child come Asby act a prophatic act a prophatic act and a prophatic act act act and a prophatic act act and | \ <i>ር</i> ናႹゃቦሀ ር |
| into care; fast-forward another year and another $\bigwedge_{\Lambda \circ d / D \to A \subset \circ D} \circ D \circ b \subset L \circ D \circ$ | ις οι μ, |
| child comes to their attention but in the same בארע איז | م بر اد |
| family, right? It is the same type of referral. $d = d = d = d = d = d = d = d = d = d $ | |
| Let's use physical abuse, for example. How is | |
| your decision-making? The Community and אים איי אראילכף אילכף איני איני איני איני איני איני איני אינ | |
| Social Services decision-making is wow, it レンストレット しょう | ᠋᠂ᡃᡉ᠋᠅᠘᠙᠊᠋ᠫ |
| should be: there is a history here that I need to dimpc phylopic Aib docide dimpc by Aib docide dimpletered and the dimpleter | ৽୵L৮୭୦ |
| be aware of, because that may impact the Cbdd ADCAbd APCAbd APCAbd, | |
| decision-making and my assessment of the CLכאיים ילי איכר איכר איכר איכר אינע מא מ | |
| situation. I hope that answers the question. | |
| Thank you, Mr. Chairman. ロージョン ロージョン ロージョー ロー | |
| ٤ ، ئى ئەكمار\كەدەرى ئەتھى ئەكمارىكە ئەتھى ئەتھى ئەتھە ئە | |
| Chairman : Thank you. Ms. Brewster. L⊂∽イ⊲™C▷ペ™b⊃⊲≦L∿iC. | |
| Ms. Brewster: Thank you for that response. I אין | |
| am going off on a little tangent here from data $\Box = 1300 \Box = 1$ | იC₀₽ს ს |
| collection, but I think it is really important to $<\Delta_{\Box} = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$ | |

| do so. Ms. Bates, it is my understanding you | ᠕ᢗ᠋ᡝ᠋᠋ᡋ᠋᠆᠈᠆ᡐ᠘ᡩ᠘᠆᠕᠉᠆᠕᠆ᠺ᠉᠆᠕᠆ᠺ |
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| have brought this issue forward and I would | ΛłLϞϷϞσ ^ϵ . |
| like you to speak to the specific | |
| recommendations that you have made and to | ᠅ᡎ᠋ᡏᡧ᠋ᠴᢛᠫᢣᢛ,᠂᠋᠋᠋ᡦᡄᢣᢄ᠊ᠴᢕᢛ᠋ᠥᡄ |
| tell us whether or not they have been followed | ᠊᠋᠋ᡏ᠋ᡃ᠋ᡤ᠋᠘ᢄ᠘ᢉᢣ᠌᠋ᠵ᠋ᢣ᠖ᡃ᠋ᢗ᠅᠑ᠺ᠄᠂᠋ᡆ᠋ᡄ᠋᠅᠕᠉ᡔᡐᢈᡬ᠅ |
| to your knowledge, and to what extent, and we | |
| will go from there. Thank you, Mr. Chairman. | ∆•୵≪⊳⊂ ⊷ (ጋኣ̀Ბ∩Კና): ናਰ⊁°൨Ր്⊎. |
| Chairman: Thank you. Ms. Bates. | దౕౕంbΔ∩JLጋΔ°ౖౖౖఁౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢ |
| Ms. Bates : Thank you, Mr. Chairman. In terms of recommendations that I have made, that our office has made to the Department of Family Services, and I spoke to this in my opening comments, we are currently monitoring 20 recommendations, 13 of which, again, are directly related to standards and procedures, so developing and implementing specific standards and procedures. | >>>>) >>>>) >>>>>) >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> |
| Also, a couple of our recommendations | |
| contained in that were also related to investigation in particular, which stemmed out of our review of sexual abuse investigation. That recommendation included including the Child Abuse and Neglect Response Agreement inside the standard and procedure, because currently now, there is no mention of it inside the standards and procedures manual. The | ΔC [®] b ^c Ϥ ^c Ca [®] D ^f ^c C ^f [*] U ^c Ϸ [®] [®] Δb ^d ^w CÞ ^j ^A ⁴ b ^{f[*]} U ^c ^{sb} C [®] [*] U ^s b a_a ^w ⁴ [*] C ^j ^b ^{A^w} , P ^d ^a a_a ³ ^b ^{d[*]} C ^{j^w} Ċ ^b d4 ^{sb} C [®] [*] U [*] C ⁱ ^c b ⁱ , Δ ^L t ^s b Δb ^{d^wCP^j^A⁴C^{i^b¹}, Λ_a^{4^w}D^{c⁵^b¹bΔ, Δc^{i[*]}U^{dⁱ}, CP³[*]2^{c¹} Δc^{i^c} D^{c¹}b⁴, CΔLΔ^{c¹}^{A¹}b^{2[*]}U^{c¹}, 4^{c²}C^{i[*]}d¹b^{2^c}D¹ D^{c¹⁸}b^c.}} |
| agreement is mentioned in standards, but it is not in the investigation section, which is problematic. | ϽኣჇჼႭჇናር ᠘ϿϲჀϷϐϭϚ, ჼႦϿჼ ᠕σϭჼϭჼႦჂჼĽჼႱና ϹʹϭͿϤ ΛჼჼϭͰϷϧͺϤϲ, ΔϲჼჼϭͰϷϧͺϥϲϚͺΛʹϿϚʹϭϽϲʹϭͰͿϭჼႱ ՔႱϽჼͻϽϚͺϿϹჼჼႦϭϚ, ΔͽϟʹϽϭʹϿ. |
| Also, we did make a recommendation regarding service model. I cannot recall the year that we made it, but our recommendation, based again on reviews, was that the Department of Family Services assess their | ^ና ២ወበቦ, |
| service delivery model for this particular reason. | Δ•/«ϷϹ· • (ጋϞትበJና): ^ና ሪታ ርኮ. Γነጋ Δላና ሥላና. |
| I would say the other recommendations that we made were largely specific cases as well, so bringing a case into compliance, but again, about 13 of those recommendations were directly related to the service delivery model | Δ<'', Δ'' , Δ'', Δ'', Δ'', Δ'', Δ'', Δ'', |

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| and implementing standards and procedures. | ᠘ᡄᡤᡃ ᡏ᠋᠌ᠫᠣ᠋᠋ᡏ ᡄ᠋ᠵᠴ᠒᠋᠕ᢣᡅ᠋᠋᠋ᡧᡄ᠅ᡥ᠋ |
| Children in care was one of them. There are | ᢣᠣ᠋᠋ᠫᠴ᠋᠔᠋᠆ᠴ᠋᠋᠆᠘᠋᠖ᡌ᠕᠕᠖᠘᠕᠘᠘ |
| currently very limited standards and procedures | |
| related to children in care, and that is quite | ᢄ᠈᠂᠘᠘ᡩ᠕᠘᠘᠘᠘᠘᠘᠘ |
| shocking when you consider the number of | ◄∀ڬ∩יושיאניגנר, ۵ڶי פייסטיפיסטירישייסי |
| | |
| children in care that the director reports in any | |
| given year over year. Thank you, Mr. | ۵،۵۰۵ ۵،۹۰۲ ۵، ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ |
| Chairman. | |
| | |
| Chairman: Thank you. I would like to remind | |
| Members that there is simultaneous | |
| interpretation. Please slow your cadence down. | PrU⊃™∩Þ√<. |
| Ms. Brewster. | |
| | ᠘᠆᠋ᢗ᠋ᠭ᠊᠋᠆ᠴ᠋᠋᠋᠊᠋᠕᠘ᢩ᠋ᡟ᠋ᢆ᠕᠋᠋᠋᠋᠋᠋᠋᠋᠋ᢐ᠘᠆᠘᠋ᢩᠮ᠖ᡏᠴ᠋ |
| Ms. Brewster: Thank you, Mr. Chairman. I am | ᢄ᠋᠈᠋᠋ᢣᡄ᠘ᢆᢑ᠋᠋ᢞ᠋᠘᠆᠘᠆᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| trying to figure out how to go forward with this | ᡬᡃᡅ᠋ᡄ᠋᠋Ľᢩᢛᡆ᠋᠋᠋ᢣᡲᡃ᠋ᢣ᠋ᢞ᠋᠊ᠵ᠋᠉᠋ᡔ᠋ |
| line of questioning. I will go to the Department | ᡃ᠋᠋ᡖ᠘ᢉᡃᠵ᠌ᢂ᠆᠆᠆᠘ᢞ᠋᠋ᢩᢁ᠋᠄᠘ᠻᡵ᠋ᢗ᠋ᠮᡆ᠋ᢄ᠆᠆᠘᠉᠆᠘᠉᠋᠆᠘ |
| | ᡏ᠋ᠫᡆᠴ᠕᠋᠋᠋᠋᠋᠋ᢛ᠋ᡆ᠋᠘᠆ᠳᠴᢗᠺ᠕᠋ᢩ᠘ |
| of Family Services, related to that first question | ∧יל∩רי⊐רי י6ס∆ור⊳פי⊃י. |
| about how case files are created. I think this is a | |
| really important issue of concern that there is | αΓ΄ς ^ኈ Λር? ΔĹኄΔ 25 >հኈቦኈδΔ |
| no transfer of family history related to case | ᠕ᠣ᠋᠋᠊ᡏ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| files, because what we know is that when a | Pr⊲σ P·Lጋ™∩Γ⊃™(-Σ™,≫< |
| child is in danger or in need, that if they have | Σ°°U&bdCD% 4°L⊃ 4&CD%L&C ΔΩΔC |
| siblings, it is pretty, I wouldn't say obvious, but | |
| we can be fairly certain that that child's siblings | |
| will also need some support and intervention, | |
| and most importantly, that having a family- | |
| centred focus to addressing the needs of | |
| children is what we need to do in order to uplift | ،، ۹۰۰۵ ۵۰۲ ۵۰۵ ۵۰ ۵۰ ۲۵ ۲۰ ۲۰ ۲۰ ۲۰ ۲۰ |
| the safety of children. | |
| the safety of emidden. | |
| If we could have from the Department of | ᠘᠋᠋᠋ᡄ᠋᠋᠋ᢛ᠋᠘ᠴ᠘᠋ᡗ |
| If we could hear from the Department of | ᠋᠋᠋ᡃᢑ᠋᠔᠋ᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Family Services whether or not there is going | |
| to be action on those standards and procedures, | ₽ˤbʔ⁰Ⴍˤʰ>∿Ŀ, Þ₽Þơˤ CLʰd⊲ |
| as per the recommendation of the | ⊲७∆ੑੑੑੑੑੑੑ∽₽₽∩∩'nысс™┟८<∩J. ⊲୳L℃₽™ |
| Representative for Children and Youth, and if | ᠘ᡄᡗᡏᢦᡃᠴᠡ,᠕᠆᠋ᠬᡃᢦ᠋ᠯᢗᢂ᠋ᠴᢦᡃ᠋ᡃ᠋ᡉᠣ᠋᠋ᠮ᠊ᡕ᠋ᡃ |
| so, how far along is the Department of Family | Ͻ ϞႱ ϲϞϚᠯ Ϥ ᠙ᠳᠳ ᠕Ϲᡃ᠋ᡃ᠋᠋ᠪ᠋᠋ᡃᠬ᠋ᠴ᠋ᡏ᠋ᡃᢛᡝ᠘᠋᠋᠋᠋᠋᠆ᠴ |
| Services in enacting those recommendations. | |
| Thank you, Mr. Chairman. | ᠘ᠴᡄ᠋ᡅᢣ ᠘ᡄᡃ᠋᠋᠋᠋᠖ᢄᢞᡄᠴᡏᡄᢂ᠋᠖᠋᠂ᠳ᠘᠘ |
| | ጋჼᡟdჼᡟᠯᢝᠣ᠋ᡥᡗᢗ ᠋᠋᠋ᠫᢣᠾ᠋᠋᠋᠋ᡃᢣᢂᢞᠥ. ᠋᠋ᠫᢣᠾ᠋ᡃ᠋ᢣᠴ ᢗ᠋᠘ᡃ᠔ᡏ |
| Chairman: Thank you. Mr. Ellsworth. | ᢦᡟᢣᡤ᠋᠅ᡣᠺᠫᠴ᠋ᡄ᠋᠊᠋ᠫ᠋᠋᠋ᢐ᠋ᡆᡃᢛᢗᢂᢞ᠋᠋ᠧᢁᢡᡔᠲᢂ᠈᠘᠋᠋ᠧ᠅ᡣᡄ |
| | ᠆᠆᠘᠆᠆ᡔ᠋ᡱᡩᢕᢣ᠋ᠶ᠋᠆᠘ᢣᢩᢂᢕᠧ᠋᠕ᡩ᠘᠘᠆ᠴᢩ᠈᠆᠘ |
| Mr. Ellsworth: Thank you, Mr. Chairman and | Δᡄ᠋᠋ᡥᡣᡄ. ᢗ᠋᠘᠘ᢨᠣ᠋᠋ᡷᠾᠴᡄ, ᠘᠋᠋᠋ᡶᡃ ᠘ᠴᡄ᠋᠋ᠬᢣᠥᡃ |
| thanks for the question. I completely agree that | ἑၬၬᡗᡏ᠈ᢗᡆᡝ᠋ᠺᠡᡐᢉ᠋᠕᠌ᠺᢣᡌᢌ᠋᠋᠉,᠘ᡄᡤᠥ᠋ |
| the department needs to take a family-centred | ᡥᡃᠧ᠋ᠫᡃᢛᠵ᠋᠊ᠭᡄ᠕ᡩ᠋ᠴᡄ. |
| approach with respect to the way it manages its | |
| TT THE SPECTO WE WAY IT MANAGED IN | |

| files and understanding the history of our | $\Delta \neg \Box \land \neg \Box \neg \Box $ Ċ°a $\land^{L} \land \triangleright \sigma^{\circ} \cup$, |
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| interactions with any given family, recognizing | <u>፟</u> ይደጉኯፈጭ የደጉፈ የእስ የሆኑ የእስ |
| that we need to have a fuller and more | |
| accountable way of addressing the needs of any | ᡧᡃᡄ᠋᠋᠋᠂ᢣ᠀᠋ᡐ᠋ᢓ᠋ᠬ᠋ᡃᠣᡄ᠋ᠺ᠊᠋᠋ |
| individual family. | ۸٬۲۹۵٬۵۷ مر، بني ۹۹۵٬۹۲ |
| marviadur funniy. | |
| If I could just sidebar for a second, Mr. | ዾbሥ, |
| | 2°°, μ, |
| Chairman, I think I can honestly confirm that | ۲ ⁴ ۲ ⁴ |
| the department has struggled with basic | |
| information collection, as Ms. Bates has | |
| correctly pointed out. You have asked with | |
| respect to how far we are along with the action | 28ህኆ Ճഛ൳൩ᢣϷᡃLC. |
| around standards and procedures? As I | |
| mentioned in my opening remarks, and I | $abbd CDD ar{d}, \dot{\Delta}, a^{\columnature{c}}$ ር DD $ar{d}, \dot{\Delta}, a^{\columnature{c}}$ |
| believe in response to one of your inquiries, we | ᢄ᠋ᡃᢑ᠖᠋ᢆᡄ᠅᠋᠋ᡰ᠖᠘᠂ᠴ᠋ᠴ᠘ᠫ᠋᠅ᢆ᠋ᡖ᠘ᡃ᠋ᠫᠣ᠋ᡗ |
| are working on a step-by-step approach to | ריאסי, מֿיני⊃, אס∆⁰פ⊳יאא<ייסרי∍, |
| address and incorporate all of the | ᠄᠙ᡏ᠈᠋ᠫᢣ᠌᠌ᠵᡄ᠋᠋᠋ᢛ᠙ᢞᡃ᠋᠋᠋᠋᠋᠋ᠴᢕ᠍ᡰ᠘᠘ᡰ᠔᠍ |
| representative's recommendations into our | ᢗᡃ᠋᠋᠋᠘᠋᠋ᢞᡄ᠋ᢂ᠋ᢄ᠆ᢣ᠘᠖᠆ᠴᢕᡰ |
| - | ᠕᠆᠋᠋ᠺ᠄ᡃ᠋ᡋ᠋᠋ᢉᡃᢣᢂ᠋ᠴ᠘᠖᠆᠕᠆᠘ᠴᡄ᠋ᠺᡷᠺ |
| response. | |
| | ᠆᠆᠘᠋᠋᠆᠘᠋ᠮ᠆ᡧ᠙ᡔᡬ᠅᠋᠋᠋ᢑ᠘᠆᠋᠈᠘᠘᠆᠘ |
| We have, recognizing the importance of the | ᠘᠆᠋ᡶ᠋ᢕ᠋᠋ᠨ᠋ᡗ᠘ᠴᡄ᠋᠋᠘ᢣᡐᡬ᠘᠆ᡕᠯ᠕ᠴ᠉ᡬ |
| absence of appropriate standards for out-of- | ᠕᠋᠋᠋᠋᠋᠋ᢐ᠋ᡆ᠆ᠳᠣᡗ,᠘᠆᠋᠋᠋᠋᠋᠋᠋᠋᠋ᠳ |
| territory children in care, that was our primary | |
| objective given the recent realities of the | L°a, Lc<<<>>°C 2, 10 2, |
| department in the last previous two years, I | P^{U} D^{A} D^{A} . |
| would say, Sir. That was our focus, and we are | $\Gamma \cup \Box \Box \Gamma \nu$. |
| moving through each standard systematically to | ᡆᡏ᠆᠋ᢛ᠕ᡬ᠋? ᡏ᠙ᠳ᠋ᢄᡷᢛᢣ᠘᠆᠋᠋ᢛᠫ᠋᠕ᡄ |
| address these issues. | $\Delta \Delta J \cap P^{-} \Delta C^{+} < C^{-} \wedge C^{-} $ |
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| In terms of how far along we are; we are, I | ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| would say, 25 percent through those processes, | |
| but again, it requires meaningful engagement | |
| | ᢄ᠈᠋ᢄᡔ᠙ᡩᡄ᠊ᡆᡲᠦ᠊ᡄ᠂ᡅᠴ᠉ᡴᡄ᠋᠋᠈ᢣ |
| not only with the representative's office, but | |
| with Nunavut Tunngavik Incorporated and | ᠴᢗ᠋᠆ᡷᠡᡅᡐᡃ᠋ᡉᡩᠴᡗ᠆ᠴ᠕᠋᠋᠋᠉ᠳᢣ᠘ᢣᡅᡐᡃᡋ᠅᠋ᠫ |
| regional Inuit associations to ensure that not | ᢄ᠆᠘᠆᠙᠘᠆᠙᠘᠆᠙᠘᠆᠙᠘ |
| only is it clinically based, from a social work | |
| perspective, and not only is it scrutinized by | ݥﺪﻟﻨﻼﺗﻪﺩﻧﻪﺩﻪﺩ এﺩױֹםﻩ שפשר⊳שב. |
| those who are the experts in the field, like the | ᠈ᡃᡆᢣᢩᢁᡄ᠋ᢛ,᠘ᠺᠡ᠙ᢂᢗ᠋᠄᠋ᡃ |
| Representative for Children and Youth, but also | |
| that our standards reflect Inuit societal values | Δ▷ץ≪▷ር∿ (ጋኣ̀ት∩Jና): ˤdァིᡅ广ʰ. Γʰ >ʔʰϽ. |
| and the lens through which we work should | |
| reflect Inuit Qaujimajatuqangit. | ፘኁ፞ጘ፞ < (ጋኣ፞ትበሆ): ^ና ፅታ ፞፞ዹ广 ^ኈ , Δ ዾኯ፟፟፟< |
| ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ | ጋ५୬୮୦Ճ°ՉናL የϷϧϷՐ⊲ኈႱ ኄኴጮ, ๔୮, |
| I can say that early on in my tenure Ms. Bates | ᠕ᡩᠴᡏᢗ᠅᠋ᡰᠣ᠋ᡦᡰ᠘᠋᠋ᠫᢩᡥᡶ᠋᠕᠅᠋ᡰᠳᠮᢂ᠕᠅ᡰᡆᡗᢂᢞᢗᠫ᠋ᡗ |
| had identified this file-naming convention that | |
| we have had as a problem. I would also add to | |
| we have had as a problem. I would also add to | $Prd\sigma PPLC, d\Lambda^{sb}d\Omega \Delta^{c}$. |
| | |

the fact that the problem was exacerbated by a lack of an information system, by the fact that social workers were not properly trained in the way they took information and stored information, by the fact that information was stored in various different systems, if you will; some paper-based, some shared-folder-based, some on the former information system, which as a result did not give the social workers a fair and accurate picture of the families that they are there to serve.

All of which to say is we recognize this as a serious issue that we need to address and we are addressing it. We have already made significant progress with respect to addressing some of the root causes, such as funding, through the leadership of Hon. Minister Nakashuk and the support of cabinet. Our allocation for this fiscal year is far superior than any other fiscal years. We have implemented the initial phase of the information management system. We have added an additional, if I'm not mistaken, 34 employees to the roster of Family Services as a whole, 28 of which are social workers.

All through the lens, Mr. Chairman, of having the capacity to collect.... First, let me step back; to identify the appropriate data sets, to collect data meaningfully, to ensure there is an oversight function, to ensure that the data that is going in is accurate and reflective of the work that the social workers are doing, but also to be able to action the necessary mandated legislative requirements of our social workers to ensure that they are following the standards and procedures.

There are standards and procedures in place. Where we fell short that we weren't following them, simply, as the Auditor General pointed out.

So how far along? We are well on our way I would say, based on addressing the root causes of these issues. I and my teammates are

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Δ•/ペレC•• (ጋⁱኣኦበJ•): Γיጋ Δላ-ሪዎላ.

working diligently, meticulously through, step by step, each of these issues that will hopefully, and I am certain and confident that it will address our ability to comply with standards and to develop revised standards that will be more meaningful for all of us to be able to understand what that picture looks like, and to work with our colleagues at the Representative for Children and Youth and the relevant departments to ensure there are healthy outcomes for families and Nunavummiut. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. I did not hear a response to the baseline of my question, which is that practice of.... The witness did start off by acknowledging that Family Services should look at the family as whole. However, the witness did not respond to my question about whether or not the practice of opening up files singularly on children has evolved into opening family-oriented case files. If I could hear a response to that, I would appreciate it, Mr. Chairman.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. That, we are evolving in currently and presently, I believe files are still initiated under the name of the child. However, there has been an identification that this is an issue through our work with Representative for Children and Youth, and certainly we are moving forwards a more family-centred ability. The Matrix information system file naming convention allows for certain data sets to be identified, the functionality of which would seem to lend itself well to creating a different system within which we are looking at the family consular unit. In addition, that also goes to the work that we want to be undertaking around prevention. Thank you, Mr. Chairman.

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Chairman: Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. I need some more reassurance, I suppose. When a file is opened up on a child currently, if there was one opened up today, is it the convention now to collect information about the other children that are in that family unit where the child is currently residing, and is it a practice to check in with the other children who are in that household as well? Thank you, Mr. Chairman. **Chairman**: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. Thanks for the question. According to the service standards presently in place, a social worker or other individual may receive a referral. The role of the social worker in the perfect world under this particular standard, would have that social worker gathering as much information as possible from the referral source about the situation to be able to identify and complete a structured decision-making screening and response priority for child protection.

As at today, the convention, again, it is open under the name of the child. The directive is that the social worker does a full understanding of that family's situation. However, I believe it is still a work in progress, to be quite honest with the Committee, that we are still working to migrate information so that we understand it in the new wellness system. Phase 2 is the migration check and balance process. I hope that answers your question. Thank you, Mr. Chairman.

Chairman: Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. To my understanding, in plain language, if a file was opened on a child today, there is absolutely no guarantee that the other children within that household would be immediately checked upon **Δ⁶/«ϷC^{⁶** (Ͻ^ϳ, Ϸ∩J^c): ⁶/₆ ⁶. Γ¹ <Δ^{c¹}.}

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| as well. Is that correct? Thank you, Mr. | |
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| Chairman. | ᠘ᡃ᠋᠘᠋ᡃᡠ᠕ᢗᡃ᠋ᡃᠥ᠋᠕᠋᠋ᡃᢑ᠆᠋᠕᠋᠋᠉ᢣ᠋ᡝ᠋ᠴ᠋ |
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| Chairman: Mr. Ellsworth. | ᠋᠂ᡃ᠋ᡃᠣ᠌ᢄᢣ᠘᠋᠋ᢞ᠆᠘ᠴᡄ᠋᠋᠆ᡘ᠊ᢂ᠋ᢗ |
| | ᠕᠋᠋᠉᠆ᠳᢣᢂ᠆᠕᠅ᡃ᠋᠆᠘᠘ᡩᠣ᠋᠆᠕ᡔ᠋᠉᠆ |
| Mr. Ellsworth: I don't think that's correct. I | ﺩﻩ°⇒ט, ףר⊲ס כו∆°ס לאי ⊳ם∿טֿא<כ |
| believe that depending on the nature of the | ᢀᢞ᠋᠋ᢉ᠋᠋᠋ᡏ᠋ᡗ᠆᠕᠘ᡩ᠋᠘ᡩᠴ᠘ᡃᠫᢠ᠖ᠼ᠘᠆ᡔᠴ᠖᠕᠘᠘ |
| referral and the potential allegations that were | ᡬᡃ᠋ᢩᠳᡄᢗᠵ᠕᠋᠋᠋᠋᠋ᢐ᠋᠔ᡔᡄᡅᢣ |
| contained within it, it would give rise to | ᠄᠋᠋᠋ᠻᠮᢄ᠘ᢨᠣᡄ᠋᠋᠋ᡬ᠊᠍᠘ᡩᠴ᠋᠋ᡗᢂ᠋ᡬᡥᠣ᠋ᡃ |
| necessary intervention with the family unit. So | ᠘᠋᠋᠋ᠫ᠘᠊ᢗᢈᢂ᠕᠋᠋᠋᠋᠉᠆ᠬ᠖ᢕ᠋ᢄ᠘ᠺ᠘ᢄ |
| I do not think we can just link it with an if-yes- | ⊳₅₽₅₽∩_⊃Րօ. |
| then-no analysis. It really depends on the nature | |
| of the situation. Thank you, Mr. Chairman. | ᠌ᠫᠻᠡ᠋ᡏᢣᡃᢆᡆᡄ᠘ᢞᡆ᠕᠋᠋᠋᠋᠋ᢐᡆᠯᠬᢣᢩᢄ᠅ᡣ᠋᠋᠘ᢞ᠖ |
| | ^ና d৮°Ⴍ广ჼ Δ ዮ/ペϷርና . |
| Chairman: Ms. Brewster. | |
| | ∆•୵≪⊳⊂· • (ጋኣጓ∩Jና): ነd۶°⊆广⁵. Γነ >ጓካጋ. |
| Ms. Brewster: Thank you, Mr. Chairman. Can | |
| the witness tell us what the threshold is then, | >ት/ ር/ጋር/ጋር): ናሪታ ይካታ የወደ ነው እስከ የሆኑ |
| for checking on any other children in the | ᠌᠌᠌ᡔ᠋ᡗ᠋ᡘᢦᡃᢦᡏ. ᠘ᠴᡄ᠋᠋᠋᠋ᡘ᠆ᡘᢑ᠖᠖ᡷ᠘ᢣ᠋ᡗᢣ᠋ᢂ᠋ ᠕᠈᠊ᠯ᠋ᡣ᠋᠋ᢐ᠋᠋᠄ᢑ᠘᠊ᢁᡩᢛ᠋᠋᠅ᡎᡄ᠋᠘᠋ᡬᡄᡆ |
| household? Thank you, Mr. Chairman. | Λ΄ |
| | ۵۵۵۵٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬ ۲۰٬۰۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬۵۰٬ |
| Chairman: Mr. Ellsworth. | |
| | L°Q°CP P°_T A®d7Pr4c°d° |
| Mr. Ellsworth: Mr. Chairman, with all due | |
| respect, our clinical practitioner who was to be | 4°ω4Γ C ⁶ dα μ ⁱ ω ΠΠς ⁶ μLμ ^s Γς ΔέσΡ ^α ^s Γς |
| here today is not, and I apologize for that. I am | $P_{c} = P_{c} = P_{c} = P_{c}$ |
| committed to getting that information to the | |
| Committee for their consideration as soon as I | ۵خانه ۲۹۹ ۵،۵۰۲ ۲۵۰ ۲۵۰ ۲۵۰ |
| can. Thank you, Mr. Chairman. | |
| | |
| Chairman: Ms. Brewster. | ᠘᠋᠋᠋᠋ᢑ᠋᠘ᢣ᠋ᢑᡅ᠋᠋᠘ᡓ᠋᠘ᡓ |
| | ᠕ᡃ᠘ᡣᢄᡣᢣᢄᢉᢦ᠋᠋ᡃ᠖᠖᠖ᠴ᠖ᠫᢄᢕᠴᠦ.᠂ᡃ᠋ᠬ᠋ᢣ᠆᠋ |
| Ms. Brewster: Thank you, Mr. Chairman. I | <u> </u> |
| wonder if the Representative for Children and | |
| Youth might have some thoughts to share on | Δﻪ/≪ϷϹ ናﻪ (ϽϞϡ∩Ϳና): ·ϭͿϧͼϼϯͽ. ΓʹϹ ∆ϭʹϟͽϭ·. |
| this issue. Thank you, Mr. Chairman. | |
| | ᠘᠋Ϥᡩ᠊᠋ᡣ᠀ᠫ᠋᠋ᡏ (Ͻϳᢣ᠘᠐ᡗ᠄᠄ᡆᡰᢞ᠌᠊ᡆ᠋ᠮᡃᢛ᠘ᡃᡟᡘ᠙ᢂᢗ᠄᠋᠉ |
| Chairman: Ms. Bates. | ᠈ᡃᡆᢣ᠋ᠲ᠋ᠴ᠘᠖ᡩ᠘᠘᠘᠘ᢄ |
| | ᠕᠋᠋᠉ᡃᠣᠯᠽᢣ᠌ᢄ᠆ᡩᡄᢄ᠘ᡧᡆᠴ᠘᠋᠉᠋ᢆᠣᡄᢁᡄ |
| Ms. Bates: Mr. Chairman, thank you for the | ᡏ᠋ᢂᡔᡄᢗᢂ᠋ᠳ᠕ᢞᡥᠴᢩᠣ᠋ᡗᡬᡲᡃ᠋᠋᠘ᠴᠦ |
| opportunity to respond. With respect to the | ᠕ᢣ᠋᠋ᡗᢞᡄ᠋ᠺ᠆᠕ᡩᠣ᠋᠋᠆ᠴᠣ᠂᠋᠕᠋ᡔᡄ᠋ᠺ᠕ᡷᡳᡗᡥᠥ. |
| current situation, and again in my experience | ᠘ᡄᡗ᠊᠋᠋᠋᠆ᡄ᠆ᢅᡄᡄᢄ᠆ᡩ᠙᠘᠆ᡩ᠘᠆ᡩ᠘᠋᠆᠘᠆ᡩ᠘᠋ᢆ᠆᠘ |
| reviewing files, there are a couple of current | ᡖ᠋ᡣ᠋᠄ᡃᡖ᠋ᠬᡩ᠘᠂᠋ᡷᡄ᠉ᠫ᠕ᡩ᠋᠔ᡩ᠘᠂᠋᠖ᠳᠺᢣᢄ᠉ |
| issues. One, you can not be relying solely on | ᡬᢛ᠋᠔᠆ᡄᡏ᠕᠂ᡁ᠋ᠴ᠅ᢩ᠕᠄ᡷᢛ᠋ᡗᢉᢦ᠌ᢓᢩ᠆ᡆ᠋᠅ᢣ᠘ᢣ᠀ᡃ |
| the referral information, the form, the referral | αναςται για το αναγια το αναγια αναγι |
| information. There is a section in the referral | ᠔ᡣᠬᡃᢑᡄ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᡖ᠋ᢣᡝ᠍᠍᠆ᠴᡥ᠂ᡏ᠋ᡔ᠆᠈ᠿ᠆᠄ᡆᢣ᠋᠋ᠵᢣ᠘ᢣ᠘ᡷ |

information that talks about history, but again, it relies upon what is currently inside the system.

Historically, there have been concerns that documentation has not been done, and so it is not in the system. So the information is not present for the community social service worker to access it.

The other issue that I think is currently... and I just want to kind of raise this, is there is often a heavy reliance that a client index system, that an electronic management system is going to be your saviour who is going to address all your big issues. However, it doesn't address the issue of a system still requiring people to do the investigation, document it, and input it into the system.

One of the primary issues currently that has been identified both by my office and the Office of the Auditor General is the investigation; the follow-up on the referral is not happening. The investigation is not happening to what it should be, and I could certainly at some point get into a lot more detail about that.

The actual response is not happening. If there is no response happening, then that information is not even inside the system for the community social service worker to access it. So there is kind of that other issue that is impacting the situation, as it relates to Family Services.

I would say that currently, if I am not mistaken in the standards and procedures manual, there is no obligation or mention to when you are doing an investigation, that you should be... you interview or investigate the child, but also everybody else that is inside the household.

Again, in my own child welfare experience, that was often a standard, because you can not treat a situation as a singular situation, Ϸʹϧϲͼϭͼϳϳϫϲͺϫϫ לס^גL™חכ⊳שס. כדאדם כָ_רפּק ᡏᡄᡄᢗᠵ᠋ᢉᢦ᠋ᡃ᠋᠋᠖᠂ᠳᢑᡊ᠆ᡆ᠖᠆ᡆ᠘ᡧᠧ ₽▷^{\$6}d̄<⁶P⁶_P<⁵P<⁵⁶. ⁵d⁵⁶ Δ⁶P<⁶C⁵⁰.

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especially when you are dealing with multiple children in a family home. If an incident has occurred with one child, there should be a standard that requires the community social service worker to be look at all children in the household; anyone who is inside the household, interviewing them, or at least having an interaction with them. Currently, as I understand it, there is not that standard in place. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Brewster. **Ms. Brewster**: Thank you, Mr. Chairman. With full understanding that the Department of Family Services expert is, with good reason, not here today, I wonder if we could go back to the Department of Family Services, because we heard earlier as well from the Representative for Children and Youth that the Child Abuse and Neglect Protocol Agreement is also not contained within the current standards and procedures manual. My chicken scratch is hard to read.

If we could go back to the Department of Family Services and just hear a brief and a plain language update about how that manual is being updated, where it is at, and when it will be ready for the very important teams at Family Services to put into action. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. Thank you for the question. It is referenced in the standards, but in my respectful opinion, there is a lot of work to be done to completely operationalize the spirit and intent of the Child Abuse and Neglect Response Protocol. Relevant departments recently met through inperson and virtual meetings to discuss how do the operationalize so that there is a top-down understanding and protocol and subordinate standards and procedure that will ensure the meaningful implementation of this agreement? ᡣᡃ᠘ᡣᡅ᠋ᠺ᠆ᠴ᠋ᢣ ᡬᡃᢐᡆᢩ᠂ᡏ᠆ᠵᡶᡄᠺ᠆ᡘ ᠘ᡄ᠋᠊ᢗ᠌ᠥ᠋ᠬᡆᡄ᠂᠆ᡏ᠖ᡔ᠋ᢁᡠᢣᠴᡏ᠋᠋᠋᠅ᡁᡄ᠂ᡧ᠘ᠴ ᠋᠋᠈ᡃᡖᠴ᠅ᢆᠫ᠊ᢄᠺᠦᡏ᠋᠋ᠴᠴ᠋

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I can advise the committee that ADMs responsible for the operationalization of that are in discussions, and how we see is it is that our respective departments, and certainly the other department ministers can speak to this as well, our respective departments will take that in and create standards within each of our departments to ensure that there is an integrated service delivery model, again to ensure that the meaningful implementation of it.

Again, the parties to the Child Abuse and Neglect Response Agreement are the Government of Nunavut departments that are here today, the Royal Canadian Mounted Police, and the Arctic Children and Youth Foundation, represented by Umingmak.

Again, just to further articulate, it is our intention to ensure that this agreement is operationalized and fully functional, including the application of metrics in the application of the agreement. I hope that answers your question. Thank you, Mr. Chairman.

Chairman: Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. No, it does not. There were two parts to the question, actually. It was related to that protocol agreement and implementation as well as updating the standards and procedures manual for the team of social workers that do interact with children. The third part of that was an exact time for implementation. Thank you, Mr. Chairman.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. I believe I answered the first two points. The third point, on exact timing; this is a priority for the Government of Nunavut. I suspect that within the next three to six months we will have standards in place for our respective

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ΔϤ·ϒϿϤ· (ϽϞϡϴϽͿʹ): ·ϭͿϧͼϫϹϳͼ, ΔͼϒϘϷϹʹͼ. ΔͼϒϘϷϹʹͼ, Ϸ·ͽϷϺϽͼϫϲϷϷ· ΛϲϫϲϫϲͿϲͼϷͼϹ ·ͽϷϡͰϲϺϥϚ;ϲϽϹ ;ͳϥͼͼϛͼϧͻϥͼͿϫͺϳϲϹ ·ͽΔϲͶϧϷϧΔϧϲϲ <ϲ;ϒͼϭϭ·ͻ ϥϒͼϻͼϲͻ

| departments. Again, I cannot speak to the other | ᠕᠆᠋ᡅ᠋᠋᠋ᡃᢑ᠋᠆ᡩ᠘᠘᠘ᡩ |
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| departments at the table, Mr. Chairman, but it is | ᠕᠆ᡅᡧᢗᢟ᠋᠄᠖ᢂᢣ᠘ᡃ᠋ᠴᢗᠴ᠂ᡃ᠋᠖ᡗᠬ |
| a priority for Family Services recognizing that | <<⊂⊳₄ل^ڶ⊂ ۲۲٬۰ ۹۴۲⊃ ۹۴۲۶ |
| we champion the renewal of the agreement and | ᠈ᡩᠵ᠘ᡷᡄᡊ᠊ᡃᢗ᠊᠘᠋ᠴᢩ᠆ᡔᡗ |
| we fully intend to implement it. Thank you, Mr. | |
| Chairman. | ᠌ᡈᢣ᠌ᢦ᠋ᡣ᠋᠅ᡥᡄ᠊᠉᠋᠖᠈ᡔ᠘ᡔ᠘ |
| | ᠄᠋᠋᠋᠋ᡥ᠋᠋ᡗᢑ᠈ᠳᢑᠫᠾ᠂᠋᠕ᡷ᠋ᡷ᠋᠘ᢕ᠋ᠵᡆ᠉ᠫᠾ᠂᠕ᡷ᠋ᢤᡗ᠘ᡩᢁ |
| Chairman: Ms. Brewster. | <i>ڮ</i> ڡۥ؋ٮۜؗڂڔٳڡ؞ؚڡ |
| | ᡃ᠋᠋᠋ᡖ᠋ᢄ᠆ᡷᡄ᠉ᡀᡄ᠘ᠼᡄᢄᡀ᠆᠕ᡀᡄ᠘ᡷᡄᢄᡔᡗ |
| Ms. Brewster: Thank you, Mr. Chairman. | ᠘᠋ᠴᢀ᠋ᠣ᠕ᢣᡗ᠋᠋ᠺ᠋᠋᠋᠄ᢣᡄᢄ᠂᠘᠋ᠴᡄᢁᡃ |
| Taking into account the fact that the Office of | ᡝᡄ᠋ᡬᡠᡃ᠋ᠫᡣ᠋ᡃ᠘᠋᠋᠋᠋ᡰᢣ᠋᠋᠅ᢗ᠋ᠵ᠙ᠫ᠋ᡗ᠄᠂᠋ᡝᢣ᠋ᠲ᠋ᡄᠮᡃ᠋᠉,᠘ᡃᡟ᠙᠋᠌᠌ᢂᡷ |
| the Auditor General of Canada declared the | |
| state of Family Services a crisis in October of, | ∆⊳ץ≪⊳⊂∘ • (כוֹקארטכ): יּלא≏פרׂיּ. די >ליכ. |
| was it 2023? It just seems that another three to | |
| six months for that very important baseline of | ፘኁ፞ጙ፞ < (ጋ፟፟፟፝፞፞ኯ፟፟፝፞ኯብሆ): ፟ ^ና ነት ፞ዾ ^ዸ ፞፞፞ ፞ |
| standards is a long time to take to put into place | ᠔ᡣᡅᢦ᠌᠌᠌₽ᡏᢤᠾᢄ᠈᠋᠖ᡔ᠔᠋ᢄᡩ᠉ᠫ᠋ᠺ᠘ᡁᡐ᠘ |
| a very key stone in addressing the crisis that is | ᠙ᢂᢣ᠘ᢉᠷᠧ᠋᠅ᢕᡄ᠋᠕᠉ᢀ᠕᠉ᠣ᠘ᢞᠣ᠘ |
| before us, or the crises. That concerns me. | ᢀ᠕᠋᠋᠉ᡃᠣ᠘ᢣ᠘ᢣ᠋ᢣ᠕ᢣᠴ |
| before us, of the effices. That concerns me. | ᠴᢀ᠋ᡣ᠋ᠮ᠋᠖᠆᠘᠂ᢆᡆᢄ᠆ᡘ᠆᠈᠘ᢤᢄ᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| Is there also training being developed for the | Ͻ᠙ᡃᠻ᠋ᡃ᠋ᠴ᠌ᡐᡤᡃᡃᢅ᠍ᡃ᠋ᡰ᠋᠋᠘᠋᠄᠋᠂᠋ᢨᡄ᠋᠋ᡝᠳ᠋᠋᠋ᡐᢛᢕᢣ᠘᠊᠍ᡰᠵᢛ |
| implementation of both that protocol as well as | ᠋᠄ᡃ᠋᠋᠋ᡦ᠋᠆᠋ᠴᡄ᠋᠀᠋᠆᠘ᢄ |
| the new standards and procedures manual? If | |
| so, when will that be? What is the | ᠕ᡃ᠘ᡣ᠌᠌᠌ᢂ᠋᠅ᡤᡄᡃ᠂᠘ᢞᡆ᠂᠌ᠣᡆ᠌᠀ᡃ᠋ᡏ᠋ᠴᡃᢗᢂ᠋ᡃ |
| implementation plan for that? What we can | ዮርተσላኈቦነሳ ለርሊልኈሁና |
| know is we can give tools to public servants, | ᠘᠋᠋᠉ᡃᠣ᠘ᢣᢛ᠋ᡣ᠌₽᠋ᠴᢩᢂ᠋᠋᠋᠋᠅᠋᠋ᡶᢗ |
| but if we do not train them fully on how to use | ᠘᠋᠋᠋᠉ᡃᠣ᠘ᢣ᠋᠋ᡗ᠋᠄ᡉ᠋᠉᠆᠘ᠧᢩ᠆᠘ᠽ᠋᠆᠆᠘᠆ᡘ᠆᠘᠋ᢆ᠆᠆᠘ |
| them to their full advantage, then our services | ᠂ᡃᡃᠣ᠘᠆᠋᠋᠂᠘᠆᠆ᡧ᠙᠋᠕᠅᠙᠕᠅ᢄ᠘᠆᠘᠘ |
| are substandard. Thank you, Mr. Chairman. | |
| That is to the Department of Family Services. | |
| That is to the Department of Family Services. | |
| Chairman: Thank you, Ms. Brewster. If I may | ⊲⊳د∿∩«י⊃∟ أ¢ך. |
| add to your question; I think it is important to | |
| hear on why, as the Representative for Children | |
| and Youth made comments in her opening | ᠴᡏᡄᢂ᠆᠕᠆᠙᠂᠙᠘᠆᠕᠆᠅᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ ᠘᠆᠘᠆ᡬᡄᡗ᠘ᡬᢗ |
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| Mr. Ellsworth: Thank you Mr. Chairman. | /ኦሩ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ/፲ሬዮ |
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| delay, that presumes there is not already | |
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| community level. My respectful submission is | |

| our approach is to enhance that and to codify it | ^ና bናኣኦታሪ የΓչፈሀ _ራ ሁշ ው |
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| through the work of our colleagues at the | ᢀᡃᠣᢦ᠋᠋ᡃᡷᡆᢩ᠆ᡥᡊᡔᠧ᠕ᡃᡃᠣᡆ᠂᠋ᠣᡐᡗᡐᢦ᠋᠅ |
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The second piece to your point was training. There are training modules that have been developed specific to social workers. We are committed to working with our colleagues to ensure that they also have training materials. As I understand it, there was historically training available, but I think the approach historically was perhaps set it and forget it. Again, we are committed as the executive team to ensure that those are implemented and structured, principled approach to implementing the spirit and intent of the agreement.

With regard to Mr. Chairman's question on why; I cannot speak to why a previous administration at the Department of Family Services chose the route that they chose, but I can tell this Committee and Nunavummiut that we are committed to implementing all of those recommendations in a meaningful way, again, to ensure, quite frankly, Mr. Chairman, our mandates are not dissimilar. In fact, of all of our mandates, they are probably the most inline with one another. This is why early on, both Ms. Bates and I committed to enhancing our relationship to opening those pathways through *Inuit Qaujimajatuqangit* and working together to achieve a common goal in fixing child welfare in Nunavut, Mr. Chairman.

Again, although they have not been acted upon historically, I am committed, as is my team of professionals at the Family Services department, to implementing those recommendations. Mr. Chairman, thank you.

Chairman: Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. The Representative for Children and Youth indicated two key areas of lack of data collection that is very concerning, and those are ᠂ᡬᡃᠳᢑ᠑ᡏᠣᢂ᠋ᠴᠴᡱ᠅ᡠᢈ᠅᠋ᡩ᠆ᢑ᠖᠘᠘ᠺ <u>ዻ፟</u>፟፟፝፦፹ዻል፫ዻዖበ፞፞፝፞፞፞፞፞፞፝፝፝ኯኯኯኯ

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the number of referrals coming into Family Services, as well as the number of children in care. As Members will recall, I have asked a number of times for reassurance that we know, number one, how many referrals are being made about children who are potentially in danger; and number two, that we know exactly where our children are, as well as how many children are in care.

I would just like reassurance today again, that we do know how many referrals are being made and that they are being acted on; every single referral that is made, immediately, because we know that people refer these children because they are potentially in danger. I want to be reassured that we are acting on those referrals in order to protect those children as quickly as possible.

As well, if I could hear how many children we have currently in care today and whether or not we know where every single one of those children in care are. That is to the Department of Family Services. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. I can assure that we are working diligently to ensure that we are responding to every referral by working collaboratively with the RCMP and other stakeholders in government.

I can assure you that we are acting on referrals. I can assure you that we know how many children are in care, and I can assure you that we know exactly where they are.

With respect to numbers, at the present time, although recognizing we are here to examine previous fiscal reportings, I can advise the Committee that there are currently 316 interritory clients receiving care, 93 out-ofterritory clients in total. Thank you, Mr. Chairman. >୧୬୦୯୮ ﻣﻮ୬୳୮୬ና L୭୯୦୦ና የ២୦୦୯ናL∿Ⴑ୦ ୬ና୭୬୵୭୭୳୵୲୦୦୦ ଏ୦୭ናମ୮ና୦୦°ﺧﯩ୬୯୦୯୦୦ ଽ୭୬୬೭୬୯ନ୯Lና୬୦୯. ୦۵೭୭ ଏ୦୭ናମJና ୭ᲘᲘና୷୦୭୭୦ና୬ଏ୭ና ୦୧୵୰ଵୢୢୢ୰୰୰୰ ۵୬୵ଽ୭୯୦୯୯୯୪ຏ୦୦୦୦୦ L୭୯୦୦ና.

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| Chairman: Thank you. Ms. Brewster. |
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Ms. Brewster: Thank you, Mr. Chairman. That was a really important tangent I think to go on, and I appreciate everybody's responses to my questions. I would like to go back to the question about data collection.

What we heard is that the Representative for Children and Youth is mainly reliant on population health data, which we know is extremely important and that. What we also know is that the Nunavut Bureau of Statistics is understaffed, or unstaffed. I'm not sure what the latest update is on that. That information I think is extremely important. It is important to all of us, to every department, to everybody who delivers programs in Nunavut.

What is also important is the data that we are not collecting. We have heard from, for example, the Department of Education, that has their new data collection on violent incidents within the schools. Members may recall that I asked a number of questions over the last year about what kind of data we are collecting on children, and what kind of opportunities that collecting data can provide.

The data reporting system on violent incidents in schools does not collect data on students who are indicating that they are experiencing violence outside of school, and that is concerning to me. I know that through the MEDITECH program with the Department of Health, that data is collected if a child seeks medical care or an injury related to violence. However, what we do know is that children are experiencing violence outside of school and they are witnessing violence, and we know that children who are witnessing violence in the home are traumatized by that violence, and that that impacts their brain development and has long-term impacts on the health of individuals. We know that there is a correlation between

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address these issues of concern related to the health of our children and their long-term health as well. I would like to hear from the Representative for Children and Youth about data gaps related to the ability to bring information together about the real lived experience of children. That is not just population health data. It is data, what we know as well as.... Sorry. I'm going on. I apologize.

What we know as well is that I have asked the Department of Education, as well as the Department of Human Resources, on whether or not they track whether or not children are homeless or near homeless, and whether or not the Department of Human Resources tracks whether or not their employees are homeless or near homeless. The reason I think that is important is because we know that a large part of our public service are Inuit women who have children and who are in administrative level positions that don not necessarily come with housing.

When we consider how important it is to create knowledge about the real lived experience of people in Nunavut now, collecting data points is extremely important. I would like to just throw that big, long statement and preamble to the Representative for Children and Youth. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. I am hoping I can pinpoint down my answer here. In terms of data gaps, when we look at data, I think you have really pinpointed the issue, which is you cannot look at one set of data in isolation, because a lived experience of a young person is... there are many points of data, such

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as homelessness, housing issues, food insecurity. There are all of these components. Again, there is really, aside from what I'm aware of, aside from our Status of Young Nunavummiut section, there is not one place where you can have all of that data in one place.

Again, one of the goals of the status section was to try to bring it all in one place so we can have an understanding of what the lived experience is of young people. Again, having said that, there are significant gaps, and on top of that, there is also the issue of it not being updated data. If you do look at the population statistics, they are often, I believe, they are upwards of four to five years old. Again, it is difficult because you are dealing with old information, not present information.

It also speaks to the fact that you have to have people in positions collecting that information, and I think that is a big challenge for a lot of departments. I also think all departments need to be looking at what information should be collected. One of the issues that we had early on in creating the Status of Young Nunavummiut section was kind of a push-back from departments, saying we are just collecting information because you are asking us to, and not seeing the value of that information and how it can inform all other services and programs on a go-forward basis.

I do believe that some of that has changed, but I do think we are again this year we have done a bit more expansion in terms of housing and those type of things, in terms of data collection, but how much information we are going to get or if that information is available, I'm not clear on as yet.

Again, I think you always have to look at data as a whole, not as a part, because there are many things that affect our lives. Again, I think really, is it for the representative tell you what Ρ·Ⴑჼ᠈ϽΔϷϷϫͺϷʹͽϷͽϷϷ·ͺϲ ϷϤʹϚϤϷ·ϭ·ͽͺϹΔͽϤϤ ʹϐΔϹϷʹϐϲϹʹͼϟͺͰͺϞϗϭϲͺϫϹϷͼʹϧϹ;Ͻϲ ϽϭϧϷʹϐͼϹͼͺͰ·ϳͺͺϤͼϭϥ;ϐͼϫͼϧϲͻϲϫͽϐϫͽϲ ϹͼϫͺϤΛʹͽϤϽϾϐϭͼͼϲ;ͺ;ϥϧͼϫϳͼͺϪͼϟϭϷϹͼ.

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| data should be collected? No, I do not think so, | لەەت ∆دەرد لەردە ⊲ۈخىلە ∆دە |
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| but I do think that if you are going to do a | ᠕ᢣ᠌᠋ᡔ᠘ᡃ᠘᠘᠂᠖ᢧ᠋᠉ ᠘ᢄ᠆ᡅ᠂᠕ᡔ᠘᠘ |
| proper assessment of what is required, what | ᠋᠄ᡃᠣ᠋ᠴ᠋᠋᠋ᡃ ᠘᠋᠋᠋᠋ᡃᢑᠣ᠘ᡃ᠋᠋ᠮ᠋᠋᠋᠋ᡰ᠋᠘᠋᠋᠋ |
| each community needs, then you need to figure | ᠘᠋᠋᠋ᢣᢞ᠋ᠣ᠊ᡔ᠌᠌ᡔ᠋ᡗᢛᡆᡄ᠋᠋᠘ᢛᡆᡊ᠋᠄᠂ᡆᡰᠵᢁᢩᡤ᠉᠋᠕ᢛᡘᢁᠵᢗ᠉. |
| out what data you need to be collecting. Again, | |
| the social determinants of health would be my | Δ•/ペÞርና• (ጋኣትበሆ): ፣ሪታ°ዉ广•. Γ' Δ⊲ና/୭⊲ና. |
| starting point. What are those basic needs, your | |
| social determinants? I hope that answered your | Δ<-%>< (ጋ፟፟፟፟፟፟፟፟፟፟፟). · · · · · · · · · · · · · · · · · · |
| question. Thank you, Mr. Chairman. | ᠂ᡃ᠋᠋ᡃᡆ᠋ᡄ᠉᠂᠋ᢙᢄ᠅᠂ᢙᢣᢁᡄᠮ᠉᠘᠂ |
| question. Thank you, with chantinan. | ⊲∧∿ḋ∩ՐᲡ∿Ժ. Ͻዮ૮Ϸ⅃Ժ℆Լ ഺ๛഻๛ๅ |
| Chairman: Thank you. Ms. Brewster. | ᡖᡣ᠘᠋᠋ᡃᢑ᠋ᢕᠬ᠋ᡃᢑᡄᢗᢛᢣ᠘ᢩ᠂ᡷ᠋ᠧ᠖᠂᠘᠂ᢆᢣ᠘᠖ |
| Chairman. Thank you. Wis. Drewster. | Γσ'C▷< ጋ°Γ⊂ |
| Mg Browstor: Thank you Mr. Chairman 1'll | ϧϽͳ _ϩ ϷϢ;ϷϲϹ;ͼϞͳϞ _ͼ ͺͺͺͺ |
| Ms. Brewster : Thank you, Mr. Chairman. I'll | |
| just go to the Department of Health then, to talk | ᠙ᢣ᠋᠋ᠳᡄᢄ᠈᠋ᡷ᠋᠋ᡰᢄ᠆᠘᠂ᡬ᠋᠋᠋ |
| about how the department goes about collecting | ᢄ᠘᠋ᡃ᠋ᡠᡄ᠌᠋᠉ᡷᡆ᠘᠈᠀ᡔ᠋ᡃᡪᠺᡥᠦ᠋ᢗ᠘᠘ᠺᠫᠴ᠋ᡗ |
| the data on social determinants of health and | ᡖᡣ᠘᠊ᡦ᠋᠊ᠴ᠋ᡗ᠊ᢂ᠆᠘᠄᠖ᢗ᠋᠋᠂ᠳ᠘ᠴ |
| whether or not there are any gaps or areas | ᠈ᡔ᠋ᢛ᠋ᡠ᠋᠄ᠣ᠘ᡗ᠋᠖᠋ᢧ᠆ᡆ᠖᠘᠋ᠴ᠂ᡠᢩ᠄᠙ᢣ᠋᠋ |
| where we can help to move forward in | Ċ°⊆ ሥႱኈጋ∆≻⊳< ∩∩ናናል∿Ⴑ |
| addressing those gaps. Thank you, Mr. | ᠵ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Chairman. | ﻩ᠘ᡄᢂ᠋᠘᠅᠘᠅ ᠬᢓᡘ᠅᠘᠘᠖᠘᠆᠆᠆ |
| | ᠘ᡃ᠘ᡃ᠋ᡠ᠋᠅ᡠᢛ᠋᠋᠘᠂᠘ᡣ᠃᠆᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂᠂ |
| Chairman: Ms. Berry. | ه∟∆د⊂⊳۲ړ₀نه ⊂∠₀ ۲۶۲۵ ۲۹۵۵ ۲۹۵۵ ۲۹۵۵ ۲۹۵۵ ۲۹ |
| | Pr⊲σ ∩∩ና∩ŕъ€⊂™⊃≫< L⊸°ൎ≙™ל∿b |
| Ms. Berry: Thank you, Mr. Chairman. | Lʰd͡͡͡͡͡͡ / ᠯᡝᡗᠮ᠆ᡱ°ᡠ᠆᠄ᠯ᠈᠂᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| Hopefully I can give some background on it. It | |
| is not my area of expertise either. The data that | Δ•/ペÞር ጭ (ጋኣትበሆ): የሪታ°ፈቮካ. Γካ >ጵካጋ. |
| is collected comes from a variety of places. | |
| Largely information is now coming from our | >ቮ›⊃ (ጋኣኦበሀና): ናਰታ°ዉ广° Δዮረペኦርኈ. |
| I cannot think of what the full name is. I only | |
| know the acronym. There are forms that the | |
| nurses fill out after they see a client. On those | |
| forms it will have medical codes that then get | |
| entered now into the system. It used to be all | ◄ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ |
| paper-based, and so that the communities | |
| would send boxes of papers to Iqaluit to | Δ•/ペÞር ጭ (ጋኣትበሆ): የሪታቄፈቮካ. Γካ Δላናረዎላና. |
| headquarters, to have somebody manually | |
| inputting it into the system, which explains the | △⊲'୵ፇ⊲' (ጋኣ̀≻∩Jና): ናਰታ≏፬广 ∆⊳୵≪⊳ርኈ. ⊲ၬ_⊃ |
| many years behind in data, because you can | |
| imagine the number of visits that we have | ۲۶ ב (۲۰ ۵ ۳ ۵ ۵ ۲ ۵ ۳ ۵ ۵ ۲ ۵ ۳ ۵ ۵ ۲ ۵ ۵ ۳ ۵ ۵ ۵ ۵ |
| everyday and every patient encounter produced | |
| a paper of paper. | Δ•/ペÞር ጭ (ጋኣትበሆ): የሪታዲርኮ. ୮ ^ኣ ር ሬ.ኣ . |
| | |
| a paper of paper. | |
| | ¿५ ९ (ᄀᢩᡃᡪᢣᢕᡁᡗ)᠂᠂ᠬᡰᢞ᠋᠋ᠷ ᡤ᠖᠕ᢑᢣᢁᠵᠬ᠅᠋᠂ᠺ᠉᠋.ᢐ |
| We have been working over the last few years | ≟ ነ 욕 (ጋኣኦበJና): ናਰኦቄሏ፫୭ Δ୭ፖペኦርጭ. L<ለጭጋሁጭ 24-፫ቄ፹ናጭኦኦሀሌም ርለቃልፈ <፦ሥልና |
| We have been working over the last few years in getting away from the paper forms and | 24-Ѓᅆ安དᡐᲮ⊳Ს∿ơ, ८∆ષ्ð⊲ <ఊ৸৶ঀ, |
| We have been working over the last few years | |

| are becoming a little bit more reliable with that data. | ᡏ᠕᠋ᡣ᠉ᡃᡠ᠋᠋᠕᠆᠋᠋᠖᠆᠈ᡷ᠉᠋᠂᠘᠂ᡔᡄ ᠘ᡃ᠈᠋᠆ᡧᢄ᠆᠉ |
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| The codes themselves are an important part of having good quality data. These codes, though, | Δ•ィ≪⊳ር∿ (ጋኣት∩ሆ): ነሪታ≏உቮ Γነ ሩ፞፞፞፞፞፞፞፞፞፞ጜ. Γነ >ዖ፞ነጋ. |
| there are, I do not know, thousands of them, and you might have, let's use something as simple as an ear infection. In these medical codes, which are standard across the world, that ear infection code, there might be 10, 12 different versions of a code for an ear infection. So we have a lot of work to do to clean it up so we can create smaller lists out of the big list so we can have better data and more up-to-date | >> (Ο΄ ΑΛ Έ Ο Α΄ |
| data. So that is on the clinical side of the data that is coming in. | ᠕᠊᠋᠋ᠳ᠋ᢄᡔ᠋ᢥᢗ᠌᠌᠌᠌ᡔ᠘ᡃ᠋ᠴᡄ᠄ᡃ᠋᠖ᡩᢗᡄ᠌᠌᠉᠅ᢗ᠋ᡗᢌᡃ᠋ᠧ ᡏ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠆᠆᠆᠆᠆᠆᠆᠆ |
| Then, one gap that we do have in our systems is around disease registries. We have them for cancer, but we do not have them for some of the general illnesses. When I think of children | Λ&ჼbϽϤϚϞႱ·ϹͺჼbϿჼჼჂჇႶቦႦჼႻႭႶჃჼႦჼჼႠႴჼ ΔჼჼႦႭΔჼჼჂႭ&՟ႠႭჼႶϞႱჼჂႶჼ. ΔႦႵჼႦჼႫჇႱჃჼ ϹΔჼdϤ Lჼď·Ͻჼ ΔѽϟჼႦჼႶჃჼႦჼႫჼďჼჂႱ Δċჼ ΔѽϟჼႦჼႶႯჼႫჼჼჽϷჂႫ ϪჼႭჇჇჼႭჼႱჼ. |
| and youth, understanding what the prevalence is or how often we are seeing children with health conditions related to food insecurity; how many children are coming in with rickets. It is that information where we do not have a great registry for at this time. | Ϲʹ·ͺϪͺϒϞϴͶ·ʹͻͿͺϤΛ·ͽϤͶͶͺͻϤ··ϞͿϤͽϧϷϘϚ ϹΔϹϽͺϷϷϧϷϞϚϪ·ͼϭϥʹͽʹʹϧͺϪϗϷϲʹͿϲϲ ·ϭϲʹͽϲ·ʹϹͺϚʹϘʹϞͿʹϷϪͺϼͼϧϷϧϪ·ͼͺͼʹϫ ·ϭϲʹͼʹͼ ϤϪ;ͽϥͶϧϛϷϷϧϐͼϲϫϿϥͼͻϧ |
| I think some of the fundamentals, if we talk about system gaps, is I would say, the under- resourcing of the data analysts and those that | Δ•/≪ϷϹ· • (ጋኣት∩Jና): ነd৮°உ୮ֿ•. ሥም°∿Րታ™ Δ⊂ϹႭ՟ᠴͿ, ഛ ^ኈ b∿bb∆°உናσ⊲ናናር σሊታ™ጋናചር, 1:30-Γ ⊲∩ናσ⊲™>Jና. ነd৮°உ୮፟ ^ኈ . |
| are involved in data collection and the analysis of data. As we continue to move towards electronic systems and the ability to grab data | ᠉᠔ᡣ᠘ᢣᡪᡄᢅ᠋ᡗ᠂᠋ᠴ᠋᠉᠖᠋᠋᠅᠐᠘ᡭᡆᢩᢁ᠉ᠫ᠋᠋᠃᠋᠋᠋᠋᠋᠋᠋᠄᠋᠋ᢃ᠄ᢃ᠐ᡘ ᠕ᡣᡧᡃᡉᠳ᠉ᠫᡣᡅ᠋᠋ᢃ᠄ᢃ᠐᠋᠋ |
| from a whole bunch of areas, that data analyst piece is incredibly important to make sure we are producing, not only timely reports, but quality reports, because if we do not have great data going in, we do not have great data coming out. So there really needs to be an emphasis on properly resourcing that area. Thank you, Mr. | Δ•/«ϷϹ· Ϸ (ϽϞϞႶͿ·): |
| Chairman. | ጋየረፈቶኄ, ርଜୁସ የਰਯସਯ ጋካሁናካናਰበናዮናሥር ፈለጮዕርዮረLጮbዮረም ዮናረ. Γነጋ Δፈናረዎፈና. |
| Chairman : Thank you. Speaking of electronic, we'll talk about devices for a second. Please | Δব'ન⁄୭ব' (ϽϞϷႶͿና): ឩថថៅ, ΔናイペϷϹʹͽ. Ϲʹͼ ͼϷϷϷϹϭͽϹϒϿͼϲϿͰʹ·ϽͽϤ, ϹϷϤϤ ϹϪϷϷͽϷϷϞϭϲ ͼϷϷϞϞϨͶልϭͼϭϲ ϤϷϲϲϒϞϞϒͽϹͼϲ |

everyone put their notifications on mute. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. On Saturday I used the term "garbage in, garbage out" when it comes to data collection, and that is very true.

It is my understanding that there is a health information unit, and I am hearing that there is a dearth of data entry-level-type positions. What I wonder, Mr. Chairman, is whether we can hear about that health information unit; what are the positions within it, how many are there, and whether or not it is fully staffed?

The reason I ask is because the Representative for Children and Youth did make a statement earlier that the population health data that she has received is often older or, I'll say piecemeal, though she didn't say that. That is back to the Department of Health. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Berry.

Ms. Berry: Thank you, Mr. Chairman. Thank you for the question. I will have to get back to you with the response because I am not sure how many of our positions are filled right now. I'll provide that information to the Member.

I will say we started a re-org as development of this division about two to three years ago. Sorry I cannot remember exactly, but it was during COVID times, where there needed to be a standalone, dedicated team to that. There have been challenges in filling positions. We are hopeful with new HR policies that allow potentially for remote work to be a mechanism that we can use to fill some of those positions that require expertise that we have not been able to fill, but I will provide that information. Sorry, I do not have it with me today. Thank you, Mr. Chairman. ᠘ᡃᡝᠯ᠙᠋Ϸᢗᡝᡃᢛ, ᠋᠊᠋ᠯᡲᡄᢩ᠉ᡴ᠋ᢩ᠆<ᠺ᠂ᠮ᠋᠖ᢂ᠆ᡆ᠉ ᡆᠴᡆ᠘ᢪ᠋᠊ᡆ᠋᠋ᠮᡠᠴ᠋᠋ᢧ.

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| Chairman: Thank you. Ms. Brewster. | |
|---|---|
| Chairman. Thank you. Wis. Drewster. | |
| Ms. Brewster : Thank you, Mr. Chairman. I do have some more overarching questions about statistics and data. However, I see that we do not have somebody here from Executive and Intergovernmental Affairs, which I think is the overarching body for Nunavut statistics. I have been trying to keep notes of everybody's responses. | Δ⁶/«ϷϹ· ⁶ (ϽϞϷΛυ ⁶): ⁵ d ⁶ ⁶ ⁶ . ⁷ σ ⁻¹ L ⁶ ⁶ ⁶ ⁶ ⁶ , CL ⁶ P ⁻¹ C ⁶ ⁶ ⁷ ⁶ ⁷ ⁶ ⁶ ⁶ ⁶ ⁶ ⁷ ⁶ ⁷ ⁶ ⁶ ⁶ ⁷ ⁶ ⁷ ⁶ ⁶ ⁶ ⁶ ⁶ ⁷ ⁸ ⁶ ⁶ ⁷ ⁸ ⁶ ⁷ ⁸ ⁶ ⁷ ⁸ ⁶ ⁷ ⁸ ¹ ⁸ ¹ ⁸ ¹ ⁹ ¹ ⁹ ¹ ⁹ ¹ ¹ ⁹ ¹ |
| I'll just move to the Department of Justice. | |
| There is a really big can of worms that I do want to open for a longer discussion, but later, and that is on the opening comments related to the number of youths in segregation, as well as how long they are in segregation. However, I'll | >ት'ጋ (ጋኣትበሀና): |
| leave that until later. | |
| I would like to hear a little bit more from the Department of Justice about how they work with the Representative for Children and Youth and whether or not it is just specifically related to case files that the representative is investigating, or whether or not the Department of Justice has regular interactions with the Representative of Children and Youth, knowing that there are a number of youths in the care of the Department of Justice and what is that approach? How does the Department of Justice work with the Representative of Children and Youth in order to help support our youth? Thank you, Mr. Chairman. | ΔΔb <b< td="">b<bp><b< td=""></b<></bp></b<> |
| Chairman: Thank you. Ms. Ellsworth. | ቧጋዉ∆ዖ°ዉዖልና, ርኮ፞፞፞፞፞፞፞፞፞፞፞፞ ርኮ፟ ⊲ልናጋኈ፞፞፞፞፞፞፞፞፝፝፞፞ |
| Ms. Ellsworth : Thank you, Mr. Chairman and thank you, Member, for the question. I have not been in any meetings with the Representative of Children and Youth, however, my Deputy | Δ ⁶ |
| Minister of Justice, Stephen Mansell, and my Director of Policy and Planning, Stephen Shaddock, have been in meetings with Ms. Bates. I am not sure what kind of | ₽心ႪጋሏঋኣϷጵና CኛዎኄႱ በበႪႦႫና イ՟_ና/ቦላႪናኒኄር Ϸኖዲኌ°Ⴋና ርΔᢐdኌኄዀ ዹ๙ጋፚና ለረLናበንϷጚፚኄ፞ዀ ርΔႦႫ ዹ՟Ⴀዻ°Ⴋ ഛርቮᢐdႶႦ. ዉᲫና፫Ⴆ, ፚናረペϷርႪ. |
| conversations; I cannot get into specifics because I was not there, but we try and keep | Δ֊۲ペϷϹ· ۥ (ϽϳϟϽͿϲ): ΓיϽ Δϥ·ϟͽϥϲ. |

regular meetings with them and hopefully in the future I will be coming to these meetings.

As for reporting, when a critical incident happens, we do our best to inform their office as soon as possible. It is usually by e-mail, just to let them know what has happened with the youth or child, and then they may have some questions for us as to perhaps what we are doing with the child or the youth. However, there is correspondence back and forth with their office. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. The status information for the Department of Justice, on page 24 of the Child and Youth representative's 2022-223 annual report shows a number of fields relating to crimes against young people. I wonder: does the department differentiate between adults who commit crimes against young people and young people who commit crimes against young people? Thank you, Mr. Chairman.

Chairman: Ms. Ellsworth.

Ms. Ellsworth: Thank you, Mr. Chairman. I thank the Member for the question. If I may, can we have Mr. Lawson answer the question?

Chairman: Sorry. Mr. Lawson, go ahead, please.

Mr. Lawson (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm just trying to take a look. You said it was on page 24. I believe the RCMP does, but those are some statistics that they would have to dig deeper into. I would like to consult with RCMP and get back to you on that.

Chairman: Thank you, Mr. Lawson. Ms. Brewster.

Δኆ·ϯ≫⋖· (ϽϞϷႶͿϚ): ႭϭჼϜ·, ΔϚϒ≪ϷϹʹ··. ϭჼՐჇႶჼႸႬናር, ϭჼՐჼႦႶሲჇႶና ϾჾႱϭ ϭልናጋჼ፥/LልϷϞΔና ϷልჼႦΔና ለჇჇჼና. ΔϲͺϜʹϽϲͺͺϷჼϭ ΔϼϲͺͺϷϐϭ ኣϷϭჼჼϹჼႥჾ ϭჼჼႼናለΔነϞLͿϞϞႱናር ϭჼႥჼႦႶႶႮႶႦϭ ለჇჿ ͽ ϼϫϿ·Ϝჼϭϐϖ ϷልჼႦჼჂჼႫና, ϹჼႭ ϷϺჼႭናჾ ϼႭϿ Ⴑ≪LჼϭჼႥϲ ΔჼჼႦႭΔϞჼჼႶჼჼჁჅ ϭʹϲϛィ≪ϲϲϤჅႭჼႱႺ ႶႶናჼჼႠϷ≪ϲϲϭჁϭϲჼ

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Δ•/<>C^s (Ͻ^ϳ,)-ΟJ^c): α_d^sΓ^b. Γ^s <Δ^{cs}.

Ms. Brewster: Thank you, Mr. Chairman. It is an important question because we know that ᠋᠂ᡃᡃᠣ᠋ᠴ᠋᠋᠋᠃᠘ᡄ᠋ᢉᢀ᠋ᠧ᠆ᡥᠣᡄ᠘᠘ᢣ᠈ᠻᢑᠴ᠖᠋ᢆ᠆᠆᠆᠆ ⊲∿Ր⊇Ոჼხჼ∿ႱႠ the response to supporting all individuals involved in any act of criminality is really $4L \subseteq CD^{5b} CAL ALAC^{5} CA^{5b} CA^{5}$ dependent on their age and a number of things. $\Delta \sigma^{\circ} \cup \Delta \sigma^$ When it comes to youth committing crimes, we $\Delta / L^{w} \sqrt{v} / D A C d^{e} O D A J^{w} O D T A C D$ have a particular opportunity to change the trajectory of a young person's life. We know that when young people are committing crimes, it is often because they have experienced abuse and a number of issues atheCDaderDer that cause them to act out, is how we would say that for children and youth. It is my very strong feeling that we should ⊲لے مےم∆%۲ے ۵ ۵۲'کے ۵۲'ک مےمدی م always be using the opportunities that we have د۵۲٬۰۲۵ د. ۵٬۹۹ م. ۲۵٬۹۹ د. ۲۵٬۹۹ د. ۲۰ د. ۲۰ created through alternative justice situations in order to ensure that we can help youth heal and ⊳&₀₽٦ ידידי פי⊂ס₀ס, אפסי grow into good and healthy, happy adults. That is why I ask that question, and hopefully that information can come back to us in the time ⊲۵٬⊃™۲۲۵⊳۲۵٬ ۲۵۲٬ ۹۰۵۳۵۵۵۵۲۵۰ period that we have for focusing on these *ᢣ*ᢀᠣ᠋ᡆᠣ᠊᠋ᡬᢀ᠋ᡃ᠋ᡶ᠂᠋᠕ᢣ᠋ᡄ᠉ᡣᢗᠵ᠋ᡄᢂ᠋᠂ᢞᡎ᠋ᠥᡀᢧ. issues. I see that it is nearly noon. I do have more questions; however, I will stop there for now. $C^{B}PUS\Delta^{C} \triangleleft \sigma J^{B}D^{C} \square^{C}$ Thank you, Mr. Chairman. ᠋᠂ᡃ᠋᠋᠋ᡰ᠋ᢄ᠆᠘ᡩᡆ᠋᠃᠋ᡃᠫᢕᡄ᠘ᢞᡆ᠋᠁ ᠂ᠳ᠋ᠴ᠘᠊ᢕᠧᠴ᠑᠘ᢕᢧᢛ **Chairman**: Thank you. I will recognize the ᠂ᡃ᠋ᡃ᠋᠔᠆ᡩ᠕᠅᠘ᢘ᠘᠅᠘᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅ clock and we will break for lunch, coming back ርፚናረLÞ< ኀጛዾትርርፚ፝፞፞፞፞፞ጏጛ. የኦሎኣኦሚዮና. at 1:30. Thank you. dμ°a, Δናγ«ϷĊˤь. >>Committee recessed at 11:56 and resumed at 13:30 Chairman: Thank you. I would like to call the . بەبكەردىمەرمەر ھەلەپەر بەبكەكەر، ئەبكەكەر Committee back to order. I would like to, first of all, thank the Department of Education for

morning. Mr. Ellsworth.

of all, thank the Department of Education for providing copies of the comprehensive review. I do recognize that it was tabled, I believe, on the last sitting day of the last session. I do apologize for misconstruing that availability. I understand that Mr. Ellsworth has some followup information for a question earlier this $4L_2 + 2A_2 + 0 + 0 + 0$

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| Mr. Ellsworth: Thank you, Mr. Chairman. The | ᠕᠋ᡃ᠘᠆᠘᠆ᠺ᠕᠃᠕᠕᠕᠕᠘᠘᠘᠘ |
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| follow-up is with respect to the naming | ۲۶۲۵٬ ۵۹۵۵ کے, Cea Δ۲۲۹ Γea, Δ۲۲۹ |
| convention in the Matrix information system, | ᠈ᠳ᠕᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠘᠆᠕᠆᠘᠆᠕ |
| and through you, Mr. Chairman, I would like to | لح؞ۮڡۥڟ۶ڡ۲۲۲۹۵ ٢ڂ؞ڔۮڡ؞؇ۄۥڡ؞ڡ؇ۥ۲۵ |
| ask permission for Ms. Kownak to provide the | ᡥ᠋ᡃᠣ᠋᠋ᢦ᠋ᠳᡄ. ᡬᡃᡄ᠋᠋ᠴ᠄ᡃ᠋᠔ᢂᢣᡄᢂ᠋᠋᠖ᢄ᠉ᢗᢕᠲᠥ |
| details. | ᢗ᠘᠘᠋ᡗᠫᡃ᠋ᡃ᠌᠋ᢣᡄᢂ᠋᠋᠆ᠴ᠋᠋᠋᠋᠘᠘᠋ᠺ᠘᠘᠘᠘᠘ |
| | ᢀᡆ᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Chairman: Thank you. Ms. Kownak. | ᢗ᠋᠋᠘ᡃ᠔ᡏ᠋᠙ᡃᡀᠳᡗᡥᠦ᠊᠋ᢗ᠋᠋᠋᠘ᡃ᠔ᡏ᠋᠈ᡩ᠋᠋᠉᠋ᡦ᠋ᠬ᠘ᢑᠿᢤ᠘ᠺ |
| Ms. Kownak: Thank you, Mr. Chairman. What | ριω Δές Ολοίνος, ΟΔίς 4 α |
| I'm going to describe is the general intake | L⊂℃ΡˤdϧϷϞΔͼ LϹͼϹϷͽϷͼϲͽͳϧϳϹ ϧϿϤϤϲ |
| process using the new data management system | ᠘᠆᠋᠊ᡃᢈᡄᢂᡃᠵ᠘ᠺᠯ᠋᠕᠂᠘ᡩ᠋ᢁᡄᠮᡃ᠋᠉,᠘ᠻᠠ᠙᠋ᠵᡬᡃ᠋᠉ |
| called Matrix. Once a social worker is | |
| following up to a referral on a child, during the | Δ ኮ/ ር ፡ (ጋኣኦበሀር): Γ' < $\Delta^{c'}$. |
| intake form of the information about the child, | |
| under Matrix, for example, the social worker | <Δ^ε` (ጋኣትበJና): |
| would do a search to see if there is a pre- | «Λ™σΠΠʹϞϤʹϞϪϷͽ. ϷϚ ͽυς ΖςϿ ·ΰ ΔLΔςJ°αͺͽρζΓε. Δεγά%⊃ςΪε ΖεζσεΣΔ% |
| existing file on the child by household. If not, | ۵۲۶۷۵ ۵ ۵ ۱ ۵ ۹. ۵۰ ۲ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۲۶۹۵ میک ۲۰۵۵ م ^۳ ۲۶۸۲ ۵۰ ۵۰ |
| by resource; if not, by individual. So in Matrix, | |
| if there is no file, then the social worker creates | |
| a new profile by household. Thank you, Mr. | ᠙ᡝᡐᠦ ᢂ᠋᠖ᢧᢂ᠆ᡆᢛᢗᡅᡕ, ᡬᢛᠯᡆ᠂᠋ᡏᢁᠵ᠋ᡔᢛᢣ᠋᠋᠘ᢂᢂᠵᢧ |
| Chairman. | $\Lambda \subset \Lambda^{\circ} U^{\circ}$ $U^{\circ} D^{\circ} D^{\circ} D^{\circ} D^{\circ} D^{\circ} CLOF^{\circ} U$ |
| | 4LJCD% 4CD745N C04 |
| Chairman: Thank you. Ms. Brewster is still | ∼∞۵۵۵۵% ۲۲۵۰ ۲۳۵۰ ۲۳۵۰ ۲۳۵۰ ۲۳۵۰ ۲۳۵۰ ۲۳۵۰ ۲۳۵۰ |
| open for her line of questioning. Ms. Brewster. | ᠴᡆ᠌᠀ᡃ᠋ᡏᡕ. ᡬᡃ᠋᠊ᡅ᠂ᡟ᠀ᡃᠧ᠆᠋᠅᠋ᡬᡃᡀ᠅᠕ᢣ᠋ᡟᡣ᠋᠌ᢂᢣ᠋᠉᠂᠋᠘ᠴ᠋᠋ |
| | Ͻኣᇿ᠍ᡏᡃ᠋ᡃ᠋ᢐᡃᢛᢗ᠋ᠬᠲ᠋᠋᠊ᠳᡄ᠋᠋ᡔ᠋᠋᠋᠋᠅ᠳᢕᢄ᠋ᢄ |
| Ms. Brewster: Thank you, Mr. Chairman. | |
| Welcome back, everybody. I would just like to | ᠫ᠋᠋ᡥᡣᡄ᠋ᡊᢣ᠋᠋᠋᠋ᡰ ᡏ᠋᠋᠋ᠣᡃᠫ, ᡆ᠋᠋ᠴᡆ᠘᠋᠋᠋᠋ᢐᡃ᠋ᢂᡔ᠋᠋᠘᠋ᡗ |
| talk about that Matrix database a little bit. It is | 902ላፊና ላንሥ ⊳ልኈዾረ-፲ጐ፞፝፝፝፝፝፝፞፞፞ፚ፞፞፞፞፞ዾዾዾዾ |
| my understanding there are two different | רבלס, ⊲⁺במ≫⁺ב גאים שׂ⊲ס כבֿס |
| databases or maybe even more. It is my | مد> ^ر ، د>۲ ^ل ۲ ^μ د د. |
| understanding there is also an out-of-territory | ϽኣኈႶርϷσናႶ°σና ĊŀdϤ ለϲႢልѷႶ°σና. |
| database that collects information on the | · · · · · · · · · · · · · · · · · · · |
| children and youth in care out-of-territory. Are | |
| these one and the same? Thank you, Mr. | |
| Chairman. | |
| Chairman: Mr. Ellsworth | |
| Chan man. Mi. Ensworth. | |
| Mr. Ellsworth: Thank you, Mr. Chairman. | · , <u>· · · · · ·</u> · |
| Yes, so it is important to understand, Mr. | ΔϧϞͺϭϷϹͺͼϧ (ϽϳϓϷϢϚ): ͺϹͺ >ϳͻ;Ͻ |
| Chairman, that Matrix launched in November. | |
| In the intervening time between the release of | ፘ ፞፞፞፞፞፟፟፟፟፟፟፟፟፟፟ |
| the Office of the Auditor General performance | ؈؞ٚے؞ڶۮڡ۫؉؈ڮڐڝ؞ڶۮڝڮ؞ڶۮڝ |
| audit and the launch of the Matrix, we had to | Ⴍ⅃℠Ⴑ℠⅄ℾℙℴ⅁ℽ⅃֎ |
| developed tools. They are not very | |
| Chairman, that Matrix launched in November. In the intervening time between the release of the Office of the Auditor General performance | >ት・ጋ (ጋኣኑስገሩ): የਰ፟፟ትዮ ፈርጉ, ፚናፖ «ኦሮጐ. ሮኮ፟፟ የ ምና ኌኈ፟፟Ⴑና ፟፟፟፟፞ዹ፟፟፟፟፟፟፟ጜምረ L መ∿ቦና ፚ፟ዸ መኦግዮርጋና |

| sophisticated tools, nor do they need to be. All of these tools are now being incorporated into Matrix, so it will be a one-stop data shop, for lack of a better term, Mr. Chairman. Thank you. | Δἐ, ΔϿϚͺϷϐ·Ͽ· ϤΛͺͺϞͺͰʹϿʹ·ϧ ϽϞʹϿʹ· Ϲͼ Ϸ·ϧͽϿϪϷ ϷʹϧϚϳʹͼʹͺ Ϸϐͼϧͼ ϞϟϫϿͼ Ϸ·ϧϿϪϷ, ϫϟͼ ϷϐͼϧϫϿ ϿͼʹϷ ϞϲϳͼͻϪͼ ϳͼͼ Ϥʹ·ΓϚΠϔͿ·Ϳͼ Ϥϳϭ ϲϲͼϹϷ;ͼϧϭͼ Λϛͼϧʹͱϲͺϳͼͼϼͼϫ϶ϷϒϲͼϹϿ; |
|--|--|
| Chairman : Thank you. Just to confirm; that goes into effect for all children under care, irrespective of jurisdiction that they are in? Mr. Ellsworth. | ር፟ ^ቈ ዸኯጞኈ፟ኯፚ ጋኁኈበናኯታ፟፝፝፝፝ዹኈ፟፝፝፝ለ፞፞፞፝፝ ፝ጜኯኯኯኯኯኯኯ ኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ ዸዸ፟፝ዹ ለልኈዀበኯኯኯኇዀናናር ዹ፞፟፟፟፟፟፝ዸኯኯኯ ለርኈ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፝፝፝፝ዀ ለርኈ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ |
| Mr. Ellsworth : Yes, that is correct, Mr. Chairman. | Δ૯ ఉ५%४८४% 93 CdCΔ°உ%४८. Δ౨൳Ⴠት୮ና, Δ౨൳Ⴠት୮ና <%₽ና⊀⊲∿⊲ౕ७६८C ᢗᢦᢆᠯ೨৬ 93₺₭୬ ४८८४४८८ - |
| Chairman: Thank you. Ms. Brewster. | ∆•୵≪⊳⊂ና• (ጋኣ፞≻∩Jና): ^ና d۶°∝广⁵. Γነጋ ∆⊲ና≁ዎ⊲ና. |
| Ms. Brewster : Thank you, Mr. Chairman. Who is responsible for inputting data into the out-of-territory database that is part of the Matrix database? Thank you, Mr. Chairman. | Δব'-ሃዎব' (ጋኣትበJና): |
| Chairman: Thank you. Mr. Ellsworth. | ᡬ᠆ᢆᡅ᠘᠋᠋᠋᠊᠋᠋᠊᠘᠆ᡄᠺᠺ᠋ᢄ᠘᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Mr. Ellsworth : Thank you, Mr. Chairman. The initial data is by the social worker who is assigned. There is oversight, again, data input by the interprovincial desk, and in addition to that, there is oversight by the territorial director themselves with respect to the data entry pieces on the Matrix system. Thank you, Mr. | ΛʹͽϹϷϺϹϷϧϿϤ;ͳͽϳϹ. ϫϿϫͼϧϧϲͶϥϲϷ;ϧϧϲ Ever Bright-Ϲϲ ͼϷϧϞ;ϲϿͼϹͼͽͼͶϛϿͿ ͼϪͼϫϥϨͼϫϿϧϷϲ ͼϷͻϞϲϫϧϫ ͼϷϫϫ ϲϫͼϫ ΔϿϥϫͺϫϲϫϗϫϧϲ ϲϿϲͿͼ϶ͼϫϲϧͼϧϧϲ |
| Chairman. | ᡬ᠊ᠳᡆ᠊᠖᠋ᡔ᠈ᢣ᠋᠖ᡊᡤ᠊ᠵ᠆ᡔ᠘ᢗ᠂ᡔ᠘᠅ᡣ᠕ᡷ᠋᠋ᡕ᠘ᢣ᠉᠘ ᠵ᠆ᢤᡄᡶᡄ᠘᠅ᠺ᠅ᠬ᠅ᢕᡷᢕᢤᢕᡄ᠘ |
| Chairman: Ms. Brewster. Ms. Brewster: Thank you, Mr. Chairman. I understand that there are children and youth that are in care in more than one province | ͼϧͼͶϷͱͳϧϳϹͺϥͼϧϧϞͳϚͼͺϤϧϧͼϷͺϤϧͺϤ ϧϷϧϧͼϭϧϲϷͼϽͽϚ ϤϒϥϤͺͺϷ;ϤϤϥ ϽϤηͼϹͼϷͺϷͶͳϧϿϲ·ͺͼϥϧͼϭϲϳͼʹͺϪͼϞϭϷϹͼͼ ϘͼϞϭϷϹͼϼͺͺϽ;ϧϤϽϲ);ͺͼϥϧͼϭϲϳͼ·ͺͺϹ;ͺͺϧϧͻϽ |
| outside of the territory. So if the witness could tell us what the interprovincial desk is and how that relates to out-of-territory care. Is this desk staffed by a Government of Nunavut employee? When it comes to inputting data, is it just a Government of Nunavut responsibility to input that data? Or, do the provincial | Α΄ ΥΥΥΥΝΑ (Ο ΥΡΠΟ). ΟΥ ΔΕ΄ ΤΕΥΡΕΟ. >>'Ο (ΟΊΑΡΩΙΟ): 'd> ΔΕ΄ ΤΕΥΡΕΟ. >>''Ο (ΟΊΑΡΩΙΟ): 'd> ΔΕ΄ ΤΕΥΡΕΟ. >>''Ο (ΟΊΑΡΩΙΟ): 'd> ΔΕ΄ ΤΕΥΡΕΟ. |

Δ৬/ペレርና (ጋኳትበሪ): ናሪታ° ፈቮኑ. Γ'ጋ Δላና/ዎላና.

officials that have our children in care have access and ability to input into that database? Thank you, Mr. Chairman.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. There is an agreement between provinces and territories called the Provincial and Territorial Protocol on Children and Youth and Families, moving between provinces and territories. It basically lays the framework of what that relationship looks like.

When the child is on Nunavut's side or the youth, of course it is Government of Nunavut officials who are entering these data sets. In conjunction with the client liaison officers and what they call courtesy social services workers in the south, they continue to update the data sets as necessary. By and large, the client liaison officers will be entering that data, but they may from time to time, use data that they have collected from their courtesy social worker supervision. Thank you.

Chairman: Ms. Brewster.

Ms. Brewster: Where to go with this? Okay. First, the provincial-territorial protocols that are in place, to my understanding, require that the Government of Nunavut immediately advise the receiving territory that there is a child or youth in their care, in the care of the province. I have lots of questions about this, but I'll start with the Representative for Children and Youth because she has the expertise on this from the outside-looking-in perspective.

If I could ask the Representative for Children and Youth just to speak to those interprovincial agreements and protocols, to begin. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

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<ዾናኣ (ጋኣትበJና): ናਰትବୁଦ୍ର୮୭, ፊኑፖዊϷርና፦. ናਰትବୁଦ୮୭ ለልናь፦ጦ፦bል°ኈሁ የኦ犬°ୁଦ፦ጦ፦bል°ኈሁ.

Ϥᡃ᠘ᠴ᠄ᡃᡃᡖ᠋ᠴ᠋ᡃᢛ᠂<<ናᡣᢣᡃᢆᢣ᠋᠘ᢣ᠋ᡠᢗ <ᠮᡆ᠌᠌᠌ᠺᠬᢑᡃᢛᡃ᠋ᠫᡝᢣᢡ᠋᠋ᠬᡃ᠘ᢗ᠂᠋ᡩᡄ᠋ᠺᠻ᠋ᠬᠴ᠋ᠴ ᠌ᢄᠮ᠋᠋ᢧᡥᠡ᠘ᢣ᠘ᠻ᠘ᠴᡄ᠋᠋ᠬᢣᡃᡆ᠋ᠻ᠌᠌᠌᠌ᠺ᠖ᢧᡷᢣ᠘ᢞ ᢂᠿ ᡆᡃᡄ᠋᠋᠋᠋ᠵᢤᠾᠣᢛ᠂ᡆ᠋᠋ᠫᡝᢑᡝᢗᡃᠶᡃᡉ᠋ᢡ᠋ᡶ᠋ᢕᠿᢛ᠘ᡃᢦᠥ᠋᠌᠘᠖ **Ms. Bates**: Thank you, Mr. Chairman. Thank you to the member. So let me see; let's start at the beginning. Any time that Nunavut is planning to place a child in a placement outside the jurisdiction, in another province or territory, there is, as the Deputy Minister alludes to, there is the provincial-territorial protocol that governs the movement of children, youth, and families between provinces. Nunavut is the signatory to that protocol.

What should happen is prior to placement of a child, so if Nunavut is considering placing a child in a facility, say in Ontario, prior to that placement, what should happen under the protocol is Family Services or the Family Wellness Division would be contacting that jurisdiction, their interprovincial desk, notifying them that this is their plan, that they... whatever the facility may be, we are looking to do a placement there, and then the responsibility on that side, which is the receiving province, would then flag if there was any concerns with that particular placement. They would let them know if it is licensed. There should be some discussion around whether that particular placement would meet the particular needs this young person that is supposed to be placed.

Once that takes place, then typically what happens is they negotiate an agreement between the provinces on who is responsible for what, but that is all typically done prior to placement.

However, the current situation has been that children were sitting in outside-territorial placements and the receiving jurisdiction had no idea that they were there, and so in some cases, months after the fact, the interprovincial desk then would be notified, sometimes because an incident happened, and then that process would start, which is supposed to start prior to placement. Hopefully that answers your question. Thank you, Mr. Chairman. ርΔኣ/ℾ∿Ⴑ ᡄ᠘ᢣ᠋ᡃ᠋ᢐᢨᠬᠻᠫ᠋᠋᠋Г᠌ᡟ. ᠻᠨᡃ᠍᠍বᠳ ᢗ᠋᠍᠅ᠹᡃ᠌ᢥ᠘ᡪᡷᡃ ᡏᠳ᠋ᠧ᠋᠋᠋᠆ᠬ᠋ᢄ᠘ᡄᢂ᠋᠋᠋᠋᠋᠋ᢄ᠘ᡄᢂ᠈ᠮ᠘ᡘᢦᡄ᠋ᡬ᠊ᡃᡟ᠋᠋ᠮᢞ᠋᠘ᠮᢐ ᡄ᠘ᢣ᠋᠋᠋ᡃᢐ᠋᠋᠋᠋᠋ᢨᡅ᠋᠋᠘᠂ᡄ. ᠙᠌᠌᠘᠋᠍᠍ᠴ᠍᠍᠍᠍᠍᠆ᡬᡃ᠖᠘᠋ᢩ᠍ᠶ ᠘᠌ᡃᠠ᠙᠌᠙ᡄ᠋᠋

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| Chairman: Thank you. Ms. Brewster. | ᡖᢄᡷᡃᡄ᠋᠅᠋ᠳᢕᠵ᠋ᡃᡉ᠆ᡆ᠋ᡄ᠘᠆ᠴᢕᡑ᠋ᢗᢛᡃᢤ᠋᠘᠄ᡷᡃ ᢦᠦ᠋᠋᠕᠋᠋᠃᠘ᡅ᠋ᠴ᠘ᡩᠴ᠋᠘᠋᠕ᡔ᠋᠘᠆ᡁ |
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| Ms. Brewster : Thank you, Mr. Chairman. I think a good example of this is the Ever Bright situation that occurred, and the inquiry that occurred into that. I know that eventually the Representative for Children and Youth did get a copy of that report into the inquiry, and I think I got it around the same time, the same day. One of the things that really concerned me was that in that report it stated that those notifications within that provincial-territorial protocol occurred after the issues of concerns arose. | Ρ/σ Lcr456565566 Δος λας 5 Δος 64 σ Lcr456565 Δος λας 5 Δος 64 σ Lcr456565 Δος λα 5 Δας 64 σ 5 Δας 20 5 Δας 20 |
| I suppose my question to the Representative for Children and Youth would be whether or not we can be reassured that these provincial- territorial protocols are being followed to the T now, following what we know occurred in the past, is what has been stated a number of times, that this was occurring in the past. To the Representative's knowledge, are these protocols now being followed to the T? Thank you, Mr. Chairman. | ΔϤʹ·/≫Ϥ ^ເ (ϽʹϞϷ⋂ͿϚ): ⁵ dͰ [°] ⁴ d [°] ⁴ , Δ [°] ⁴ d [°] ⁴ d [°] ⁵ d [°] ⁴ d [°] ⁴ d [°] ⁵ d [°] ⁴ d [°] ⁴ d [°] ⁵ d [°] ⁴ d [°] ⁴ d [°] ⁴ d [°] ⁵ d [°] ⁴ d [°] |
| Chairman: Ms. Bates. Ms. Bates: Thank you, Mr. Chairman and thank you for the question. I certainly cannot guarantee for you that all children sitting in outside territorial placements have interprovincial agreements currently in place. I can tell you that certainly the department has been attempting to address the situation because they had a number First off, the department was not really clear on how many children they had in outside territorial placements, so that was the first issue that had to be addressed. Today the Deputy Minister indicated that there was upwards of just over 90 children, I believe he said, in outside territorial, which is a different number than our office had as of, I | CΔ ⁵ dd LC ⁴ CDPA ⁴ b ⁵ b ⁶ C ⁶ ν/L4Δ ⁴ DP/α ⁴ A ⁴ C ⁴ C ⁴ D ⁶ ⁶ ⁶ P ⁴ C ⁵ D ⁶ D ⁵ D ⁵ D ⁵ D ⁵ D ⁵ D ⁴ D ⁴ D ⁴ D ⁵ D ⁴ D ⁴ D ⁴ D ⁵ D ⁴ D ⁴ D ⁴ D ⁴ D ⁵ D ⁴ |

| want to say the end of March, which is roughly | ᢄ᠋᠈ᡃᠣᢄ᠆ᡘ᠋᠂᠘᠋᠋᠆ᢄ᠆᠘᠆᠋᠈᠘᠘᠘᠘᠘ |
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| around 85. I can tell you based on the list that | ᠘᠋ᡄᡃ᠋ᠺ᠋ᢣ᠌᠌ᢂ᠋ᢣ᠋ᢣ᠘᠋ᠮ᠋᠔᠋ᠴ |
| we were provided by the department, a number | |
| of those children on that list did not have | ርΔLᢏ ᠋ᠮ᠋᠔᠋ᢄᢣᢣᠵ᠋᠐᠘᠋< <c td="" ርδlδᠺ᠋ᡗᠮ᠋᠖᠋᠋ᢤᡗᠺ᠋<=""></c> |
| interprovincial agreements connected to them. | |
| | |
| So that meant that they did not have courtesy | |
| supervision in place. | |
| | ᢗ᠘᠘ᡄ᠂ᢩᡧ᠋ᠬ᠋ᡃ᠖ᡣᡤ᠕ᡣᡄᢂ᠋ᢆᢣ᠋᠕᠘᠆ᠺ |
| So to answer your question; I cannot guarantee. | Ⴑ≪ႱϷჼᲮႶՐჼჼՐႠ≫ና Ⴀ∆Ĺჼ ϷჼႦϷჄϷჼჼႦႾႱና |
| There are children outside-territorial | |
| placements that do not have courtesy | ᢗᢞᡇ᠊ᢗ᠘᠋᠋᠋᠘ᡃ᠂ᠴ᠋ᠴ᠋᠘᠋᠋᠋᠉ᢣ᠘ᢣ᠋᠋᠈ᠺ᠖᠘ᡬ |
| supervision, and that to my knowledge is based | ᠻ᠌᠌ᢂᢣ᠘᠋ᠳᡆᡅ᠊ᢝᡄ᠘ᡪ᠋᠋᠋Ċ᠋ᢛ᠋᠋᠃ᡴᡄ᠉᠋᠙᠋᠋᠕᠋᠋᠃᠘᠘᠋᠁ |
| | ₽₽ႱᲫናႠჼႱႠናჂ⊲ჼႦ. ႦႶႾჄናჂႽ ჁჼႦႦႶႮჼႭႠჼႦ |
| on to the end of March. Thank you, Mr. | ᡗ᠘ᡏᢧ᠘᠖᠕ᠰ᠉ᡩ᠘᠘ᡩᡵ᠘᠘ᡩᠴᢗ |
| Chairman. | 4%Pr4%CD7Ltd= 6°D4bd |
| | |
| Chairman: Ms. Brewster. | |
| Ms. Brewster: Thank you, Mr. Chairman. I am | |
| looking through this morning's notes to find | ᢗ᠘᠘᠂᠋ᡬᡃ᠋᠋ᡥ᠋᠙ᡴᡐᢪᡅᠦ᠊᠋ᡏ᠋ᡃᢘᢕ᠋᠀᠅᠋ᢆᠾᢄ᠋᠉᠆ᠬ |
| those numbers exactly. I seem to have | ᠕ᡄᡅᠺ᠋᠋ᠻᡣᠣᡅ᠋᠙ᡃᢗᢟ᠂ᡃ᠋ᢐ᠋᠌ᢄᢣ᠘ᡁ᠋᠋᠋᠘ |
| misplaced them. | ᠕᠆᠋ᢣᡊᢣ᠌᠋ᢂ᠋᠄ᢣ᠋ᢄ᠆᠕᠖ᢂᡔᡗ᠕᠋ |
| misplaced mem. | ᡄ᠘ᢣ᠋ᡝ᠌ᡉᠻ᠋᠕᠋ᡏ᠘᠅ᢆ᠋᠋᠐ᢕᠴ᠂᠘᠋᠋ᡒᡗ᠋᠂ᠳ |
| To the Demonstration of East its Constraint them | ᠌ᡔᠳ᠋᠋ᢣᢣ᠌ᡄᢩᢨ ^ᢛ ᡥ᠋᠋᠆ᠳ᠅ᡥᠣ᠘᠆᠋᠆ᠴᢗ᠐ᡧ᠋᠘ᢂ᠋ᡤ᠋ᠬ |
| To the Department of Family Services then, | ⊲∿Ր⁵ᲮᲘՐํᲙᲘ∿ᲡெᲡ. ថᢣ≗ႭႠႦ, ᠘ᢣᠠ᠙ᠵᢗ᠄ᢐ. |
| hearing from the Representative for Children | |
| and Youth that there may be some children who | Δ•/«Þር ጭ (ጋኣትበሆ): ናሪታ°ዉ广°. Γ' >ליጋ. |
| are out-of-territory who do not currently have | |
| those provincial-territorial protocol plans | >፦/>) (ጋኣትበሆ): 'ሪታቄሲዮ, ፊዮረጭ. LFሪንъህ |
| signed and in place, can we hear how many | |
| there might be; whether or not this is true? | // 0/0 4CP // 0 4/10/ 1012. /% ⁻ C [®] <wbody></wbody> |
| What we know is that the reason that this is so | יב יי <i>ב טייסא</i> ביי אא ייסיבי או וטע־פריב ייטע. ו |
| important is because we want to ensure that | |
| there is somebody so it is 93; I just found the | |
| number so that there is a social worker | ᠕᠆ᡣ᠋᠕ᡩ᠋᠖᠂ᠳ᠘᠘ᢣ᠘᠂᠕᠅ᠺ᠋᠄ᠺ᠘ᡁ᠘᠘᠘᠘᠘ |
| | ᡖᢣ᠋ᠫᡩᡃ᠋ᢦᡄ᠈᠆ᡷ᠅ᠵ᠅ᠵ᠅ᠵ᠅ᠵ᠅ᡔ᠅ᡔ᠅ |
| looking out for each of these 93 children who | ᡄ᠋᠘ᡃ᠋᠋᠆᠋ᢣ᠆᠖᠆᠋᠉ᡩ᠋ᢣᢛᢗᢂ᠋᠆᠋ᡬᢄ᠘᠆ |
| are currently in out-of-territory care. Thank | <՟_&\? Δ_ |
| you, Mr. Chairman. | ᠕᠆᠋ᡣ᠕᠋᠆᠕ᢣ᠘᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕ |
| | ᠂ᡃ᠋᠋᠆ᡩ᠋᠆᠘᠋᠋᠆᠆᠆᠆ |
| Chairman: Thank you. Mr. Ellsworth. | |
| 5 | Δ•/≪Þርጭ (ጋኣ̀ት∩ሆ): የďታ⁰Ⴍ广ჼ. Γነጋ ∆⊲ና/ፇ⊲ና. |
| Mr. Ellsworth: Thank you, Mr. Chairman. I | |
| can advise that presently, before any movement | Δব'-/>ব (ጋኣኦበሆ): 'd৮°ഫ广, Δዮ/«ϷĊና». Ճ, |
| 1 0 0 | |
| of any child, we are following the | |
| interprovincial agreement and ensuring that | |
| interprovincial placement agreements are in | ·ᡃᡋ᠊᠋ᢄᢣᡪ᠋᠋᠖ᢄ᠆᠆᠘᠆ᡷ᠅ᡗᡨ |
| place, courtesy social work is happening, client | ᡏ᠋᠉ᡃ᠋ᢆᡪᡃᢛᢗ᠌᠌᠌ᠵ᠘᠊᠋᠋ᠴ᠋ᡏ᠋ᠴ᠋᠑᠊᠘᠋ᢄᢞ᠙ᡦ᠘ᠴᡄ᠋ᠬᢣᡃᡆ᠋ ᠂ |
| liaison officers are involved. | ᡏ᠋ᠫᢦ᠋ᠾᡲᡥᡆ᠘ᡄ᠋᠋᠋ᡔᡝᢩᡷᢉ᠌ᡱ᠋ᡩᢐ᠘᠋ᠵᢣᢛ |
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I can also advise though, Mr. Chairman, that it was clear during the Ever Bright investigation and the findings arising from that, if I might summarize the findings, had the department followed its internal policies and procedures they would not have found themselves in the situation they were in.

The team is currently auditing all of those files and putting into place interprovincial placement agreements. I cannot give you the exact number of those who have those in place, but I can commit to the Committee to provide them. Thank you, Mr. Chairman.

Chairman (Mr. Savikataaq) (interpretation): Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. I admit was a little bit distracted because of the movement that was happening around me just now. So just to be clear, did I just hear that there is a possibility that there are some children out there that do not have this plan of care in place? Please correct me if I'm wrong. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. I think how we have to phrase this is: we know where the children are; we are providing services to those children, but we are playing catch-up as a result of our internal audits around ensuring that those pieces of documentation are in place in conjunction with the receiving jurisdiction. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. Before I ask any more questions, I would like to go back to the Representative for Children ᠕᠆᠋᠋ᠬ᠋᠋᠋᠋ᡃ᠖ᢕᢪᠣ᠋᠋᠅᠆ᡘ᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅᠘᠅ ᡔ᠋᠋ᢄᢣᡐ᠋᠋᠄᠆ᡬᡆ᠋ᢄ᠋᠆᠆ᡘ᠂᠖᠅ᢕ᠋

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and Youth to hear her perspective on the responses that we have just received. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Bates. Sorry.

Ms. Bates: Thank you, Mr. Chairman. Thank you for the opportunity to respond. My current understanding is the department is taking steps to rectify the situation. It is a high number of children that are in outside territorial placements. As I said, the original number that I had was 85 and it is now at 93.

Again, you are talking about a lot of children in outside territorial placements that they need to catch up, because I believe a high number of those children did not have agreements in place. So I believe, as I understand it, the department is playing catch-up, going back to each jurisdiction and rectifying that problem. I do have that knowledge that the department is doing so, but I do want to raise the fact specifically to the group home in Alberta, that that placement had been accessed by Family Services about two months prior, and it was unlicensed at the time. So there was a gap in service when this came to a head in March of 2023, but the department had used that placement prior to that set of placement, and there were similar issues with respect to that placement, i.e. it wasn't licensed and there were care issues with that placement.

Then what had happened was the department stated to our office that they were no longer going to be using that placement, because they weren't licensed for young people, and then two months later children started to be placed there again. So the pattern repeated itself. Hopefully that answers your question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Brewster.

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Chairman (interpretation): Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. At the present time, the territorial director of wellness appointed under the *Child and Family Services Act* is spearheading this work. I do not have a timeline to provide to you today, but I am more than committed to getting that to you after consulting with his office. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. It concerns me that those protocols are not in place. We have a responsibility to ensure that they are in place for the protection of our children and youth, and if it was a family and not the governing body that was not doing their due diligence to ensure the safety of their own children, they would end up as a file in Family Services. So it is of utmost importance that that gets done as an extreme priority.

Having said that, we just heard from the Representative for Children and Youth that related to Ever Bright in particular, losing their licence and the representative being reassured that Ever Bright would not be used, and I suppose an internal decision within the Department of Family Services to take them off the list of service providers, and then the action was taken to initiate a contract with them again within a few months, which is very concerning, I would like to know what the protocol is ϷʹͽϪ°ϫʹͽͼʹϲͺϤʹͽͽϳʹͽϽͿͼͺϹϹϷϥϥ ϽϞϷϹϭϥϛͼϹͿͺͶͺϭͼʹϲͺϥϞϟϒͺϧϷͼϧϲͼϿͼ Ϸ·ͿϹϧϲϲͺϫϲͼͺϥͱϹϿͺϹϪͼϥϥͺϷϹͼϷϹϷϟͼ ϗͻϒͼϝͼͺϹ

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within the Department of Family Services for, first, ensuring that a group or a company is accredited? What is the protocol for taking a group, company, or organization off the list of potential service providers; and what is the protocol for internal communications to ensure that such an event does not occur again? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. I think there are a few questions there, but I will do my best to answer them. Essentially the protocols are such that there is a procurement process that establishes the framework of the requirements for providing both in-territory care and out-of-territory care in residential care facilities.

Arising from that procurement process, there is a committee struck to assess whether or not any of the proponents meet the relevant criteria established in the terms of reference. Historically I have not reviewed historic terms of references, but I aspect they were not clear and direct with respect to language around necessary licensing and accreditation, for example.

I'm just going to go a little bit further in terms every what we are doing to address to that before I respond to the other three pieces. We released requests for proposals, Mr. Chairman, with enhanced language around the requirements respecting licensing and accreditation pursuant to respective provincial jurisdictional legislation on such topics.

However, presently the protocol is that if you have a group of vendors on the list of the standing offer list, the interprovincial protocol is supposed to be engaged. That interprovincial protocol would have officials from the respective jurisdictions discuss the placement, **ƥץ<⊳⊂י•** (כוֹקארטי): יטאיםדי. דיס ∆סראססי.

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| legislation, then we go down the next process | ᠘᠘᠋᠋᠋ᢨᠣ᠘ᢄᡩ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
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| processes we discussed earlier. | ڡۥٛڡ٨ڬ۩ۥٛ٥٤٢<<>۵٬٩٤٢ح، ۵٬۹۶۲ح، |
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| answered all of the inquiries. I apologize if I | ᠘ᢣ᠘ᢉᢣᢂ᠋ᡶ᠈ᢆᡁᡄ᠘᠋᠉᠊᠘ᢣᡄᡃᢗ᠋ᡝ᠋᠕᠅ |
| have not, but I can advise the committee and | لحناعا كلاظع كلاتهالمعتما كالمحاص المحاص |
| Nunavummiut that moving forward, together | ᠋᠂ᡃ᠋ᡃ᠋ᢣ᠘᠆᠘᠂ᠴᢕᡰᡆᡄᠧᢛ᠋ᢓᢌ᠋ |
| with these revised requests for proposal | ⁵७₽ᢣ᠘ᠳᢦ᠋᠋᠋ᠻ᠘᠘ᢑ᠔ᡏ᠘ᢁ᠘ᢑ᠘ᠵᢩᠵᢕᡗᡄ |
| processes, we have chosen to enhance our | فد>∩•ط ۵۹۹۵۹۹۵۵۹ ط۲%۲۸J۴ے, CL•d⊲⊂Lد |
| contractual arrangements around ensuring there | ᠋᠋᠋᠋ᡃᢑ᠋᠔᠋ᢄ᠆᠈ᡩ᠘ᢗ᠂᠂ᡏᢣᢩᢁᡬᡃ᠋᠉ |
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| Thank you, Mr. Chairman. | ۲۵°م فـ۶۲ ۵ذ ^ه ۵٬۵۵ ۹٬۵۶ ۹٬۵۵ ۲۵ ۲۵ |
| Chairman (intermetation), Thank you Ma | ᢀᡣᠬᡧᡄ᠋ᡊ᠆ᠴ᠋᠋᠋᠂ᢐ᠋ᠴ᠋᠋᠖᠕ᢥ᠘ᡥ᠋᠘ᡧ᠘ᠴ |
| Chairman (interpretation): Thank you. Ms. | ∆ષୖ୵≪ϷϹʹჼ᠈᠂ᢐϷᢣ᠘ᡃᡣ⊲ჼ᠈ᢩ୰୰୕Ϲ୰d⊲ |
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| Ms. Brewster: Thank you, Mr. Chairman. I | ᡏ᠕᠋᠕ᡧ᠘ᡃ᠘ᢗ. ᠙ᠡᡐᠦ᠂ᡏᠺ᠋ᡪ᠘ᠸᡃᠵᢂᡃ᠖᠆᠋ᢐᡝ᠔ᠳᡐ᠋᠉ᡃᢗᡪ |
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| so I'll just go back to the first question, which | |
| is what is the protocol internally for when a | ∆⊳/≪⊳⊂ ∿ (ጋኣ̀≻∩Jና): ኀd۶°உ广⁵. ୮ኁ <∆ናኣ. |
| vendor or group home has been procured, and | |
| who loses their licence or accreditation, what is | <∆ ^{ᢏ,} (ጋኣ̀≻∩Jˤ): ˤdদ⁰ዺҐʰ ∆ʰᠯ᠙ϷĊˤʰ. ዾዺፇና |
| the internal protocol to ensure that our children | ۲⊂ف۹ ∿L⊃ ۵٬۵۴ ف۲ف ۵٬۵۴ ح∟۲ ب |
| and youth in care are protected? Thank you, | ۲۵۰۵ ۵۵۰ ۲۵۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ ۲۰۰۵ |
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| Chairman (interpretation): Thank you. Mr. | |
| Ellsworth. | ⁵ b으 ⁶ č ⁱ う Δረビン이 ⁵ b ⁶ 이 ⁵ ⁶ ⁶ · · · · · · · · · · · · · · · · · · · |
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| Mr. Ellsworth : In a functioning interprovincial | |
| world, we would be notified that either the | σ-ςγδ «٤٢ فرود ارد کا ۵ کې</td |
| vendor was being investigated or there were | |
| | ℙ℔⅃℧ℎ⅌℈⅌ |

concerns with their licensing and accreditation. That would activate some of the standards in the Community and Social Services Standards of Procedure, including the revised out-ofterritory standard. We would have to assess the situation; potentially devise a revised care plan for the child. A transition plan would have to be identified. It has to be very carefully and meticulously done, recognizing that moving children around is not good in any way. So even if there is a licensing issue, we have to carefully transition.

Of course, if it is an emergent situation, we would act accordingly, but the social worker or planning committee would have to gather and identify the best course of action moving forward for that child or children. We would have to identify through the interprovincial protocol whether or not alternative solutions existed, first within Nunavut, second if they were medically fragile or require very special needs, what other facilities may be available either within that jurisdiction and/or outside of that jurisdiction.

Again, this is all done through the planning committee that is formed, including the client liaison officers, the social workers, and relevant headquarters staff in the provincial desk. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. Just to be clear, who gets notified in the territory when there is a potential issue arising, such as losing a licence or accreditation? Who? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. Redundancy is important in these situations. ΠΠϚʹϷϹϷϟͺLͺϫͺϷϚ< ϹΔͺLΔϚϽʹϷϲͺϷϫͺϷϚϽʹϷ ϹΔͺLϫϥͺͺͺΛϷϟʹϷϳϚͺϲͺϤͺϤͺϷϤϚͺϹΔͺLϫϥ ϭϳʹϷϷϟͺLϟϧͺͺϤʹϷϨϫʹͼʹϷϽͿϚͺϷϚϣϹͺϹΔϷϥϤ ;ϭϷϷϟϹ;ϷͺϹϒͼϿϲϫʹϷϿϚͺϹϲϷϹϷϟϧϲϷ ΔϲϷʹͼϷΔϨϔϟϧͺͺϤʹϷϲʹͼϿϚͺͺϹϲϷϹϷϟϧϲϷ ΡαϷͺLϿϥʹͽϚϚͺϼϲϭͺϪͼϷϙϫϧϿϹϷͿϷϿϚϷϽϲ ΔϼϲͺϧϷϧͺϿϥʹͼϚϚ ͶϽϚʹϷϹϷϟͺLϟϧͺϤϲϷͺϷϫϭ; ϹʹʹͺϨͺͺϹϲϹϷϭϥͽ·ϽϲͺΓϥʹϷϲʹͽϽϚ

ἀΦΡΓϤΦΟϷϞͺϤϬϲϫϿϹͿ·Ͽ ΥΡΫ ΑξαϷϹϳϐϤϹ ϚϿϔϷϷϷϞͺϤϬϐʹͰϹϿ ϹϿ;ͼϹϷϒͰϹϚϿϺ· ͰϲႱϬϲϚϿϹͿ·Ͽ, ϒΫϔ ϚϿϷϷϒͼ ϿαϿ·Γ ΛϿϤʹϿͿ ϒΫϔ ΛξαϷϹϹ ϒϭͿϹϷ·ͰϹ ϤͰϿ ϷϿͺϤϹΫϟͽͿ ϞϿͱϹϷϒϷϾϷϒͰϥϫϐϭϤϭϧϧ ϳͼϥ ΛϷϒϷ;ͽ. ʹϥϧͼϥϳϧ, ΔϧϒϨϷϳͼ.

Δ•/≪ϷϹ·• (ጋኣ̀ኦ∩J^ϲ): ነሪታ°⊆广^ͱ. ⊲∩ነሪ∩°σ, ୮՝Ϲ ነሪቮላ∿.

ϷʹϿͳͺϹ《≪ϭ·ϷϚϹͺΔϟͺϹϚʹϿϹͿͺϟϟϟϚͺϹͽϤϽ·Ͽ ϿႭϿϚͺϟϲϹϿϚͺΔϲϟϷϚϷϚϾʹϿϚͺϤͰͺͻͺϷϚͻͳ ʹϭͿϪϥ͵ϷϽʹ·ͺͿͺϹ《≪ϭ·ͿͺϹͿϹͺͺΛ;ϟϹͶϚʹͽϚϚͺϟϟϟ ͺϹͽϤϿʹ·ϿͺͺϚͽϷϟϷϭʹʹϒϚͺϹϼϹϲϤͺϭͺϭʹϷϳϭʹʹϚʹͻͺ ϷϫͺͺϷ·ႱͽϽϪϟͿϚͺϭͿΛͽϭͶϹϟϹʹͻͿͺϪͼϟ≪ϷϹʹͽͺ

ሃ≫՟፫ჼ፦ඁ෮ඁ෯ ഛሏ≫ና ሥႱჼኦጋ∆ኦኦ/LႠናልና ጚ፞σ 2019-୮σና ∢ናና፞ሀና በኣLና ∢σሀჼኦጋσʰ. ኦሏ ጳለჼ፥ᲫበႱ, በበናናልჼለና ∆ჼჼኦሏሷ፟ት՞ዮና ዹ፫ላჼ ለኦናσኈጦ°σჼ፥<ኂነ/Lペ? ና绀ኦኄሲቮኑ, ∆ჼሃペኦርናჼ.

△▷Კ≪▷ᢗˤ▷ (Ͻݩᡪ᠈∩Jˤ): ˤdদིལ广ʰ. Γˤ <△ˤˤ.

<Δ^ᢏ (ጋኣኦበJ^ᢏ): 'dኦ°ฉ广' Δνイ≪ϷϹʹ^Ⴊ. ⊲ၬ__ 'dኦ°ฉ广' Ċ°ฉ ⊲∧∿dႶቦႱ∿σ.

ᡣᢣᡃᠦ᠋᠋ᢆᡥᢨᠦ᠋᠋᠉ᡃᡳ᠋ᢅᡫᡶᡲ᠉᠆᠘᠋ᠬ᠅ᡔ᠉᠕᠌᠘ᢞᠦ᠉ ᠋᠊᠋᠊᠋᠊᠋᠊᠋ᡘ᠆ᡘᡆ᠉ᡣ᠋ᠺ᠋ᡏ᠖᠉ᢣ᠋ᡗ᠆ᠺ᠘᠆ᡬ᠊ᠳ᠉ ᠘᠆᠘᠋᠊᠆᠋᠘᠆ᡱ᠅ᡩ᠂᠋᠘ᡩ᠋ᡶᢣ᠋ᢁ᠂ᠺᡄᡅ᠊᠋ᡐᡃᠺᠧᡡ ᠕ᡄ᠋᠋᠕ᡆ᠋᠆᠋᠋ᠮᢑᢗ᠋ᢟᠧ᠌᠀ᡩ᠘᠋᠘᠘᠘ᡷ᠙ ᠘ᡆ᠋᠆᠋ᠮᢑᢗᢁᢗ᠌᠀ᡩ᠘᠊᠋᠘᠘᠘ᢣ᠀᠂᠘᠘ᢧ᠖᠘᠖᠘᠘᠘᠄

| Presently, the interprovincial coordinator gets | ᠕ᢣᡪ᠋ᠴ᠋᠊᠋ᢀᢞ᠋ᠴ᠘ᡄ᠋᠋ᠳᠳ᠙᠋ᡗᢦᢟ᠋᠋ᠬᡃᢑᢕᡃ |
|---|--|
| notified. The territorial director appointed | Ͻየ៸ϟͿϧϲϢͼϘͽ |
| under the legislation is notified. As well, given | |
| the importance of ensuring accountability and | ᠆᠋ᠺ᠋᠋᠋ᡊ᠋᠋᠋ᡎ᠋ |
| oversite in these situations, the Assistant | ᡣ᠋ᡣ᠋᠋ᠬᡪ᠋᠋᠋ᢛᡄᢄ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Deputy Minister of Wellness is notified. Thank | ᠂᠙᠋ᡏ᠋᠄᠈ᢄ᠘᠂᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| | ΠΠϚჼΕΡΖΙΚΈνΕίδε ΓΠ΄-ΔΙ. ϹͼϤ ϹΔΓͼͽυϲͺϳͽ |
| you, Mr. Chairman. | |
| | |
| Chairman (interpretation): Thank you. Ms. | ᡣ᠋ᡣᡪᡃᡄ᠋᠋ᠵ᠋ᡧ᠆᠆᠕ᡩ᠖᠂᠋ᡨ᠅ᢕᢄ᠋ᢓᡰ᠘᠋᠋᠅ᡁ᠀᠋ |
| Brewster. | C^{L} C^{L |
| | ᠘᠊ᢩ᠘᠆᠆᠕᠆ᡁ᠘᠆ᢞ᠖ᡪᠺᢄᠺ᠅᠖ᠺ᠅᠘᠘ |
| Ms. Brewster: Thank you, Mr. Chairman. | ᡬᢪᠣ᠋ᡏ᠋ᡃᢐ᠖ᠴᢩᢞᡊᡗ᠋ᡔᡄ᠋᠕ᢣᡃᡆᠲᠴ ᡄ |
| What we know is that often people who are on | ᠘ᡄᢩ᠂ᠣ᠋ᡏᢐᠫᡄ᠋᠋ᠬᢣ᠈ᡆᠴ᠊ᠴ |
| | |
| the ground working as social workers, client | ᡣ᠋ᡣᡪᡃ᠋ᢛᡄᢄ᠈ᡩᡄ᠋᠆ᠴ᠕᠋᠂ᡆ᠋᠈᠆ |
| liaison officers, people working face-to-face, | ᠖᠘᠆ᢂ᠖᠘᠘᠖᠘᠖᠘᠖᠘᠖᠘᠖᠘᠖᠘ |
| hopefully face-to-face with our children and | <i>Δ</i> ² <∿U CΔL ^e α.Π |
| youth, are often the people who are the most | |
| knowledgeable about the conditions of different | |
| group homes and health care facilities, what | Λ⊀Ľ∸ͻσ ΡϷϧϷ°℃ρέςσ ϹΔĹ |
| have you. | ᠆ᡐ᠋᠋ᡝᡶᡃᢛ᠋ᡃ᠋ᡋ᠆᠘᠊᠋ᠴᡄ᠄ᢣ᠋ᡗᢦ᠋ᡃ᠋ᢐᡄ᠋ᠬᢌ᠋᠋᠋ |
| | ᢗ᠘᠘᠘᠆ᢂ᠋ᡪᢞ᠋ᠫ᠋᠋᠋ᠮ᠋ ୰ᡧ᠋᠋ᡰᡱ᠋ᡏ᠕ᡔ᠋᠋ᠬᡭᢐ᠅ᡥ |
| What is the internal protocol for number one | ⊳₅բՀ₽ՍՆՀԴ |
| What is the internal protocol for, number one, | |
| advising of an issue of concern, and really | ᢀᢀᡩᡄ᠋ᡉᢗ᠆᠘ᢞᢉ᠖ᠴ᠘ᡷ᠙ᠫᢌᡄ᠘᠕᠘᠘᠘᠘ |
| importantly, for protecting the person who is | ک ^ی ه⊳∩≻⊳یوددیک۲ ۵۲₅۳ کار ۲۶۹۹ کار |
| bringing up the concern? In some ways we call | ᢀᡔᢗᡏᡃᡗ᠋᠉᠂ᠵᢛᠣ᠋᠕᠋ᢆ᠆ᡁᠴ᠋ᡔ᠋ᢆᢣᢄ᠋᠆᠆ᡔ |
| that whistleblower protection. What we want to | ᠠ᠌᠋᠌ᡔ᠈ᡏᡏ᠋᠈᠋ᢗᢛ᠋᠙᠘ᢣ᠅ᠴᡄ᠋ᢄ᠘ᠾ᠆ᢛᢗᢀᡕ |
| know is that people who are in the know are | ⊴∧™/⁵⊌℃⊆,⊇ U2,2 U2,2 U2,2 U2,2 U2,2 U2,2 U2,2 U2 |
| able to bring issues of concerns forward | \$\$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ \$\$ |
| without worrying about losing their jobs. Thank | 5004 5004 5004 5004 5004 5004 5004 5004 |
| you, Mr. Chairman. That is to Family Services. | |
| you, with chairman. That is to Failing Services. | ۲۵۲ م ۲۰۰۵ م ۲۰۰۰ م |
| Chairmon (interpretation): Thank you Mr. | ϽϨϞͼϞϲϲϷͽϞϹ;ϫͽͻϤϥϹͺͺ;;ϞͿϤͺϽϷϧͻͿ |
| Chairman (interpretation): Thank you. Mr. | ᢗ᠘᠋᠋᠋ᡱᡄ ᠌᠌ᡔᠻᠡᡅ᠋ᢣᡄᢂ᠋᠅ᢄ᠙ᠳᠴ᠋ᡗ᠓ᡷᢝᠾ᠍᠍ᡷᢖ᠋᠕ |
| Ellsworth. | |
| | CΔL ΔΡব ^ւ βδ ¹ d ² ΔϼϲͺϧϷϭ ² Ϥ ³ υϟ ² Ϸϳ ³ υ |
| Mr. Ellsworth: Thank you, Mr. Chairman. The | ᡣᡣ᠋᠋ᡪ᠋᠋᠄᠕ᢣ᠋᠋᠈᠆᠋᠄ᢣ᠆᠋᠄ᢣ᠆᠋᠋᠄᠆᠆᠄ᢣ |
| standards require everyone on staff and others | ᠻᠵᠯ ^ᡅ ᡅ᠋᠋᠋᠋᠋᠋ᠳᢣᢧ᠘᠋ᢄᢂᢧᠣ᠋ᡏᢛ<᠘᠋᠋ |
| to report critical incidents as they arise. | ₽⊳ᢣ⊳ᠺ᠋ᠠ⊲ᢐ᠈ᠴ᠘᠙ᠺ᠘ᡗᢋᢛ᠕ᡄ |
| | ᠻᠡᢀ᠋ᠣ᠊᠋᠈᠈ᡔ᠅ᡣ᠅ᡊ᠅᠋ᡘ᠆ᡩ᠋᠉᠂ᠺ᠅ᡁ᠘᠅᠘᠅᠘ |
| With respect to the protocol, the protocol is | ᢗLᡨᡆ᠋᠋ᠵ᠋ᡃ᠋ᡋᡃ᠋ᡗᡄ᠋᠉᠆ᡁᢣ᠆ᡆ᠋᠋ᠮᡃ᠋᠉᠂᠋᠘ᢑᠯ᠙᠋ᠺᡬ᠉ |
| such that if there is a concern about the nature | , |
| and care of a child who is in the care of the | ዾዾጘ≪⊳ርኈ (ጋኳ፞ት∩Jና): ናਰት°உ广₀. ୮չ ናቫዮ⊲ኈ. |
| director, that that information is to be | |
| | ናፅ₽⊲ና ⊌ (ጋኳት∩Jና): ናሪታ°உ广ঁ⊍, ∆₽૮≪ϷϹና⊍. Ϸ≪∿Ⴑ |
| immediately be shared with relevant parties. | |
| | |
| With respect to ensuring that there are access | |
| points for social workers and client liaison | م> ^{به} ر2044 و مربح مربح مربح مربح مربح مربح مربح مربح |
| | ᠋᠂ᡃ᠋᠋ᡰ᠋ᢄᡔ᠋ᢣ᠋ᢄ᠆ᠴᢉ᠘ᡄ᠋᠉᠋ᢄ᠈ᡷᡅᡳ᠘ᡸᠴ᠋᠋᠋᠋ᡕ |

officers to share their views, we have implemented regular clinical supervision for social workers and client liaison officers to create a form within which they can discuss these items and respond quickly to any concerns around the care that children may be receiving in facility out of territory and in territory. Of course, there are relevant standards of practice that they must be adhering to.

I think, Mr. Chairman, what we have seen in the reports that we are discussing today is that historically Family Services has not done well. We know that, but we are, and we will, and we are doing much better in the sense of creating spaces for training. Core training is a requirement, ensuring that client liaison officers, social workers, middle management, senior management, the executive, knows what the expectations are. We have created information pathways so that people can give us information. I receive regularly information from the frontline to ensure that we can action it immediately.

We take these matters; I take these matters extremely seriously. I hope that answers your question. Mr. Chairman, thank you.

Chairman (interpretation): Thank you. Ms. Brewster.

Ms. Brewster: Thank you, Mr. Chairman. I got *suaq*'d (scolded) today for being a little bit repetitive. However, I think it is really important that we repeat as often as we can important pieces of information, and in the response I heard shared with relevant parties. In responses, I would like the positions named out; who are those relevant parties? That is because that helps us hold everybody accountable.

One of the things that I don't think I heard fully was how employees, client liaison officers and social workers; how are they protected if they ⊴∧∩⊀Lʿᠫ∿U ưQ ℙ୰Ს∿Ͻ∆≻⊳⊀∿ ᄽᡝ ▷&∿៦ᠫ⊃.

ዻ፟፟፟፝፝፞፞፝፝፞ Lጏ℃፟፟፟፝ዾ፟ዀ ዾ፞ዾቦዻ፝፞፝፝ኯ፟፝፝፝፝፝፞ዸኯዾ፝ ዻ፟፟ዾል፞፞፞፞፞፞፞፝፝፝፝ዾኯ፟፟፟ ዾዾኯ፟ኇዄፚኯ፟ጜዀጚ፟ዄዀፙዀ ዾ፟፝ዾ፟፟ዀ ዾ፟፟ዀ

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<Δ^ϵ (ϽϞϞΛͿϚ): ͽϭϧͼϫϳͼ ΔͼϒϭϷϳͼ. ΡϷυϧͼʹϒͼϽͼυ ΔͼϷαΔϧͼͶͽϭͶϷϭͼ ϤͰͺͻ ϷʹΛͺϧͼϧͼϫϲͻʹϧ ϹΔLΔͼϽΓͼ ΔͼϷαΔϧͼͶΓͼ ϤʹϲͼͶϷυϧͼϽΓͼ ΡϒϤϭ ͼϷϷϞϚͼͶΓͼ ΛϧͼϚͼͼϒϷϟ;ͼϽϹϲϲͼ;ϳͼυϲͿͼ ϤͰͺ ϳͼϭϤ ϷͶͼϲΔϭϲϧϿͼ ͼϲͿͼͼϳϞͼͻͶͼ ϳͼϭϭ ϤϷϲϭͼͿͼ ͼϷϷϟϛͼϹΔͿͶʹϞϿͼ ϳͼϭϿͼ ͼͺͿͼͼϽͶʹͻ ΔϲΓͼϳͼυϲͼ.

ϤϤͺϿ·ϹϷͽ ΛϹʹϷϿϤͺϤϽ°ʹ·ϹϽͽ ϹͺϷϥϼʹϧ ϤʹϲϪ·Γ ΠΠϚʹͽΠϽΔ° ϥϷϧϷʹϽΓϷ ϼϤʹϟϷϷϿσ ʹϷϷϷϞϷϹϷϞϧϲͽ ϤϤͺϿ ϤʹͼϭϤʹϷʹͽϾʹʹϹʹϽϲϲϫϷϤϚ ΔϼϲϲϫϷϤʹϿʹϭϚ ϹϷϥϼʹϧ ϤΛʹͽϥϹϷʹϿϭʹͼʹϾʹϷϤϼʹϧ ϤϚͼ ϷϷϷϞϷϤ ϹϷϥϤ ϤϷϲͼͶϞϟϭϷ ϲϥϭϷ ϷΠͽϟΔϧϲϥϷϧͽ Ϲϭϥϼʹϧͻ ΛϹʹϷϲϥʹϷϾʹϲ. ʹϞͿϷͼͺϾ ΔϷϟʹϘϷϹʹͽ.

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Δ^ϧϟ≪ϷϹ^{;ϧ} (Ͻ^ϳϡϟႶͿ^ϲ): [;]dϟ°ႭϹ^ϧ. ΓϹ <Δ^ϲ

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| want to bring an issue of concern forward? To |
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| me that was not a hundred percent clear. I heard |
| about the regular clinical supervision; however, |
| I just want to have it said out loud what a |
| person who is bringing forward an issue of |
| concern related to a care provider can expect in |
| terms of being confident that they will not lose |
| their job if they bring an issue of critical |
| concern forward. Thank you, Mr. Chairman. |

Chairman (interpretation): Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. I think it is important to understand that we have a legislative and positive obligation to act in the best interest of children at all times. I cannot think of a situation where there would be any reprisal for staff or otherwise who identified problematic behaviour or concerns around the services being provided by care facilities.

Now, there is no specific policy in place around that point, I will say, but I'm quite content to work with the team to develop such a policy. Again, our jobs are to ensure their best interests are met, that they are safe, that they feel safe, that we are holding those who we trust with their care to the highest standards, to be accountable and transparent, to provide services that are directly proportionate to what the children need.

To answer your question on the second piece, the protocol; it would go the client liaison officers, the social worker assigned, the quality assurance folk, the interprovincial desk, the director himself, the Assistant Deputy Minister, the Deputy Minister, the Associate Deputy Minister. We are vested in making sure that these young folks, vulnerable young folks are protected, and we are committed to doing just that, Mr. Chairman. Thank you.

Chairman (Mr. Hickes): Ms. Brewster.

ለርቴጋላ⁶ጋሊ⁴ጋህ ርL⁴ዉ የተላσ 4ለሊሮኒሁ 4⁶ሁላ⁶ቴ⁶'ርቴ⁴ዉሊላናኑር ርኮፖኮ 4ጋበቴዖ⁴ዉሮርዖ⁶ጋ⁶.

ƥץ<>⊂י• (כוֹקארטי: ילאיםרֹי. די⊂ ילף⊲י•.

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<**Δ‹‹</mark> (ጋኣኦበJሩ): ^ናdታ፟₂ቯ^ት Δνረኞኦር^{*}. ለል^sb²₂ንል^c ፈ^{*}ህረ^{ss}b^{ss} ጋኣኦL^sbረ^cሊኦ የኦኦ⁵ኘ^c ጋJ.**

Δ▷/<<>Δ▷/Δ▷/Δ▷/Δ▷/

ϤᡃLϿ·ϹϷ Ͽ≪ᡃᡕᠯᡏ᠋ᡆ᠅ ᡆ᠋ᠧ᠆᠅ᠨ᠘ᡣ᠆ᠫ᠍᠍᠍ ᠫ᠅ᡃ᠋ᡛ᠅ᡁᡋ᠘ᠳᡆᡄᢂᡪᠫᡆ᠅ᠫ᠋ᡗ᠄᠈ᡤᠬᡝ᠕᠋᠋ᠺ᠆ᠳ ᡧᢄ᠆᠘ᡩᡆᢄ᠅᠘᠆ᠺ᠅᠑᠋ᡗ᠄ᡤᡤ᠕ᠺ᠋ᡘ᠆ᠳ ᠺᠫ᠘ᠳᡆᢄ᠅ᡣᠻᠫ᠘ᡩ᠕᠅ᢄᢣ᠘᠋᠋᠘᠂᠘᠅ᢓᠯᡲᡁᠯ᠍᠍ᠮ᠂ᠣᡆᢩᢁᡩ ᠵᡄ᠋᠕ᡆ᠋ᡬ᠅ᡁᢗ᠊᠋ᠫᢣᢂ᠋᠋ᢄ᠖ᡊᡗᠶᡏᡏ᠅ᢧᠯᠶᢧᡃ᠂ᢧᡆᢁᡩ **Ms. Brewster**: Thank you, Mr. Chairman. I know that even when we have the best intentions to provide the best services possible, what we have been hearing ad nauseam is that the Department of Family Services has been failing at providing those services. So it is really important to push for another layer of accountability and assurance.

The other question I have around that is: how does the department handle complaints that come forward from individuals and family members or communities about different facilities; so, out of territory? I know I've asked it before, however, I think it is really important to go back and talk about how family and community can advocate for children in care, whether it is in an out-of-territory facility or in a foster care placement within the territory. What is the protocol for responding to complaints that people might have about what is going on with children in care? Is there a phone number? Who takes the complaint? Are they collated? Are they reported on? Thank you, Mr. Chairman.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. There are a few questions there, Mr. Chairman. What I would say is that any allegation of misconduct or any concern around the care being received by a child that is shared with the department, the Wellness Division has, again, a positive obligation to review and investigate those concerns, which we have done, and I can personally attest to seeing and learning about some of these investigations.

A person can make or file a complaint by either speaking directly with a social worker, an RCMP officer, a teacher, a mental health professional, any one of them, to voice their concerns. Our hope is that the CANR agreement will create these frameworks. However, you asked about a phone number, ႱペĽჼႧ ΔჼჼႦႭϪჂჼჼႶჼႶჼႣ ለኦናႶናჼჄႦჄჂჿ, ϷჼႦႠĽჼႦႶႶჂႶჼ ႠĽჼႭ ჄႭႠႢჄჼႮႫჼႶჼႫ ჼႦϷჂჼႦႭႶႯჼჼჄჼჼႠ ႯჼႱჂჼႠϷ ჼႦϷჂႱჂႯჇჼႮჼჼႶჼႱႢႽჂႭჼ ϪႭჼႶჼ ႠĽჼႭ ጳჂႭჼႭႦႶႯჼႱ ႯჼႺჼჽჼ.

ϽϚʹͽͶϚͶႱϟϤϟʹ·ህϟͿϚʹϟϫϹϚͺΛϲϧϷϭϚϺͼϭ ϤͰͺͺ϶·ϹϷͺʹϧϷϷϧͼϟϦϚͺΔͺϲʹͼͺϟϟϟ ͶͺͼϫϷϺʹͽϹͼϷͺϽϒʹͽϺϚϟʹ·϶ϽϹ ͶͺͼϫϷϺʹͽϲϭϫϿϲʹͼͺʹϧϷϷͼϧϥϫʹ϶ϽͿ ϷʹϿϭϭϷͺϷϛϐϲϫϭϲϳϹϭͽϹͿϚ ϽϛʹͽϹϾϷͶϲʹϛʹϧϹϚͺϹͿϤϤͺϪ;ͺϹʹͼ ϽϛʹͽͶϚͶϳϧϧϲϚͺϒϲ;ͺϹΔϳͼͺϹʹͼ ϽϛʹͽͶϚͶϳϧϧϲϲ

ĊⁱddⁱCD ⁱbDALⁱNdⁱⁱUCC ΔαCⁱdNⁱP^oσ dⁱL²CD LdσⁱU LⁱdⁱDσⁱ DAⁱbσⁱ /2/σⁱ² ⁱbDAⁱⁱ ⁱbDALⁱ/dⁱDσⁱ² /Cra^kⁱ ⁱbDA^{iⁱ} ⁱbDALⁱ/dⁱDⁱCⁱⁱUC ⁱbDALCⁱbⁱC^{iⁱ}UC dⁱd² ⁱPLⁱCNⁱσ dⁱCAⁱCⁱL DPDσⁱ 7-σⁱ Dⁱⁱ/dⁱCⁱ</sub>C^{iⁱ}DPDσⁱ 7-σⁱ Dⁱⁱ/dⁱCⁱ</sub>C^{iⁱ}DⁱDⁱCⁱ</sub>C^{iⁱ}DⁱC^{iⁱ}C^{iⁱ}DⁱCⁱDⁱDⁱC^{iⁱ}DⁱCⁱ

and this came up in the sitting, I believe, last time, and so I took it to look into that matter, and yes, there is a phone number, but where we fall short is that it is not published anywhere. So as a part of responding to that in our communications strategy, we are going to create many pathways for people to file complaints, anonymously if they wish, to ensure that there are various mediums for people to register their concerns about children in care or otherwise. Really, we want to create pathways for Nunavummiut to be able to have access, not only to communications analysts or middle managers, but to the executive. It is really important that the executive-level of each department, or in my respectful opinion, knows about what is happening on the ground and knows about these complaints, so they can adequately respond with instructions, resource allocations, and identifying any gaps that may have presented this issue that is coming before us. So there is a number; it is not manned, I learned, but we are taking steps to direct....

Let me step back if I may, Mr. Chairman. There are on-call social workers all the time. If there is a complaint, people can call and we will act on it. Where we fall short is the publishing of that reality and a direct comms. Complaint, sort of like a patient relations kind of line, if you will. As I said in the comms. strategy, we will be implementing these realities for people to make those calls and to register their views.

I suspect the next question will be: what is your timeline? That timeline, Mr. Chairman, would be that we hope to have these pieces in place, so we have recently been proofing the proofs for what I call public education materials, which is really important in terms of ensuring that people are aware, again through various mediums, pamphlets, online presence, radio pieces, these kinds of approaches, communitybased approaches, really, and we hope to enhance our footprint in the context of what ۹۰لی ۵۰، ۵۰ می ۹۰ می

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| you are speaking about, Mr. Chairman. That is | ᡃ᠋᠋᠋ᠣᡄᢗᡏ ᠖ᡣ᠋᠘ᢣᡃ᠋ᢗ᠋᠋᠋ᡃ᠋᠋᠋᠋ᡖ᠅ᡁᡄ᠉᠖᠋᠋᠈ᢣᡗᡏ᠋᠋᠕᠋᠋ |
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| my answer. | bハLϞϷˤᲮᢗϷʿᠴ ᡬᡃᠯᡆᠫᡃᡅ LˤዖϤᢛᡤᡕ ϤˤᡪᡝJĊĹˤ. |
| 5 | ᡖᡣ᠋᠋᠘ᢣ᠉᠋ᡔᡝᡃ᠋ᡃᡶᠨ᠋᠂ᡆ᠋᠋᠆᠋ᡔ᠘ᢩ᠂ᡆ᠉᠖ᡣ᠋᠋᠋᠘᠋᠉ᢣᠯ᠋ |
| Chairman: Thank you. Ms. Brewster. | ᡖᡄᢗᡏ. ᠕᠋᠋᠕᠋᠋᠋᠋᠕ᡧ᠋᠋ᠮᡃ᠖᠘᠋ᡷᢗ᠋ᡗᠴᢗ |
| ÿ | ϷʹϧϲͺϯϟͽϿϹͺϹͳͽϥϫͺϤϩϲϽͽϞͳϙϷϥͲ |
| Ms. Brewster: Thank you, Mr. Chairman. I | ᠘᠆᠋᠂ᢗ᠋ᠵ᠋᠄ᡆᢣ᠋ᡔ᠘ᢣ᠘ᠵ᠘ᢑᡆ᠘ᡕ᠘ᡔ᠋ᡳ᠘ |
| hope that that phone number gets resourced as | ⊲۲۶۲۵۲۴۵ ک⊅میک ک¢۲۲۵۲ ک |
| soon as possible. | ⊲ልናጋኈ∤Lል⊳⊰∆ና ⊲∿ቦኄЬ∩Ր๋JႶና. |
| soon as possione. | |
| I would just like to go to the Representative for | Ċ°ם ΔィĹ᠅ՈՐᢣ⊳ィLσď∿レ໑º פםכר ⊲ィ∿Րʻン |
| Children and Youth to hear any thoughts on | ▷᠋᠖᠔᠈ᢣᢣᠵᡕ᠘᠋ᡕ ᡄ᠋ᡄᡄᢗᠵ᠂᠋᠖᠋ᠵᢣ᠘᠋᠋ᠾ᠈ᡕ᠘᠂ᡬᢀᡆᠧ |
| that, as well, and Mr. Chairman, I'm really | ᡣ᠋᠋᠋᠋᠕᠆᠋᠋ᡃ᠔ᡏ᠘ᢣᢂ᠙᠋ᠫ᠘᠋᠋᠋ᠺ᠅᠋᠘᠋᠕᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| very, very much aware that my colleagues also | ርĽ᠌ᡆ ᠘᠆᠋᠋᠋᠋᠋᠘ᡦᡏ᠋ᡗ᠋᠉ ᢂ᠙ᡁ᠋᠋ᡗ᠋᠉᠂ᠺ᠉ᡣᠳ᠘ᢣ᠌᠉᠋ |
| have questions, so I will not ask any follow-up | ᡪᢛ᠋᠋₽₽᠘ᡃ᠘ᡩ ᢗ«᠙ᠳ ᠴᡆᢩ᠀ᡃ᠋ᡏ᠋᠋᠋ᠵ᠋ᡗᢦ᠋᠋ᡃᢛ. |
| questions on that now, but I will put my name | ᢄ᠘᠘ᡔᠧ᠋᠋᠋᠘ᠴ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| back on the list. Thank you, Mr. Chairman. | ۵۵٬۵۰۰۲ ۹۴۲۵۲ مد د ^{ان} ه ۵۵٬۷۵۲ ۵۹ |
| back on the list. Thank you, wit. Channan. | ᢦ᠋ᠲᡅᠽᡟ᠋᠋᠋ᡏ ᠙ᡶ᠋᠋᠋᠋ᢐᠫ᠘ᢣ᠋᠋ᠶᡉ᠅ᡗᢩ᠆<< ব᠋ᡄ᠋᠕᠅ᡫᠣ ᢂᡧ᠋ |
| Chairman: Ms. Bates. | Δ ^ϳ Ϟﻪγ᠘ ^ϳ ۥۥٵ؇ٵڎ Δᡄᢅ [ۣ] ᠊ᢁ᠊ᢀᢗ᠄᠖ᢞᠾ᠌᠌᠉ᡃ᠋ᡬᢤᠾᡄ |
| Chairman. Mis. Dates. | ⊂∆∟∆∩⊲₅⊳⊂ ⊲⊳>⊂L הָכָטעריים אַרַשאַ |
| Ma Datas Thank you Mr. Chairman My | ᢂ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Ms. Bates : Thank you, Mr. Chairman. My | ᠕᠆᠋ᡣ᠕᠆᠋᠕᠆ᡁ᠘ᠴᢩᠺᢕ᠋᠉᠂ᢙ᠋᠉ |
| response to certainly out-of-territory, but in | ᠘ᡩ᠋ᠴ᠋᠋ᢞᠾ᠆ᡱ᠋ᢞᡠᡄ᠘᠘᠆ᡷ᠕ᢙᢧᠿ |
| general about complaints, for me, it is all about | |
| people needing to know where to go, how to | ᡣJᢦᡨ᠋᠔ᡏ᠘ᢣᠵᢞ᠘ᡩ᠋ᠴ᠋᠋ᡃᡆᢕ᠋ᡃ᠘ᡱᡐᠾᢩ᠆ᠺ |
| complain, and currently I do not believe that | ₫ѷ₽ჼᲮᲘՐᲙᲘႠჼᲮჼႾႽ ĊჼᲫჃ ₽ჼႱჼჼჂႭ┽ႻႾႽ |
| that is out there. | ϧϫϹϲ·ϳϹͼͺϹϿϳͽͺϒϣͽϷͽϧϧϧϧϧ |
| What approxime additionally is that shildren | ϽϞʹᡃϷϚϷႶᠴϹ, ᠘᠋ᢣ᠋ᢞ᠋ᡃ᠋ᢐ᠋ᡣᡤ᠆ᠴᢗ᠊ᡬᡃᡃ᠋ď᠋ᡃᡫᠣ |
| What concerns me, additionally, is that children | ᢗᡆᡅ᠋ᢗᠵ᠋᠋᠋ᢨᠣᡅᡧᡄᢩ᠉ᠮᡫᠴ᠋᠋᠋᠋᠋ᢆ᠘ᡃᡆ᠋᠋᠘ |
| in care, especially when they are going to out- | ᡧᡃ᠋ᡬᡃ᠋᠋ᠠᡗᢞᠬᡥᠦ, ᡧ᠋ᠲᡅᡳᠯᡗᠮ᠌᠌ᢂ᠋ᡃᡠ᠋ᡄ᠋ᡄ᠌᠌ᢄ |
| of-territory facilities, should be very aware of | ⊲⊳∟Ϥͽ₽Ϲͽͽ₽Ϲ ⊲ჾ⋃⊳୰⊀ϲ ϝͷϥ |
| how they do get back in touch. If there is a | ^ና ዞኦትምሀኑት የሚያስት የቀር የቀር የቀር የስት |
| concern for them in the facility that they are in, | ᠖ᢂ᠋ᢣᡩ᠓᠅ᢆᡁᠣ᠆ᠸ᠆ᢗᡃᡠ᠋ᡏ᠘᠋ᢩᡰ᠔ᠫᡔ᠋᠋᠋ᠳ᠙᠘ᠳ |
| who are they calling? Is it their community | ᡄ᠘᠘ᡐᠫ᠖ᢞ᠋᠆ᡎ᠋᠆ᠴ᠕᠖ᢕ᠋ᡗᡆ᠅ᡣᡄᠴ᠋ᠴ |
| social service worker? What is the complaint | ለ፫∿≫ሇ. ፞ጘኯ፟፟፝ቀዾቩ፟፟፟፟፟ ዾኯ፞ጞ፞፞፞፝፝፝፝ዾዾዸ፨ |
| process? | |
| | ∆•ץ<⊳⊂י• (כ <i>י</i> לרט): ילל~ברֹי. ר׳כ ילף⊲יּי. |
| Again, my concern always is, and what I am | · · · · · · · · · · · · · · · · · · · |
| hearing is, is right now it is based on the | ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ |
| person. It is not based on a procedure. It is not | ل¢۲ے∿لے کر م∨₀۹۵۹ کے کہ |
| based on a standard, and that would be my | ⊲∧ ^ւ ₀d∩ ⊳ՙ℩Ხ՟_ເ∩՟_∩ՙ L<∧レ∿Ⴑσ L<∧ւ₀ጋႱ∿Ⴑ |
| concern is that, again, there is a saying we used | 7, ⊲ˤĠJ⊲♂ 2022-23 ⊲ˤĠJĊĹ⁵ŀ≀▷° ▷♂ŀḃ° |
| to have in child welfare: if it is not written | |
| down, it didn't happen. | |
| | |
| I do not think you can continue to rely on this | |
| idea that right now you have some leadership in | |
| place that are taking those steps to put in these | ለ⊏Ⴂ⊲Ⴂትነ፞፞፞፞፞፞፞፞፞ ⊅՟ጔ? ኀ፞፝፝፝፝፝፝፝፝፝፞፞ ፞፞፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ |
| | |

mechanisms, but the reality is it needs to be embedded in your system. It should not matter who is in a position, whether it is the territorial director, whether it is the community social service worker; it needs to be systemdependent. It needs to be embedded in your system. This is the complaints process.

I would also go one step further and say that I would strongly, strongly advocate for adopting rights of children in care, and really formalize that in writing in standards, because I believe that children in care, particularly here in Nunavut, their rights are being violated, and I'm very concerned about the protection of children in care. So that would be my response to that. Thank you, Mr. Chairman. **Chairman**: Thank you. Next name I have on my list: Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. I thank the Representative for Children and Youth witnesses, and also to the Government of Nunavut witnesses. We are here today in respect to all the children and youth in Nunavut and out of the territory. It is a privilege to be here today in respect of all the children and youth for their child welfare and their care and their wellbeing.

I will start off by asking questions to the Representative for Children and Youth, Mr. Chairman. My first question is: you have been Nunavut's Representative for Children and Youth since June 2019, over the past four years. The question is: what key areas of your office's work have been the most challenging? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman and thank you for the question. The areas of work I would say have been the most challenging have been, first, I would say obtaining information. Often when my office makes a request for **ΔϷϟ≪ϷϹ**ჼϷ (ϽϤϟϷϽͿ): ʹϭͿϟͽϲϳϹϷ. Ϲ៶ <Δϲ៶.

<**∠△^ᢏ›** (ጋኣኦ∩J^ᢏ): 'd৮°ഫቮ' Δ७२ペ▷ር[™]. 'b൧᠘^ᢏኣ∿⁰d&^ᢏ Ćᡆ ᠘ᡃᡗᡃᢦᠯ ዖᡃレጋ[™]∩ σ՟൳'dʻጔJ, Γነ <d.

Δ°7≪ÞC™ (ϽϞϡ∩J): ថϟ°ႭϮϧ. Ϲᠵ <d ϧϟϒϲ.

Cdበናፖኈቭኈ>ኈ ለኦሊጋσኈቦር বናሬፖሬና CLካda bLቦኦኦቦላኄኮៃናናጋና, ኄኴበቦጏ ለবσናርኦፈፖናኆኇኈቦና বdσኦσኈጜኦጵናጋና. ኄጛኇ፟፟ជቮ, ፚናፖኖኦርኈ.

Δ•/≪Þርጭ (ጋኣ̀≻∩Jና): ናਰኦ≏Ⴍ广Ⴆ, ୮ኁ <d. ୮ኁጋ ናਰቐላጭ.

Δϧϟ≪ϷϹ·ͽ (Ͻϳ[;]ϷϢϽϲ): Γι <Δϲι.

information to advance a review of a matter, there are either a delay in receiving services, or a delay in receiving information, or we get a great deal of information, but none of the information answers our questions. So that has been certainly a challenge.

The other challenge that I would say that I have noted over the years is the lack of documentation. It is very difficult to do a review of a matter when there is not documentation to review. That has been an ongoing challenge, particularly, which is of great concern, obviously, because again, documentation really tells me and tells the office of the Auditor General what has happened, what steps were taken, and it is really recording a child's life while they have been receiving services from the director, from the Department of Health, from the Department of Education. A lack of documentation on what has happened for that young person has been also, I would say, a secondary challenge.

The other piece, and it is not as significant now, but certainly in my early tenure; receiving no response. Making a request for information and receiving no response, which would in turn cause the advocates who would then to have to escalate it up to the manager. Then we were constantly having to escalate to get a response from the department. Or, in some cases it was a limited response. I can tell you that an example of the limited response is certainly the eight children that were in the Alberta facility had escalated for months, for months. The individual advocates, the manager of individual advocacy was asking the department questions, saying what is happening, what is going on; you have committed to moving these children, this is unlicensed, what are you doing? They were receiving no response, and it got as high as the director level.

Eventually in late March; this started in January, it escalated to me as the

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CL២d4 ΔϹʹϭϤͽϽϲͺϷϷϤ ϽϞϨͶʹϾϭ LʹΛͿϿϧ 12, 2022-23 ϤʹϚͻͿϹͺϷͼϒϷͶϚϫͼϲ. ΛʹϷϒϷͶϒϹͼ ϫϞϷͶϭͼ ϷϹϹϷϷʹͼϭϭϭ ϼϹͽϷϭͼ ϤͽϟϦͽϾϫϾϲ.

۹۸[®]۵۸U, ۵۲۲۹۵C®, ۵۵۵۹۵ ۵۲۵۵ ۹۴۵۵ ۵۲۵۹۵ ۹۴۵۵ ۵۲۵۹۵۲۵ ۵۹۵۵ (۵۹۵۹۵۵۵ ۵۲۹۵۹۵۵) ۵۹۲۹۵۲۹ ۵۲۹۵۵۵ ۵۹۲۹۵۲۹ ۵۲۹۹۵۵۵

ƥץ<⊳⊂י• (כוֹקר)טי: יטלי עלי. די <∆י.

<Δ° (ጋኣኦበJና): የሪታዲሶ, Δናረዊኦርጐ. የሪታዲሶችና ደርጉራንጭበ ላለሲዛደና ሮዕላ <Δሲልና ለጎጋቦና, ሮዲ <Δሲልኑ \$10.00 የኦኦርቪምሪኦርኦሮጭሁና ጳምዖህበናረላዊናርሲኦሪዮ. ላጋΔዲኦህበቦቴታናታላጭርዮሁና Δርሶውና.

to my level. I sent an e-mail to the Deputy $\Delta H \dot{L} \rightarrow C D \subset D^{s} \Gamma^{L} L^{s}, \Delta H \dot{L} \rightarrow \Omega \cap C D^{s} \Gamma U^{b} d$ Minister of Family Services at the time, and the response I received was basically, "we are ∆ዾ⊂∿ፇኯ ፈ୍ር%ምቦኋሥቦ, የ៤ነታሀንጋር ΡϽΓ·. ͺͺΔϹ℠ϧϷϷϲͺϷ·Ͱϲ ⊲·ϲͺ«℅ͱϹϲ, Ϫ, really busy. I will get back to you." That is what I would characterize as a limited response. ▷᠖▷∩ᢣ▷<೨∿Ს ᡤ᠖ᡆᡕ᠍᠉᠊᠋ᠴᢗ᠉ᢑ᠖᠋11℃ That does not happen very often, thankfully, ؇ؘڡڕڡڮ٦٢٩ <کڔۿڹٵڮڡ؞ٛڮڡڗ٩ but like I said, no response or limited response ᠘ᠴᡄᡅᢣᡃᡆᠲ᠋ᢩᠣᢛᢕᡐᢎ᠋᠋ᡔ᠖᠘ᠴᡄᠬᢣᡃᡆᠲᠴᡄ also has been an ongoing issue. Thank you, Mr. $\Delta^{\omega}ba\Delta^{\omega}h^{\omega}h^{\omega}h^{\omega}$ Chairman. ₫°σ₫ĽLC ഥC‰b°. C°ዊ Δ_Ω___, C°ዊ bLbን° ህላኈጋኈ ነb>ንኣነውነרና Chairman: Thank you. Mr. Quqqiaq. ወርኈbጔና, <ኈዖና/σኁጏኄጏኈ፞፞፝፞፞፞፞፞፞፞፝፞፞ ፞፟፟፟፟ጏጚኯ፟፟፟፟ Mr. Quqqiaq: Thank you, Mr. Chairman. With Ċ°௳ ᢗďᠫ⊲ᢗᡄᢈᡐᠬᢐ, Ხ᠘ᡥᠫJ my background, being a certified multimedia ᠔᠘᠘᠆ᡎᡩᢣ᠉ᡩᢣᡅ᠋ᠴᡏ᠉᠑᠊ᠣ᠙ᢣᡐᠥ archivist, and also my specialty was in technology, identifying barriers and gaps, and ΔώδαΔίσ Λυωσώζσ, Δςώδσω 11σς this is a follow-up question to the Representative for Children and Youth, and also it can help the Government of Nunavut witnesses: would a data entry clerk greatly help ᠘ᡃ᠈ᡏ᠙ᠺᡬ᠙ your office as well as the Government of Nunavut. Thank you, Mr. Chairman. **Δ•/≪Ϸር·**• (ጋ¼ት∩Jና): ነሪታ°ႭႠႦ. Γነጋ ነሪዮላႪ. Chairman: Ms. Bates. **'ἰΡ⊲'**, (ϽϳϟΛ)ς): 'ϤϟͼϼϹ, Δϧϟ≪ϷϹ. ₽₽ᢣ₽<u></u>ᠳ᠋ᠺ᠘ᡃ᠋ᡄᠴᢩᠲ᠋᠘ᡩᢩᡆ᠋᠖᠘ᡩ᠘᠖᠘ Ms. Bates: Thank you, Mr. Chairman. Perhaps I should not answer this question on behalf of our staff, but I personally do not believe that we require a data entry clerk. If I were to put ۹۰۵۵٬۵۰ کفر ۵۲٬۵۰ مد۵۰۰ م resources elsewhere, I could use another لحكوه ممهردتي. systemic researcher position because that is where our business is. Ċŀd⊲ L<∧ს∿სσ 13, ϽኣႱϤ⊳√・d∩∿Ր℉σ 2022-23 Again, we have, I would, say fairly robust data שלאים שישראר 2022-23 בר σ שלים ארביט. collection systems that we use for the systemic database, the critical injury and death database, and also Penelope is what we use for the مەتككەم، سەتكەر كەھەم، كارچى كۈلەر كەلمەر كەركە كە individual advocacy cases, but I do not see a ᠂ᡃᡃᠣᠴ᠋᠋ᠵᡄ᠊᠊ᡬᡃᢛ᠙ᡄ᠋ᢣᢑᢕᡄᠵᢛ᠕ᢣ᠌᠄᠂ᡆᢣᢩ᠆ᡆ᠋ᡤ᠂ need for us to have a data entry clerk. I just do ᠘ᡃ᠈ᡏᡐᢂᡬ᠙ not think it would be helpful to us. For a larger department such as Health or say Family **Δ•/<>>(**)ⁱ,)): Γ' <Δ^c. Services, I think that's a question for them, but from my perspective, again, you have to have <Δ⁽¹⁾ ()¹, 2¹, 2 the system in place as to what you are ∆ف، کم م⊂∞bح ک, ۹۰ کم collecting and the system in place to collect it $\Delta \subset P \subset P^{+}C' \land A^{+}D' \land D \land A^{+}C' \land D' \land A^{+}C' \land A^{+}D' \land A^{+}C'

representative. That is unusual for it to come up

| as that the data alore is much the information | |
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| so that the data clerk can input the information. | |
| Thank you, Mr. Chairman. | ᠘ᢩᠳ᠘ᢂᠴ᠋᠋᠕ᡩᠣ᠋᠋ᠬᡃ᠈᠖ᠣ᠅᠋ᡠ᠋ᠬᢂ᠋ᠴ᠅ᡠᠬᢂ᠋ᠴ᠅ᡬ᠘ |
| | Ċჼď⊲ ₽ჼႱჂჼჂ< ∧ჼďჂჼႱჼႫႽ ϷႫჼႦႭ⊲ჂჼႶႱႠ |
| Chairman: Thank you. Mr. Quqqiaq. | ᠊᠋᠋᠋᠆᠋ᡠ᠊᠋᠋ᠳ᠋᠉ᠫ᠖᠋ᡠ ^ᢏ , ᠘᠆ᡨᠣ᠋᠊ᡆ᠋᠋᠋᠉ᠫᡄ᠋᠋᠋ᠬᢣᡃ᠋ᢨᡠ᠋᠅᠋᠋ᡰ᠉ᠫ᠘᠋᠅ᡗ᠋ᡄ᠉. |
| | |
| Mr. Quqqiaq: Thank you, Mr. Chairman. I | ∆ᡄϷσႢᢣ᠌ᡷᡃᡄ Ͻ⊲ል°ᡅ᠋᠋᠋᠋᠋ᢐᠫᠥᡃ, ᢗᡃᢆ᠋ᡅᡄ |
| will move on. It is for the Representative for | ϽϤϐ°Ⴍ ^ͺ ᠉Ͻϲʹͷᢣ᠋ᠴ᠋ᡗ bLᡗᢣ᠋ᢄᡃᠴ᠋᠍᠋᠋᠆᠘ᢗ᠋᠋᠋ᡢᡃᢆᡃ᠋᠋᠋᠘ᡶ |
| Children and Youth witnesses. Are you | ٬٬ΨΓ٬۶۵۶ک۵۵٬ ۲۰٬ ۲۰٬ ۲۰٬ ۲۰٬ ۲۰٬ |
| - | ᠖ᠴ᠘᠆ᡴᡏ᠖ᡔᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| satisfied that the current structure of your office | |
| is an effective one, and if not, what | ᠘,᠂ᠳᠵ᠘᠘᠆ᢏᢛᠵᠾ᠋ᠸᡄ᠋ᠵᡗ |
| fundamental changes do you feel could | |
| improve the way you and your staff provide | ᡏᡗᢂ᠋᠋ᡆ᠋ᠮᢄ᠂ᡆᡄᠮ᠋᠘᠅ᢆᡁᡄ᠘᠉ᢅᡶᡗ᠆ᠴᢗ᠋᠋᠉᠖᠘᠂᠘ |
| support to Nunavut's children and youth? | ∆ºZ≪ÞĊ ^₅ . |
| Thank you, Mr. Chairman. | |
| | ∆•୵≪⊳⊂ኈ (ጋኣ̀≻∩Jˤ): ናd≻°ႭĖႪ. Γኁጋ ናd̓P⊲Ⴊ. |
| Chairman: Ms. Bates. | |
| Chan man. Wis. Dates. | ჼḋ₽⊲ჼჼ (ϽϞϟႶႮႽ): ჼݸჄჼႭႠჼჼ, ∆ჼჄ≪ϷĊჼჼ. ĊჼႭ |
| | ᡏ᠕ᡣᡃ᠋᠖ᡨ᠋ᠣ᠋᠘ᡩ᠋᠋ᠴ᠋᠅᠋ᡶ. ᠕ᡷᡅ᠋ᢞ᠋᠗ᢣ᠂᠋ᡗ᠋ᡏ᠋᠋᠄᠋᠋᠋ᡗᠮ᠄᠋᠋᠋ᡒ᠘ᢞᡆ᠋᠋ |
| Ms. Bates: Mr. Chairman. Thank you for the | ᠫᡟ᠋ᠺ᠋ᡔ᠋ᠺ᠆᠋ᡘᡆᢏ᠄᠖ᠴ᠋ᠫ᠘ᠲ᠋᠋ᡄᡄᡗᠯᡧ᠄᠂ᠬᠯᡷᡆ᠋ᡏᡃ |
| question. When I first came to the office, my | |
| initial impressions, and I had not been in the | |
| role for very long, was that I would not have | ΔϧϟϭϷϹ ͺͼ (ϽϳϞϟϴͿϲ): ͺϹ; <∇ϲ; |
| designed it the way it was structured. We have | |
| a director of child and youth advocacy services | |
| that was overseeing the individual advocacy | |
| cases, also the systemic team, and then | ᡥᡏᡃᠻᡝ᠘᠋ᠺĊ, Ċᡨᡅ᠂ᡏ᠕ᢛᡆᡰ᠋ᡗ |
| communications and public awareness has their | ϽϤልჼႭჼჼჂჼႱႠჼჼႶჼჂႱ ჂናჄϚჼჼჄႱႱႦჼჼ </td |
| - | ᠋᠄ᡃ᠋ᡋ᠋᠌ᢄᢣ᠘᠆᠋᠋᠋᠅ᢕ᠋᠋᠅ᢕᡄᡐ᠋᠋᠋ |
| own manager; Kim Foster. I felt that was too | ϽϤϪᅆᡆ᠋᠋᠋ᡃᢀ᠋᠋ᠫᡏ᠋ᡗ᠄ᡩ᠋᠋ᡏ᠋᠄᠋ᢪᠮ᠈ᠯ᠋ᠯᢣᢄ᠂᠋᠕ᡃ᠋᠘ᡩ᠋ᢂ |
| much. | ᠻ᠌₽᠋ᠴ᠌⊲₽°ᡄᢩ∿ᡗᡃᠵ᠋᠋ᢣ. |
| | |
| However, then we asked for and received the | ᠘᠋᠋᠋᠋ᡬ᠈᠂ᠳᡄᢩᢨᡅ᠘ᡔ᠋ᢧ᠋᠋ |
| manager of individual advocacy services | ۶d۶°۵Ľ ^۴ , ۵۶۷ペ۲Ć |
| position, and that made a great deal of | |
| difference because it gave another level | ዾዾጘ≪⊳ርኈ (ጋኁ፞ትበJና): ናਰት≏ฉ୮፞ ^ኈ . ୮ኁጋ ናਰ፞Ҏ⊲ኈ. |
| certainly of supervision. It freed up the director | |
| of child and youth advocacy services to be | ናፅዮ⊲ጭ (ጋኣኦበህና): ናፅታ°ዹ广 ^ኈ , Δዮ/ペϷርናኈ. |
| more focused on the systemic program side | UQL60°_C |
| because we have the critical injury and death | |
| | |
| program starting to take shape. | ــــــــــــــــــــــــــــــــــــ |
| | ᠔᠋ᡔᢑᡃᡠᡄ᠋᠋᠆ᡧᡥ᠋ᢁᢋᢄ᠋ᡃ᠖ᡃᢛᢇ᠘ᡃ᠋᠘ᡄ᠂ᠴᡆᠺᡃ᠋ |
| To answer your question, I am quite satisfied at | ▷<⁴ሩ℃ ላኦሶን°ㅎኈ<∠▷ኄLC ላናና፞JΓ. |
| this time with the current structure of the office, | |
| with the number of staff that we currently have | ᡏ᠕ᢛ᠋ᡃᡆᢕᠾᡄ᠊᠘ᡃᢣ᠙᠋ᠵ᠋ᡬᢛ, ᠙ᢞ᠋ᠴᢦᢗ᠘᠋᠋ᡕ᠂ᡐᡗ᠘ᡄᢂ᠋ᡗ |
| who are, again I want to say, incredibly | ᠵ᠋ᠺ᠋ᡝ᠕᠋᠋ᢥᡗ᠈ᠳᠴᢒ᠕ᡄᡱ᠋ᠴ᠋᠕ᡔ᠋ |
| dedicated people, very, very experienced, just | ᡏ᠕ᠺᠫᡃᢛᠠ᠘ᢣᠦ᠋ᠵᢣᠣ᠆᠋ᠴ᠋?᠂ᡃᡆᡃᢞ᠌ᡅ᠋ᡏᡃ,᠘ᡃᠠᡘ᠙ᠵᢗ᠋᠅. |
| an absolute pleasure to work with. | · · · · · · · · · · · · · · · · · · · |
| an absolute pleasure to work with. | Δ•/ペレር ጭ (ጋኣትበJና): ^ና dታ°ฉ广 ^ኈ . Γ [、] ዘላΔ° ₋ . |

| Could I use two or three more systemic investigators? Always, because their workload is quite intense. We could be doing many, many reviews all the time, but again, in the current structure I think it is quite adequate. Thank you, Mr. Chairman. Chairman : Thank you. Mr. Quqqiaq. | ΗΦΔ° Δ (ϽϞϞΛͿϚ): ϳͼͿϔͽͺϹϷ, ΔϷϟϘϷϹʹϷ. ϳͼͿϔͽͺϹͳͽʹϚϚ Ϲϲ·ႱϲϷͽ·ͶͺϤΛͺͺϤϹϚ. ϹϹͽͺ ϷϚʹϚʹͼϭʹϷʹϽϲͺͺϞϷͺΛ;ͼͿ;ʹ;Ϥ;ʹϷϘͼʹϿϚ. ΔϲͼϭϭͿͽϽϲͺͺϞϷͺΛ;ͼͿϫͼʹϲ, Ͽͼͺϲ·Γ Ͽͼͺϲ·ϹϷϧ ϳϷϷϞϹͼϿϤʹ·ϿϷϚʹϚϿϾϷϚʹϚͼͽʹϷϲϽϚ ϳϷϷϞϹϲͿϤϲͿ; ϷϛϷϧϳϐͽͶϳϲͺͰͽͼϲϧϿϲͺϒ;Ͽϲ ϧ; |
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| Mr. Quqqiaq : Thank you, Mr. Chairman. I will continue with the Representative for Children and Youth witnesses. What have been some of the biggest challenges in getting the message about the work of your office out to children and youth across Nunavut? Thank you, Mr. Chairman. | Δ^{-1} Δ |
| Chairman : Ms. Bates. Ms. Bates : Thank you, Mr. Chairman. If you | Λ<< 3< 3F 4FP⁶P⁶D⁶. Δ⊂C_Λ√L⁶JJ, Δ΄, 4⁶Jσ4⁶<⁶d⁶ C⁴Jσ4⁶ C⁴Jσ4 |
| would allow, I would like the manager of communications and public awareness to answer that question. | ᢗᡃᢦ᠔᠋᠆ Ⴑ֎Ⴞᢦ᠋ᡦ᠊᠋ᠺ᠋᠋᠋᠋ᡏ᠋᠄᠔ᡣ᠋ᠬ᠙ᠺᠧ᠋᠋ᡘᡃᢐᠺᡃ᠋ᢐᠻ ᠘ᡄᢪᠦ᠌᠊ᢦ᠋᠕᠌ᡨᠣ᠈᠕ᡅᢣ᠍ᠡᠫ᠋᠋᠋᠅ᢕᢣᠥ᠋ᡗ᠋᠕ᡄᢪᠦᢦᠯ᠕᠋ᡃᡏ, ᢗ᠋᠘ᡃᢦ᠔ᠡ᠕᠈᠈ᢣ᠘ᡃ᠋ᢆᢣᢕ᠋᠋᠋ᢣᢄ᠋᠋᠋ᡬᢄ᠘ᢟᠦᡆ᠋᠋ᠮ᠕ᡄ᠅ᠺ᠌ᢄᠴ |
| Chairman : Thank you. Please proceed, Ms. Foster. | ᠴᡄᡄᡨᠣ, ᡧᡝᢣᢆ᠋ᡣ᠋ᡃ᠋ᢐᡃᢛ᠆᠋ᡃ᠑ᡣ᠖᠘ᡄᢩ᠂ᡄ᠋᠋ᡅᠺᠫᡃ᠋ᠴ ᠘ᡄᡗᡃᢣᢂ᠋ᢕᢄ᠋᠕ᡧ᠆᠋ᢉᠺ᠋ᠬ᠅ᠺᢂ᠈᠋ᠺ᠕᠋ᡇᡘ᠖ᡘᡆ᠅᠑ᠳ ᡏ |
| Ms. Foster : As we are all aware, I think when it comes to some of the challenges about getting the message across the territory, there is the large geographical land, just the distance itself, as well the multiple languages that many different Nunavummiut speak. Those have been some of the greatest challenges that we have seen in the office. | ><<<< < < < < < < < < < < < < < < < < |
| However, one of the ways that we try to work and educate the public, is we do a lot of community visits. We commit to travelling to every community every two years. I can say that we have not been quite on track over the last couple years, given COVID, but we are right back on track again as we started doing community visits in September, I believe, after the pandemic restrictions were lifted. | |

In our community visits we spend a lot of time engaging with Government of Nunavut employees, service providers, and connecting with them and talking to them about the work of our office, that we are even in existence is kind of the base that we spend a lot of time trying to educate people that our office exists. From there we also spend a lot of time explaining to them about rights, such as what are child's rights and where are we seeing challenges when it comes to supporting child rights?

From there, those conversations that we have with them lead to a lot of, you can see the wheels starting to turn in people's minds about okay, can I contact your office about X, Y, or Z, or those types of things, right?

Having our information in the communities to the service providers is very important because there are connections into the communities, and they do a lot of the leg work ensuring that young people and our families know about us, right? If those young people are engaged with that department and we have told that department about them, then there are a bit more awareness.

I've been with the office for about seven years, so over the years I have seen an increase in awareness of the office. There are still a lot of work to do in that area, as we know with staff turnover and things like that, so we often could go into a community and they say, "oh, I do not know about you." It is something that we are always trying to do; prioritize those communities engagement visits.

I believe two years ago, we implemented social media for the office for the first time, and from that we have seen such large engagement, not only with social media, but our numbers on our website have increased four or five hundred percent. People are visiting our website much, much more often, so we see that. I can see **Δ°7≪ÞҀ°°** (ϽʹϞ**2**∩J^ϲ): ʹϭͿϧͼϭͺϳϧ. ͺ, Η⊲Ͻͼͺͽ.

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ϷσϷϳͻ୷ᢡᡅᢁ᠕ϷϚͺϤ᠈ᢣᡤ᠅ᡥᢛ᠋᠋ᢐ᠊ᠬᢗ ᠆᠋᠋ᡎᢆᢑᡆ᠋᠍᠕ᡄᡆ᠋᠋ᢛᠺᠺ᠘ᢑ᠋ᡬ᠋᠉᠙᠋᠋᠋ᠮ᠄᠈᠘ᢣᢛᠥ᠄ whereabouts in Canada they are accessing us from. So that is one way that we do connect with children and youth as well.

The last thing I would say about that is a couple years ago we text-enabled our phone number, and that has been really great as well, especially given that sometimes kids, even service providers, adults, whether you do not have the time to talk on the phone or you are doing it after hours, or you just want to feel a bit anonymous, that you are not talking to somebody and you can text our phone number directly, the uptake on texting is not as high as we would like, but we are starting to see an increase in young people texting our office and reaching out to us through supports. Instead of adding a number, we had our 1-800 number text enabled, so that number is floating around the territory on different pieces of promotional materials, our T-shirts and swags and bags and all that kind of stuff. So the young people have it in the territory.

Like I said, when we do community visits, we ensure that all of our product materials that we leave behind, it is not just something to handoff and leave behind for no reason. The reason is now that every child who has picked up one of our yo-yos, our pencils, anything, has our phone number if they need it, which they can text us directly through that. Thank you, Mr. Chairman.

Chairman: Thank you Ms. Foster. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman and thank you for your great response. This is a follow-up question with your answer. Would it be wise for you to share a website, a phone number, and a number to text with all the regular Members? For that reason, I do my community public service announcements in both of my constituent communities, and I want ▷'ﻩ▷ፖሊቴሪσናጋህ Δጋሮጐዮና. ሥደና Δ/ൎLጏበናቴኦናኒኈ፟ር ሁ≪ደቴሪና ለኦናፖጮሩዮሮዮር ኦኖペጋ ለኦናፖዮጋሪናምዮር ወርጭbውና Δዕሥጋውና ወቂዎና. ናሪታየዉቮካ, Δኮፖ«ኦርናካ.

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| to reach out to the youth that there is help out | ⊳⁵Ხ⊳Ძ₠Ხና∿Სᢗ ݠ_ാ൶ᡘෳጋ⁵Ქᡤ 16, 17, 19-Г_ |
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| there. | ⊲ԿL L≦∧ს∿სσ 61. |
| I would like that in an e-mail, not just to me, but just to my colleagues as well, too, and that would greatly help our constituents and the youth of Nunavut, too, as well. | ᡏᡘᡃ᠋ᡥᡆᡣᠾᡄ᠂᠋ᢐ᠌ᠴ᠘ᡄ᠋᠋᠋ᢆᢑᡄᡄ᠋᠉ᡉ᠕᠆ᠬ᠕ᢣ ᠈᠋᠋᠋ᡏᡗᡒᠦ᠋᠋ᠵᢣ᠋᠅᠘᠋ᡬᡃᡘ᠋᠋ᡏ᠅᠋᠘᠋ᢃᡐ᠘᠋᠋ᠶᠮ᠆ᡧ᠋᠋᠋᠘᠍᠍᠍᠍᠍᠖᠘ᡣᢩ᠉ ᡬᡄ᠋ᢩᡊ᠄᠙᠋᠋ᠮ᠈ᡔᠦᠵᢣ᠅᠈᠋᠋᠋᠋ᠻ᠄ᡔᠦ᠋᠋᠋ᢐᡠ᠖᠕ᢣ᠌᠌᠌ᢣᢣ᠋ᠺ᠍᠍ᠯᡄ᠆ᠳ ᠺᡃ᠋᠋᠋᠋ᡔ᠋᠋ᡎ᠋ᡬ᠘᠋ᡶᡆᡃ᠋᠘ᡩ᠋᠋ᠴᢧᡆᡷ᠋᠋ᡗ?ᡬᡆ ᠙᠊᠋ᡃᡶᡄ᠋᠁ᡬᡕᠦᡆᡄ᠋᠋᠋᠋ᡊᢗᠺ᠋᠋᠄ᡁᢧᡷᡆ᠋᠋ᡤ᠋᠕ᢧᡘ᠙᠌᠌ᢂᡬ |
| I will move on, Mr. Chairman, to another question for the Representative for Children and Youth witnesses. How does your office work with the offices of other child and youth representatives across Canada, and specifically, how do you follow up with individual advocacy cases for Nunavut children and youth who are placed out of the territory in other jurisdictions? Thank you, Mr. Chairman. | Δ•/«ϷϹ· • (ϽϞϷႶͿϚ): ·ϭͿϷͼϼϹ·. Γ΄ ΛϷϲ. ΛϷ ϵ (ϽϞϷႶͿϚ): ·ϭͿϷͼϼϹϷ Δ•/«ϷϹʹϷ. ·ϭͿϷͼϼϹ·Ͽ ϤΛϲυϐϚ ϹΔϹϷ. ϹϭͿͿϚ, Ϥʹ·ΓΡΠσϷ ͼ.ϿͼΔ [;] ϷϽΡΠ 17-ϹϚϽσϷ ϹϚΛυʹϷ 59-Γ. 2022-23 Ϥ·ϚͿϹϹϾϷϟϷͶσϷ ϷσϷϷϲϤΓσ·ϭ ϤʹͼϭϤϐϲϲϤʹϷϽϲϲϫϷϚ ·ϷΓϚϿϭ·ϐ·ϲϲϗʹϟϹϤϹ ϤϷϲϛͶϞϤϷϞϭϷ. |
| Chairman: Ms. Bates. | ᠈ᠳᠥ᠘ᠴ᠙᠘᠉ᡩᡄ᠉᠕ᡷ᠙᠕ᡷ᠙᠕᠘᠅ᠺᡆ ᠕ᡄᡬᠣ᠕ᡩᡄ᠖᠘ᡷᡐ᠙᠘ᡔᢗᢂ᠉ |
| Ms. Bates : Thank you, Mr. Chairman and thank you to the member for the question. I heard two questions in there. One was how and do we work with the other child and youth offices across Canada; we do. There is the | ᠴ᠌ᡆᡄ᠆ᠳ᠋᠋᠄ᡃ᠋ᡋ᠌᠌᠋Ϸᢣᢉ᠊ᡏ᠋᠋᠉ᢣ᠘᠊ᢞ᠉᠂ᡬᢪᠦᡏ᠋ᡧᠧ᠆ᡏ᠉᠋ᢕ ᡏ᠋ᢄ᠆᠃᠕᠆᠃᠕᠆ᡩ᠘ᡩ᠋᠈ᡩ᠘᠘᠄᠙᠋᠋᠆᠄ᠻ᠆ᠮ᠄ᡷᢣᢄᡃ᠋᠘ᡃ ᠋᠄᠙᠋᠋ᠮ᠄᠌ᡒᢣᢄᠱ᠉᠆᠘᠆᠅᠋ᢐ᠘᠋ᡬ ᠈᠋ᡩ᠋ᡁ᠋ᡷᡄᡆ᠋ᡏ᠊᠋ᠳᢓᠴᡷ᠘ᢩ᠋ᠮ᠂ᡆ᠋᠘ᡩᠴ᠖᠘᠘ᡄ᠋᠅᠋᠘ ᠴ᠋᠉ᡃᡖ᠋᠋᠋ᡶ᠘ᡱᡆᠳᠺᢩᠬ᠅᠘ᢗ |
| Canadian Council for Child and Youth Advocates, CCCYA, which we are a member of, and twice per year we have meetings in many places across Canada, and that is the opportunity for the offices to get together and talk about common issues that they are seeing. I can tell you that the interprovincial protocol was on the list fairly recently, of us talking about some of the challenges. Nunavut is not the only territory that is not accessing the provincial-territorial interprovincial agreement, and so this has been a common concern across Canada with all of the advocates. | Ċኣ႕ኈႱႠ ⊲∧℠ᲫႶ⊳ናć℠Ͻ⅃ ϽϞϘϷႶϹʹϷʹϭͳͰϤ ϤϟϞ℠ϟʹͼϟϞͳ ϤϽϤႱϭ Ϥ∧ႭʹϷʹϹϨ°ႭϲϚϟϚϚ ϤἁႭϷϭϞͲͼ ϤϹϾϧϭϞͲͼʹͻ ϤϭϤϪϲϤϽϼͼ ͽϿ;ϫͲͼ ϤͼϭϤϫϷϹ <<c°ͳʹϳͼͼ< li=""> ϤͼͷͼϲϥϫϷϹ ϤϤ ʹϷϼϫ ΔϲϞϲϟϷϞϹϥͼϲϲϥϫϷϲ ΔϲϞϲϧϷϞϯϬͼϫϞϾϲʹϞͷϲ Ϸ«ϭϳͼͼ Ϥͽϫͼϲ ΔϲϞϹϷϲͼ Δε³ /c°ͳʹϳͼͼ<> |
| In terms of young people in outside territorial placements, the <i>Representative for Children and Youth Act</i> is a territorial piece of legislation, so therefore my powers and authority only exist here in the territory. Having | ΔL~U~ 47°26/20 400000000000000000000000000000000000 |
| said that, if a jurisdiction, and there are only two; the Northwest Territories and Ontario that | ⊲∧ሊታ⋗ႱታኈጋJና, ር፞⁰፞ዹϷርኈ፞፞፞፞፞፟፞፞፞፞፞ ር፟፟፟፟፟፟፟፟፟፟ |
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do not have specific representative for children and youth offices, we have reached out on occasion if we have a young person, say down in Alberta, I would reach out to that office, we will make a referral, and the representative in that jurisdiction would go out and meet with that young person if there is a facility issue, and then they would obviously report back to our office.

We currently have an agreement between all of the representative for children and youth offices across Canada, which allows us to exchange information, help each other with cases, so we have done it on occasion. More recently, this past year, we have had a couple engagements with the Ontario office. Ontario is managed through the Ombudsman's office. It's a branch of the Ombudsman's office. They do not have a specific representative. So yes, we can help young people outside the territory, but we do it through our partners. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman, I will continue questioning the Representative for Children and Youth witnesses. In your opening message on page 7 of your 2022-23 annual report, you note that the complexity of the cases continues to increase. The question is, Mr. Chairman: can you elaborate further on what factors contribute to making cases more complex, and how does this impact your office and the work that you do? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. If you would allow, I would like the manager of individual advocacy services, Olivia Barker, to respond.

| Chairman: Thank you. Ms. Barker, please | ᡆᡃ᠋ᡏᠳ᠋᠋ᢑ᠂ᡏ᠕ᡣ᠋᠕ᢛᡆᢑ᠋᠋ᡉᢏ |
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Ms. Barker: Our office has two categories of individual advocacy files. We have basic advocacy files, and then comprehensive advocacy files. Basic advocacy files are files in which an advocate is assigned and they may assist with initial phone calls to service providers, providing information to children, coaching on self-advocacy. Usually, those basic advocacy files are more quickly resolved and require less resources and less coordination.

Then we have our comprehensive advocacy files. Comprehensive advocacy files, as the name suggests, requires a lot more involvement and intensity. Advocates may be intending interagency meetings; they might be more actively involved in coordination of services. We are arranging case conferences, providing more in-depth self-advocacy coaching. Those are the types of cases that we are seeing that are more complex in nature.

I would also say that our office, I think our numbers speak to the complexity of the files that we have. In 2022-23 we had a larger number, we had less new individual advocacy files; however, we had a larger number of ongoing files that were carried over from the previous fiscal year. I think that that speaks to the complexity of files that we are seeing and that the time needed to resolve the advocacy files is greater. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Baker. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. I'm going to continue with the Representative for Children and Youth. Can you provide some examples of how the pandemic influenced the way cases were received and reviewed by your office, and whether your office had changed ﻣـᡃᠮᠣ᠋ᡃᢛ᠂ᡏ᠕ᡣ᠋᠕᠆এ᠉ᡃᠤᡄ᠉ᢞᡄ᠉᠅ᠳᡄᢂᡣ᠕ ᠋᠄᠋ᢐᢂ᠆᠈᠂ᡷᡆᡘᢩ᠄ᡷᡁ᠙᠄᠂᠖ᠴ᠉ ᠄ᢐᢂ᠘᠒ᢗᢂ᠈ᡀ᠙᠘᠆᠆ᠳᡆ᠉ᡤ᠂᠋᠋ᠮᢣ᠋ᠴᡗ ᠋᠄᠘᠘᠘᠘᠘᠆᠉᠂ᡁᡆᡆ,᠕ᡃᡰ᠘᠙ᢂᡬ᠅

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᠈ᡃ᠋ᡰᢣ᠆ᡆᡬᡃᢛᠵᡪ᠖᠋᠕᠘ᢣ᠂᠋᠕᠕᠋᠘᠊᠘ ᠔᠋ᠳᢧ᠘ᢞᢑ᠋᠋᠘ᡓᢛ᠋᠋᠘ᡓ᠋ ⊲۲۲^ند۲۵۵≟ ۵۵٬۵۵۵ ۵۵ ۵۲ ∆ຼຉ∿Րᅂ ⊲ၬ_୰ 250-Ė<୰ጋ∆°ഘ™ጋ∩Խ Ճ๙५Ճൎ្ ᠴᡆ᠌᠀ᡃ᠋ᡤ᠌᠋᠆᠋᠅᠋᠋ᡶ᠉᠑᠘ᡩ. ᠋᠊᠘᠋᠋ᢣᢣ᠋ᡃ᠋᠋ᢣ᠋ ∧∿لذ⊂™۵∿۲۲۵ ⊃∾۵۵۵۲ ۵۷۵۵۵ ᠙᠋᠋ᠴᢕᢣ᠋᠈᠋ᡗ᠆ᠴᢗ.᠂᠋ᡏ᠘᠋ᡝ᠋᠋᠋᠋᠋ᠴᢄ᠂᠋ᡐ᠘᠋᠆᠈᠆᠘᠘ᢣᡃ᠋ᢣᠥᢛ مه ۵۰۷ ۳۵۷ ۵۰۷ ۳۵۷ ۵۰۷ ۹۰۵ ۹۰۵ Δςηδεθε Δεηγγικα αυτογιατικά αυτογι ᠕ᡄᡅᡗ᠋᠋᠕ᡩᠣᡅ᠙ᡃ᠋ᢗ᠅ᡥᠣ᠊.

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Δ•/«ϷϹ·• (ϽϞϷႶͿϚ): Δ•/«ϷϹ[;]ͿϚ [;]ϭͿϧͼ_Ϥϳ⁻;ϧϲϲͼ_ʹͻィ ΡϷϔϚΔͿϞ. Γ[、] ΗαΔ^ͼͺ.

| any of its processes and procedures as a result? | ዘቒዾኈዾ (ጋ፟፟፟፟፟፟፟፟፟አትበJ ^ϲ): ᠮ᠋᠔ᢞᡆᡏᡃᡃ, ᠘ᡃᡟ᠙᠌᠌Ϸᢗ᠋ᡝᡃᡃ |
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| Thank you, Mr. Chairman. | ᠈ᡃdᢣ᠋°ᡆᡤᡃ᠋ᠴ᠋᠊᠋᠋᠋᠋᠋᠊᠘ᢕ᠘᠈᠂᠕᠕᠃᠘᠂ᠺ |
| | ᠋ᡃ᠋᠋᠋ᡃᢑᡄᢄᢞᢆᡁᡄ᠘᠆ᢑᡆᢙᢛᢕᠴᡄ |
| Chairman: Ms. Bates. | ᡖ᠋ᡣ᠋ᡣ᠋ᡃᢛᡄᢂ᠋ᢑᡄᢑᠫᡄ.᠘᠆᠆ᠣ᠋᠊ᡆ᠋ᢁ᠋᠆᠆᠆ |
| | ᠘᠆᠋ᢣᡣᢗᢂ᠋ᡃ᠖ᡩ᠘ᠴ᠈᠘ᢣ᠉᠂᠕᠘᠘᠉ |
| Ms. Bates: Thank you, Mr. Chairman, and | ۵٫ ۹۲۹ ۵۰ ۵۲۹ ۵۰ ۵۲۹ ۵۲۹ ۵۲۹ |
| thank you for the question. To be honest, I | ᡏ᠋᠋ᠫ᠋᠋᠉᠊᠘᠋ᠴ᠖᠋᠉ᡷᢑᢄ᠂᠕ᢣ᠋ᡬ᠌᠌᠌ᡘ᠆᠋᠃᠆ᠴᢕ᠋᠋ᡰ᠋᠘᠋ᠮ᠘ᡗ |
| think the COVID-19 pandemic kind of sent us | ۲٬ Δᡄ᠔ᢥᡶᠵᡏ᠈᠂ᡬᡆᢈ᠋ᠺᡝᢑ᠅ᡣᢗᠵ᠋ᡅᠴᡐ᠋ᡃᠴᡣᡃ |
| all into a bit of an unusual situation, but I can | ᢗ᠘ᡃᢆᢐᡰᢂ᠆ᠺᢣ᠋᠋ᡬ᠋᠂ᡦ᠖ᡃ᠋ᡨᡣᢗ᠋ᠺᡃᡄᡅ᠋᠋᠋᠋ᡝᡃᠲ᠅ᡥᡗᡗᡗ. ᡬᢞ᠙ᠳ |
| safely tell you, when I reflect back on it, aside | ᠌ᡈᢣ᠌᠌ᠵ᠋ᠬᡥᡄ᠋ᠴᢦᠠ᠋᠋ᡄᢣᢟ᠋᠋ᡕ,᠕ᢣ᠋᠋ᡬ᠋᠋᠋᠅ᢗᠵ᠋᠐᠘ᡃ᠘᠋᠋ |
| from the office working largely from home or | ᠋᠄ᡃ᠋ᡃ᠋ᡰ᠋ᢄᡔᢣ᠋᠋᠋᠋᠋᠋᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| remotely, it really did not change anything for | ᡏ᠋ᠳ᠋᠕ᢨ᠈ᡏᡗ᠘ᡩᠴ ᡆ᠋ᠴᡆᢆ᠘᠋᠋᠋᠅ᢗ᠋ᠵ᠘᠋ᡃᢑᢗ᠅᠋ᠫᠶ ᢗ᠋ᢞᡇᠥ |
| us. We still responded to cases. Our phone was | ʹϧϲϒϷϟϹͺͶϟϔͽϽϭͼͺ;ϷϲͶϷϲϷͼͿϫϳϹͺϟͽϭϥϲ |
| | ᡃ᠋᠖᠋ᠵᢣ᠘᠊᠋ᠯ᠋᠋᠋᠋᠋ᡕ᠘ᡃ᠘᠋᠋᠘᠋᠋᠘᠘᠘᠘᠘᠘ |
| still working. We had forwarded it over to our | PrDrDDA77c. |
| cell phones, so someone had it with them. It did | |
| not really change the operations. It really just | |
| changed our location. | ٥٤ـ ٥٢٩ ٥٢ ٥٢ ٥٢ ٥٢ ٥٢ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥٤ ٥٢ ٥ |
| | ᠋ᠫᡏ᠋ᠴ᠘ᡗ᠋᠕᠆᠆᠘᠋᠆᠘᠆ᡁ |
| It was kind of business as usual really for us, | ᡏ᠋ᠳ᠕ᢁ᠋᠕᠆᠙᠆᠕᠆ᠴ᠋᠕ |
| but it did see a decrease in the number of cases | ᠕ᢣ᠋᠋ᡬᡪᡘᡃ᠋ᡰᢨᠣ᠋᠋᠋᠋᠋ᢐᠲᢕᢓ᠆ᡆ᠋ᢩ᠘ᡷᡄ᠋ᢕ᠘᠘ᡄ |
| that we received, simply because schools were | ᠻᠡᡧᠣ᠊᠕ᡃ᠋ᢣ᠋ᡅᡃᡄᡅᠺᠫᡏᡠ᠋᠋᠋᠋᠖᠖᠋᠌᠈ᢣ᠘ᡄ <i>᠋ᡝ</i> ᡅᡃ᠀᠋᠋ |
| not in session and a lot of, you know, schools | ᠂ᡃ᠋᠖ᡊᢂ᠂᠆᠕ᡩ᠘᠕᠋᠘᠕ᡷᢌ᠘᠋ᠳ᠉᠕ᢕᢕ᠋᠉ᡩ᠘ |
| are not in session, certainly Family Services is | ራ?ሥን ላና⊂«ል∿ບ⊃ני ሥט״ጋ∆ኦ⊳< ⊲ና⊂«ል∿ບ⊇ና. |
| working on a limited capacity. They were I | ۶ d۶°a۲ ⁶ . |
| think at some points only dealing with | |
| emergency services, so we definitely saw a | ∆•୵≪⊳⊂∿ (ϽϞϟ∩Ϳϲ): ·ϭͿϟ°ႭϹϧ. Ϲ _ʹ Ϲ ⊲ϭຌຠ. |
| decrease in the cases, but in terms of our | |
| business, for us it did not really change that | ዻ፞፞፞፞፞፞ዺዾኯ (ጋ፟፟፟፟፟፟፟፟፟፟፟፟ጏኯ፟): ^ና ሪታ ፞፞፞፞፞፞ ଘင፞ [†] , Δ ኯረኞኦር፞ ^ና ። |
| much. Thank you, Mr. Chairman. | Բ ^ւ Ն֍ጋՃ≻⅃Բ ⊲∧ռJL๙Ն. L<∧ՆՆՆσ 33Г 2022- |
| | 23 ⊲ናናਂJCĹ⁵ዯዾ∩σ ዾσ⁵፟፟፟፟ፘ⊲୮σ∿Ր°σ⁵, |
| Chairman: Thank you. Mr. Quqqiaq. | ᠕ᢩᢁ᠋ᠫ᠋᠋᠋᠋᠋᠋᠋᠋᠋ᠳᢑᢄ᠋᠋᠋᠋᠋ᢄ᠂᠋᠘ᢄᡔ᠘ᡔ᠘ |
| | ᠘᠋᠋᠋᠋᠋ᢛ᠋᠘ᢣᢛ᠋᠋᠋ᢉ᠋ᢑ᠋᠆ᢄ᠈᠆ᡁ᠘᠕᠁᠘᠘᠁᠘᠘᠁᠘᠃᠘᠁᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘᠃᠘ |
| Mr. Quqqiaq: Thank you, Mr. Chairman. I just | ᠘᠋᠋ᡰᢣᢑ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| have two more questions for the Representative | (ϽϞϟႶႱႨჇჼႻჼჂჼჼ) ჼd⊲ႭჼჼdႶና, Δჼዘ∆≪ϷϹʹჼჼ. |
| for Children and Youth. The status information | |
| for the department of education on page 12 of | Δﻪ/ペϷርናゅ (ጋኣትበJና): ናਰአቄዉ፫୭. ୮ኣ <Δናኣ. |
| your 2022-23 annual report includes statistics | |
| on child care spaces for different age groups. | <Δ^ϲ· (ጋኣትበሀ፡): |
| The question is, Mr. Chairman: from your | ᠋᠄ᡃᡃᠣ᠘ᡃᡃᡪ᠆ᡥᢣ᠖᠕ᡷ᠋᠂ᠳ᠂ᡩ᠈ᠫ᠋ᡗ᠋ᠶ᠋᠄᠘ᡔ᠘ᡃᢣᠿᡄ᠋ᠬᢣᠵ᠋ᢣ᠋ |
| perspective, what are the key issues of concern | ₽⊳ᢣ⊳᠈dᢣᡪ. |
| with respect to child care facilities and early | |
| childhood learning programs in Nunavut | ᠘᠈ᠡ᠙ᠵᢗ᠄᠉ (Ͻᡃᡬᢣ᠋᠓᠋ᢗ): ᠋᠂ᡃ᠋ᠯᢞ᠌ᡅ᠋ᡏᡃᢆ᠂᠋᠋᠋᠋ᡰᢣ᠋᠆ᡅᠺ, ᡏᡃ |
| communities? Thank you, Mr. Chairman. | ৰ্ণত. |
| Chairman: Thank you. Ms. Bates. | ኆኁጋ (ጋኣ̀ኦ∩Jˤ): ኀሪታ°உ广ঁ▷ ⊲∧ჀႱልና. ∆°உጋኀ₺∆ና |
| Charling ou. 110. Duto. | ᢄ᠈᠘᠖᠈᠈᠘ᢄ᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᠕᠆᠋ᠬ᠈ᡟᡣ᠋᠋᠅ᡥ᠊᠋ᠣᡃ ᠋᠋᠋᠋᠘ᢉᢣᢂ᠋ᡃ᠖ᡃᢗ᠅᠑ᡃ.᠘ᡨᡆ᠋᠋᠋᠋ᠫ᠋᠋᠋ᠮᠴ᠋ |

Ms. Bates: Thank you, Mr. Chairman and I thank the Member for the question. In terms of licensed childcare centres, the fact that now daycare is \$10 a day is, I think, a wonderful improvement. I think that that will increase accessibility for some families. I would say the only concern that I have is, if you look at the number of children that are being born, our population; 49 percent, is under the age of 24 and a high number is young children, but I do not think that the number of children that probably need day care.

The other concern I would have is: I was recently in a community and one of the concerns I had was I happened to be at the Family Services office reviewing a matter, and there were a number of children in the office, and I thought to myself oh, it is the Family Services office, but what was interesting is what the staff had told me was that these 11 children were ill and couldn't attend day care, so they were being dropped off at the Family Services office, and Family Services staff, the community social service workers were caring for those children. Children were sick and here were community social service workers who were supposed to be doing child protection work investigations who were caring for these children because they couldn't be in daycare.

That was quite striking for me. I have to say I was incredibly impressed. It was very chaotic, but I was incredibly impressed with how the community social service workers were managing a case load and a work load and referrals, with 11 children running around. We saw them quite frequently as we were trying to do a file review. That was the other concern that I had. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. The response that I received was very concerning,

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᠘᠆᠋ᠳᠣᡏᢌ᠋ᡰ᠋ᡏ᠘ᢩ᠂ᠳᢑᡃᢑ᠆ᡔᠥᢂ᠋ᡃᠮ᠆᠘ <<٩٦٣٠ لەخەكە كەخەكە كەخەكە 🗠 << ⊲└L」 ۲۶۲٬۵٬ ۲۹٬۵۵ ک۹۲۵٬۵۲۹ ۵۰۲٬۵۰۲ ۲۰۱۹ ⊳ኄኯኯ፟ጚዀዸዾዾዾዾዾዾዾዾዾኯኯ ϪϟϹϹϷϨͶͽϷϲϛͽϤϹϷ ዾ^ւኮ^ωረጉኦ^ω δ^ωδ^α δ^α ᢣᢨᢉᠣ᠋᠋᠋ᠮ᠋᠋᠋᠋ᡏ᠆ᠴ᠋᠋᠕᠂ᡝᡆᡰᢣᡝᢣᡆ᠋᠋᠋᠉ᢕᡁ.᠂ᡃᡃ᠘ᠴ᠉ ϷϓΛͺϧϞ·ϹϷϭϫͿϲ ⊲⊃™⊂⊳ۍ∿۲ ∧⁺ے۲ ∩∩հי&۲°ס 'nddamdul, ΔρΗγωρίω.

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ϤϤͻ Δ°ႭΔϚ ΔϲϷʹϧϚϾʹϧϒϹʹϚϚʹͼϷϚͼϿϫͺ ͰϭϤ ϚͽϷϳϞͽϿϚ ΛϞϤͶϚ·ϿϚϚ, Δ϶ϟͽ>ϞϿ ΛϤϲϷϞͽ. Δ°Ⴍʹσͽ ϤϽϲϷͽϟϹϞͿϚ ϹΔϧϭ, ϤϞϷϔͼʹϒϚϽϭͽ ͶͶϚʹϭϚͶ°ϭ ϤϽϲϷͽϽͿϚ,

| witnesses after that. | ᡧ᠋᠋᠋᠘᠋ᠳᡆ᠘᠋᠋ᡗ᠄᠘᠋ᡰ᠔ᡆ᠆ᠰᠴᡆᡩ᠋᠅᠋᠋᠘ᠺ ᠔ᡣ᠘᠋᠋᠋᠋᠋᠖ᡣᡗ᠋᠋ᡝ᠘ᢣᢟᡕ. ᠋᠘᠋ᡅᡰᡆ᠘ᢩᢁᡆ᠘ᠺ |
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| Information presented on page 13 of your 2022-23 annual report includes statistics on the number of crisis response in the 2022-23 school year. The question is, Mr. Chairman: was your office involved in any of these responses, and if so, how did you and your staff work to resolve each situation? Thank you, Mr. Chairman. | ibb>L>C ibb>L>C ibb>L ibb>L>C ibb> ibb> bDLibD ibb> ibb> dA ibb> ibb> dA ibb> ibb> ibb> ibb> |
| Chairman: Ms. Bates. | ᡏ᠘ᠴ᠂ᡏᢣᢂ᠋᠅᠋ᠫ᠘ᢣᢂᡔ᠋᠃᠈ᡬ᠕ᢣ᠘ᢕ᠋ᡗ᠊ᠴ᠋᠋᠋᠋ᡕ |
| Ms. Bates: Thank you, Mr. Chairman, and I thank the Member for the question. I can tell you that the Representative for Children and Youth Office was not involved in any of the crisis responses. Currently, as it relates to critical injuries there is currently no reporting requirement under the <i>Representative for Children and Youth Act</i> to report critical injuries or deaths for the Department of Education; but in terms of us being involved in a crisis response, that is really a frontline service provider role. We would review. That would be the role of us, is if someone had a concern about the response, then certainly our office can review the response and see if it met the needs of that particular young person and if the department did what they were supposed to do. Thank you, Mr. Chairman. Chairman: Thank you. Mr. Quqqiaq. Mr. Quqqiaq: Thank you, Mr. Chairman. This is a follow-up question. Has your department reviewed any requests? Thank you, Mr. Chairman. | Δ'Γ ϳ ⁺ υ'ιδιο τ΄ τ΄ L'ub' Δος, ^γ τ΄ Δ' L'ub' Δ' ¹ ⁵ Δ ⁺ υ' ⁵ ⁶ C ¹⁶ ⁶ C ¹⁶ ⁷ ⁴ ⁷ ⁶ |
| Chairman: Ms. Bates. | ჼᲫ⊲௳ჼჼᲫ∩Ⴝ, ᠘ჼℍ∆≪ϷϹჼჼ |
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 $P^{b}dD\Delta^{c}a^{c}\dot{\sigma}^{c}\dot{\sigma}^{c}a_{a}\Delta^{c}d^{b}a^{c}$

and I do hope my colleagues have some follow-

Representative for Children and Youth and then

I will move on to the Government of Nunavut

up questions to it. I will move on, Mr.

Chairman. This is my last question to the

| Ms. Bates : Thank you, Mr. Chairman. Just so I'm clear about the question: have we reviewed any requests for crisis response? Not to my knowledge have we ever been asked to review | ᡬᠯ (ϽϞϞͶͿϚ): ϷϤϚͶϤ΅ ϷናϧͽϧϷϷႱϚ ഛ៹՟ >ᡄᡅ᠌᠊᠌ᡏᢑᢗᢛϽᡁ Ϥᡃ᠋᠘ᠴ ഛ៹৾ᡩᠺᡣᠫᠴᢗ ᢣᢟᡄ᠌ᢂᡪᢑᢗᢛᢗᢟ ᠘ᡄᢣᢛᡤᢆᡕ ᢗᡆᢣᢛᢩᡔᠬ᠌ᢦᡆ ᠘ᡄᠳᡆᡏᢐᡲᠦ. ᠘ᡄᠳᡆᠯᢞ᠋ᡈᡄ ᢐ᠒᠘ᠬᢧᢑᢗᢛᢗᢟᡕ |
|---|--|
| a response, but again, it would be difficult for me to comment, but I'm quite certain that we have not. Thank you, Mr. Chairman. | ᡝᡃ᠍ᠴ᠘ᡄᢩ᠂ᠳᡏ᠋ᡃᢀᡣᢌᢩᡔᠺᠡ᠍᠍ᢗ᠋ᠫᢣ᠌᠌᠌ᢄ᠘ᡷᠯᠺᡄ᠋ᡅᠦ᠋᠋ᠮᢪ ᠕ᢞᡆ᠌᠌᠌᠌᠌ᠺᡥ᠋ᠬᡱ᠋᠋᠆ᡷ᠋᠕ᡏᠦᡃᠴ᠖᠘ᢉᢞᡆ᠋᠋ᠶ᠋ᠳᠮ ᢗ᠘᠘ᢩ᠉ᡶᡄ᠋᠋ᡶᢩ᠄᠅᠔ᡏᡆ᠌᠌᠌ᢟ᠋᠍᠅᠋ᡶ᠖ᡤ᠋᠋ᠴ᠕ᡟᡆ ᠖᠒᠘᠋᠋᠖᠒ᡤᢐᢗ᠋᠋᠋ᠬᢄ᠖ᢗ᠉ᢗ |
| Chairman: Thank you. Mr. Quqqiaq. | ϹʹϞϹͻͺͺϹͽϭϷʹϚͺϪϟϹՐϧʹ·ϧͺϽϞϨϹ·ͻϺͽϭ ϹΔϹΔʹϐͼϹͼϹϟͿͼͺͺϹͽϭϷϽϚͺϪϟϹϹϧʹ·ϝϲͺϹϹϷϭͿϤ |
| Mr. Quqqiaq: Thank you, Mr. Chairman. I am going to move on to the Government of Nunavut witnesses. This is for the Department of Education. Information presented on page 12 of the child and youth representative's 2022-23 annual report indicates that school attendance fluctuates through the year. The question is, Mr. Chairman: what key issues impact attendance rates across Nunavut schools and regions? Thank you, Mr. Chairman. Chairman: Thank you. Ms. Hainnu. | ک ک ک ک ک ک ک ک ک ک ک ک ک ک |
| Chairman. Thank you. Wis. Hannu. | Δ•/≪ϷϹ ና • (ጋኣ፞ኦበJና): ናሪታ°ዺ广፟ ^ኈ . |
| Ms. Hainnu : Thank you, Mr. Chairman. I thank the Member for the question. Attendance is such an interesting topic for us because under the <i>Education Act</i> , we do fund district education authorities so that they have a community they are right in the community, | ΔϚϹϚͺʹͻͿ, ϫͼϧͺͼͼͼϫϲ ΔϚϹϚͺʹͻͿ, ϫͼϧͺͼͼͼϫϭϤϛͼϹ 15 Γϭͼϟϭͼ, ϷΛͼϭϥϿϤ ΓϞϾ ϭϫϫϫ ϤΛͼϭͿϤͿϫ;ͼϫϫϫϫ ϫλͼϲ ΔΓάμμα Δ΄ ΔΓάμμα ΔΓάμμμα ΔΓάμμα ΔΓα ΔΓάμμμα Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ |
| and they know what impacts attendance the most, so we try to be their partner, and we fund them attendance money so that they may | Δ⁶/«ϷϹ^ͼϷ (ኣልᲮĊ ^ͼ Ϸ)(Ͻ ^ϳ ϞϷႶͿ ^ͼ): Ϸ [°] ͺϼͺϧ ⁶ d ^c . ϷႶĹσ ^ͼ Ϸ> ^c ΛΓϤ ⁶ Ϸ [°] σ ^c d⊂ ^c ΓႱ ⁶ d Ϥ ^L L _Ͻ |
| execute any incentives at the community level, first off. | 61120 * 25 /11 4°0 0 000 1 0°0 4°LJ 67764ናር ഛ୭୫୨୦୮୯୭୭୯ናቦዮም. ୮୪୦ 4๔ል୬. |
| Secondly, I might add that geographically, 25 communities in Nunavut require travel for medical, so much of our kids who require specialized medical care need to travel and miss school for that. In addition, we have communities that are very much still exercising | ዻ፞፞፞፞፞፞፞ ዻ ዾ ^{\$} ⁵ የሰላዺ ^{\$} ⁵ የሰላዲ ^{\$} ⁵ ለ ⁵ ለ ⁵ ለ ⁵ ለ ⁵ ለ ⁵ (ጋ ⁵ አስር) ቀረጉ የመን የስት |
| subsistence hunting, including my own family. Wesley, who posts on his Facebook all the time his hunting endeavours, might sometimes be questionable timing, like Tuesday 3 p.m. | ዻና/፟ትንር⊳ቭኄሁዬር. ኄዾ፺፫ ር፟፝፝፝፝፝፝፝፝፝፝፝፞፞፝፝፝ ር፟ዾፚና ኄ⊳ኦዴታንኄ፟ዀዮና ለካሪቦንϷ՟ጔጦ ሬ፫ናርϷጔበ՟ጔ ለኦናፖኈርϷσዻጭሁር, ለጔዻኈጋፑ ር፟፟፟፟፟፟፟፟፟፟፟፟ ር፟፟፟ ጋና፟ጜሁ⊰σෑ. (ጋ፟፟፟፝አትበĴን፝ኇ፟፞፝፞፞፞ኇኈ፝ጋኈ) ኄ፞፞፞፞፞፞፞፞፞፞፞ጏዻ፝፝፝፝፝፞፝ Δካዘፚ≪Ϸር፟ኈ. |

| perhaps, and not 4 p.m., so I would like to | Δﻪ/≪ϷϹና Ϸ: L'ϥ. (ϽϞϞႶͿና) ለቦ⊲₽ႶናႱናσ⊲ና⊳ጋና |
|--|--|
| acknowledge that. | ርсኈለኈႱσ, ԼϲႱϲᇺኦゥ៤, ჲჂႱႾ የჲ |
| | PPJLLL~Uc AV@9CP47c |
| If they are subsistence hunting, they are already | ᠘᠆᠋᠋᠋᠆᠆᠘᠆ᡩ᠕᠖ᡩ᠉᠘᠖᠘᠘᠘ |
| contributing to the community, but in terms of | |
| the department's work with district education | ፚቒ፞ኇኯኇቒ (ጋ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ጏኯ፝፝፝፝፝፝፝ዾኯኯኯኯኯኯኯኯኯኯኯኯ |
| authorities and school principals who develop | ᠈ᡃ᠋ᡰᢣ᠆ᠳ᠘᠆᠘᠂᠘᠆᠘᠘ |
| stay in school initiatives to identify and ensure | ▷‹ለሲታጋ'bኍጕኇኯ ርኖኆσ ለሮሲልናበ⁰σ |
| promising practices in communities that have | ᠵ᠋᠋᠋ᡏ᠋ᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| good attendance rates, and so they are | ᡏ᠋ᡰ᠆ᠴ᠕᠋᠋ᡧ᠋᠋ᢧ᠖ᢣᡆ᠋ᡗᢂ᠋ᠴ |
| incentivizing attendance and developing a | ᢣ᠋ᡆᢩᡥᡃᠡᠯ᠋ᡃ᠋ᠳᢖᠴ᠂ᡏ᠋᠋᠋᠋᠕᠋᠋᠋᠋᠘ᠲᡅ᠋ᢄ᠕᠋ᡶ᠋ |
| • • • • | |
| family engagement strategy and programs to | ᠕᠆᠋ᠣᡏᢦᡆ᠋᠕᠋ᡩ᠋᠋ᢣᠾᢗ᠘ᠴ᠘᠋᠋ᡗ᠄᠋᠋ᡃᡋᠵ᠘ᢣ᠋᠋ᠫ᠋᠋᠋ᡃᢐᢑᡥ᠋ᡆᢑ |
| share effective practices in Nunavut schools. | $\dot{C}^{b}d\sigma^{b}U, \Delta\dot{L}^{b}, \dot{D}\Delta^{c}d\dot{L}\lambda^{b}$ $\Delta^{c}\Delta^{c}\Delta^{c}$ |
| | |
| You need to review attendance case by case, | |
| but after COVID there has been an increase and | |
| our attendance as of January 2024 was at 71.74 | $\sigma^{2} P^{5} b^{5} \Gamma^{2} \rightarrow \Pi^{2}$, $\Delta^{2} \alpha \Delta^{2} \delta^{2} \rightarrow \Pi^{2}$ |
| percent. Thank you, Mr. Chairman. | «ለ∿ትሥፋ የየርየየቦር የወሻና እስታጋናው በቀም። «እግት የሚያስት የጠቀም። |
| | $PaDA^{a}a^{b} = AAabA' AAabA' AAabA' AAabA' AAabA' AAabA' AAabA' AAabA' AAabA' AabA' Aab$ |
| Chairman: Mr. Quqqiaq. | $\Delta \mathcal{L}^{*}$ $\Delta \mathcal$ |
| | |
| Mr. Quqqiaq: Thank you, Mr. Chairman. | (ϽϞϷႶႱႨჇჾႻჼႦჂჼ) ჼჇჄჾႭႠჼ, ᠘ჼჄペϷႠჼჼ. |
| Continuing on with the Department of | |
| Education, information on violent incidents in | △▷┦≪▷<♡ : L'a. (੭ֻ,ੈ≻∩ਗ਼ਃ) ੭₽₽a., |
| Nunavut's schools is presented on page 13 of | |
| the child and youth representative's 2022-23 | ᠘᠋᠋᠄᠈᠘᠕ᡩ᠊ᠴ᠋᠋᠋ᠵ᠋᠋᠋᠋᠆ᠴ᠋᠋᠋᠋᠋ᠴ |
| annual report. The report indicates that this | |
| information is inaccurate. The question is, Mr. | Δব'イ≫ব ና (ጋኣትበJና): ^ና ሪታ°ዺቮካ, Δካረペኦርናካ. |
| Chairman: what are the reasons for the | ∆ᡄᡆ᠋ᠣᢄ᠈ᡩ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| | Ċᡃᢆᢐᡰᡆ᠂ᡏ᠋ᠫ᠘ᢩᠳᡆᢂ᠋ᢆᡣᡄᢣᢟ᠋ᠻ᠋.᠘ᢩᠳᡆ᠘ᡃ |
| inaccuracies, and how is the department | ᠕ᠸᠬ᠋᠊᠋ᡏᡃᢑᠲᢗᢟ᠋᠂᠋ᠴᡄ᠆᠈ᠳ᠘᠋᠋᠋᠉᠖᠋᠉ᡩ᠘ᡩᡄᠬᡆᢂ |
| working to better record and address these | ଏ $\dot{C}\sigma,\dot{C}$ ୍ର ५୦.୮୬% ନେକ୍ଟେମ୍ବର, Δ° ର୍ଜ୍ୟ |
| types of incidents? Thank you, Mr. Chairman. | ᡏ᠑᠘ᠳᡅ᠋᠖ᢛᢕᠻ᠘ᢣ᠋᠋ᢛ᠑ᡶ᠋ᠺ᠋᠋᠋ᠶᢄ᠋᠆ᢄ᠆᠆᠆ |
| | ᡏ᠋ᠫ᠘ᠳ᠋ᡄᡝᡖᢛᢕᠻ᠘ᢣᢛ᠋᠋ᠫᠨᡄ᠘ᠳ᠋ᢩᡄ᠋ᠮᡛ |
| Ms. Hainnu: Thank you, Mr. Chairman. I | |
| thank the Member for the question. Certainly, | ᠔᠋ᡄᡨᠣ᠊᠋᠋ᡐᡐ᠘ᡩ᠘ᢞᠧ᠋᠆ᡘᢛ᠘ᡩ᠘᠘ᢄ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| with violence in schools, data reporting in the | ᡏ᠋ᠫ᠘ᡨᡆ᠋᠋ᡦᡑᢛᢕᠻᠴᢗ. ᡏᡃ᠋᠘ᠴ᠂ᡆ᠋ᡗᠵᡭ |
| last few years, four in fact, we started reporting | ؇ ^ݛ ۮڡ ^ۥ ۵ <i>ᠸ</i> ᠆᠘ᠳ᠋᠋᠘᠆᠆ᠳ᠕᠖᠘᠘᠘ |
| a certain way because it was being asked of in | ϹϪϚϟϹϭ ϹϪͽϥϭ ϪͽϷͽϽϪϞϚϲϲ |
| certain way for the very first time. In my | ᠘᠋᠋᠋ᡃ᠋ᡖᠣ᠘ᡃᢛᡣ᠅ᡣᡄ᠘ᢩ᠋ᢣ᠋᠋ᢥ᠋᠘ᠵ᠄ᡘ᠋ᡎᢓᠴᢄ |
| opening, or shortly after my opening, I did | ᢗ᠘ᢩ᠂ᡆ᠋᠊ᢗᢂ᠋᠅ᠴ᠕ᢗ᠋᠋᠋ᡝ᠋᠋᠋᠋ᢣᡄ᠋᠋᠋ᠵ᠋ᡗ |
| acknowledge the work that we have and the | ᡏ᠋ᢄᢧᡩ᠕᠆ᡁ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| relationship that we have with the | ᠘᠆᠋ᠳᠣᡏᡃ᠋᠖ᡩᢣ᠋᠘ᡄᢄᡃᢛ᠋ᡃ᠋᠘ᡄ᠘ᢑ᠋ᠿᠫᢍᡃ,᠂᠋᠋᠆ᡩᡄᡄ |
| Representative for Children and Youth. They | ᡄ᠋᠘᠋ᢤ᠋ᡟᠿ᠋᠄ᠴᡆᡄ᠆᠋᠋᠋ᡩᢐ᠆᠋᠘ᡬᡃᠥᢗ᠋᠂ᠳ᠘᠂ᠮᠥ᠘᠂ᠮ |
| have enhanced our practices by asking for | ᢄᡃ᠘᠋᠋᠋᠋ᢥ᠋ᡰᡆᢄ᠆ᡁ᠘ᠴᢉ᠂᠋᠕ᢣᢄᡷᡄᢩ᠂ᠳ᠋ᢓᠺ |
| certain data sets, and this is one area. It is one | ᠋᠄ᡃ᠋ᡋ᠋᠌᠌ᠵ᠋ᢄ᠆ᡆ᠋᠋᠕᠋᠃᠘᠆ᡁ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ |
| area where we have worked with the Nunavut | ୵ ୵୵୶୰୵ |
| | |

Teacher Education Program Safe Schools Initiative and district education authorities to roll out a violence in schools reporting mechanism which is digital and went online.

I have to promise some anomalies for maybe three or four consistent years, because once you start collecting data, it is going to be an anomaly itself, so you'll see an increase. The following year will be, because we rolled it, out information might be skewed because people are using it for the first time. Even yet, until it is stable, the analysis of the data is going to be questionable at least before the fourth or fifth year. We do intend on making improvements, but while we do make those improvements, we have worked with the schools. Every school staff is informed of the violence in schools. There are presentations and orientation related to violence in schools reporting. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. I just have two more questions, and this is in regard to the medical travel policy. The first one will be for the Representative for Children and Youth. On page 61 of your 2022-23 annual report, you address the issue of the Department of Health's medical travel policy and escorts for pregnant women. The medical travel policy is also addressed under table 17 on page 59 of your report.

Can you describe the different aspects of the medical travel policy that you reviewed and provide further detail on why this has raised concerns with respect to government services being provided or not being provided to support children and youth in Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

Δʰᠯ≪ϷϹ·Ϸ: L'ϱ. (ϽϞϷႶͿና) ϹͼͺͼϞϪͼͺͼϧ ⊲៱ͼϧϤϹϷϲʹͽϽͼϧϪϲͼϭ⊲ͽϽϲͺϷϧϐͼͺͼ. ΓϞ ዘ⊲ϪͼϿ.

ΗΦΔ° Δ (ϽϤλησ): 'dϧ° αΓ', Δν/ «ΝΟ΄. 'dϧ° αΓ΄¹⁶< Γ ΝΠΑ ΑΛα^L . Δς° σσσ¹⁶ Ος αλ⁹ Ο° ⁶ υδιο Δι⁶ Γ⁴ . Δα⁶ σσσσ¹ . *Lςυ*⁶ υσ⁵, ΔαΔ⁶ ¹ ΝΡ³ . Δα⁶ ¹ Δ⁶ . Δα⁶ .

 సింగ్ సా నినిగు స్రీల్ ని ద్రా దా రా రా సా ని సింగ్ సా సింగ్ సిం **Ms. Bates**: Thank you, Mr. Chairman, and I thank the Member for the question. I want to make sure that I answer this question properly. I think that you are asking me what the difference is between the two issues. On page 59, the recommendation to the Department of Health regarding medical travel policy and escorts authority is authority to provide consent.

The issue that had come to our attention was that sometimes young people were having to go out of the territory to receive medical services, and they had an escort with them who was not necessarily their parent. There were a couple instances where they went down with their escort, whoever that person may be, and that person did not have the documentation that would give them the authority to consent for that medical service. So what had happened in a couple of occasions was if they were going down for a surgery, the surgery or the appointment was cancelled because the person with them could not give the consent, basically, to the service being provided. So that was that one.

On page 61, the recommendation to the Department of Health regarding medical travel policy and escorts for pregnant women; this was related to COVID-19. As I understand it, the policy was changed during the COVID-19 pandemic that women could not have escorts, for travel restriction reasons, but then once the pandemic travel restrictions were lifted, this policy was then changed back to its original form, if I am not mistaken. Thank you, Mr. Chairman.

Chairman: Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Chairman. This will be my last question to the Government of Nunavut and I will allow my colleagues to ask some questions, too, as well. The representative's 2022-23 annual report

ᠻ᠌᠌ᡔ᠋᠋᠉᠊ᠳᢣᢁ᠋ᡬᡃᢛ, ᠘ᡃᢞ᠙᠋ᠵᡬᡃ᠉.

Δϧϟ≪ϷϹ·Ϸ: L'ﻮ. (ϽϞϞႶͿና) Ϲʹ·ͺϼϲϧϪ·ͺϫͽ ⊲Λ·ͽϭϹϷϲ·ͽϽ·ͽ ϪϼϲͺͺϷͽϐ·ϼϚ. ΓʹϹ Ϫϭ·ϟͽϭ.

᠘ᡃᡟ᠙᠌ᢂ᠋ᠧ᠋᠄ᢆᢣ᠕᠆ᡩᢁᢩ᠅ᡴ᠋᠆᠆ᡘ᠆᠕᠋᠆᠘ ᠋᠋᠋ᢆ᠆ᡣ᠂᠋ᢐᢂ᠆এ᠆᠉᠂᠙ᢂ᠆᠖᠆᠅᠘ᡩᠥ᠋᠋ᡬ ᠘ᡃᢞ᠙᠙᠋ᡄ᠋᠋᠄᠅

△°ィペマてぃ ()יָלרטַי): יַלאָײַמָרָיּ. די יַטּ⊳ײַמַיּיּ.

⁵b^oa^{so} (ϽϞϷΛͿϤ): ⁵d^ba^{to}, Δ^bν «ϷĊ^{so}.
⁵d^ba^{to} (ϽϞϷΛͿϤ): ⁵d^ba^{to}, Δ^bν «Ϸ^{co}, Δ^{co}, Δ^{co}

addresses your department's medical travel policy in table 17 and table 19; pages 59 and 61. The question is, Mr. Chairman: what is the current status of your department's review of this policy, and to what extent does that review take into account the needs and perspective of children and youth in Nunavut? Thank you, Mr. Chairman. That's my last question.

Chairman: Thank you. Ms. Berry.

Ms. Berry: *Qujannamiik*, Mr. Chairman. Thank you, Member, for your question. If we look at the consent; table 17 on page 59 of the 2022-23 annual report, the Medical Travel Division has been doing an extensive review of the program consultation internally and with our external stakeholders and community members around the medical travel policies. We did receive approval to extend those policies until the review could be completed and all the recommendations for any updates to policies in place.

For the consent piece in particular, originally there was a request about changing the policy such that we would ask every parent coming, or guardian, or adult coming to receive medical travel papers, to ask about their guardianship status or the parental status. There was some concern within the Department of Health of executing a policy such like that, concerns mostly around whether or not there would be introducing a level of systemic racism, because we would be asking Inuit patients, in particular, and family members in particular, and not necessarily a *Qallunaaq* coming in for medical travel. So instead, trying to change our practice such that every time, it does not matter who you are coming in; making sure that you have all the proper documentation, whether I was going as a medical traveller myself, or going with my panik. I would be asked to make sure that I have all the property documentation. So that's where we are for that one.

ᠴᡆᡄᢪᠦᡃᢗᢂ᠋ᡃᢛ ᠴᡆ᠌ᢞᡃ᠋᠋᠋ᡏ᠌ᢂᡔ᠋᠆᠘ᡄᡃ᠋ᡝᡬ ᠘ᡄᡥ᠊ᡄᡃ᠋ᡟ᠆ᡬ᠆ᡔᢪᡅ᠋᠋᠂ᠳᡅᢪᠥ᠋ᢂ᠋ᢣᡗ᠋᠋᠋᠋᠋᠋ᡬ

CL⁶d4^CCP⁶⁶ L⁶₂ ΛΛ⁶⁶⁵⁶⁶⁶⁶ Δ_σ⁻

ϤϞͺͺͺϿͺͺϹͼϫϲͺϪϼϲͺͺ; Δϲ·ͼϭϤʹͽͶϹϷͶϤʹͽʹͼʹϔϾϫ ͶϲͺͺͼϧͶͼϧϽϤ;ͺϪϼϪͼͺͼϧϷ;Ϲ;Ͻͼϧ ϷʹͶͺϧʹϔϾͼ·ϿͺϪϲϲϲϷͶͼͶϥϨͼϫͼϭ·ϿϾ ͶϲͱͺϹͽϞϷͶϚ·ϿϾ;ͺϹϪϳͼͺͶϷϭϷϲʹϿϭ ϤϹϪ·ϫͼϽϹͼͺϾϨͼͼͼϹϿͼͺϒϿϭͼͶ·ϭͺͺͼϥϧͼϫϹͼ Ϫϲ;ϭϷϹϳͼ

△ʰᠠᡧᢈᢄ᠄ ᠳᡩᠮᢆᡃ. ᠮᡃ ∧⊲ᡣ.

៱⊲៱ (ϽϞϞ∩Ϳና): ᢑ᠋ᠴ᠘ᢡ᠙᠖ᡆ᠋᠋ᠴ ᠘ᢑ᠋᠔᠘ ᠕᠈Ͻ⊲ᠬᢣ ĹႶᢣᢩ᠈᠈ᢑ᠔ᠵᡕ᠋ᢍ⊲᠌ᠶ᠘

Δ•/<>C¹ (Ͻ^ϳλ²): ¹ ປ۶⁶ Δⁱ, Γⁱ L¹,

ἰ∩ᡪ (ϽϞϷႶͿϚ): ϞͿϧͼϫϳͼ, ΔͼϒϘϷϹʹͽ. ͼϷͼϫͼϚϭϽͿϚͺϤϷϷϫϚϻͺͻϹͺϤϽϤႱϲϷϲϚʹϞႱϚϹ ΛϲϲϤͼϞϭʹ·ͻ, ΔͼϷϫϪϧͼͶϹϚʹϞႱϚϲ Λϲ·ͰͼϞΔϚʹϞϾϚͻ, ΔͼϷϫϪ;ϿϚͺΔͽΔϚ ϷʹΛϲϧʹϷͼϭϧͺϹϭͶϚϲϓϥϷϲϟʹϞͿϲϹ.

ᢗ᠘᠘᠂ᡘ᠋᠋᠋ᡷ᠆ᠬ᠅᠋ᡬᠮ᠋᠉ᡃ᠋ᢣ᠘᠘᠉ᡃᢑ᠋ᢣ᠘᠘᠆᠘ᡔᠧ᠋ᠴᠮ ᠘᠆᠋᠘᠉, ᠴᡄᡄᠲ᠌ᡗ᠂ᠺ᠋ᡃ᠋ᠺᢌᡃᢗᠺᡝᢗ᠊᠕᠋᠋ᠺᡄᠴᡗ᠋᠋᠄᠋ ᠘ᠯᡶ᠘᠕᠈ᢂ᠙᠋᠊᠋ᢧ᠌᠌ ᠘᠊ᡶ᠘ᢁᢛ᠌᠘ᡩ᠆᠋᠘᠘᠅᠋᠘᠘᠘᠘᠘᠘᠘ In terms of the other one, which is the escorts for pregnant women; as referenced by the Representative for Children and Youth, we did have a short period during COVID times when we had to change our policy, and it was largely, not as much on our travel restrictions, but it was more on restrictions being imposed in the hospitals where our patients were travelling.

Since the pandemic is over and those restrictions have been lifted elsewhere, we have gone back to our regular policy and practice, which is allowing women to have an escort that travels, or children have escorts that travel with them. Thank you, Mr. Chairman.

Chairman: Thank you. Next name I have on my list: Mr. Anavilok.

Mr. Anavilok (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just want to go back to a question my colleague Quqqiaq just asked on the Department of Education. You mentioned that the DEA looks after the students; not the schools, but the DEA. I just want to go on to attendance issues. Some of the attendance issues that I came across were that some of the students were not happy with being in the class. One of the issues was the students' need to go to the bathroom, but the teacher wasn't letting them go, and there have been some cases where some students ended up going on the chair in that classroom.

The majority of the teachers that we have in Nunavut, all the communities pretty much, the majority of them are from the south, and in Nunavut, the majority of the students would be Inuit, and I thought that should not be happening that way.

I just want to know how the DEA in all the communities correspond with what is happening and how they can help. Do they just call the principal, or talk to the teachers, or the support workers? Or do they go directly to the ΔΔΔ^c ΔϚ⁶⁶d/²υσ⁶ Δ^LL^e²ν^LL^c ϽኣϷL^cΠϤ^a²ν⁶dΠ⁶ ΔϲΓⁱ ΔϲϷ^cΠϤ^jλα⁴⁵b⁶Π⁻ΔΓ^c. Ϲⁱα Ϥⁱ⁶ΡϲϲϷⁱ⁶C⁹^c ϤϽ^cኣΔαתϤⁱbⁱσⁱ³ Δ/LϲתσⁱΓ^b ϷⁱbϷΠ^jϷ^j⁴αⁱd^c³J Ϲⁱ²α Ρⁱυ⁵³⁵ Δ^{c⁶}bσ^b Δ^cΓ^jϷ^j⁴⁶ Λ^{ib⁶}σ^c^{j²}σ^c, Ρ/^c³ Λ^jζC⁹^c⁶ ΔⁱΓⁱσ²L^j². Ϲ^s² Ϲⁱ²α ^j⁹^{c⁻¹²</sub>^{j²}¹</sub>}

LΓኣʹϭ·, Δ°ႭΔʹϿ ΔϿϲͺͺペჼϽ· ϤʹL ΛϲͺͼϧϽ Ϸʹϧʹ;Ϲ ʹϧϷϹϳͺʹϤϷϷϫϚϟʹϞϞϞ ͽʹϒͺϫʹϧʹϼͼ Ϸʹϒͺϫʹʹ ΔͱʹϨϷϹʹჼ

△৬૮९०८° (ϽϞ২∩Jና): የሪታ°ႭႠႦ. ୮[,] ⊲ႭႭჂ[,]

Φα&... (ϽʹϞληυς): ʹϭͿϧͽϥϳϧ, ΔϧϥϭϷϲϳͼϧ ΡϷυδε... ʹϭͼϿͼͽϽϹ Ϲϧϥϭ Δϲͺϙϲ Δͼ ΔϫϳϥϲϽͼ ϭϥͼͼϧϥϲϲϲͼ Ϸνͼ. ͽσϲϲϥͼϲͼϧμές Ϸδαγαγαγάς σσταφομές βργΓε... Αματαφομές Αματαφομά Αματαφομά Αματαφομά Αμταφομές Αματαφομά Αμασταφομές Αματαφο

⊲∧[™]d∩ቦσ⊲[™]Cና⊂ ሥしጋ[™]ጋ」[™] ∆ሷ[™]ጋσ[™] ΔC[™]bσ[™] ∆ሷ[™]ンσ[™]_→. L[<]∧し[™]しσ 34- 2022-23 ⊲[™],JCL[™]√P[™]σ ▷[™]b[™]/LUል[™]

| that is where the help needs to be the most. You probably could get some different answers from asking the principals themselves or the teachers. | Ϸʹለሲትኈዮና ላዛ ወሏናላላናፑ bጋንኦናbበሱና ላኈየንበሮላሲለሁኈዮር ለኆሏϷႶኈዮር ወርጮbና ለርLጋΔ°ዉና ለርLϷኆኈጏ፞፞፞ጚ፞፞፞፞፝፝፞ የበንዀለፈላሙ Ϸʹለሲታኈዮኖው ለናbለϷበታϷለĽዛደር ዉሮኈbΓ 2. |
|---|--|
| That's my question: does the DEA go directly to the students or they just they just make a phone call and call the principal and say "oh, everything is going good Okay, that's good then?" How do they correspond with the | ჼႦഛჼႠ ႠႭႱ Ⴣჼჼ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ ፚ ^ֈ ႱჼႦ ዋႭႠჼ |
| students? (interpretation) Thank you, Mr. Chairman. | Δ▷/≪ϷϹ· Ϸ (Ͻ ^ϳ ኣኦ∩J ^ϲ): ናਰኦ°ႭႠႦ. Γ׳ <Δϲ׳. |
| Chairman: Ms. Hainnu. | <Δ ^ϲ (ϽϞλησ): ϳϥϧͼϥϳͼ Δελάδος, ϭϝΓομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σ Αναγματικής σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σανομαίος, σ |
| Ms. Hainnu : Thank you, Chairman. I thank the | ᠘᠘᠘ᡃᢣ᠘ᠫ᠋᠊᠕᠊᠘ᡄ᠋ᢩ᠈ᡴ᠘᠘᠅᠘ᠺ᠅᠘ᠺ᠅᠘᠘᠅᠘ |
| member for the question. I wait for this notification that I can speak now. It's the most awkward few seconds ever. | ۵C [®] ۵۶ ነσላσ. ۵°۵۵ ۵۵۶ [®] ۵۸۰ ۵۵ ለবՇՀ۵ [®] ንና ۵ [®] ۵۵۵۶۲ [®] ۵۵٬۶۵۲ ۵۵۶۶۵ ለኆ۵۵۸۶۶ [®] ۵۵۵۶ ۵۵۵۶۵ ۵۵۵۶ [°] ۵۲۸۵۶ [®] ۵۶۰ ۲۳ ۲۵۵۶۵ |
| That is a very good question. I think one of the many things that Nunavut deals with on a | ᠕᠈ᢣᡣ᠋ᡃᢣ᠋᠋᠋ᠵᡄ᠄ᢣᠺᢞᡠᡃᡄᠫ᠋᠄ᡃᡉ᠋ᢩᠴ᠋ᡆ᠌ᢩᠺ᠅ᠿ ᠋᠋᠋᠋᠋᠅ᢣᡤ᠌ᢩ᠅ᡗᠴ᠋᠋᠋ᠺᡩᠧ᠋᠋᠋ᠺ᠅ᡥ᠋ᢁᢑ᠂᠋ᡝ᠋ᢣᢛᡅᡏᡃ᠋᠄᠕᠈ᢣ᠙ᠵᢗ᠅ |
| regular and ongoing basis is what is known as <i>aallajuarniq</i> . <i>Aallajuarniq</i> is when you do not | Δ∙៸≪⊳ርኈ (ጋኣ̀≻∩Jˤ): ˤdァ°克广ঁʰ. Γᢣᢗ ⊲௳ል_». |
| recognize each other's culture or way of living, way of behaving, the way of being. Eighty-four percent of the population in Nunavut are Inuit, and we only have a little over 250 teachers who are from Nunavut. With the help of the partnership table, tripartite, with the help of NTI and federal government funding, we hope to see more teachers graduate within the territory and become teachers in our schools. So I'll start off there. | ϤϱϪͺͻ· (ϽʹϞϷͶͿϚ): ʹϭͿϷʹϿͺΓϷ, ΔϷϒϘϷϹʹϷ. ϤΓϒ Ͻ°ʹϞϧϷ;Ϛ ͶͶϚʹϷϒͰͺͺϫͺͼϫϷͶͺ5 Ϸ·ϧϽͼͶϷ ͽϹʹϷϷϫϚ ΔϫϔϽϫϳϫ ϫʹʹϞϞϒϤϥϲͰϹʹϫϤʹϿϲʹϒ ϲΓϽΔ°ϿͺͼϷ ΔϷ;ͼϿϽϤͶϷ; Γ ϲϤ; κ |
| As it pertains to performance issues, the district | Δ•거≪ϷϹ· • (ϽϞϞ∩Ϳ·): ·ϭͿϞ°ႭϹϷ. Ϲ៶ <Δ ^ϲ ៶. |
| education authorities have a regular meeting scheduled on a monthly basis. During an in camera session, they can report this, but if it is happening and it is being reported to the district education authorities, they should, too, also let the principal know right way so that appropriate actions can be taken right away, because no child should be going on the chair. I hope that answers the question. Thank you. | <Δ ^ϵ (ϽϞϞΛͿϚ): ͽϭͿϫϿͺϳϷ ΔϷϒϘϷϹͼ. ϒϲ CLጋL ^ͽ ͺϧϲ ϤCϷϒϤ ^ͼ ͽͺϷϒϹ ϤϽͽϧϲͼͽϒLϧͼϽ ΔιΓͼϳͼϧϞͼ Ϸ ^ͼ ͺϧϿϫϷ ϭϳͼϷϘͼͼͺϷϲϽͿϲ ϔ ϤͺϷϥͼϷϲϫ Δνομά Δι Δι Δι Δι Δι Δι Δι Δι Δι Δι |
| | |

᠘᠋᠋᠘ᢣ᠋᠘᠆ᡐ᠘ᠵᡎ᠘ᡔ᠘ᡓ᠘

class and ask the students themselves because

| | ᠈᠆᠆ᡣ᠘᠉᠂᠆᠆᠘᠆᠈᠘᠆᠈᠘᠆᠈᠘᠆᠈᠘᠆᠈᠘ |
|---|---|
| Chairman: Mr. Anavilok. | ᠴ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᠕ᢣᡃᠡᡪᢑ᠋ᡣᡗᢁᡃᡄᡐᠶᢗ᠂ᡨᡁ᠋ᠫᢛ᠋ᠬᢦᠴ᠋᠋ᠥ᠆ᡬᡃᡆᡆ |
| Mr. Anavilok (interpretation): Thank you, Mr. | ᡏ᠈᠆ᡎᡷᢛᡠᡅᢣᢂ᠆ᡆᢗᢛ᠋ᡖᡄᠴ᠋ᠫ᠋ᠴᢛᡟ᠋᠘ᢂ᠋ᠺ᠋ᡃᢑᡩ᠅᠐ᢗ |
| Chairman. (interpretation ends) Information | ⊲ᢣ⊳∿⊃∆-⊃σ ᠴᢗ∿៦ഛ ∧ᠲᠴᢗ. ᠂dᢣᠲᡆᡏᡃ, |
| | |
| presented on page 12 of child and youth | |
| representative's 2022-23 annual report | Δ•/«Ϸር ና• (ጋኣኦበሀና): ናਰኦኖ፬፫ኑ. ୮ኑር ଏଘል_ኑ. |
| indicates that primarily graduation numbers | |
| across students in Nunavut differs significantly | |
| from final graduation numbers. How does the | ΔαΔ.) () ¹ /2)(): ¹ /2) ² /2)(): ¹ /2) ² /2)(). ¹ /2) ² /2)(): ¹ /2) ² /2)(). ¹ /2)(). |
| department determine its preliminary | |
| graduation numbers? | ₽СѽҏҀѧӯҀѧӯ҂ѺҹҀѧҼ |
| | ᠌ᢦᢣ᠌᠌ᢂ᠋᠅᠕ᡩᢕᡘᡩ᠋᠕ᢞᡄ᠕᠋᠋᠅᠘᠆ᢉᢣᢄ᠆ᠴᠥ |
| Chairman: Can you please acknowledge the | |
| Chair when you complete your response so | ᢂ᠋᠆᠆᠃᠕᠆ᡐ᠘ᢛᢤᡄ᠋᠕᠆᠕᠆᠆᠆᠆ |
| they can transfer the microphone over. Ms. | ᠌ᢦᢣ᠌ᢄ᠉ᠫᡅ᠋ᢩᡐᡄ°᠊᠋ᢍᡃ᠂Ċᡃᢐᡆ᠋᠂ᡏ᠋ᠫ᠉ᢕ᠋ᢂᡔ᠖ᢣᠳᡐᠥ |
| Hainnu. | ᠫᢣ᠌᠌᠌᠌ᢄ᠃ᡠᡠ᠊ᠫ᠂᠘ᠰ᠘ᡥ᠋᠋ᠴ᠙᠋? |
| Tunnu. | ^ና dኑ°ዉቮʰ, ፊኑፖペϷርና። |
| Ms. Hainnu: Thank you, Chairman. I thank the | |
| Member for the question. The graduation | ∆⊳୵≪⊳⊂ ∿ (ጋኣ̀≻∩Jˤ): ˤdদᅆႭᡤʰ. ୮ኁ <∆ˤኣ. |
| numbers consist of, first off, if there are | |
| students on an individualized education | <Δ^ϛ, (ጋኣትበJና): ኀታ°ዹ广 Δዮረペレርጭ. |
| | ᠴᡄᡃ᠋ᡬ᠕ᠰ᠙᠂ᠺᢞᡐ᠘ᡄᡃᠫ᠋᠋᠉᠘ᡃ᠋᠋᠘ᡃ |
| program plan that requires altering of the | ᢀᢣᢂ᠋᠆᠕ᢞ᠐ᢣᠯᢣᢂ᠆᠕᠋᠆᠕᠂᠘᠕᠆᠕᠆᠕ |
| curriculum. A child who may have Down's | ⊲᠈ᢣᡤ᠋°ᡨᡗᠫ᠋᠋ᡔᢛ᠂᠋ᠺϷᡄᠳ᠋ᡃᢐᢛ<ᡃ᠋᠘ᢕ |
| Syndrome or who comes from a spectrum of | ᠌ᠫᢣ᠌᠌᠌ᢂᡄ᠋᠘ᠴ᠋ᢄ᠉᠆᠕᠆᠘᠂ᡔ |
| autism that is not able to perform at the grade | |
| 12 level but has an individualized education | C°< ϽኣϷLበናበσነጏና ለ৮ኪ⊲ʰኣቓና |
| program plan, does not require an examination. | ᢗᢦᠫᡃ᠋ᠴᢦᢗ᠋᠋᠋ᢛᡃᠵ᠋᠋᠋᠉᠂᠋ᢑ᠋᠘᠋ᡔ᠘ᡔᡗᡥᠦ |
| We have those numbers. | C موزد C کام۲ کام |
| | ᠕ᢞᡆ᠌᠌᠌ᢂ᠋᠅ᡣᢗᠴ᠋ᠴᢗ᠋᠋᠅᠋ᡌᢄ᠈᠋᠋᠖᠘ᡷ᠘ᡷᢂ᠋ |
| Those who go into the departmental | ᠘ᡄᢂ᠋᠋᠆᠕᠆᠖᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| examination; we gather those numbers, and | |
| once they complete the examination, those who | |
| pass and who do not pass are what is collected | |
| through our student information system. | |
| | دلەطمے فىلادىمەمەرد ھەردلە |
| Many times, when the data is requested from | CPンCPでもいくづきしたし、ムローム |
| the Representative of Children and Youth, we | |
| don't have the final numbers because there are | |
| | <u>νμου το στος ασρείος ασρείος</u> νωροφοσιαστικό το στο στο στο στο στο στο στο στο στο |
| departmental exams in January, in April, and | |
| follow-up in June, then November. Sometimes | ለታሊ⊲ኄፘዸ፟ጏ∩፝ [®] prove of the state of the s |
| in one academic year, a student who maybe | |
| didn't pass all those departmentals might take it | |
| in June and/or fail, and do a follow-up in | |
| November, but pass. It is really December of | ᡋ᠘᠙ᡃᠫᠴ᠋᠋ᡄ ᠫ᠋᠋᠋᠄ᠳᠿᢄ᠆ᠴᡣᡰ᠋᠄᠋ᠫᡪ᠋᠋᠋ᡰ᠑᠆ᡅ᠈ᡟᡣᡗᡥᠴᡄ. |
| the following year that we have the | |

| final numbers. They are mainly raw numbers | ር୮୭৭୦ . የዮጵፖጮሀኤሪ ር୮୭৭୦ ৬५৫ |
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| when we work with data when we submit them | հ∿₽<┶⊂⊲Ր⊲∿ՐС CĹᲥ℆Ճ 2022-23-୮ CL岛 |
| to the Representative of Children and Youth | ᠕᠆᠋ᡣ᠕᠆᠋᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Office. Thank you. | ᢗ᠘ᡃ᠔ᡆᢩᢨᡃᡅ᠋ᡄ᠋᠊ᢣ᠋᠋᠋᠋᠋᠋ᢞ᠋᠋᠋᠋᠋ᡔᡶ᠋ |
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| Chairman: Thank you. Mr. Anavilok. | ८८७dd ५%ዖႱᢞጋና ∧ᡩᠴᡥ. Ϥᢆ᠘ ᡤᢐᠯᡏ |
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| Mr. Anavilok: Thank you, Mr. Chairman. | ΔϤΓϳႪϽσϷ ϤϞϷႪϽϨϹϷϞσϷ ϞႪዋႱϞϤϹΔϲϷ. |
| Sorry about that, <i>uattiaq</i> . I just want to go to | |
| our Representative of Children and Youth. On | CL♭d⊲ ኣኈ₽しႰჂና ዮጋና ጋኣዖ∩ና∩°ኌኈ⊂⊳ペ⋼Ⴢና |
| page 33 of the 2022-23 annual report, it lists a | |
| number of elder advisors who work with your | |
| office. How does your office identify potential | |
| elder advisors and how often do you recruit | רים∩י. יּפּליּטי⊇ס⊂ייטבי ∧יב∩י. יפּליּפרי, איז אפרליג |
| new elder advisors? (interpretation) Thank you, | ∆ ^b r'≪ÞĊ ^{sb} . |
| Mr. Chairman. | ୵୶୵≪⊳⊂ ᠬ (ϽϞϡ∩ͿϚ): ·ϭͿϧͼϥͺϹϧͺͺϹϧϹͺϭϥϭϨ·ͽ |
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| Chairman: Thank you. Ms. Bates. | ዻ፞ዾ& _▶ (ጋ፟፟፟፟ነት∩Jና): ^ና ሪታ°ዺΓ፟ ^ኈ , ∆ዮ/ペ⊳ር፞ ^ና ₀. |
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| Ms. Bates: Thank you, Mr. Chairman, and if I | |
| may, I would like Kim Foster, the Manager of | L<∧しኈしσ 38, 2022-23 ⊲ናና່JCĹኈィ⊳∩ኁィ°σь |
| Communications and Public Awareness, to | |
| answer this question. | ᠕᠌᠋ᡔᠡ᠋ᠵ᠋᠙ᡃᠫᠣ᠋᠊᠘᠋ᡶᢧᡆ᠋᠋᠖᠘᠋᠋᠅᠘᠋᠋᠅᠘᠋᠅᠋ᡗᠬᠺ᠅ᠺ᠋ᡗᡳ᠘ᡧ |
| | ᠕᠆ᡅ᠋᠊᠋ᡧ᠋ᢣᠣᡃ ᠋᠋᠋᠋᠋᠋᠋᠋᠘᠋᠋ᡗ᠋᠋᠋ᡗ᠋ᡗ᠂᠋᠋᠋᠘᠆᠋᠋᠋ |
| | |
| Chairman: Thank you. Please proceed, Ms. | ᠘ᠵᡃ᠋᠋᠋᠋᠋᠘᠅᠋᠘᠋᠋᠋᠆ᠴ᠈᠄ᡬᡃᢛ᠙᠋᠕᠋ᢕ᠆᠋᠋᠋᠋᠆ᢐᢛ᠈᠖ᡃᢞ᠋ᢁᡏᡃ, |
| Chairman: Thank you. Please proceed, Ms. Foster. | ᠘᠌᠘ᡃ᠋᠋᠋ᢣ᠋᠋᠋᠅ᢣ᠋᠉᠆ᡬᡃᢛ᠙᠋᠕᠋ᠿ᠋ᢩᡆ᠅᠋ᡔᠳ᠂᠂ᢅdᢣᢩᢁᡤᡃ ᠘ᡃᡟ᠙ᢀ᠋ᠧ᠅ |
| Foster. | Δ ^ϧ ィペレĊ ^{;ϧ} . |
| Foster. Ms. Foster : Thank you for the question. Our | |
| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed | Δ•Δ• ረ ቅርጭ (ጋኳትበሀና): ^ና dታ°ዉ广•. Γ [、] <d.< td=""></d.<> |
| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public | Δ ^ϧ ϟ≪ϷϹ ^{;ϧ} . Δ ^ϧ ϟ≪ϷϹ ^{;ϧ} (ϽϞϞႶͿϚ): ʹϭͿϧͼϼϹʹϧ. Ϲʹ <d. <d (ͻϟϟⴖϳϛ):="" td="" ʹϭϳϧͼϼϲʹϧ,="" δϧϟ≪ϸϲʹͽ.="" ϲʹʹ≪="" ϲͼϫ<=""></d></d. |
| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we | Δ ^ϧ ϟ≪ϷϹʹ ^ϧ . Δ^ϧϟ≪ϷϹʹ· ^ϧ (ϽʹϧϷႶͿͼ): ʹͼͿϧ·ͽϲϳ ⁻ ϧ. Γʹ, ʹͼͿ. ʹͼͿ (ϽʹϧϷͶͿͼ): ʹͼͿϧ·ͽϲϳ ⁻ ϧ, Δϧϟ≪ϷϹʹ·ͽ. Ϲʹʹ≪ ͺͺϹʹͼ ΛϷϟͺϲͺ≪ϹϿͼͺ Λϲϲͺ·ϧͶʹϧͼͶϤͱͺϲͺʹ<ʹϽͿͺϹͼͿϧϟ |
| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we typically go about connecting with elder | Δ ^ϧ γ « ϷϹ [;] ». Δ^ϧγ « ϷϹ [;] » (ϽʹϞ Ϸ Ո Ϳ ^κ): ^ເ ປ ^μ ⁻ ^Δ ^κ , Γ ^ν [×] d. ⁴ (Ͻ ⁻ ¹ |
| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we typically go about connecting with elder advisors is we ask the community to provide us | Δ ⁶ ν « Ε ⁶ . Δ ⁶ ν « Δ ⁶ . Δ ⁶ . Δ ⁶ ν « Δ ⁶ . |
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| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we typically go about connecting with elder advisors is we ask the community to provide us with nominations as to who they think we should work with. So every four years, I | Δ ⁶ γ « Ε΄ Δ ⁶ γ « Ε΄ Δ ⁶ γ « Ε΄ Δ ⁶ γ () Δ ⁶ γ « () Δ ⁶ γ () Δ ⁶ γ () Δ ⁶ γ () Δ ⁶ |
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| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we typically go about connecting with elder advisors is we ask the community to provide us with nominations as to who they think we should work with. So every four years, I believe it is, we do a public nomination process. We put ads in the newspaper. We try to share it across the territory, and then we use | Δ ν/«ϷĊ [™] . Δν/«ϷC [™] (ϽϞϷηJ ^c): ^s dν [°] ² ^c . Γ ^s <d. <d (ͻϟϸηj<sup="">c): ^sdν[°]²²⁴, Δν/«ϷC[™]. C[«]« L[°]² Λν²⁴²²²²²⁴, Δν²²²²²², Δν²²²²²², Δν²²²²²²²²²²²²²</d></d. |
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| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we typically go about connecting with elder advisors is we ask the community to provide us with nominations as to who they think we should work with. So every four years, I believe it is, we do a public nomination process. We put ads in the newspaper. We try to share it across the territory, and then we use that process. So the elder advisors we work with come to us from our community members. | Δ ^{\$} γ «ϷĊ ^{\$} . Δ ^{\$} γ «ϷC ^{\$} ^{\$} (Ͻϳλη); ^{\$} d ^{\$} ^{\$} ⁴ ⁵ . Γ ^{\$} <d.< td=""></d.<> |
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| Foster. Ms. Foster : Thank you for the question. Our elder advisors are something that is managed through the communications and public awareness program, and the way that we typically go about connecting with elder advisors is we ask the community to provide us with nominations as to who they think we should work with. So every four years, I believe it is, we do a public nomination process. We put ads in the newspaper. We try to share it across the territory, and then we use that process. So the elder advisors we work with come to us from our community members. Thank you for the question. Chairman : Mr. Anavilok. Mr. Anavilok : Thank you, Chairman. Having | Δ ^{\$} γ «ϷĊ ^{\$} . Δ ^{\$} γ «ϷC ^{\$} ^{\$} (Ͻ ^{\$} , ^{\$}), ⁵ , ⁵ |

| help with communities that are losing their language. I know Kugluktuk is one of them and I know there are other communities like that, too. | ለኦነሃናኦበናቴኈጋና ΔϲϷኆ. ርĽᢐᠯᠯ ለኦናሃናኦሰና ጳርኦናሥፅናቭርናናቄና ጋቦና ናቴወኈጋንበነኣΓ ኣኈዸ፞፞፞ዉሥራር ለኦናሃናኦሰና ለና ጋቦና ወርኈቴውና Δፚ፞ራጋውና. |
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| Section 5 (1)(c) of the <i>Representative for</i> <i>Children and Youth Act</i> states that "Inuit culture must be respected and supported in respect of decisions and actions concerning Inuit children and youth" while section 5(2) states that "You shall apply Inuit Societal Values in performing duties and exercising powers under the Act." | ϽϞϷͺͰͽϸͺϿͼϧϫϭͼϫϫͼ Δϲͺͺϭͺϫͼϫϫϫϫϫ ʹ , , , , , , , , , , , , , |
| How do you work with your elder advisors to ensure that Inuit culture and societal values are being respected, supported and applied as your office carries out its duties and responsibilities on a case-by-case basis? (interpretation) Thank you, Mr. Chairman. | Λͺͺͺ͵ϤͼϧϢͺϷϳͺ;Ͽ;ϲͺ ϤϨϲϛ͵ϿϿϿϤ;ͽͺϘ;ϳ;ϿϹϷͺͼϲͰϲϲͺ ϤϷϷͼϿϪϥͳͼͺϷϲͳ;Ͽ ϷϹͼϧϷϫϤͼϧϥ;ϿϲϧͼϲϲϷͼ ϘϲͽϲͲϧ;ϥϥͼϹͺϿϧϤϲͼϗϲ ϘϷϿͼϹϷͼϼϫͼϲϲ ϤϷϷͼϿͼϹϷϲϲ ϤϷϷͼϿͼϹϷϲ |
| Chairman: Thank you. Ms. Foster. Ms. Foster: We work with our elder advisors in numerous ways, and in all transparency, given since COVID, we have not engaged with them too much simply because of the gathering requirements and things like that, but there are | Δἐᢡᠣᡟᡠ᠊ᠴ LϽϽΔᢡᡅ᠋ᢆᡝᡅᢣ᠌᠀᠋ᠮ᠂᠋᠍᠍᠊᠋᠍᠍᠊᠆᠘᠋ᢕᡘ Ͻᢣ᠋᠋ᠮ᠋ᠺᠮᡃᠦ᠌ᢪᡄ᠅ᡣᡅᠧᡬ᠅ᡁᢗ᠊᠌᠌ᠺᡃ᠍ᡧᡇ᠋ᠴ ᠘ᡄᡤ ᠌ Ͻᢣᠮᠺᠮᡉ᠌᠌᠌ᢄᡄ᠅ᡣ᠋ᡶ᠅ᡁᢗ᠊᠌᠌ᠺ᠊ᢞᡇ᠋᠋ᢩ᠆᠕᠅ ᡆ᠋ ᠕᠅ᡗᡊᠮᡗᠯᡆᢄᡣ᠙ᡩᡄᡆᡗ᠘ᡩᡄᡅᠺᢗᢀᠮ᠂ᡁᢣᢘᡅᡏᡃ ᠘ᡃ᠈ᡗ᠙ᢂᡩ |
| numerous ways that we have connected with them throughout my time with the Representative for Children and Youth office. | Δ^ϧϟ≪ϷϹ·· ͽ(ϽϞϷ⋂ͿϤ): ^ϛ dϧͼϫϹϝϧͺϹ _ϒ ͺͺͺϤϓ ϭϭͳϿϧ· |
| One of them that I'm very familiar with is through the child rights-based resources that we have been creating. So we work with and have an education to determine those stories. A lot of them are based on our advocacy work that we see from children in those grades, and issues | ዻቂል ው (ጋኣትበህና): 'ፅሃ°ዺ广ঁ , Δ ሃላዋኦርና የህናርጭ ላለጭሰበሀ ወዉዎና ሀላደካያኖ ኦቴሲፈጭጋጭፖዚዳውና ርኅፖዮህኅΔ°ቂጭ ልረካያና Δ፱ኛምቭንኦታ ሪዮሚናክናዉጭቦናጋርኪንካያና ደርሀርኪንካያታናና ዉሮላጋΔ°ቂጭ የኦረግርን |
| that they are struggling with or dealing with at that time. We connect with our elder advisors and have them review that information to ensure the accuracy of some of the culturally- specific components that we include in that work. | ϹჼჾႱჾჃႳ ჄჄჄ ႾჾႺჂႭႽ ႭჂჄჂႭႽ ႭჂჁ ჃჼႱႵჼჾႱჄႦჄႭႽჂ ႭჂႠჼჾჄႱჄჼႮႱႠ ჂႼჄჾႱჾႫႶჼჄႫჼ ჼႼႫႬჄჾႱჂჃჼႦჂႶჼ ႱႡႱჾႷ ለႼႺႶႽჁႶჾႦ ለႠႭჼჄႶჼႧჾჂ ჄჇჄჂႽ ႱჾႺჂჂ ჂႬჼႱႵႽ? |
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Our elder advisors have also been involved in our systemic review that we conducted, Our Minds Matter, a youth-informed review of mental health services. Our elder advisors at that time, there was some different advisors with us at that time but they were heavily involved in that and I believe, they were part of the making the recommendations as well, speaking with them and ensuring that what we were putting forward to the government was informed by as many people and as many of our stakeholders as possible. So they were involved in that.

We typically do meet with our elder advisors when we travel to their communities and we have had, not a conference, but we have had a meeting with all of our elders at one time a few years ago, and we just connected. Our favourite way is to kind of have a question and just leave the floor open to them and allow them just to share their information and their knowledge with us; stories about what it was like growing up as a kid, changes that they have seen over time, dreams that they have for young Nunavummiut today and sharing all of those stories with us.

There have been a few times on our individual advocacy cases as well that we have worked with our elder advisors. The concerns of the advocacy cases were more of a personal nature for the young person. For example, there was a situation where a young person was being bullied in one of the communities where the elder advisor lived, and so we spoke with them and talked with them, to try to understand who the kids were, what was happening, what was the situation. In that situation the elder's advice was pivotal in us being able to help that young person deal with the challenges that they were having.

To answer the question, we engage with our elder advisors in many different ways, any way that we can. We are definitely open to them and **Δ•/ペϷር·•** (ጋኣትበJና): ናਰትዋርኮ. ፈትወፈናክናፈቶዮርጋርሲትቃር ረጅናርϷበናጋቦና. Γነ <ዖ.

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| always looking for them to share their | Δቒኁ/ፇቒ (ጋኣ፞ኯበሆ): ፣፝፝፝፝፝፝፝፝ (ዾኯ፟ዾዾርዀ. | |
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| knowledge with us about best practices and | ᠆ᡐ᠋᠆ᠻᡃ᠋ᢐᢕ᠋᠋ᡗᢣ᠋ᢋ᠘᠋᠋᠋᠉ᠳᠣ᠘ᢣᢑᡅ᠋ᠺᢄ᠋᠋ | |
| their wisdom. Thank you, Mr. Chairman. | ᢄ᠋ᡃ᠖ᡔᠡᡅᠺᡬᡃᢛᠧᡐᠶᡄ᠂᠕᠋᠋᠋ᠴ᠋ | |
| | ϽϞϷLႶჼႶჼᢣᡤ᠂᠋ᡏ᠋ϽͽϹϷʹϐ·ϹͽϹͱϹ ΔϲͽϹͼ | |
| Chairman: Mr. Anavilok. | | |
| Mr. Anavilok (interpretation): Thank you, Mr. Chairman. (interpretation ends) Earlier I mentioned that it is good idea to talk directly to the students, the youth, and you could get much better detail of what they are going through, because of some situations, I know that some kids ended up committing suicide from being bullied. That is a really serious thing, too. | Ρσ ⁶ δηγργΓζέ ² ασυ ⁶ γΓζέ ² ΔγΓζ ² Οργ ⁶ δ ² σ ² Ο ⁶ δ ² Ο ⁶ Δοσηγ ⁶ σ ² ² Ο ⁶ ² Ο ⁶ Δοσηγ ⁶ δ ² ² O ⁶ Δ ⁶ δ ² ² O ⁶ Δ ⁶ δ ² ² ² ² ² ² Δ ⁶ δ ² ² ² ² ² ² Δ ⁶ δ ² ² ² ² ² ² ² ² ² ² Δ ⁶ δ ² | |
| I want to ask you; you mentioned that you guys go to communities, all the communities to visit. Do you talk directly to the students in their class or how does that work? (interpretation) Thank you, Mr. Chairman. Chairman : Thank you. Ms. Barker. | ϽϞϷͺͰʹͽϦͶϔ·ϭ·ʹ϶·ͺϹʹ·ͺϫͺͺϽΡͺͿϥͿͶʹϞͺͺϲͺϭϤʹͽϹϿ·, ϥͱΓͼ·Ͻϭ·ͺϹʹͼϷϔ·ϭ·ͺϥϞϟϔͼ·ʹϒϲϽϟͺϳϧʹͼϚ ϥϽ;ϧ·Ϲʹ϶ͺϽϹͺϽϚʹͼͶͶϞϥͶ·ϞϷ;ϭͼ·ͺΔϭϲϲͺ͵ϷͼͿϚ Ϸ͵ϟϲͺͺͺϟϷͱͺͺͺͺͺϳϹͺͺͼͺͺͽͺϫͺϪͼϿʹϐϲϹʹ϶ͺϽϹͺϹʹͼϷϷʹ·ϧ ϐϽ;ϟ;ϐͶ;ϐ·϶Ϲ϶ͺϹϪͼͿϥͺϷͼͿϽϪʹͼͺϪϚ Δϐϟ;ͼ·ϽϷͿͺͰͺϪϲͺϤʹͼͿϤͶϧʹϭͺϤϚͺͺϫϤ; ʹϐϷϟͺϹϷ; | |
| Ms. Barker : As mentioned previously, we do go on community engagement visits. During engagement visits, we do prioritize visiting the | Δ»/«ϷϹ· Ϸ (ϽϞϞႶͿͼ); ·ϭͿϧͼϼϹϷ. ΔϲͼσϭͽϽϲჀϷͼͿϲϲϷϭͽ, Γ៶ ΗϭΔͼϿ. | |
| students in the schools. We do provide self- advocacy workshops where we meet directly with children and teach them things like communications skills; we teach them about their rights. So those are some of the ways we meet with children. | ΗΦΔ°Δ (ጋኣትበJ): የժታ°ዺቮ፞ Δኑፖ᠙Ϸር ^ጭ የժታ°ዺቮ፞፞፞ጏ LーしーϷ ^Ⴊ በ ላለሲしልና. Δሮ°σላ ^Ⴊ ጋーሲኯ፟፟፟፟፟፟፟፟ ጋየፖናበላሥዕΔሬ፦ ላለጮዕሰና. ጋየፖናበላጮጋቦኆኇናካዕ ላለኈዕሰና. | |
| In terms of individual advocacy files, we always centre the voice of the child. So that is the opinion of the young person themselves, and we encourage departments to do the same thing as well; to always seek the opinions of young people and factor them into decision- making. | CΔLΔ ^c ϽቦϧϚϲ ʹϧϼͽ CϷͽϟϚϷΛͽϷϨϫͽϷC ϽΡϟϷͿϞϥϹϼ ϟϟϞͼϲ ͿϧϥϚϽͼʹͻ. ΔϲϐϭϤͽϽϲϲϟϧϥ;Ͻϲϲ Ͼͼϫ ϤͼϔͽϧͶϯϤ ϷϧϿϽϧϧϥͼϿϲ ϲϥϤͽϷϳͽͼ. ϤϯϹϿ ΔϲϟϽϧϧϲϳͼ ϷͽϷϟ;ϿͶͿ Ͻ;ϟͼͽϒͼϧϲͼϲϲͶ ϫϲͼϷͽϥϧϧϲϿ ϽϧϟͽϷͼͻϽϲ ͼϷϷ;ϯϤϲϥϳͼϥϥ | |
| muxing. | $P^{-}U^{+}D^{-}D^{-}D^{-}D^{-}D^{-}D^{-}D^{-}D^{-$ | |
| There are, however, some circumstances where | దిశాం జాల్లాలో ని దాలించింది. దార్జులో ని దాలించింది. సిర్మాణం | |
| There are, however, some circumstances where it may not always be possible to hear directly | ᠘᠊᠋᠋ᡗᡃ᠋ᢄᡩ᠋᠋᠋ᠬ᠋ᢙᢪ᠊ᡅ᠊᠋ᠺᠴ᠋᠋᠋ᠺ᠋᠋᠋᠋ᡗ᠋᠋᠋᠋᠘᠆᠋᠘᠄ ᢣ᠋᠋᠋᠋᠙ᡃᡔᢛ᠋᠋᠋ᠺᠬᠪᡄ᠋᠘᠄᠋᠋ᡶ᠆ᢤ᠋᠋ᡶ᠙᠂᠋᠕ᡧᠴ᠋᠋᠋᠋ | |
| | ᠘᠋᠋᠊ᡘᡃᢑᡄ᠋ᢉᢦᢓᢪ᠋ᢩᡅ᠋ᠺᠴᡐ᠋ᡃ᠋ᡗ᠋᠋ᢞ᠋᠘ᢞ᠋ᡠ᠋ᡃᢛ | |

| complex in nature and might be beyond the | |
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| cognitive capacity of the child, or at times the | ᠫᡆᡄ᠆ᠳ᠂ᡃᡋᠴ᠋᠋᠖᠕ᢣᡃᠺ᠋ᠬᡪᡅ᠋ |
| nature of the advocacy file can be complex and | ᠕᠋᠋᠘ᢞ᠋᠋ᡆ᠋᠄ᠳ᠕᠆᠙᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| triggering, for example, a file that might be | ᲮᲘLᲑ∿ᡣᡅᢂᡣᢂ᠖ᡩ᠖ᢗᡔ ⁱ ᡧ᠘ᢗ. Ϥᡃ᠘ |
| around abuse or assault. | ᠂ᡃᠣᠫ᠘ᠳᡅᡗᠬᡏᢛ᠋᠌᠌᠆᠘ᢣᡗ᠘᠅᠕ᢕᡄᡅᡧᠣᡃ᠋ᢄ᠘ |
| | Λ >> Λ >> Λ >> Λ >> Λ >>> Λ >>> Λ >>>>> Λ >>>>>>>>>> |
| We have to consider the wellbeing of the child, | L° a doloaded de la constant de |
| and at times also the young person may decline | |
| to provide their input, but wherever possible, as | ᡏᡰ᠋᠘ᡄᢩᢛᡆ᠋ᡏᢛ᠑ᡄ᠋ᡣᢣᡰᡇ ᢑ᠋ᠾᢛ᠑᠋᠘ᢣᢩᢑᢕᢩ᠉ |
| I mentioned, we do centre the voice of the child | ᠔᠋ᡔ᠋᠋ᢦᡖ᠋ᢆᢐᡄ᠋᠕᠆ᡁ᠘ᡩᡆᢂᡔᢑ |
| and certainly departments should be doing the | ᡧ᠋᠈ᡥᡄ᠋᠆᠘᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| same. Thank you, Mr. Chairman. | ᠋᠆᠋᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ᠘ᡏᢦᡃ᠋ᡃ᠌ᡋᠴ᠋ᡐ᠋᠋᠉ᠫ᠋᠅᠋᠘᠂ᠺᠯᡐ᠋᠋᠋ᡆ᠋ᡗ᠅ᡁ |
| Chairman: Thank you. I'm going to recognize | ∆ [⊾] ୵≪⊳Ċ ^{₅⊾} . |
| the clock and we will take a 15-minute break. | |
| We will return with further questions from Mr. | ∆ዾץ≪ϷϹናၑ (ϽϞϡϽϽͿϚ): ናdϧͼϥϹϷ ϹϞ Η⊲∆ͼͺϼ. |
| Anavilok. Thank you. | Lーレーィット የፈም, Γיጋ ሩሥ. |
| mavnok. mank you. | |
| >>Committee recessed at 15:12 and resumed | ≟ኁᅆ (ጋኣ፞ትበJና): 'd৮°உ广҆ ΔዮፖペϷϹʹኈ. |
| at 15:36 | ᠘᠆᠋᠘᠆ᡗ᠆᠕᠆ᡐᢀᢞᠣ᠆ᡏ᠘ᡔᡄᠺ |
| <i>u</i> (15:50 | ᢄ᠋᠋ᢄᢣ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| Chairman (Mr. Savilataas): Cood afternoon I | ᠘᠋᠋᠋᠄ᢑ᠘ᢋᡄ᠋᠕ᢣᡆᠲᠴ᠋᠄ᠴᡆᡄ᠆ᠴ |
| Chairman (Mr. Savikataaq): Good afternoon. I | ᡏ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| would like to reconvene our hearings and we | L⊂ს'σ⊲™ՈՙძՈՙՈ°σ ᲮՈԼ≯ѷՐ°σ. |
| will continue where we left off. Mr. Anavilok. | |
| | ᢀ᠋᠋ᡗ᠋᠋ᡝᠣ᠋᠋ᢛᡃᡪ᠆ᠴ᠘᠋᠋ᡗ᠆᠆᠘ᡄ᠆ᢂᡱᠣ |
| Mr. Anavilok (interpretation): Thank you, Mr. | ᡠᢂᢣ᠘ᡃ᠘ᢗ᠊ᠴ᠋ᢩᡆᠧ᠆ᠣ᠆ᠵ᠋ᠵ᠘ᡧᢙᢙ |
| Chairman. (interpretation ends) My next | ᢄ᠋ᡃᠣᡄ᠋ᢕᢛᡆᢗ᠋᠋ᢛ᠋᠔ᡄ᠊ᢂᡧᢁᡷ᠅ᢕᠴᢩᢄ |
| question is for the government witnesses: | ▷°≪᠅ᡠᡃ ᡝ᠘ᡧ᠋᠈ᡆᢄᢛ᠋ᡔ᠉ᠫ᠉᠘᠖᠘᠆ᡩ |
| Department of Education, Family Services, | ᠕᠋᠋᠉ᡃᠣ᠖᠉ᡔ᠘᠊ᠯᡄ᠋ᠧᠳ᠋ᡗ᠊᠋ᡬ᠋ᢤ᠋ᢁᠴ᠋᠉ᢕ᠋ |
| Health, or Justice. Incorporating Inuit societal | ᠕᠈ᡩ᠋ᡣ᠋ᠺᢦ᠘᠂᠋ᢣ᠘᠂ᢣ᠘᠆᠈ᢣ᠘᠆᠈᠘᠆ᠺ |
| values in the interpretation of the departmental | ᠈ᡃ᠋ᡋᠵ᠈ᡃᠣ᠆ᠴᡄ᠘᠆ᢕᠧ᠕ᡷᡆ |
| policies and procedures as well as in the | ᠕ᢞᡥ᠋ᢩᠴᡱᡩᡄ᠂᠋ᠺ᠋ᢄ᠘ᢄ᠆᠕᠂᠋᠕᠆ᡩ᠆ᡬ |
| delivery of services for children and youth is | |
| often seen as a challenge. What steps does your | ᡧ᠋᠘᠂᠋᠋ᡠᡃ᠊᠋᠋᠋᠋᠆ᡦᢛ᠘᠆ᡱ᠋᠋᠃᠘ᡔ᠋᠁ᠺ᠘ᡩᢧ᠘᠘ |
| department take to ensure that Inuit societal | ▷ᢟᠣ᠌ ▷<ᠠঁﻪ ᠋᠕ᡩ᠋ᠴᢦ᠋᠋᠋ᡋᡩᡄᠺᠫ᠋᠋ᠮᡉ᠋ᠮ᠋ᢒᠴ᠘ᡃ᠘ᠺ |
| values are respected and followed, especially | ᠴ᠌ᡆᡄᠲᠣ᠂᠋᠆ᡄᢣᡝᢅᢐᡄ᠋ᠬᢣᡗᠬ᠊ᡆ᠘᠋ᡠᠰᡃ᠋ᠫ᠘ᡃ᠊ᢩᡷᡃᠥᡄ |
| when it comes to services for children and | ᠕ᡪᡃ᠋ᡏᡄ᠘᠆᠋᠘᠋ᡣᢗᢂ᠋ᡝ᠆ᡬ᠂ᢞ᠙ᢩᡱ᠋ᠳᡠ᠋ |
| youth? (interpretation) Thank you, Mr. | ᠘ᡄ᠋ᡣᢦᡃ᠋ᡃᢑᢛᢕᢗᢂ᠆᠘᠆᠕᠆ᡐ᠘ᡄᡆ᠋᠊᠋᠉ |
| Chairman. | ϪჼͽϷͽϽϪϟͼͺϪϧϥϽϤϤϨϯͳϹͺϷͳϧϷϲϹϷϢϧͼ |
| | ᠴᡆᡄᠲᠣ᠂ᠳᡄᡄᡃᠨᢅ᠋ᢀᡄᡅᢣᢆ᠂ᡧᡠᡆᡃ᠋ᡥᡅ᠙᠆ᡧᡬᠧᡃ᠕᠅ᢕ |
| Chairman (interpretation): Thank you. | ۸٬۵۷۹م٬۲۰٬۲۷ ، ۵۵۶۲۲۰٬۹۹۰ کوره ۲۰ |
| (interpretation ends) We will start off with the | ᠕ᢣ᠌ᢄ᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕ |
| far left, Justice there. I'm not sure who wants to | ᠕᠆᠋ᡣ᠉ᢆᡠᡗᢂ᠋᠋᠖ᡩ᠘ᢣᡏ᠘ᢣᡆᠴ᠘᠋ᡄ᠘ᡃᢐᡌᠫ᠘ᡄ᠕᠅ᡗ᠘ᠬ |
| respond to that for Justice. Ms. Ellsworth. | ∧്_ാ ^{റ്} . |
| | |
| | ᡏ᠋᠘᠆ᡣᡎᡆᡧ᠉᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| | ⊲Ხ₽°∿Րናጋ⁵ᲮᲚና∆ഄഺҁ⊂∆ჾᲫ⊲ |

Ms. Ellsworth: Thank you, Mr. Chairman and I thank the Member for the question. What we do to include Inuit societal values in our department is, specifically with Corrections, let me speak about Corrections, because we have an elder advisor for the Corrections Branch. We also provide tool-making, sewing-making and we provide the education piece that they are learning about *Inuit Qaujimajatuqangit*, the IQ principles.

We like to have the elders come in to provide counselling for our clients, specifically the youth if we have any, but mostly for the adult clients. We also like to have a gathering on an annual basis to have *Inuksiut* food, specifically with elders, so we may be able to ask them any questions regarding any Inuit societal values that we can incorporate into the Corrections Division. *Qujannamiik*, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Just for clarity, then, there is no incorporating of Inuit societal values to children and youth, then; just to Corrections people? Ms. Ellsworth.

Ms. Ellsworth: Thank you, Mr. Chairman. My apologies. Specifically for the youth and children, we provide elder counselling; we provide programs specifically in community justice for tool-making for children and youth; we provide for sewing, we teach sewing with elders. We also provide firearms safety and recently we have had the community justice outreach workers that reach out to the youth to do some initiatives like Amazing Race in Coral Harbour. We also recently taught children and youth how to use spot devices so that in the land programs that we do provide to the children and youth, they know how to use spot devices in case they get lost or they need assistance out on the land. Thank you, Mr. Chairman.

Δbᢣ᠋ᡃ᠋᠉ᢣᡠ᠋᠆᠕ᠬᡃᢑᡄᡣᢦᡪ᠋ᠴᢦᡃ᠋᠋᠋᠘᠋᠅ᡫᢈ᠘᠋ᠴᡠᢝᠫᠥᡃ ᠕ᡪ᠋ᢣᡃ᠈᠘ᠳ᠋ᠺᡃ᠋᠉ᢕᡧᠣᢩ᠉ᡣᡄ᠋᠉᠘ᢣ᠋ᡃᠥᡦᠥᡝᡄ ᠘᠆᠋ᡁ᠋᠂ᠳᢋ᠋᠋᠋᠉᠋ᠺ᠖ᠺ᠋ᠬ᠆ᠴᠬᡅ. ᢗᢞᡇᠫᢦ᠋ᡃᢛ,᠂ᡆᡃᢞᡆᢩᡤ᠉ ᠘᠈ᢞᡇ᠌᠙ᡄ᠋᠅.

△°イ≪⊳⊂°° (Ͻ^ϳϞ≻∩J^c): ^ເປ≻°൨Ր҅^ь. Γ^៶Ϲ ⊲൨ል_^ь.

ዾᡆ᠌᠌᠀ᡃᡏ᠘ᡄᢪᠦᢦ᠋᠋᠋᠋᠉᠆ᡘ᠉ᡷᡆᢄ᠘ᢄ᠆ ᡬ᠊ᡆ᠘ᡩᡆᠫᡝ᠋᠖᠋ᡃᠴ᠄᠂᠋᠋ᡏ᠋ᢣᡷᡆᡏᡃ᠋᠈,᠘ᡃᡟ᠙᠋᠌ᢂᡬ

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 Chairman (interpretation): Thank you. (interpretation ends) Same question now to Education, Ms. Hainnu.

Ms. Hainnu: Thank you, Mr. Chairman. I thank the Member for the question. I think the Department of Education, before the 2008 *Education Act*, put in efforts to put in its foundation documents, which are grounded in *Inuit Qaujimajatuqangit*. We have foundation documents that pertain to the Inuit way of child-rearing, Inuit way of addressing a child, different type of characteristics of the child.

Going into the 2008 *Education Act*, the first ever of its kind in Canada, is the *Inuit Qaujimajatuqangit*-based *Education Act*. It has every effort to be infused, everything that we do, in all the decisions that we make, all the policy, all the curriculum content, should have *Inuit Qaujimajatuqangit*, societal values and the guiding principles infused in it, guiding us.

Are we there? No. There is so much work to do, but what can we do in the meantime? What we have done in the department in the meantime is that in the 2008 there was funding infusion, infused to district education authorities to enhance culturally developed programs. So for the 25 communities, each community can decide what each community value.... So I am from seal hunting region, so we went seal hunting all the time, and we learned the ins and outs of seal hunting. Not only that, but the traditional naming of everything to do with the seal and the tradition, but building in the western skill-sets in science, what are the major organs. So tying it all in that way.

There is every intention of an *Inuit Qaujimajatuqangit*-based education system in Nunavut, and in fact, if I may, at every senior management meeting, when I ask what is education about in Nunavut, what kind of **Δ⁶/«ϷC⁶** (Ͻ^ϳ, Ϸ∩J^c): ⁶d⁶⁶. Γ¹ <Δ^{c¹}.

ϹΔൎLʰ, ᠺᡃ᠋ᡃ᠋ᲮᢗϷᠺᡃᡗᠺᡅᡄᢣᠯᡐ᠋ᡃᢑᢗ᠋᠋ᡃᢤ᠋ᢣ᠍ᠮ ᠘᠌ᡒᡰ᠘Ċ᠌ᢪ᠈ᢣ᠋ᡃ᠋ᢐᡃᡄᢗᡪᡝᡄ᠘ᡄ᠋ᢩᡅ᠈ᠺᠦᡥᡬ᠋ᠮ ᠕ᢣ᠋ᡶ᠌᠌᠌᠌᠌ᡔ᠋᠋ᠺ᠋᠋ᡃᢐᡄᡗᡄ᠋᠘ᡄᡤᡄᠴ ᠘ᡄ᠋ᡃᡷᡊᡄᠴ᠕᠋ᡃ᠋ᡖᢗᢄ᠆ᠴᡅ᠂᠂ᡆᡰᢞᡆᢩᠮᡃ᠈᠘ᡄᡤᡄ

Δ•/<></

Δ•/<>C•• (ጋኻትበJና): ኀሪታ°ഫ广්ʰ. ୮ኁር ኣልbርጐ.

ኣልᲮር๋ኈ (ጋኣኦበJና): የdታ°ฉ୮፟^ኈ Δዮረペኦርጐ. ጋየፖፈጭፖበቴዮኇ፝ጏጋ ርΔቴdላ Δናጋሊታኦኖ schools are we in Nunavut? We are *Inuit Qaujimajatuqangit* schools in Nunavut.

There is plenty of work yet, and it is coming out in curriculum documentation. It is coming out in funding. Further yet, there is a certification for elders in our partner relations, through our Partner Relations Division, so our elders who are experts in the community are certified. We have a registry. To date we have hired over 300 since the position was graded in our schools to teach our students the Inuit way in one of the Inuktitut languages. I hope that is a sufficient answer. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) Now the same question for Family Services. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. To answer the Member's question, there are a few steps I would like to take. First, the guiding principles of *Inuit Qaujimajatuqangit* are clearly enunciated within our governing legislation within the *Child and Family Services Act*, which suggests we are bound to incorporate that into, not only policy and procedure but also, outputs.

My experience with this historically has been there is this concept that lives in legislation or policy, but there is no practical application or measurable output that comes from that, and so early on in my tenure at the Department of Family Services, we recognized the importance of ensuring the application of *Inuit Qaujimajatuqangit*; not only that it is in the Act, but it is actually happening through the way we engage with each other at the office, through the way we engage with Nunavummiut, and through the way we develop policies and procedures.

One of the key pieces that we've developed in the last number of months through the work of our policy division is enhancing the ᢦ᠋᠋ᠬ᠋᠋᠋ᡗᢄ᠆ᡎ᠙ᡔ᠘ᡩᢘ᠅ᡩᡄ᠘᠋᠕ᢋᢄ᠆ᡁ ᠆ᡁᡷ᠖᠘ᢞᡄᢩᢁ᠙ᢣᡄ᠋᠘ᡔ᠋᠋᠈᠄ᠬᢣᢁ᠋ᡬᢂ᠋᠕᠆ᡘᢁᡬ

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ΔϤ·ϟϿϤ· (ϽϞϞႶͿϚ): ϚͼͿϧͼϫϹϷ Δϧϟ≪ϷϹʹϷ. ϹΔϹͼϞႱϲͺϳͺϞϧϲϲϽͽ ϲͺͿ϶ͺϫͼͼͼϧϲʹϧͺ Λ≪·ϲϥϭϫϲͼ ϹϲϽϪ϶ϫͽϲϿͼ ϫϲϹϫϚϧϲ ϚͼͿϧͼϫϹϷ Δϧϟ≪ϷϹʹͼ.

Δ⁶/«>C⁶ (Ͻ^ϳλ²): Γ¹C ¹δbC⁶.

ኣልᲮር፟^ና (ጋኣኦበJና): ናሪታ° ሲዮ ልዮፖ ላይር፟^ና ኦበናልቦ ጋሀ ር፞ኁረ፝፝፝፝፝፝፝፝፝ ሲዮ ሥሁኈጋሏኦቦታኦረገና ዮህና ር-ኦበLኣረሳኈበና ጋር ርል° ሲዮረላና ጋር ኦምሪኪ° ኦናሪኦስና አኦቦና ጋሀ, ልርጎኈስσየሪ ልፖና የሰናበረጭፅኦዮቦቴ ጋላኈበና ጋቦና ናሪኖዊፖኖ ምኑጎገና ልርታኦናቴናር ሬፖር ናበረማዮቦቴ ጋላኈበና ጋቦና.

▷'b▷ፖሊᢣ▷'ᢣᠯ᠋ᡝᡃᡠᡃᡠᢗᡄ᠌▷'Lና ᢗ᠘᠘᠋^ᢑᠨᡠᡃᡃᢑ᠋᠉ᢣᡄ ᠘ᡄ°᠊ᠦᡏ᠋ᡃᢐ᠑ᡄᡅᢩ᠋᠍ᡭᠺᡅ᠘ᠴᡆᠦ ᡬ᠊ᡆ᠈ᠯᡗᡥ᠊᠋ᠥ ᠘ᡃᡈ᠑ᠴ᠋᠋ᠫ᠃ᡝᢑ᠑᠘ᢣᡏ᠕᠋ᠺᡳᡶ᠋᠘᠊᠋᠍᠍ᠴ᠍᠍᠍ᠥ᠄᠘ᢄᡆ ᠕᠌᠋ᡭ᠊᠙ᢞᠦ᠋᠋᠋᠋ᢐᢄᡩ᠋ᡬ᠕ᢩᠦ᠙ ᡩᠯ᠍᠙ᢞᠣ᠋ᢑᡃ᠋᠋ᠴᡀ᠈ᡩᢣᡄᡬᡃ ᠕᠌ᠦ᠖᠋ᡬᡃ᠘ᡙ᠘᠋ᡗᢧ᠋ᡗ᠈᠂ᡩᢞᡆᡬᡃ

Δ⁶/«</

<Δ^{cv} (ϽϞϷΠͿͼ): ^sdϧ^aϼϳ^b Δϧϟ≪Ϸϳ^c^w. CΔLΔ^cϽϲͺλϷ^wd^kΓ^aαL ΡϷϟ^aα^wd^kΓϹϚ, ^sbϷλ^sΔαϷ^s^b^v ΡλασϷα⁵^wϽ^w. CL^kΓ^bdL CL^aα CL^bd^b^v Ͻ^k^v λ^d^w Sh^s^k^b^d^c Ͻ^wdΔ^sb^c^w^b^s^v, ^sd^s^kα^d^wCϷϽΔ^aα^kL^k^v^k^c^b^a^c</sup> Ͻ^k^v^v^c.

ርΔ୭ddン Δረ፫ናብሩና <ΔናሩርናႦናርኒር, የረላơ የኦኦኦሬ ኃሌ ርሬዮዉ በበናየኦፖኦበፖሬታዎዮ <Δናሩናዕበነረዮውና, የዖፑናንዉ୭ዮውንደኑና የረላơ፫ ለኦውዮዮ ለኦኈዮኖታን ርሬዮሎ ርሪዮዉምር୭ኦ.

Δ•/ペレር• (ጋኣኦበJና): Γיጋ ኣልbር፞•.

Iviqtippalliajut function, and so we've developed a work plan for that group, those groups of individuals, to ensure that every policy and procedure that the department is considering is reviewed by those professionals.

Mr. Chairman, I would kindly ask your permission to allow my colleague, Ms. Sandy Kownak, to supplement my answer. Mr. Chairman, thank you.

Chairman (Mr. Hickes): Thank you. Ms. Kownak.

Ms. Kownak: Thank you, Mr. Chairman. Thank you to the Member for the question. In addition to what Jonathan spoke on, we are working on our new framework, our new work plan called *Ilagiitsiarniq*, with a lens on family wellness, but from an Inuit perspective, where we want to influence the framework to reflect Inuit societal values; *Inuit Qaujimajatuqangit*.

As we do that work currently through our policy team, including Nunavut Tunngavik, later on we would like to bring this framework to the communities and hear from Nunavummiut what they see as family wellness.

As mentioned earlier, our Matrix program already reflects some of that in a technical sense, in terms of, as you are doing intake as a social worker, you are going by household, so by family, getting away from that individual, just from a child standpoint, but a family sense. As well, a lot of our regions do regularly engage with their regions or their communities by having community feasts. I would like to state that from an Inuit lens, I think that is a great step towards understanding communities and the families in those communities.

Family wellness from an Inuit perspective is very different. I mean, my own experience, family wellness was always approached from a place of celebration, where families are **ነልኦር๋ጭ** (ጋኣትበJና): ፣ሪሃቄሏ፫୭, Δﻪፖ የኦሮጭ. ር« ልሮቄσፈናርሲወኦ Γ^፱ኣጔ^{\$}ሁላ^{\$}, ርናረጋ^{\$}ሁ ፖር የ⁻ሁ^{\$}ጋΔትጋና ፈለ^{\$}ሪብቦረΓኦና.

᠋᠂ᡃ᠋ᡋ᠊ᠴ᠆ᢗ᠘ᢞ᠋ᡅ᠋᠘᠆᠘ᠺ᠋᠆ᡬ᠆᠖᠘ᡩ᠅᠋᠒᠋᠂ᠺ ᠘᠆᠆᠋ᠳ᠕᠋ᠬᢄ᠆᠖ᠮ᠖᠋᠋ᢗ᠋᠋᠂ᡬ᠋᠘᠆ᡬ᠋᠋᠋

 $\Delta ^{b} / \mathcal{C}^{cb}$ (Jⁱ, $\wedge \cap J^{c}$): $\Gamma ^{\iota} < \Delta^{c\iota}$.

Δ•/<>< (Ͻ^ϳλ

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∆⊳୵≪⊳⊂∽ (Ͻ^ϳϞ≻∩J^c): Γ[,] H⊲∆°_.

| together and where parents and grandparents | ᠆ᡧ᠋ᢞ᠋ᡗᡱ᠋ᠳᢑᡃᠴᡄ᠅᠋᠋ᠫᢞᡅ᠉ᠫᢣᢣᢄᡷ᠋᠕ |
|---|--|
| could observe their family members to see how | ₽ᡣᠳᢗ᠅᠋ᢐᢂᡬ᠅᠕᠕ᠴ᠕ᡁᠴ᠕ᡩᠴ᠘᠅ᠴ᠕᠂ᠳᠴ᠉᠂ᠺ |
| people are doing. So I am very happy that our | |
| regions have adopted that family feast event | ᠂ᡔ᠋᠊᠆᠘᠆᠘᠆᠕᠆᠙ᢕ᠋ᠬᢞᠲ᠋ᠴᡐᠣᡗ᠘᠈ᢣᡗᢣ |
| going forward and we encourage the regions to | ᠆ᡏᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| continue to do that. | |
| | ᠆<᠘᠊᠋᠆᠆ᡣ᠖᠘᠆ᡩᠣ᠊᠋᠆ᡩ᠋᠆᠕᠅ᠳᠺ᠅᠋᠕᠅ᠳ᠘᠅ |
| Also, in terms of our social work core training, | ᡬᡃ᠋ᢐᡰᢦ᠋ᠺ᠋ᡣᠺ᠋᠋᠋ᠬᢌᢛᠵᡄ᠋ᢦ᠋ᢧᡨᠳᡘᡊᠧᢟᡄ᠋ᢩ᠘ᠳ᠘ |
| we are also working to ensure that <i>Inuit</i> | |
| <i>Qaujimajatuqangit</i> and Inuit societal values are | ᠆᠆᠘᠆᠆ᡣ᠖᠕ᢞ᠋᠆᠋ᠴᢉᡰ᠋ᢆ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| incorporated in the training that our social | |
| workers take to become statutory child | ᠘ᡄᡨᠣᡏᢀ᠋ᡔᡄᡅᢣᡃᡆᡄ᠊᠑᠋ᡣ᠋᠋᠘ᢞᢑᡄ |
| protected workers under our Act. Thank you, | ᢄ᠋ᡃᢐᡰᡄ᠋᠋᠋ᡃᢑᠺ᠋᠆ᢄ᠆ᡁ᠘᠆᠘᠆᠘᠆᠘ |
| Iksivautaaq. | ᠕ᡄᡨᠣᡏ᠋᠋᠉ᠫᡄ᠋᠕ᡔᡄ᠋᠘᠂ᠴᡄᠬᢣᡃᡥᠴ |
| I | Ϫ ^ͼ ϷϥϪϟʹϷͶϹϲϽͿϚ |
| Chairman (interpretation): Thank you. Ms. | |
| Bates. | ۵ـــــــــــــــــــــــــــــــــــ |
| | ᠄ᠻ᠋ᠫ᠋᠋᠋ᠬ᠋᠋ᢑ᠋ᢗ᠋᠋᠋᠄ᢣ᠋᠋ᠴ᠋ᠴ᠘᠆ᡨᠣ᠋᠕᠋᠋᠋ᠮ᠋ᠳ᠘᠆ᠳ᠘ᠺ |
| Ms. Bates : If it is okay, my colleague, Victoria | |
| Madsen will address that. | |
| | |
| Chairman: Thank you. Ms. Madsen. | |
| je na svenska s | |
| Ms. Madsen: Thank you, Mr. Chairman. We | ݸݷݠᡄᡏᡃ, ᠘ᡃᠡ᠙ᠵᢗ᠅ |
| are always looking in Health for opportunities | |
| to ensure that as we are making policies and | ∆⊳/≪⊳ር™ (ጋኣ̀≻∩Jና): ୮ኁጋ ኣልᲮር™ |
| programs, as we are hiring people, and we are | ኣልᲮርંኈ (ጋኣኦበሀና): 'ሪታ°፞፞፞፞፞ፈቮ፞፟ ΔዮረペϷር፞ኈ ላዛ |
| training people, that our work is reflected in | 「あるしい (JAFI 104): '07 EI' APPRE' A+L」 「はちゃードアドーン」 C・ー PPでL。 Pのやして |
| Inuit societal values. An example that comes to | 1971日7日 20 C-2 PP C- PR 000 へやいつふくいちら、 Lodoコンド イマイッション |
| mind first is when we wrote the new <i>Mental</i> | <Δ< <id><Δ<<id><</id></id> |
| <i>Health Act</i> , when we went to the communities | <u>ACTONO C.</u> |
| and asked "what do you want to see in this?" | |
| We were told loud and clear that confidentiality | |
| is a barrier, and in Inuit culture it is not helping | |
| if families are not fully informed and involved. | |
| As you know, that led us to creating the | |
| | ር°ዉ ር`ለፈንው ልጭውፈልንጭበቦታውረገና የሶርጭጋልንውና በበናኛልንሁታንም የመልፈንግስት የሆኑ የስት የሰላ የ |
| | ᡣᡣᡪ᠋ᢞ᠗ᡧ᠘ᡠᢆᢩᢞ᠋ᡶ᠋ᡃᢑᠫ᠋ᡗ᠂᠋᠋ᡘᡰ᠔ᡧ᠕᠋ᠺᢓ |
| tikkuaqtaujuq (selected representative) and it is | ∩∩ና«ልኈႱႫ໊∿ႱႪჂና ⊲ຩል⊲₽∩ናႦ∾ՐናჂႱjႪ ር∆ຩd⊲ ፘፘዸ ⊲⊾∟ ⊲∿Ⴑ⊰ჼჼႦ∿Րና, ჼႦჂႺႠ₽⊲ჼჼ |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person | በበና«ልኈႱႫ [๛] ჀႪჂና ⊲ຩል⊲ዖበናႦኈዮናჂႱϳႪ ር∆ຩd⊲ ፘፘዸ፟ ሪዾኯ፟ ሪዾዀ ሪደ [™] ሪደ [™] ሪደ [™] ሪደ [™] ሪደ [™] ሪደ [™] ሪደ [™] |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the | ΠΠና%&やし |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the family member or the friend is a client of ours | ΠΠϚʹʹϐͺʹ·ͺͺϤ·ͽϽϲͺͺϤ·ϐͺϤϘͶϚϷϧͺͰϲϽ·ͺϳʹͽͺϹϪͽϥϤ ;Ϟ;;ϲͺϫͱͺϹϿͺͺϥϫϧϲϫͼϧϲͺͺͼϷϿϲ ϷϹϼϫϿͼ;ͺϫϲ; ͼϧϿϫϼϲϲͺϫϫ ϲϫϫϫϫϫϫϫ ϲϫϫϫϫϫϫϫϫϫ ϲϫϫϫϫϫϫϫϫϫ ϲϫϫϫϫϫϫ |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the family member or the friend is a client of ours and what the issues are around potential | ΠΠና«ል»Ⴑჾ » Ⴑ % ጋና ላ ል 4 2 በ ነ % Γ ና 2 ነ ώ σ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the family member or the friend is a client of ours and what the issues are around potential suicide, and that is definitely first of its kind in | ΠΠϚ< |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the family member or the friend is a client of ours and what the issues are around potential | ΠΠና«ል»Ⴑჾ » Ⴑ % ጋና ላ ል 4 2 በ ነ % Γ ና 2 ነ ώ σ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the family member or the friend is a client of ours and what the issues are around potential suicide, and that is definitely first of its kind in Canada. | ΠΠϚ< |
| <i>tikkuaqtaujuq</i> (selected representative) and it is mandatory for Mental Health to tell this person who is the chosen representative, that the family member or the friend is a client of ours and what the issues are around potential suicide, and that is definitely first of its kind in | ΠΠϚ««৬৬σ ⁶ ৬৬°) ⁵ Ϥ ⁶ «ΔΡΠ ⁶ 6° ⁶ |

member, that's not completely different. What is different is we have another position called the Inuit cultural advisor. They're not on a review board. They don't have a decision on the case, but their job is so important. They go to the individual and it's a mental health client. They ask them their perspective. They get that kind of individual information with a cultural perspective and bring it back to the review board to inform their decision. We did that to make sure that we weren't making a southern review board in Nunavut.

Examples go on, but another one is Akausisarvik, the new mental health addiction Nunavut recovery centre. You may know that that has been fully developed by an Inuit-led development team. Every single decision, every policy, every word of the programming, and what's going to be served as food have all been made on the decisions of the development team which is largely Inuit, both youth and elders. We have land-based treatment. We have elders counselling. Obviously, as my colleague said, there's more work to be done, but every day we have to look for opportunities to make sure everything we're doing is embedded with Inuit societal values. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Madsen. Mr. Anavilok.

Mr. Anavilok (interpretation): Thank you, Mr. Chairman. (interpretation ends) *Quana* for the responses. Kugluktuk has been having the youth and elders go out every spring, but they haven't gone out for, I don't know, maybe three or four years now. I think it might be due to funding or something. Anyway, I notice that the students are asking for it. The elders are asking for it because the elders know when the students enjoy it and they learn something, even especially the language. I just wanted to put that out there.

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My next questions are for the Representative for Children and Youth. On page 34 of your 2022-23 annual report, you note complementary principles of Inuit societal values and the *United Nations Convention on the Rights of the Child*. Only four of the eight frequently listed Inuit societal values are included in Table 2.

How do you resolve any conflicting perspectives which may arise when the application of Inuit societal values does not align with the principles included in the *United Nations Convention on the Rights of the Child*? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. I have not run into that situation, which is a good thing, and they should align. I think that what we did in this particular instance is we simply wanted to take some of the rights and show how they aligned with the *United Nations Convention on the Rights of the Child*. We worked with our elder advisors to complete that work in terms of looking at the *United Nations Convention on the Rights of the Child*, all the articles, and how they line up with Inuit societal values. Again, we haven't been faced with that situation, and again, I don't see how there would be a situation in which they would come in conflict. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Anavilok.

Mr. Anavilok (interpretation): Thank you, Mr. Chairman. (interpretation ends) Many of the principles listed under section 5 of the *Representative for Children and Youth Act* focus on supporting and strengthening family relationships. Have you encountered any situations where supporting the rights and interests of families made it difficult to address the rights and interests of individual children and youth and, if so, how did you resolve the ᢗ᠘ᡃᠳᡆᡃᠯᡄᢂ᠋᠘᠘ᠴᡄᠬᢣᡃᡃ᠋᠆ᢣᡄᠺᠫ᠋᠉ᢣ᠌ᠺᢐᡃᡆ ᡧ᠋᠋᠋᠋ᠴ᠂ᠯᠡ᠋ᡨᡳ ᠺᡄᡅᡬ᠙᠋᠘ᡃᡆᠯ᠋ᠴ᠂ᡠᡄᢂᡷᡃᡉ᠅ ᠘ᡄᢣ᠌ᢂᡄᢂᢤ᠙᠘᠅᠘ᠴ᠘᠋ᢤ᠋ᢄ ᡬᡃᢛ᠋ᡥᢗᢂ᠋᠄ᠴ᠋ᠬ᠈᠘ᠴᡄᠬᢣᡃᡥᠥ.

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| conflicts? (interpretation) Thank you, Mr. | Δব··ፇব (ጋ ^ֈ ንትበታ): |
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| Chairman. | ∆ڬ؇ ؇ٙ؞٩ۮڝ٩ۮ؋ۮٵ٦ ٢٢ ♦٩ڝ٨٢ مخط |
| | ᠻᠡᡧᠣ᠊ᢂ᠋᠖᠋ᢣ᠋ᢄ᠆ᡧᢁ᠖᠘ᢣᡪᡄᢅᠴ |
| Chairman: Thank you. Ms. Bates. | ᠴᡆ᠌ᢞ᠋᠋᠆ᡗᢦᠴ᠋ᡬᡃᢐᡰᡏ᠕᠆ᡣᡄᢂ᠋᠖᠉ᠺ |
| , | ᡩᢛ᠋᠋ᡥᡄᢂ᠆ᡆ᠙᠆᠆᠘᠖᠕᠆ᡧ᠘᠆᠕᠆ᡧ᠘᠆᠕᠆ᡧ᠘ |
| Ms. Bates: Thank you, Mr. Chairman. Again, | ᠕᠆᠋ᡣ᠖᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| we run into this from time to time where, first | ᠕᠋ᠳᠳ᠋᠋᠆ᠴᢉ᠂᠋᠕ᢣ᠌᠌᠌ᡔᡅ᠙᠀᠋ᡗ᠂ᡩᡄ᠋ᡗᠵ᠋᠆ᠮᡃ, |
| off, we don't resolve private matters, so | A\%dC>%b>LLr C, Lr |
| conflicts between parents and children. Again, | |
| what typically happens is where we're doing a | ᡖ᠐᠘ᡷ᠋᠌ᠫ᠌᠕ᢛᡆ᠘ᡕ᠋᠖᠘᠋᠋ᢕ᠋ᠴᡄ ᢗᢩᠮᡆ᠂᠋᠕᠉ᠳᢗᢂ᠆ᢆ᠘ᡕ |
| service from a government department and we | ᠂ᡃ᠋ᡖ᠋ᡃᢣ᠋ᠵ᠋ᡶᢦ᠋ᡝᢗ᠆ᢗ᠘᠘ᢛᡐᠾᠣ᠋ᠵᢣ᠋ᢛ᠂ᢗᡃ᠋᠋᠋᠘ᢞᢛ᠘ᡩᢧ᠘ |
| look at it from that lens, we don't get involved | ᠵ᠋ᠣᢑ᠋ᡠ᠋ᢆᡥᡄ ᡛᡀᠣᢦ᠋᠋᠋ᢣ᠋ᡆ᠋᠘᠋ᠴᢦ᠋ᢛ. ᡩᢣᢛᠠ᠘ᠣᢞᡅ |
| in If a child and their parents are having a | ᠄᠙ᠣ᠋᠋᠋ᡃ᠋ᡊ᠘ᠴ᠕᠋ᢧ᠘᠘ᡆ᠂᠕᠋᠃᠘ᢋ |
| dispute of some sort, it is not within the | ᠔ᡣ᠋᠋᠋᠉ᡣ᠕᠆ᡆᠺ᠋ᠴᢦᡰ᠋᠋᠆ᢣᡪᡬ᠅ᡅ᠋᠅᠋᠘ᢞ᠋ᠾᡄᢄᠴᡐ᠋ |
| Representative for Children and Youth Office | ᠘᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| to address. | ᠕ᡨᠴᡰ᠘᠆᠋᠋᠋ᢛᠫ᠘᠋᠋ᢗ᠘᠘᠆ᡐᠾᠣ᠈ᡔᠣᡃᡠ |
| to address. | ⊲⊂⋼┍⊂⊳₀∪. |
| A gain wa're looking at the complete heing | |
| Again, we're looking at the services being | ᡧ᠋᠋᠘ᡃ᠈ᠡ᠙ᠵᢗ᠅ᢆᡃ, ᡆ᠋ᠴᡆ᠘ᡃᡃ᠋᠖ᡃ᠋᠊᠋ᡔ᠋ᡶ᠋᠋᠋᠆ᠶᡃᢕ |
| rendered. We're looking at whether or not the | հልbĊ 34 ∆ዾርኪትና, የረ⊲σ 34 C∆⊍d⊲ |
| child's rights have been upheld with respect to | ᠘ᡄᡥᡃ᠋ᠫᡄ᠋᠋ᡊᢣᡃᡃᡆ᠋ᡗ᠋᠊᠘᠋᠋᠋᠋᠋᠉ᡃ᠋ᠥᡆ᠘ᡃᢆᢣᡐᠶᢗ᠂᠋ᡘᡬ᠋᠋ᡠ᠋᠅ᡶᠯ᠘᠋᠋ᡗ᠌᠌᠌᠌ |
| the department and how they delivered | ᠌ᡃᡶᠯ᠘᠋᠋ᡗ᠘ᠴᡄ᠋᠋᠋᠘ᢣᢆ᠄᠘᠘᠘᠘᠘᠘ |
| services. To my knowledge since I have been | ᠵ᠋ᡝᡆ᠌᠌ᢂ᠋ᠿ᠋᠄ᡆ᠋ᢄᡩᡆᢂᡬ᠂ᡆ᠋ᠵᢥ |
| the representative, the parent's wishes and the | ᡬ᠂ᡆ᠕ᡃ᠘ᡊᢂᡃ᠘᠋ᡗ᠕ᡧ᠆᠆᠕᠆ᡆ᠖ᡃ᠘ |
| child's wishes haven't conflicted with our | ᠘᠋᠋᠋᠉ᡃᠣ᠘ᢣᢛ᠋᠋ᡤᡄ᠘᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| advocating on behalf of the child as it relates to | |
| department services. Thank you, Mr. Chairman. | ᢣ᠋᠋᠈ᡉ᠘ᡙ᠕᠄᠕᠃ᠳ᠘᠆᠕᠂ᠳ᠘ᡔ |
| | ᡏᢛᠵᡃ᠋᠘᠕ᢛ᠙᠆ᠴᠾᡕ᠂ᡪ᠆ᠸᠧᢩ᠋ᠴ᠅ᢕᠧ |
| Chairman: Mr. Anavilok. | ᡧᡃ᠋᠋᠋᠋᠘᠋᠋᠆ᢗᢂ᠋᠋᠉᠘ᡄᡤᡃ᠈ᡔᡄ᠋᠕ᡷᡆ᠆ᢗ᠅᠋ᡰᡆᠺᢕ᠉ |
| | ᠘ᡨ᠋᠋ᠴ᠆ᡔ᠆ᡐ᠋᠋᠘᠄ᢐ᠋᠋᠋᠘ᢣ᠘ᢣᡗᢣᢂ᠋᠘᠆ᠴ |
| Mr. Anavilok (interpretation): Thank you, Mr. | ᠘°᠊᠋᠋ᢁ᠆<ᡝ᠆᠆ᡏᠣ᠋ᡏᡧ᠋ᢄ᠘᠆ᠴ᠘᠋᠋᠉ᡃ᠋ᠣ᠘ᡷᠮ. ᢗ᠘°᠊ᡆ |
| Chairman. (interpretation ends) I just want to | ᠘᠆᠋ᢗᡅ᠋ᡃᠫ᠋᠋᠕ᡩ᠋᠕᠆᠘᠖᠆᠘᠖᠕᠆᠘ |
| go to "Reporting on Our Activities, Individual | ᡗᠡ᠋ᡏᡆ᠘᠆᠋ᢗ᠋᠋᠋᠋᠆ᡔᢄ᠂᠖ᢄ᠘᠆ᡁᢄᡔ᠘᠆ᡁ |
| Advocacy Process," and the first question is for | ϽϚኈႱჃፚና. Ϲ៓ឩϚϹϷʹͽ ᢣᢛ᠋ᢩ᠙᠊<᠆ᡏ᠋᠊ᡆ᠋ᡆ᠘ᡕ |
| the Representative for Children and Youth. | ⅆⅆԺ⊳Ⴑ≟Ხ∆°ฉ ^ւ ℠Ͻ∿Ⴑ ጋԿ℠ՈՙՈၑҌ°ԺჇLհĊհL |
| | ᠈ᡃᡃᡆᡏ ^ᢘ ᠘ᡃᡟ᠙᠋᠌᠌ᠵᡬᡃ |
| Individual advocacy is one of three areas of | |
| work conducted by your office. Can you | Δ▶୵≪ϷϹና Ϸ (ϽϞϷႶͿና): ናd৮°Ⴍ广Ϸ. Γ ^៶ Ϲ ኣልbĊናϷ. |
| elaborate on the extent to which your office's | |
| operations focus on individual advocacy issues | ኣልbር፟^ና • (ጋኣትበJና): |
| compared to systemic advocacy issues or public | ᠘᠋᠋᠆ᢣᢀ᠋᠆ᡩ᠖᠕᠅᠘᠕᠅᠘᠘᠅᠘᠘᠅᠘ |
| awareness activities? (interpretation) Thank | ᢣ᠋᠋᠋᠋ᢛ᠋᠋᠙ᡄᡔ᠋᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ |
| you, Mr. Chairman. | ⊳ۥ٩٢٢ کە کە ھەرىكە ھەرىكە ھەرىكە ھەرىكە ھەرەپە ھەرە ھەرەپە ھە |
| • | ᠈ᡃᡆ᠋ᢞ᠋᠊᠋ᠴ᠋ᠮᡃ᠈᠋᠘ᡃᢣ᠙ᠵ᠋ᢗ᠋᠅ |
| Chairman: Ms. Bates. | |
| | Δ৬/ペレር ኈ (ጋኣንብሪ): ୮ ^៶ ር Δϭ ⁻ /୭ϭ |

| Ms. Bates: Thank you, Mr. Chairman. It's | ፚዻኁ፞፞፞ኯፇዻና (ጋ፟፟፟፟፝ነትበJ ^c): ዾ፞፞፞፞ኇኯ፟፟፟፟፟፟፟፟ ዾዾ፟፞፞ኯ፟፟ | | |
|--|--|--|--|
| difficult to compare individual advocacy versus | | | |
| systemic advocacy because the way the | ר⊂ר⊲י∂ליתלירי לייףר⊲י∟חטי, יףביר⊳רג≫∆י. | | |
| programs run are different, and then you have | [৻] d৮°এ广ঁ ^ϧ ᠘ ^ϧ ᠠ᠙Ϸᡤ [;] | | |
| communications and public awareness as a | | | |
| separate program with a separate purpose. | ∆•ץ≪⊳⊂י• (כלֹארטי): ד׳כ לגעכֹיּי. | | |
| The communications and public awareness program is focused on, as I said in my opening comments, making us known in the communities, making us known across Nunavut and conveying child rights. Again, they are not typically involved in individual advocacy cases or systemic advocacy. However, having said | \&bĊ^{\$\$\$} (Ͻ ^{\$} \>ΛJ ^{\$\$}): αd ^{\$†\$} Δ ^{\$} ν< Δ ^{\$} α ^{\$} ν Δ ^{\$} | | |
| that, when we're writing reports, specifically with systemic advocacy, the communications and public awareness program will take a role in terms of reviewing our reports and making sure that they're good, public-facing, and in good standing, quite frankly. | ርዮዉ ላጋበናbናኦሮናኌላኈጋኈ ፟ዸ፟፟፝፝፝ዾ ዖረላσ, ረዎጋና bጚረኌኈሁ. LጋΔኈbኦጚዾና ር፦dላ ሥሁኈጋሏኑና ኦልኈbቇ Δዸጐ, ረንረወና ጋ ኦናbኈbኦ፟፝፝ዾዾ. ር፦dላ ላናናሀርቪኈረኦሰና ላናናሀላውና 2022-23, ዻ፟ኇንርኦረደረልና, ለσናኌኮርኦረደረልና, ናዕናበኦጋ፞፞ምኈሁኇ ርኖዊσ ናዕናበናጋቦላናኬኈቦኈbኌላዛርር. | | |
| In terms of individual advocacy, again, individual advocacy and systemic advocacy do work somewhat together because, when they are reviewing individual advocacy cases, you often see systemic issues constantly coming up. | ᡬ᠋°ᡆ᠘᠋᠋ᡃ᠌᠉ᡃᠣ᠘ᡃᢣ᠋᠉᠋ᠴᢗᡃ᠋ᢆ᠍ᡶᠯ᠅᠋ᠫᡬᡐ᠋᠘ᡄ᠋᠅᠘ᡃ᠋᠋᠘᠅᠘ ᡬᡃᡆ᠋᠋ᠴ᠋ᡐ᠘᠈ᠯ᠋ᡝᡃᠴ᠂ᡏᡆᡔᢩ᠍ᡥᠥ᠊᠋ᡘᡃ᠋᠅ᢗ᠌᠌᠌ᡔ᠘ᢞᠦᡔᡗᡅ ᠴ᠆᠋᠆ᡐᠣ᠋᠋ᠴᡃᡄ᠋ᠺᢣ᠘ᢞᠦᢓᡣᡅ᠘᠋᠋᠋ᡋᢣ᠋ᢞ᠖᠘᠋ᠮ᠈ᠺ᠙᠌᠌᠌ᡔᡬ ᠬᡏ᠋᠋ᠻᢑᡐ᠋ᡶᢗ.᠂ᡏᠯᢞ᠊ᡅ᠋ᡤᡅ᠘ᡟ᠈᠙᠌᠌᠌ᠺᡬ | | |
| Our office has been in existence for a fairly lengthy time, so what we have learned from | Δﻪץ<ϷϹ· Ϸ (כוֹקר): ריכ בסליאססי | | |
| that is we keep seeing the same systemic issues inside individual advocacy cases. | Δ<-፟/ፇ< (ጋኣኦበJና): | | |
| Often there will be communication between the individual advocates. They're referring systemic issues over to our systemic researchers. Those systemic issues will go into | ĊჼdϤ·ϹϷʹჼ᠈᠘ჼჼႦႭϪ;ϚϤͼϓϯͳͽϪϧϟͼϭϤʹͼϧϹ ĊჼdϤ ϷʹϿϹϷϞͼ ϹϤͼͼͼϹϲͶͼϭ, ϳͼϭ ϪͼϷϭϪ;ϹͼͺϤϹϨͼͼͼϽϹͼ | | |
| our database and what we do is then, as systemic researchers, we look at what issues are being presented. It would have been last year, '22-23. The systemic advocacy program kind | የイላσ 'dልላሥጋጐሁ 'የΓ'ዖᢣኦላ°ዺናኑՐላጐሁ Ċ°ዺ ՙb൧℠ൎጋዖርኦጚኈ | | |
| of shifted its focus, so that we're dealing with systemic issues on a more proactive basis. | Δ▶/≪ϷϹ ℠ (ጋኣ̀Ბ∩Jˤ): ୮ኁር ኣልᲮርંኈ. | | |
| Something will come over and if it's something that we feel that we can deal with on the systemic advocacy side quickly, then often we will send the letter over to the department notifying them. | \&bĊ[*] (ϽϞϡΛͿϚ): Δϭ ⁴ Γ ^b Δ ⁴ γ≪ϷĊ ⁵ ^b . ⊲ Ͻ _Γ ⁻ ⁴ δ ³ ⁶ Γ ⁴ C Δ ⁴ ⁻ γ ³ ⁶ L ⁶ Δ 500 Ϸ ⁴ ⁶ ⁶ C ⁴ ¹ ⁴ σ ⁴ ⁶ ⁶ C ⁴ C ⁴ ⁶ ⁶ ⁶ ¹ ⁴ ⁶ ⁴ ⁴ ⁶ ⁴ | | |

Often systemic issues are directly connected to individual advocacy cases, and again a high number of the systemic cases that are sitting inside of our database have come directly from individual advocacy. When we're doing reviews on the systemic advocacy side, then on the individual advocacy side, the systemic researchers are often working with the individual advocates for cases that are specific to that particular issue.

I hope I explained that. Thank you, Mr. Chairman.

Chairman: Thank you Mr. Anavilok.

Mr. Anavilok (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that. I have one more question for you. Page 38 of your 2022-23 annual report describes your office's individual advocacy process. How effective has this process been in carrying out the mandate of your office and are you considering any modifications to the process? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Barker.

Ms. Barker: Thank you. Currently our processes are working very effectively, as you can see in our stats, which speak to the number of cases which are resolved.

Currently there are several phases to individual advocacy. It starts with we are a referral-based service. Anybody can make a referral to the representative's office, so that can be a young person directly, a community member, it can be a service provider, and when we receive that information, we determine if it does fall within the scope of our mandate.

From there, if we determine between the intake worker and the manager of individual advocacy that it is within our scope, we would open an ᠘ᠴᡄ᠋᠋ᠬᢣᡃᡆᡃᢗ᠋ᠫ᠅᠋ᢗ᠘᠋᠋᠋ᡶ᠋᠋ᡃ᠋ᠺ᠌ᢩ᠆᠋ᡘ᠅ᢗᢂ᠅᠋᠉᠋ ᠘᠋ᢤ᠋᠋᠋᠋ᡴ᠋᠋ᠺ᠆ᡩ᠖᠋ᡰᡷ᠅᠋᠘ᢄ᠅ᢕ᠘᠅᠋ᢕ᠅ ᠋᠘ᢕᢣᢂ᠋᠅ᡥᢗᠫ᠋᠋᠋᠅

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individual advocacy file and it would be assigned to an advocate for investigation and follow-up. The process of that can look differently, depending on the nature of the advocacy concern.

Sometimes there are multiple service providers that are involved. Our office is very effective at bringing those service providers together, that's a big part of our role, and finding creative solutions to provide kind of more wrap-around services to children and youth. We always try to remain in contact with young people and hear their views wherever possible when we're working on individual advocacy files.

From there, the advocacy file would, hopefully, come to a resolution. Files remain open until we either resolve the file, ideally, which is the bulk of our files are resolved. In 2022-23 we had 77 new individual advocacy files and of those files, 64 files were resolved. It does make up the bulk of our files.

There are times where we kind of reach the limit in terms of the advocacy that we are able to provide. For example, there are times where we work with the service providers to find solutions, but unfortunately the advocacy concern is still present. An example of that might be a family who is on a wait list for something like housing. We can provide some advocacy, so we can contact the Nunavut Housing Corporation, we can provide letters of support, for example, but at that point, we are kind of exhausted in terms of the advocacy work that we can do, and then at times, we do close files when we're unable to contact the client or if the child and family decline advocacy services.

I would say that our current service model and our processes are working very effectively, which I think our stats speak to. Thank you, Mr. Chairman. CL°Φ ϽΡイϷͻϳႱͻϭჼ Ρイϭϭ ϭϧϷͺϘͽ·Ⴑ ϭ;϶ϷͺϚϽϭͼͺͼϷϷͰ϶ϲͼͼϫϲϷͼ ΔͽϲͺϫϷϐ· ϲϲϲͼͼʹͽϲͼͺϹϹͼͼϽϭͼ ϧͼͰͼϐ ΛϲͺϹϒϿϫͼϲϲϫͼ ϲϪϳͼ ϲϲϞͼϫϲϫϲͼϲϲϲϲͼ ΔͼϒͼϷϲ;

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Mr. Anavilok (interpretation): Thank you, Mr. Chairman. (interpretation ends) My next questions are for the Government of Nunavut witnesses on the same subject, individual advocacy process, and for the departments of Education, Family Services, Health, or Justice.

Members of the public, children, youth, families, or parents are often at a loss when seeking information on government programs or services for children and youth. What kind of information referral procedure does your department have when contacted for assistance in seeking services for children and youth? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. I'll start off with the Department of Health. Ms. Madsen.

Ms. Madsen: Thank you, Mr. Chairman. Communication is one of the biggest problems, even though we all know it's the most important. It seems we're advertising how to access our services and still it's difficult for people because it's not just knowing the phone number; it's wanting to access the service. For example, I'm often asked, "How does someone go to mental health?" and the answer used to be, "Go to the health centre." We found out that sometimes people are not comfortable going to the health centre, so telling people how to access our services is only the first part of answering the question. The other part is giving them a way to access that's comfortable.

We try to use our paraprofessionals. We partner with the other parts of the Department of Health, and Health Promotion is very good with getting the word out. We have to do it in a lot of different ways. We do it through swag, as was mentioned by the Representative for Children and Youth earlier. Our Healing by Talking program, for example, when we go to **Δ▷/≪▷ርኈ** (ጋኳֹት∩Jና): ኀሪታ°ႭႠႦ. רגר א&טכֹኈ.

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I think that how to get our information out for people to access our health services is everchanging, and we have to do it at a lot of different levels, not just Facebook and not just word of mouth, not just a phone number, but constantly putting the word out there in a way that people can hear it. Thank you, Mr. Chairman.

Chairman: Thank you. Family Services next, Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. I agree with the sentiments of my colleague, Ms. Madsen. There are various mediums at present that aren't being utilized to reach communities. I know anecdotally that, generally speaking and historically, there wasn't a lot of information out there about family services. A lot of it would come via either the social worker or the income assistance worker or the career development officer or the homeless outreach worker, more recently.

Again, as I mentioned earlier, we recognize the significant importance of ensuring there are multiple pathways to accessing our services and understanding what those services mean for Nunavummiut. As part of our significant communications strategy in the coming months, everyone here will start to see a lot of information being populated in various mediums to better inform Nunavummiut about what Family Services does and how we can work together to ensure that they have meaningful access to the services and that the information can be easily shared. Thank you, Mr. Chairman.

Chairman: Thank you. Education, Ms. Hainnu.

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Ms. Hainnu (interpretation): Thank you, Mr. Chairman. Thank you, Member, for the question. (interpretation ends) In the Department of Education, if I understand your question correctly; I'm not sure if I do anymore, but I believe it is how we share information with the Representative for Children and Youth. I'm going to start off there.

As the Department of Education, we first share the agreement with the RCYO, the Representative for Children and Youth, and we inform all teachers that we are going to engage that they have the authority to ask for any records. We share information that way. Any notice from school visitation, we ensure the facility is accessible to the representative's office and if our youth are in the presentation, they are at the presentation. We showcase their posters. We have magnets. We engage with discussions through principals. That's pertaining to information we're sharing about the Representative for Children and Youth's Office.

As it pertains to how we share information about what services the Department of Education shares with community, it's through the district education authorities; it's through all of our activities; it's our website; it's everything to do with information. We're also creating brochures about what services, particularly student achievement, are provided now. We do presentations through the coalition for district education authorities. We have increased our funding so that community engagement can enhance and it is substantial.

If I didn't answer the question, I do apologize, but thank you, Mr. Chairman.

Chairman: Thank you, Ms. Hainnu. And Justice, Mr. Lawson.

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With the RCMP, I think the majority of the people know how to contact the RCMP. They can either go to their local detachments; they can contact headquarters or the emergency lines.

For Community Justice, we have Victim Services. When a major incident happens, oftentimes they get the contacts from the RCMP, or other stakeholders may contact Victim Services and Victim Services will contact the families themselves directly or go see them when there's a major incident or a traumatic incident.

With our Community Corrections, so for youth who are on a probation order or community order, they are fairly proactive. As soon as court is over or they're getting released, Community Corrections will ensure that parents are involved, that parents have their contact numbers if there are any issues. In that sense, Community Corrections has been proactive and they do an excellent job when it comes to youth.

Our Legal Services Board, when youth have been in trouble, does a fairly good job of making sure there are supports for youth that have been in trouble, with the lawyers and the community.

That's it. (interpretation) Thank you, Mr. Chairman. (interpretation ends) Thank you.

Chairman: Mr. Anavilok.

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 Mr. Anavilok (interpretation): Thank you, Mr. Chairman. I wish to speak to this issue in order for our viewing audience to comprehend this matter here, especially the residents who do not understand English, and to ensure my questions posed earlier along with the questions from my colleagues on how our communities can deal with issues related to our youth, their parents on ways to provide more support to them if they want to receive assistance from the government, schools, or the RCMP.

The workers just ask for their local phone numbers. When they want to find out, they can ask the DEA chair and board members since Nunavut has all communities that have these education or DEA bodies. I want to speak to this matter to ensure that our unilingual residents can understand where to go and who to contact in this area, both for our regular and elder residents. Thank you, Mr. Chairman.

Chairman: Thank you. To confirm, Mr. Anavilok, was that a comment or did you direct that...? Okay. Thank you. Before I go to my next name, Mr. Savikataaq, I wanted to give Mr. Lawson an opportunity to provide some follow-up information from a question earlier today. Mr. Lawson.

Mr. Lawson (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just want to confirm one of the questions about the RCMP statistics. There was a question around do they collect data on offences against youth, by adults, youth on youth, or vice versa, if they're victims or abused, either way, they do collect that data. I just wanted to confirm and let you know. (interpretation) Thank you.

Chairman: Thank you for that. Next name I have on my list: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I would like to continue a little bit on where some of the Members were asking questions;

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one is that the section 5(1)(c) of the *Representative for Children and Youth Act* states that "Inuit culture must be represented and supported in respect of decisions and actions concerning Inuit children and youth."

I would just like to ask the children and youth representative: how engaged is the section there with grandparents when there's a youth involved? In the Inuit societal values, well, in Inuit values, the grandparents play a big role, some more than others; depending on if the ones with the kids are too young, don't have their own place, or can't financially afford to support their kids. I just want to get the view on how the grandparents are involved in any case that's taken. Thank you.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. I thank the Member for the question. As I stated, any time when we're reviewing a matter or we're looking to find a solution, we work with the child and their family, and when we talk about the family, it includes grandparents or extended family and service providers. In that respect, we try to incorporate...again, when we're making decisions, we are always trying to act in the best interest of children, but we're also working with the child and the family, extended family included. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I pose the same question to Family Services. Thank you.

Chairman: Thank you. Mr. Ellsworth.

Mr. Ellsworth: Mr. Chairman, thank you, and thank you for the question, Sir. It's important to recognize that the application of C-92, although not codified within the framework of our standards and procedures, requires us to engage

many of the family members while we're assessing situations, and that includes grandparents, aunties, uncles, brothers, sisters, and the like. It's important in the context of child protection, especially the last thing we want to do is remove a child, and where it is necessary to do so in the circumstance, the first stop is family. Like you have mentioned, Sir, that family again includes grandparents, *anaanatsias, ataatatsias*, uncles and aunties. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Just for clarity, then, the grandparents are informed and included every time when there's a child involved, whether it's apprehension or a plan. Thank you.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: I don't think I can confidently say every time. I can confidently say where circumstances are appropriate, they are. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I'll go back to the child and youth representative. At the last Assembly, social passing was a very big topic, which is some students passing on to the next grade, even though they haven't shown their capabilities of finishing the current grade that they were working on. I believe it's still happening with education. My question to the children and youth representative is: is that a negative thing or a positive thing? For our child and youth representatives, is social passing a positive or is it a negative for the child? Thank you.

Chairman: Thank you. Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. I don't feel I'm in a position to answer that question because I would have to do a bit of research into it, quite frankly. I do think that, if I'm not mistaken, there is a systemic issue in our database related to...I don't believe it's related to social passing in education, but more so a different graduation certificate, and there's a different pathway after graduation. I do know that that is an issue that we have in the database. I can't say that we have looked into it extensively.

Again, I can see pros and cons with both of it because, does social passing limit that young person's future in terms of post-secondary school and those types of things, but I also see the pros of that in terms of the young person's self-esteem and all of those issues. Honestly, I don't feel like I have enough information to give an informed opinion, quite frankly. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Staying on Education's path here, still with the child and youth advocacy representative, quite a few letters of authority are issued to noncertified teachers to teach our students and our youth within Nunavut. I myself believe that that is a detriment and a negative to the student that is supposed to be taught and learn from a certified teacher. I would just like to get the child and youth representative's position on non-certified teachers teaching our young students. Thank you.

Chairman: Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. I thank the Member for the question. Honestly, you have told me a piece of information that is new to me. I'm certainly familiar with letters of delegation as it relates to family services. In order to do child protection work or exercise authority under the *Child and Family Services Act*, you have to have a letter of delegation to do so. I strongly believe that that's very important because there's an element of ensuring that that person has the core competencies, if you wish, the skill set, and the knowledge to perform those functions and duties under the Act. I think I would take the similar position with respect to a teaching authority, quite frankly. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I'll ask the Department of Education now, then. Is it not a negative to the child that's being taught by a non-certified teacher by having a person teach under the letter of authority for the whole entire year to a certain grade? Thank you.

Chairman: Ms. Hainnu.

Ms. Hainnu (interpretation): Thank you, Mr. Chairman. Thank you, Member, for asking that question. (interpretation ends) I do agree with you wholeheartedly that a letter of authority teacher who doesn't have the pedagogy and the methodology behind how to be a teacher is in a classroom, many things factor into that; lack of housing. Teachers in Nunavut share housing units just to make some of the status quo. We have no place to put anyone. In communities where there's a lack of housing and no qualified teachers in the community, we have two options and the options are letter of authority with supports from a learning coach or we split teaching, which is disruptive not only to the one class but two classes; so many things.

What we have done as a department is a letter of authority. We have been reviewing the letter of authority directive. It's in the final stages. We're looking for legislation input from the policy shop to finalize it. We also have instructed regional offices not to do letters of authority at the moment and, if there are special circumstances, let's say, communities don't have staff housing to staff teachers, so have the dialogue with the district education authorities of what do you want to do.

As a department, we have gone to Nunavut Housing to say that we need more housing for our staff. We can't retain staff for long periods of time. Once they start having families, they move away. That's when we need them the most, is when they become family and they can relate to what is it like to have a child and what does your child deserve as a teacher in the classroom. We're in a really difficult position there.

What we are trying to put in place is a learning coach, a letter of authority hire directive so that there is accountability and check-in points, and so on, but that is a last resort, a letter of authority hire. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I thank the official for the response there because I myself feel that it's a detriment to our youth and our students to be taught by a non-certified teacher. Health has a hard time getting nurses, but thankfully they're not using a letter of authority type certification to give us our health needs. Hopefully we never get to that, but that's just a comment here.

Staying with the child and youth advocacy worker now, earlier you stated that there has been no conflict between the youth and parents that you've had to resolve. I could see one that might come and I'm curious on how it would be handled.

It's not so prevalent now, but it was when I was younger and going to school, when the youth

finishes school and they have to go to another community or down to a city to go to school and they want to, and they're not the age of majority yet, they would need their parents' consent.

If their parents don't consent and the youth wants to go on to further education, if that was brought before the child and youth representative worker, how would it be handled? Thank you.

Chairman: Ms. Bates.

Ms. Bates: Thank you, Mr. Chairman. I thank the Member for the question. As I stated before, it would be considered a private matter between a parent and a child. It wouldn't fall within our mandate, basically, to review it because again, there's no department involved in that. It's really between a parent and a youth trying to come to some consensus around how to move forward. We don't get involve in those particular situations. If the Department of Education was involved, again, I don't see a point where... . Normally, we are reviewing the department, again, not the parent or the child.

I hope that answers the question. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I am just going back and forth here to give people a little breather here. I will go over to Family Services now.

Back on May 30, after the Auditor General's report on family services, the Premier put out a statement and it was, "Premier P.J. Akeeagok today released the following statement responding to the reports of the Auditor General of Canada titled Child and Family Services in Nunavut and COVID-19 Vaccine Distribution in Nunavut." It goes on to say:

"Children are the future of our territory. As Premier, and as a father, I am deeply disheartened by her report that says the delivery of child and family services in Nunavut is in a crisis state."

It goes on to say, "Our response must be swift. With the full support of Cabinet, the government is unlocking the resources necessary to enable the Departments of Family Services, Health, and Human Resources to respond financially and with increased human capacity. The Department of Executive and Intergovernmental Affairs (EIA) will establish a Government of Nunavut (GN) audit and support function and develop a performance accountability framework. Taking a whole-ofgovernment approach, EIA will provide oversight across departments for services related to the wellbeing of children, youth, and families."

It has been almost a year since this was out. Has Executive and Intergovernmental Affairs had an audit or talked with Family Services since this was put out? Thank you.

Chairman: Thank you. Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. Thank you, Member, for the question. I think it's an important one. I'll touch on all of your points in sequence, if I may.

Mr. Chairman, together the government has unlocked significant resources as it pertains to responding to the Auditor General's performance audit. There have been additional allocations in the Department of Family Services and Nunavut Arctic College and other departments. That's the unlocking of the financial resources. We have added additional human resources to the tune of 34 individual positions in the Department of Family Services alone, 28 of which will be social workers that will respond to our capacity as it relates to our ability to actually discharge our mandate under the Act, but also be able to collect the very important data that has necessarily been missing over the course of many, many, many years.

Recalling that this crisis didn't just happen overnight, this crisis has been compounding, I can confidently say, for probably 50 or more years, and so it's really important to ensure that what we're doing has a swift response. Although it may not seem on the face that the response has been swift, immediate action was taken, recognizing that there are processes of government that require time, such as the budgeting process, such as human resource processes and such.

Next, you spoke about or asked about the audit and I think that statement was made in a broader sense around the performance of the government generally speaking. I cannot speak to EIA as they are not present and it's not my position to do so, but what I can say is that we have met regularly to ensure that our work is aligned with the outputs that are required to address the very serious systemic issues and the crises that exist within Family Services.

As an aside, in addition to the regular meetings of the DMC, as we call it, the Deputy Ministers' Committee, relevant departments have had general meetings on this item. We have also engaged and continue to engage the Office of the Auditor General through the lens of them assessing the feasibility of our response, advising on it, taking their views fully into account. Again, we have worked with Ms. Bates' office to ensure that our outputs will be aligned with their views in terms of how we can address the systemic changes. While I mentioned that there hasn't been an audit *per se*, I believe the intention of that statement, and I may be wrong, was that the government will take steps to necessarily create a framework on a government scale to ensure that services relevant to children and youth have a regular check and balance or a performance audit function.

I believe that answers the enquiry, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Of the 34 new social worker positions, I believe they're social workers, how many are currently filled with indeterminate workers as of today? Thank you.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. We were just allocated those additional resources commencing 21 days ago, three weeks, but what I can say for the benefit of this Committee and for Nunavummiut is that every step necessary to activate those positions on our side of the equation and in working in consultation with Human Resources, a very important relationship to successfully recruit for these positions, we're going to be pushing these out as quickly as possible.

I believe there was a question on this point in Committee of the Whole, Mr. Chairman, around the number of competitions that have occurred since the release of the Auditor General's report. I apologize; I'm attempting to find that specific number, but I do know that it's quite significant, if I'm the not mistaken. I can get back to the Committee with confirmation, but it's upwards of 20 social worker positions that have been filled since the release of the report. Lastly, just to clarify, Mr. Chairman, Mr. Savikataaq mentioned 34 social worker positions. It is 34 family wellness positions, 28 of which are social workers, but there are also important functions such as the capital planner position which, as we know, is going to be really important in terms of developing territorial capacity to, hopefully, build infrastructure to see a decrease in the need for out-of-territory placements. We also have family resource workers that will be coming online. We also have training specialists that will be coming online as well, recognizing that not only has there been a lack of training; there has been a lack of recognition of the occupational health and safety needs of our social workers. That's another position that's coming online, Mr. Chairman.

I know I was long, I apologize, but I wanted to make sure it was a fulsome answer. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Would Mr. Ellsworth say, then, that these positions have finally been allocated as swiftly when the announcement was made a year ago and the vault was going to be unlocked? Thank you.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. Recognizing the necessary processes that government requires for these kinds of adjustments, I would say they are as swift as they could have been, Mr. Chairman. Thank you.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. There are other processes. There's over a 40 percent vacancy rate within the government. Positions can be moved, positions can be reprofiled, so I disagree, that this is not swift. It has been almost a year now, and these children are still with the same number of workers that were there whether the audit came out. Hopefully this will make a difference now.

Going on, on the opening comments from the child and youth advocacy worker, she stated that in the Family Services' annual report for the 2021-22 year, 518 sexual harm referrals were reported. That is a scary high number, a number that should never, ever be that high. In these new positions, are there any that are going to be dedicated solely so that all these children who have been sexually harmed can be helped? Thank you.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Mr. Chairman, I appreciate the gravity of those numbers and it's something that we absolutely will need to work to address moving forward. I would say that every one of these positions will play a pivotal role in addressing this reality. We don't have a dedicated position specifically for that, but certainly I would be more than happy to undertake a review of that suggestion and come back to the Committee with what direction we will take in that regard. Thank you, Mr. Chairman.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I would highly recommend that Mr. Ellsworth do that because over 500 sexual harm referrals in one year is a number that we should never, ever see. I know the RCMP, when they have investigators that are going for child sexual abuse, they have specialized training, and I believe that the Department of Family Services should be going in that direction too. With a number that high, there should be not one, I don't know what the number is, but more than one that are specialized in child sexual harm or assaults or abuse, whatever the word you want to use. Can we get a commitment here that Family Services will go in that direction where they have a specialized person that deals with child sexual abuse and harm? Thank you.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. Of course, we're committed to that.

I would just like to inform the Committee, Mr. Chairman, and Nunavummiut that we work very closely with the RCMP when it comes to these kinds of allegations. There is very specific training for the social workers when it comes to allegations of sexual abuse called Step-Wise, which is part of our core training for every social worker.

We work very closely with Umingmak with respect to referrals, and quite frankly we are looking at enhancing Umingmak's capacity to ensure that there are sustainable resources in place to address this meaningfully, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. It's nice and it's good that Family Services works with the RCMP, but the RCMP's job is totally different than Family Services' job in taking care of the kid. Their role is to investigate and lay charges if need be. Family Services is to take the child out of harm's way and take care of that child as best to stop the harm and to start healing the harm that has been done.

Umingmak does very good work and I'm glad they're there, but that is not Family Services' mandate. Family Services should not depend on outside sources in order to facilitate to heal and stop the harm that's happening to these children. I highly still encourage that they get someone that is specialized in that because Family Services should not have to rely on outside agencies to get the work done that has to be done and should be done by Family Services. Could we just get that commitment? Thank you.

Chairman: Mr. Ellsworth.

Mr. Ellsworth: Thank you, Mr. Chairman. As I mentioned earlier, I'm wholly committed to this, and I would also agree that there are different roles that we have in terms of the RCMP, family services, mental health, education, Umingmak, and other stakeholders. I think this situation requires a highly concerted approach where, you're right, Sir, the RCMP does a criminal investigation, but Family Services does their own investigation through the lens, again, of a child in need of protection. Yes, we are committed to ensuring that resources are allocated to responding to the numbers that are presented within the report to which you reference. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Just moving on here to a different topic, in the opening comments from the Department of Education on page 5, you stated that due to overcrowding, it's not fair for the children, so they've got a new formula for distribution of staff across the schools has changed and they're getting an additional 94.5 new positions over three years. Are all of those positions teachers? Thank you.

Chairman: Ms. Hainnu.

Ms. Hainnu: Thank you, Mr. Chairman. I thank the Member for the question. No, so in the past, we didn't have any basic requirement for a secretary, *ilinniarvimmi inuusilirijiit*, and/or SSAs, or student support assistants. In the last three years that it took to roll out this new head count from the attendance-based student-educator ratio, some of these positions are secretary student support assistants, *ilinniarvimmi inuusilirijiit*, and even custodians are included. Thank you.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Then I'll ask: of the 94.5 positions, how many are new teaching positions for certified teachers? Thank you.

Chairman: Thank you. Ms. Hainnu.

Ms. Hainnu: I thank the Member for the question. Thank you, Mr. Chairman. 27.5 were dedicated Nunavut Teachers Association members, so certified teachers. In addition to that, due to the rollout of full-day kindergarten, we've had an additional 12 extra since. Thank you.

Chairman: Thank you. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. Of those 27 new teaching positions, I don't know if the official would have it here or not, but which communities will they be going into? Thank you.

Chairman: Thank you. Ms. Hainnu.

Ms. Hainnu: Thank you, Mr. Chairman. I thank the Member for the question. I have the entire background data for every community, and I'm trying to find out if we did differentiate. I don't believe I have it right in front of me, but I can get it for you. Thank you.

| Chairman: Thank you. Mr. Savikataaq. | |
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| Mr. Savikataaq : Thank you, Mr. Chairman. This will just be a comment. I may have more questions later depending on what is asked here, but the youth are our future here in Nunavut and to give them a fighting chance to become productive members of our society, we have to protect them along their way and give them the best possible tools in the best possible atmosphere for them to grow up to be productive members of our society and that are happy and that are safe. | |
| We have to break the cycle of child abuse, child sexual abuse, and if drastic action is not taken, I don't think we will be breaking that anytime in the near future. I encourage everyone on the government's side and the child and youth advocacy representative that we all have to work together to make sure that the cycle is broken. Thank you. | |
| Chairman : Thank you, Mr. Savikataaq. Well said. Next name I have on my list: Ms. Quassa. | |
| Ms. Quassa (interpretation): Thank you, Mr. Chairman. (interpretation ends) My questions are going to the Representative for Children and Youth. On average, how long does it take for a case to move through each of the phases of the individual advocacy process described on page 38 of your 2022-23 annual report? (interpretation) Thank you, Mr. Chairman. | |
| Chairman: Thank you. Ms. Bates. | |
| Ms. Bates : Thank you, Mr. Chairman. If it permits, I would like Olivia Barker, the Manager of Individual Advocacy Services, to answer. | |
| Chairman : Thank you. Go ahead, please, Ms. Barker. | |

Ms. Barker: It really depends on the complexity of the advocacy concern. As I mentioned earlier today, we have both advocacy files and comprehensive advocacy files.

I think you were also asking the length of time it takes to go through the entire process. Between receiving a new referral and assigning it to an advocate, it is very quick. We do have specific performance measures that we need to meet, and that is two business days. From the time that we receive a new referral in our office to opening the file, getting in touch with the referral and the service providers, it is a twoday window.

In terms of the time needed to fully resolve an advocacy file, it really varies. It can be a number of days if it is a basic advocacy file, but for more comprehensive files, it can be several months. We have had files open for years, unfortunately. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Barker. Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chairman. Thank you for your response. (interpretation ends) On page 38 of your annual report, it is noted that at the "Investigation and Problem Solving" phase of the individual advocacy process, if "basic advocacy support isn't sufficient to resolve a complaint, comprehensive advocacy support is initiated." Can you provide further detail on how that decision is made to escalate your office's efforts to provide comprehensive support? (interpretation) Thank you, Mr. Chairman.

Chairman: Ms. Barker.

Ms. Barker: Thank you for the question. We would open a file, yes, we would receive the intake information and from there, we would assess whether it is within the scope of our

| office or not. From there, the advocate assigned to the file would gather initial information to help us to determine if it is a basic advocacy file or a comprehensive advocacy file. That process is done within the first ten days of opening a file. We have an information-gathering document and that document is completed after initial information from service providers and from speaking with the youth themselves, speaking with the referral source. In consultation with the manager of individual advocacy, we would determine whether it was going to be resolved through basic advocacy. Thank you, Mr. Chairman. | |
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| Chairman: Thank you. Ms. Quassa. | |
| Ms. Quassa (interpretation): Thank you, Mr. Chairman. Thank you for your response. (interpretation ends) Page 39 of your 2022-23 annual report provides a brief description of your office's "Policy and Procedure Manual." It states that "the individual advocacy team created and updated a number of internal administrative workflows, such as processing intakes and coverage of the RCYO's texting platform." Can you elaborate further on what the purpose of this "texting platform" is? (interpretation) Thank you, Mr. Chairman. | |
| Chairman : Thank you, Ms. Quassa. I know Ms. Foster covered some of the information regarding the texting platform, but I think it might be worth noting what types of issues come through this texting platform and how does your office address it. Ms. Bates. | |
| Ms. Bates : Thank you, Mr. Chairman. If permitted, I would like Kim Foster, the Manager of Communications and Public Awareness, to take this question. | |

Chairman: Thank you. Please proceed, Ms. Foster.

Ms. Foster: Thank you for the question. Yes, just to talk briefly about the texting platform itself, we use software called iCarol. I had to double-check the name. We use iCarol. It does differ slightly than texting on a cellphone. Having the texting platform go through iCarol keeps it secure and confidential, right? It just has all these other checks and balances that our phones don't have, and so we do everything through iCarol. That way too is also managed within business hours. There are a lot of different metrics and information that we can collect from the software because it's just more comprehensive than a cellphone is, right? We're actually able to kind of look at some of the analytics and statistics that come from that, just to teach briefly on that.

Then in regard to the issues that we would address through the texting platform, they would be no different than regular advocacy issues. Again, I think that in some cases, there's a certain level of anonymity through text, if you didn't have to call the office or send an email, because all we have then is the phone number. We don't have any personal information on the individual. Through texting, it would be the exact same issues that we would deal with.

I do think, though, that we find they are from older kids, right, that do have cellphones and those types of things, but it just seems to be a great way to kind of get a dialogue and to start to build that trust and rapport with the young people when you can do it behind your screen a little bit, before we get on the phone with them. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chairman. Thank you for clarifying this issue. (interpretation ends) Table 5 on page 40 of your 2022-23 annual report notes that 77 percent of all new individual advocacy cases involved the Department of Family Services. How many of these cases also involved another department? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Barker.

Ms. Barker: Thank you to the Member for the question. I don't have the number directly in front of me regarding the number of files involving another department, but I can certainly get that information for you. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Barker. Maybe on that note, we will adjourn for the day. We've only got a couple of minutes left of our scheduled day, anyway. I will see everyone here tomorrow morning at 9 a.m. and maybe Ms. Barker will be able to provide a little bit more information at that point. Thank you very much and have a good evening, everyone.

>>Committee adjourned at 16:54