

NUNAVUT HANSARD
UNEDITED TRANSCRIPT
WEDNESDAY, MARCH 5, 2025
IQALUIT, NUNAVUT

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Legislative Assembly of Nunavut

Speaker

Hon. Tony Akoak
(Gjoa Haven)

Hon. David Akeeagok
(Quttiktuq)

Minister of Justice; Minister for Labour; Minister responsible for the Human Rights Tribunal; Minister of Economic Development and Transportation; Minister responsible for Nunavut Business Credit Corporation; Minister responsible for Nunavut Development Corporation; Minister responsible for Mines; Minister responsible for Trade; Minister responsible for Mines

Hon. P.J. Akeeagok
(Iqaluit-Niaqunngu)

Premier; Minister of Executive and Intergovernmental Affairs; Minister of Culture and Heritage; Minister of Indigenous Affairs; Minister responsible for Immigration; Minister responsible for the Utility Rates Review Council; Minister responsible for Seniors; Minister of Languages

Bobby Anavilok
(Kugluktuk)

Janet Brewster
(Iqaluit-Sinaa)

Hon. Pamela Gross
(Cambridge Bay)

Deputy Premier; Minister of Education; Minister of Human Resources; Minister Responsible for the Workers' Safety and Compensation Commission

George Hikes
(Iqaluit-Tasiluk)

Deputy Speaker; Chair of the Committee of the Whole

Hon. David Joanasi
(South Baffin)

Government House Leader; Minister of Community and Government Services; Minister of Environment; Minister of Energy

Joelie Kaernerik
(Amittuq)

Mary Killiktee
(Uqqummiut)

Hon. Lorne Kusugak
(Rankin Inlet South)

Minister of Finance; Minister responsible for the Nunavut Housing Corporation; Minister responsible for Liquor and Cannabis Commission; Minister responsible for Liquor and Cannabis Board

Adam Lightstone
(Iqaluit-Manirajak)

Hon. John Main
(Arviat North-Whale Cove)

Minister of Health; Minister responsible for Suicide Prevention; Minister responsible for the Qulliq Energy Corporation

Solomon Malliki
(Aivilik)

Deputy Chair, Committee of the Whole

Hon. Margaret Nakashuk
(Pangnirtung)

Minister of Family Services; Minister responsible for the Status of Women; Minister responsible for Homelessness; Minister Responsible for Poverty Reduction; Minister responsible for Nunavut Arctic College

Karen Nutarak
(Tununiq)

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(Hudson Bay)

Joanna Quassa
(Aggu)

Inagayuk Quqqiaq
(Netsilik)

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Iqaluit, Nunavut
Wednesday, March 5, 2025

Members Present:

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

>>*House commenced at 13:30*

Item 1: Opening Prayer

Speaker (Hon. Tony Akoak) (interpretation): Good afternoon. Before we proceed, Mr. Malliki, please say a prayer.

>>*Prayer*

Speaker's Statement

Speaker (interpretation): Good afternoon, everyone. I would like to start this afternoon by welcoming all our colleagues. We are here today to serve our people of Nunavut, and I appreciate every one of you today.

Ministers' Statements. Hon. Minister of Family Services, Ms. Nakashuk.

Item 2: Ministers' Statements

Minister's Statement 553 – 6(2): Ikur'raq Cabins

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

(interpretation ends) Mr. Speaker, reducing homelessness and identifying options for housing for our homeless population is one of the government's commitments in the Katujjiluta mandate.

Today, I am pleased to share that the Department of Family Services has signed a contribution agreement with Infrastructure and Communities Canada under their Unsheltered and Homelessness and Encampments Initiative to allocate \$1 million to support the construction of community Ikur'raq cabins.

This program idea was developed at the Nunavut Roundtable for Poverty Reduction. Ikur'raq cabins provide a space where people can go for respite from the cold or from the stresses created by overcrowding and homelessness.

Mr. Speaker, the department will provide grants up to \$50,000 to non-profit societies, hunters and trappers organization, municipalities, or businesses for materials, labour, and costs associated with building the cabins. The department issued an open call for proposals this past January and is also working with partners to provide targeted supports to our homelessness outreach clients.

Mr. Speaker, I am mindful that homelessness affects every aspect of one's life and family. Nunavummiut are capable people with many skills and abilities, but without a safe place to stay, it is difficult to take steps forward and participate in our communities. Ikur'raq cabins are an additional support in our suite of homelessness relief programs.

Qujannamiik, Mr. Speaker.

>> *Applause*

Speaker: Minister's Statement. Hon. Minister of Health, Mr. Main.

Minister's Statement 554 – 6(2): Pediatric Clinic Vision Services in Kugaaruk

Hon. John Main (interpretation): Thank you, Mr. Speaker. Good afternoon, my colleagues. A good afternoon to all my four-eyed colleagues here in the House.

Mr. Speaker, I rise today to provide an update on efforts towards providing Nunavut children improved access to vision care services. Ensuring children receive proper eye care is essential for their overall well-being, academic success, and long-term health.

Through the Non-Insured Health Benefits (NIHB) program, vision care services—including eye exams and eyewear—are funded by Indigenous Services Canada and delivered in partnership with the Department of Health. Our department is supporting vision teams' travel to all Nunavut communities to ensure Inuit have consistent and equitable access to these critical services.

In December 2024, the first pediatric clinic was held at Arviligruaq Ilinniarvik School in Kugaaruk, where 114 children received comprehensive eye exams. Of those examined, 46 children received their first pair of glasses, and, notably, 11 children were identified as legally blind without corrective lenses. These clinics are making a real difference in the lives of Nunavummiut children by ensuring that vision impairments are detected and addressed early.

Mr. Speaker, I am pleased to share we are working with community health centres, optometrists and service providers to set up pediatric vision care clinics throughout Nunavut in the coming year. The Department of Education is also helping bring these essential vision clinics directly to schools. There has been significant interest, and many Nunavut schools are coordinating with Health to organize the clinics.

Health is actively collaborating with Indigenous Services Canada to improve our data sharing and forecasting, so that vision care services meet the needs of growing communities. We are also working to expand the capacity of travelling vision care teams by procuring additional equipment, with funding discussions currently underway.

Mr. Speaker, clear vision is vital for a child's learning and development. By expanding pediatric vision care services, we are taking meaningful steps to support overall child health and ensuring that all children in Nunavut have access to the vision care they need.
Matna.

>> *Applause*

Speaker: Minister's Statement. Hon. Minister of Environment, Mr. Joanasié.

Minister's Statement 555 – 6(2): 2023 Dolphin and Union Caribou Herd Estimate

Hon. David Joanasié: Mr. Speaker, I rise today to provide an update on the status of the Dolphin and Union Caribou herd in the Kitikmeot region. The department of Environment completed an aerial abundance survey from October 23 to November 2, 2023, and a final report was provided to co-management partners in December 2024.

I am pleased to announce that the recent survey results suggest the population trend is likely stable. The Nunavut communities that harvest from this herd include Cambridge Bay, Kugluktuk, Umingmaktok and Kingaok. Engagements with residents and hunters from these communities provided valuable input which was incorporated into the survey design. My department has finalized consultations and looks forward to sharing results with the communities.

Mr. Speaker, Dolphin and Union caribou are listed as a species at risk and currently in the process of being uplisted to Endangered under the federal *Species at Risk Act*. As a result, the information collected from this survey supports the federal decision-making process.

Mr. Speaker, I would like to take this opportunity to thank the communities, our co-management partners and funding agencies who continue to support research on this important caribou herd. Thank you, Mr. Speaker.

Chairman: Minister's Statement. Hon. Minister of Economic Development and Transportation, Mr. David Akeeagok.

Minister's Statement 556 – 6(2): 2023 Crafted Sealskin Benches in the Kivalliq Long-Term Care Centre

Hon. David Akeagok (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I rise today to recognize the important role of sealing in Nunavut and to highlight a meaningful contribution from our Fisheries and Sealing Division through the Dressed Sealskin Program.

Our government remains committed to supporting sealing, ensuring that it continues to benefit Nunavummiut and remains a vital part of our identity.

Through the Dressed Sealskin Program, we are helping to strengthen this tradition by ensuring locally harvested sealskins stay in the hands of our people. One recent example is our contribution to the new Elders' Centre in Rankin Inlet, where Nunavut-harvested sealskins were used to create a custom seating area.

This project reflects not only the artistry and skill of our local craftspeople but also our collective commitment to preserving and promoting Inuit traditions.

Mr. Speaker, the Kivalliq Long-Term Care Centre is an important addition to Nunavut, providing Elders with the care they deserve in their home territory. By incorporating beautifully crafted sealskin benches into this space, we are honouring the knowledge, history, and resilience of those who came before us. This initiative is a testament to the enduring role of sealing in our communities and our responsibility to ensure its future.

Thank you, Mr. Speaker.

Speaker: Minister's Statement. Hon. Minister responsible for Nunavut Arctic College, Ms. Nakashuk.

Minister's Statement 557 – 6(2): Memorandum of Understanding

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker for recognizing me again today. Today I rise as Minister for Arctic College. We signed a memorandum of understanding with Qikiqtani Inuit Association President Olayuk Akesuk for a partnership to deliver training and research in the High Arctic.

Qikiqtani Inuit Association is building a Research and Training Centre in Pond Inlet, set to be completed in 2026. The centre is a key step in empowering Inuit to engage fully in employment opportunities, offering space for organizations and educational institutions to increase Inuit participation in a diversified and evolving economy.

This agreement will create a hub for training and skills development in fields such as conservation economy, Inuit governance, mining, Inuit Qaujjimajatuqangit, and research. Through continued collaboration, it is hoped that the centre will be able to offer university-level programs and specialized training in fields such as industrial trades, environmental management, administration and health.

Mr. Speaker, the Katujjiluta mandate laid out a vision for the Government of Nunavut to collaborate proactively with Inuit organizations, including in education. This partnership is a significant contribution to these efforts. I look forward to seeing these efforts result in graduations in the future.

Qujannamiik, Mr. Speaker.

Speaker: Item 3, Members' Statements. Member for Tununiq, Ms. Nutarak.

Item 3: Members' Statements

Member's Statement 762 – 6(2): Memorandum of Understanding Signing

Ms. Nutarak (interpretation): Thank you, Mr. Speaker. I would like to thank the minister as well. I do want to talk about Pond Inlet. On behalf of Pond Inlet I am very pleased that we will be able to celebrate the MOU between the Qikiqtani Inuit Association and Nunavut Arctic College.

When they signed the MOU I was very pleased and I expect good things, that there will be good educational materials in the community of Pond Inlet. There are 33 rooms upstairs and also at the lower level there will be classrooms.

I'm very pleased. Education is very important and that we'll be able to showcase the importance of education. Also, Pond Inlet wanted to see this.

I also would like to thank QIA, Nunavut Arctic College and a representative of QIA. I was very pleased that he was able to attend the special occasion. Thank you, Mr. Speaker.

Speaker: Member's Statement. Member for Netsilik, Mr. Quqqiaq.

Member's Statement 763 – 6 2): Childcare Services

Mr. Quqqiaq: Thank you, Mr. Speaker. Mr. Speaker I rise today to acknowledge that B2Gold Nunavut and Taloyoak's Netsilik School had partnered to develop the "Youth Care Club."

Mr. Speaker, the club offers child care training to Inuit youth, provides childcare services to school volunteers and adult students, allowing for increased after-school programming and a pathway for adult students to complete school activities.

Mr. Speaker, as of February 2025, the club has seen a total of 10 youth caregiver complete their certification while also providing childcare services for eight to 10 children at a time, four afternoons per week.

Mr. Speaker, the provision of these childcare services is not only teaching youth caregivers valuable skills but also allowing for the running of an after-school welding program, a print-making course, Girl Guides, and allowing adult students to complete necessary school work.

Mr. Speaker, funding for this program is provided by B2Gold Nunavut and the Kitikmeot Inuit Association through their “Stay in School Initiative.”

Thank you, B2Gold Nunavut, and Kitikmeot Inuit Association. Thank you, Mr. Speaker.

Speaker: Member’s Statement. Member for Baker Lake, Mr. Simailak.

Member’s Statement 764 – 6(2) Commissioner’s Award

Mr. Simailak: Thank you, Mr. Speaker. Good afternoon, all. People of Baker Lake, good afternoon. (interpretation) Have a good day.

Mr. Speaker, I would like to recognize Irene Avaalaaqiaq Tiktaalaaq. On February 10 our Commissioner of Nunavut had awarded Avaalaaqiaq for 2024 Commissioner’s Art award in English.

(interpretation ends) “It is an honour to recognize Irene Avaalaaqiaq Tiktaalaaq for her distinguished career in the arts. She is renowned for her drawings, prints, sculptures, and remarkable wall hangings.

Her art is rooted in her life on the land and the stories and legends her grandmother told her. Her world view comes from an oral tradition that she expresses with bold shapes and contrasted colours.”

(interpretation) I’m very pleased, Avaalaaqiaq, that you were awarded and recognized. For many, many years you’ve been working on this art and those are beautiful art works that you do. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Member's Statement. Member for Quttiktuq. Mr. David Akeeagok.

Member's Statement 765 – 6(2): Memorandum of Understanding

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. Mr. Speaker, Qikiqtani Inuit Association was here this morning and celebrated the MOU, and last week they had made an agreement with the federal government and also they were funded over \$500 million for Qikiqtani Inuit Association. I'm very pleased. The igloo in Arctic Bay that was going to be built was not constructed because due to lack of funds, but now they're working on it again. They have made funds available to construct that and so we're quite eager to see that occur in Arctic Bay, through the good works of Qikiqtani Inuit Association.

Also, it's going to help enhance for the higher Arctic communities, for Grise Fiord, Resolute Bay, and also Arctic Bay, for marine fisheries. They will be provided funds and will be able to purchase licences.

So therefore I thank all the people who have worked on this. On behalf my community, we are happy and celebrate these things that can help develop the community. Thank you, Mr. Speaker.

Speaker: Members' statements. Item 4, Returns to Oral Questions. Hon. Minister of Executive and Intergovernmental Affairs, Mr. Pauloosie Akeeagok.

Item 4: Returns to Oral Questions

Oral Questions 1079-6(2) and 1126-(6)2: Transboundary Issues in the Kivalliq

Hon. P.J. Akeeagok (interpretation): Thank you, Mr. Speaker. Good afternoon to all my colleagues and to all the people of Nunavut.

(interpretation ends) I have a return to oral questions 1079-6(2) and 1126-6(2) asked by the Member for Baker Lake on February 24, 2025 and February 27, 2025 concerning the transboundary issues in the Kivalliq.

Mr. Speaker, this return is quite detailed. I have filed it with the clerk for transcribing into the Hansard, for the public record, and for distribution to all members. Thank you, Mr. Speaker.

Speaker: Item 5, Recognition of Visitors in the Gallery. Member for Pangnirtung, Ms. Nakashuk.

Item 5: Recognition of Visitors in the Gallery.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker. Today I have the honour of rising to recognize officials from the Office of the Auditor General. Please welcome Andrew Hayes, Deputy Auditor General; Jim McKenzie, Principal; and Emily Ann Deveau (ph), Director of Territorial Liaison. I am pleased to welcome this team to our House.

They are here to continue their important work of auditing the Department of Family Services, and I am deeply grateful for their continued efforts because their scrutiny has enabled us to strengthen the services we provide to Nunavut's children and families.

Mr. Speaker, this work is very difficult and emotional, but the professional guidance of the Auditor General's officials shines the light on our path forward. (interpretation)
Thank you, Mr. Speaker.

>> *Applause*

Speaker: Welcome to the Assembly. Recognition of Visitors in the Gallery. Member for Rankin Inlet South, Mr. Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. Mr. Speaker every once and a while we get to meet some great people when we have the privilege of sitting as legislators, and I would like to welcome Mike Leduc (ph) to the Assembly. Mike has a great family and they have come north to visit with him, and I would like to introduce the visiting family, Dave, Danielle, Jordan, Dawson, Colton, an Inuit family. Welcome to the Assembly and welcome to Nunavut.

>> *Applause*

Speaker: Welcome to the Assembly. Recognition of Visitors in the Gallery. Item 6, Oral Questions. Member for Baker Lake, Mr. Simailak.

Item 6: Oral Questions

Oral Question 1161 – 6(2): Support for Low-Income Families

Mr. Simailak: Thank you, Mr. Speaker. Mr. Speaker I, would like to direct my questions to the Minister of Family Services. Mr. Speaker, throughout this sitting a number of my colleagues and myself have spoken about the Inuit Child First Initiative. In Baker Lake this program has provided additional food security funding of \$500 per Inuk child. However, there were concerns that retailers may have raised their prices to take advantage of the increase in funds for buying food.

I advised the minister of this concern, and I would like to thank her for responding to me in a detailed letter last July. In her letter the minister indicated that a number of northern

retailers including the Northwest Company, Arctic Co-Ops, Northern Shopper, Arctic Fresh and Arctic Buying were invited to the Nunavut Roundtable on Poverty Reduction gathering in October of last year.

Can the minister provide an update on how many of these retailers attended the October gathering, how this issue was addressed, and what solutions were proposed. Thank you, Mr. Speaker.

Speaker: Before I go to the minister I want to invite to the house member for Iqaluit-Sinaa Ms. Brewster will not be attending session today, due to illness. Hon. Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker, and thank you for asking the question.

Back in October during the gathering we had invited retailers like Northern and Arctic Co-ops managers and Arctic Fresh. They also attended and also they were talking about Canadian Cargo as well, although I did not mention all of them.

They were talking about the cost of living and the groceries and also they talked about how they set the prices, and if they have any comments to make. And there was an opportunity to make their comments, and there were quite a few questions that were posed as well on the report from that gathering.

They are now working on the report, and the Inuit were talking about, the report will be presented this year. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker. Thank you, Minister. I'm sure we all look forward to the report later in the year when it's available.

Mr. Speaker, the minister recently tabled her returned on 2023-2024 report on poverty reduction, which includes food security initiatives including core funding that is provided to such community food organizations as the Abluqta Society in Baker Lake. The support is greatly appreciated.

The report also notes statistics from Nunavut's market basket measure, which takes into account the cost of food, showed that in 2022, 44.5 percent of Nunavut's population lived below the poverty line.

Can the minister describe how such information is used to determine the amount of support, including income assistance, that is allocated to low income Nunavummiut. Thank you, Mr. Speaker.

Speaker: Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker, and thank you for your question.

(interpretation ends) I really do appreciate your question in the House, in terms of the initiatives that the department is providing and I do recognize that Inuit First Child Initiative, as we all know, it may be ending at the end of March. We are really concerned about the effects that it will have in our territory, especially the low-income families.

Our department continues to provide funding to non-profit organizations, but we are also looking at the basket that you're talking about. We continued to keep an eye on that, especially we understand the high cost of food up here, so we are looking at what options we can have.

I have written to the federal minister back in December as well as in the last month we sent another letter to encourage the Jordan's Principle initiative that is offered, because we do recognize how much it's going to affect the communities in Nunavut.

(interpretation) Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker. Thank you, Minister, for the continued work from you and your department on trying to get more funding and food to the people of Nunavummiut. I'm wondering, does the minister have a timeline of when some of these plans will coming to maybe fruition? Or if there's going to be a supplementary appropriation ask, a request from the department in the Spring Sitting, since the Spring Sitting will be after the new fiscal year has begun. Thank you, Mr. Speaker.

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

Mr. Malliki: Thank you, Mr. Speaker.

Speaker: Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker. I believe we're all listening. I would like to ask the member to rephrase his question. Thank you, Mr. Speaker.

Speaker: My apologies. Member for Baker Lake, please rephrase your question. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker, and no need to worry about the little fumble there. We know you're trying to balance this House and it takes a lot of work so it's okay.

Thank you, Minister, for your last response. I appreciate the department and your work in trying to ensure that we have enough food on the table for Nunavummiut, especially the low-income people that need the assistance.

If the Child First Initiative is not going to be continued or Jordan's Principle funding will not be continued in the new fiscal year, I wonder, is there a timeline of the plans the department is working on? Like if a supplementary appropriation will be needed or requested in the new fiscal year. Since the Child First Initiative and Jordan's Principle for the new fiscal year should be April 1, but if it doesn't continue, more money might be needed. Thank you, Mr. Speaker.

Speaker: Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk: Thank you, Mr. Speaker, and I would like to thank you for that question.

(interpretation ends) I think there is quite a bit of work we need to continue and we will certainly keep an eye on that. In these uncertain times it is very difficult when we're talking about tariffs as well, how it's going to impact Nunavummiut as well. Those are things we don't know of right now and also with the Child First Initiative depleting by the end of the month, it's going to certainly affect some of the communities.

We are certainly keeping an eye on how it will affect our municipalities, but we will have to plan more to make changes for the betterment of Nunavummiut. (interpretation) Thank you, Mr. Speaker.

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

Oral Question 1162 – 6(2): Hudson Bay Regional Roundtable

Mr. Malliki: Thank you, Mr. Speaker. (interpretation) Good afternoon to our colleagues (interpretation ends) My questions today are for the Minister of Community and Government Services.

Mr. Speaker, I want to raise an issue that I raised last fall during the sitting. As the minister will recall, my colleague representing the constituency of Rankin Inlet North-Chesterfield Inlet recently tabled a resolution that was passed by Kivalliq mayors.

One of the resolutions called for the Hudson Bay Regional Roundtable to resume meetings on a regular basis. These important meetings brought together government and stakeholders from the region, and were an excellent forum in which to address issues of mutual concerns to Nunavut and Manitoba.

Can the minister provide an update today on how the government has responded to these resolutions. Thank you, Mr. Speaker.

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

Hon. David Joanasie: Thank you, Mr. Speaker. Mr. Speaker, my department does try to be responsive to regional mayors' forums or the Nunavut Association of Municipalities resolutions when they do come out, and I do know the Hudson Bay Regional Roundtable has been added interest for the Kivalliq mayors.

As for a response on that specific resolution, I'll have to get to the details and get back to the member on that. I don't have an update as of now. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Malliki.

Mr. Malliki: Thank you, Mr. Speaker. I'll look for that response from the minister. As the minister is aware, one of our region's top priorities for interjurisdictional corporation is to propose Kivalliq Hydro-Fibre Link. My colleague representing Baker Lake spoke about this project during yesterday's sitting of the House.

Can the minister assure me that the government will support adding this project again to the agenda of future meetings of the Hudson Bay Regional Roundtable. Thank you, Mr. Speaker.

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

Hon. David Joanasie: Thank you, Mr. Speaker. You got to love technology sometimes. I was able to bring up some information regarding the resolutions from that came out from the Kivalliq mayors' meeting, and I believe there was a response sent on those resolutions earlier this year.

As for the question regarding the did I have Kivalliq Hydro Fibre Link, I know the Kivalliq Inuit Association and Nukkik Corporation are trying to advance to the next stage of that, and my department has been working around the fibre aspect in particular, but also making sure that our government is apprised of any new developments on that file.

But I will continue to work with Nukkik on this and the Kivalliq mayors as well on new developments with regards to Kivalliq Hydro Fibre Link. Thank you, Mr. Speaker.

Chairman: Second and final supplementary, Mr. Malliki.

Mr. Malliki: Thank you, Mr. Speaker. (interpretation) I hope they get the support they need when they are dealing with a megaproject.

(interpretation ends) Mr. Speaker, the Government of Nunavut is currently undergoing reorganization and the present Department of Community and Government Services will soon be dissolved. It is important that we have continuity with respect to priorities and issues. Going forward can the minister confirm which department will be responsible for managing the Government of Nunavut's relationship with the Hudson Bay region. Thank you, Mr. Speaker.

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

Hon. David Joanasie: Thank you, Mr. Speaker. As of April 1 the local government branch will be under the purview of the Community and Government Services minister, my colleague Mr. Akeeagok, but we have been making sure we're keeping each other informed on this as we progress towards April 1, making sure that there is a similar approach between our two respective departments. Thank you, Mr. Speaker.

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

Oral Question 1163 – 6(2): Child First Initiative

Mr. Savikataaq (interpretation): Thank you, Mr. Speaker, and my regards for the people of Arviat.

(interpretation ends) Mr. Speaker, my questions will be for the Family Services minister too, and they pertain to Child First Initiative too.

Mr. Speaker, in my community of Arviat the Child First Initiative program is run through the hamlet, and it has been a very efficient program for people on income support, the working poor, low income. I would just like to ask the minister's position on the ones on income support. They had allotment of how much food they can get per family, and then Child First Initiative would give \$500 per kid in that household and that has helped beneficially.

I would like to get the minister's position on whether, because these families are getting Child First Initiative food now, are the amount of food that's going to a family, is it adequate? It too much? Or is it just about right? Thank you, Mr. Speaker.

Speaker: Hon. Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker and thank you for that question.

With the income support recipients, they also pay for the bills and other expenses within their household. Some usually make appointments for the next month, and usually what they receive is not adequate to last until the end of the month.

With the federal funds, again they go through the hamlets in Pangnirtung, and usually the allotments are based on healthy foods, the number of kids, and their age groups. It has helped tremendously, especially at the schools where there are a lot of kids that go to school hungry as they don't have enough food at their home. It has had a huge effect on the people.

And with your question, whether it's adequate or inadequate, or whether it lasts them to the end of the month?

Speaker: First supplementary, Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Speaker. Mr. Speaker, I believe the minister stated that income support clients that get income support and also receive Jordan's Principle is not getting them too much food; it's okay, it's needed. And since the minister stated it is needed for these families that are on income support, or the working poor, the low-income workers, is there any plan to increase the amounts that the people that qualify for income support on the food portion will be looked at and may be increased? The minister had stated that this is a very beneficial program, and there's people going hungry. So are there any plans looking at increasing the food allowance amounts for income support recipients. Thank you, Mr. Speaker.

Speaker: Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker. (interpretation ends) Just a couple of years ago the income assistance benefits that were coming in to families, we just increased that a couple years ago. But in terms of increasing that again, we certainly have to look at that further more, and also would have to bring it to the House for supplementary approval, if that was the case.

Since the Jordan's Principle came into play I think that has really affected the communities in a more positive way, but also I think we're going to see a downside after this program is over, because it's going to certainly affect the families, especially the families that are at the poverty level. (interpretation) Thank you.

Speaker: Second and final supplementary, Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Speaker. Mr. Speaker, I too agree that it's going to affect families a lot. There's going to be a lot of families that have a whole lot less food in Arviat that have been relying on Child First Initiatives to help them top up their food security needs that they have.

But I'll go to my next question. Mr. Speaker, the Child First Initiative can only be used on food. I know it's a federal program. It can only be used on food, and maybe some cleaning products, but it's very strict what you can buy with Child First Initiatives. The income support payments are quite flexible, and there was talk in this Assembly a few years ago about making it so that tobacco products could not be purchased with income support payments, and it was not possible to do that, if I recall correctly.

Can I get an update from the minister whether income support payments can be very strictly controlled, like Child First Initiatives, so that tobacco products could not be bought with income- support payments. Thank you, Mr. Speaker.

Speaker: Minister of Family Services, Ms. Nakashuk.

Hon. Margaret Nakashuk (interpretation): Thank you, Mr. Speaker, and thank you for that question. (interpretation ends) I think there are a lot of things we could do differently to improve how we provide benefits to income assistance clients, but also I think in the last couple of years, especially in the last year, we have tried also providing more leniency in terms of how income assistance clients are getting their benefits.

First of all, we just started using the banks for the clients to be able to receive it, so they could order new clothes from it, not just from Northern Store not just from the local stores, but have the option of ordering outside of Nunavut. That I think that has been very beneficial, and also it gives the clients a bit more leniency on how they could spend their money and budget in that area.

We certainly would have to look into that program more, if we were to lean towards that. (interpretation) Thank you, Mr. Speaker.

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

Oral Question 1164 – 6(2): Supports for High School Students

Mr. Lightstone: Thank you, Mr. Speaker. My questions today are for the Minister of Education, and they are regarding supports for students.

Mr. Speaker, in 2008, the Nunavut *Education Act* was amended, and a significant change was made to allow for the provision of additional supports for students who may require adjustments to achieve appropriate curriculum outcomes. I would like to ask can the minister provide an overview of what kinds of adjustments and supports are provided under the inclusive education sections of Nunavut's *Education Act*. Thank you, Mr. Speaker.

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

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question.

With inclusive education, we have a number of different supports for our students in K to 12, and we have a very wonderful department, Student Support Division that really has grown from one staff member to almost a dozen staff members within that department who support a number of different initiatives to support inclusive education in our school community.

We want all of our children to succeed and it does take all levels of staff to work together to ensure that our schools foster Inummariit and we have services where teachers can request support for an entire class or small groups, also one-on-one support to any service areas, including school mental health services in schools. And we have our teaching for positive behaviour handbook, as well as other handbooks, on bullying prevention and sexual orientation.

This past fall as our colleague mentioned earlier today in his member statement, we have been doing the pediatric eye clinics, and those have been rolling out starting this January.

Those are some of the areas of support, along with American sign language, fetal alcohol disorder support, education, psychology, occupational therapy, physiotherapy, speech language therapy, support for students who are blind or have low vision, and support for students who are deaf or hard of hearing. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Speaker. We are seeing so many students who are finishing high school that are not achieving the curriculum results that they need to be accepted or even succeed in post-secondary high school. I would like to ask, can the minister clarify whether any consideration has been given to providing such individuals supports as tutoring, which is absolutely necessary in developing study habits that lead to the retention of information and critical thinking as part of her department's inclusive education or overall education program. Thank you, Mr. Speaker.

Speaker: Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question. There are tutoring services available throughout our schools, primarily by teachers in the schools who do it as an extracurricular in the after-school time. At this time as they are teachers they are not allowed to receive pay for their tutoring services, as we don't currently have funding for tutoring for the K to 12 system. It's a generous thing that the teachers do on their own time.

I do know there is Inuit Child First Initiative which is currently making tutoring services available through application, and there is some funding for that service. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Speaker, and I thank the minister for that response. I truly share my colleague's appreciation for the dedication and hard work and volunteering efforts that the teachers are making on their students' behalfs.

Mr. Speaker, it's my understanding that the Nunavut Arctic College has introduced tutoring and mentoring supports, in line with common best practices across Canada for its support of adult learners to improve their chances of success in the college and post-secondary programs.

Mr. Speaker, it seems to me that if these kind of supports were available and provided to students in our K to 12 system that Nunavut's high school graduates would be completing graduation meeting the curriculum objectives and not necessarily needing individualized support plans, and more importantly being much better equipped to succeed in post-secondary education.

Mr. Speaker, I strongly believe that if tutoring were made available broadly to our students in K to 12 school system, it would not have an educational impact on our student learners, but would also have an economic impact on older students that would be available to offer their time to provide tutoring lessons to our students.

I would like to ask, will the minister commit to introducing tutoring and study skills development into our broader education system. Thank you, Mr. Speaker.

Speaker: Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for that question. It's definitely something we can look into.

I would like to say, Mr. Speaker that there are non-profits that do run tutoring services for Nunavummiut, offered for high-school students. So if there are any high-school students who want to avail of tutoring services, they can look through the Northern Youth Abroad information. I've seen a number of different posters and outreach for students to channel through great services such as theirs that they have available to support students in high school. Thank you, Mr. Speaker.

Speaker: Oral Questions. Member for Aggu, Ms. Quassa.

Oral Question 1165 – 6(2): Search and Rescue

Ms. Quassa (interpretation): Thank you, Mr. Speaker. (interpretation ends) With my questions I would once again like to pick on Minister of Community and Government Services, and they concern the issue of search and rescue.

I want to begin by paying tribute to the many hunters and residents of Igloolik who put their own lives on the line to volunteer during searches. We know how heartbreaking these situations can be.

Mr. Speaker, as the minister is aware, his department is responsible for the government's community-based search and rescue contribution policy. This policy was last updated in the year 2017 and sunsetted in the year 2020.

Can the minister indicate when the policy will be renewed, and can he indicate what specific changes to the policy are being actively considered. (interpretation) Thank you, Mr. Speaker.

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

Hon. David Joanasié: Thank you, Mr. Speaker, and I too would like to commend and recognize all the volunteers that we have in the communities that put in efforts around search and rescue and those that support them in their service.

Mr. Speaker, the ground search and rescue policy is due to be updated, and we are working towards that. We have been working our partners, including Nunavut Tunngavik Incorporated and engaged in with the search and rescue leads at the local level, and the search and rescue roundtable that was held in November 2024.

With the division moving to Department of Community Services, and in collaboration with the department, we are continuing to support the service agreement and ensure that the policy amendments that will be put forward will be considered for the new fiscal year 2025-2026. Thank you, Mr. Speaker.

Speaker: First supplementary, Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Speaker, and thank you to the minister. So we will be expecting that.

(interpretation ends) Mr. Speaker, our search and rescue volunteers need adequate resources and equipment to do their job. As the minister will recall, he recently provided a detailed update to members of the Legislative Assembly on his department's search and rescue initiatives, and I thank him for that.

In his letter the minister wrote:

“A callout for emergency equipped went out to hamlets and search and rescue teams to identify needs to track and replace emergency communication devices utilized by teams and community members when travelling on the land.”

Can the minister indicate what response his department received, and can he confirm what new resources will be provided to Igloolik's search and rescue organization.

(interpretation) Thank you, Mr. Speaker.

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

Hon. David Joanasie: Thank you, Mr. Speaker. I don't have that level of detail in front of me, but I can commit to bringing forward some information around that detail to my colleague.

I do know that that Nunavut Emergency Management works with all local search and rescue groups to periodically update or bring in new equipment that they can use as tools for when they are in operation. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Speaker. It will be interesting to see what equipment they get.

(interpretation ends) The minister's recent update also indicated that his department's Emergency Management Division has partnered with the Nunavut Association of Municipalities to support the development of a community safety liaison pilot program. This funding was approved to support the piloting of seven community safety liaison positions. Can the minister describe the responsibilities of these new positions, and can he commit to locating at least one of these positions to Igloolik. (interpretation) Thank you, Mr. Speaker.

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

Hon. David Joanasié: Thank you, Mr. Speaker, and I appreciate my colleague bringing that question forward and giving me the opportunity to talk a bit about this. This is an example of a good partnership we've had with the Nunavut Association of Municipalities, and we were successful in our application to Indigenous Services Canada for this funding under The Pathways to Safe Indigenous Communities Initiative.

This pilot project will develop capacity within communities in and around emergency preparedness. We are still in the process of determining which of seven communities that will have that position. Again, the Nunavut Association of Municipalities is leading this work on our behalf, and on behalf of the communities that municipalities that wish to see these in their communities.

So once the details are firmed up, we will keep my colleagues and mayors informed. Thank you, Mr. Speaker.

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

Oral Question 1166 – 6(2): Elder Facility for Pond Inlet

Ms. Nutarak (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to direct my questions to the premier, as the Minister responsible for Seniors.

Mr. Speaker, on February 11, 2025, Nunavut Tunngavik Incorporated announced it would be investing 15 million to support the renewal of elder care facilities in the territory. The news release stated:

“NTI is focused on ensuring that an adequate number of elder care facilities are established and maintained in Nunavut, including in the smaller communities.”

Can the minister describe how he and his officials are working with Nunavut Tunngavik to identify smaller communities for the establishment for elder care facilities, and whether any consideration has been given to the community of Pond Inlet for such a facility. Thank you, Mr. Speaker.

Chairman: Hon. Minister responsible for Seniors, Mr. Pauloosie Akeeagok.

Hon. P.J. Akeeagok: Thank you, Mr. Speaker. I really want to thank my colleague for that very good question.

First, I would like to stress there's no relationship that is more important than that we have with Nunavut Tunngavik, and I'm very pleased to have both the president and vice

president here right when this very important question is raised here. We were very pleased to see the investments come from NTI. It is through Ikajuqtigiinniq that we will tackle these very important issues around that.

Mr. Speaker, to the member's question, we have identified elders as a priority area as part of our partnership committee, and it is through that avenue where we do see an opportunity for us to explore other areas where we could collaborate further with NTI and with our partners as we move forward.

Mr. Speaker, I'm very pleased to note that we are currently scheduled to be meeting in a few weeks in beautiful Arviat, on the 21st of this month. Thank you, Mr. Speaker.

Speaker: First supplementary, Ms. Nutarak.

Ms. Nutarak: Thank you, Mr. Speaker. I hope that you will consider Pond Inlet for an elders facility. Everywhere else you turn there is an elder facility, except the high Arctic.

Mr. Speaker, I recognize that the new long-term care facility in Rankin Inlet will soon be welcoming Nunavut's clients who require high-level care. This will increase the number of long-term care beds in the territory. I also appreciate that the continues care centre in Gjoa Haven and Igloolik may be renovated or even expanded in the near future. However, many elders in Pond Inlet would like to stay in their home community as they age to be closer to family, in a familiar environment, and may not need long-term care.

Can the minister tell us what discussions have been held with regards to supporting elders staying in their home communities. Thank you, Mr. Speaker.

Speaker: Minister responsible for Seniors, Mr. Pauloosie Akeeagok.

Hon. P.J. Akeeagok: Thank you, Mr. Speaker. Again I want to thank my colleague for her question.

I've been work very closely with in particular the Minister of Health. As to that specific question, we are looking at home care as ones where we can provide supports right in the communities, as we understand many have asked for enhanced services around that, and it is through that work that we are looking at what extra supports we could provide. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Ms. Nutarak.

Ms. Nutarak: Thank you, Mr. Speaker, and thank you, Minister, for your response.

Mr. Speaker, the Aging with Dignity Elders and Seniors Strategy was tabled almost exactly one year ago. As my colleague from Iqaluit Tasiluk recently pointed out, on page 27 of that document it states:

“The Government of Nunavut is committing to expanding elder care facilities and service in Nunavut communities. To support this commitment we will explore options for community-based residential care.”

Can the minister provide an update on what specific options for community-based residential care have been considered for the community of Pond Inlet, and if he can't provide the answer now, will he commit to providing the response in this House before the end of this sitting? Thank you, Mr. Speaker.

Speaker: Minister responsible for Seniors, Mr. Pauloosie Akeegok.

Hon. P.J. Akeegok: Thank you, Mr. Speaker. Again I want to thank my colleague for that question. As I had committed in this House, I will be tabling the progress report around that strategy. I'm very pleased to note that after oral questioning, when we get to the tabling of documents, I will be tabling an update to that strategy and I look forward to connecting with the Member specifically to Mittimatalik, because I don't have that level of detail before me. Thank you, Mr. Speaker.

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

Oral Question 1167 – 6(2): Draft Nunavut Land Use Plan

Mr. Hickes: Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my question today to the Minister of Environment. Mr. Speaker, I was listening carefully to the minister's responses to questions asked during yesterday's sitting by my colleague representing Netsilik, and now I have some of my own.

Mr. Speaker I'm pretty confident in saying that most, if not all members on this side of the House have asked a number of questions to this minister and his predecessors concerning the status of the Draft Nunavut Land Use Plan, which was submitted back in the summer 2023.

Mr. Speaker, during yesterday's sitting my colleague asked the minister to provide a clear and straightforward explanation of what specific issues are preventing the plan from being approved in its current form. Mr. Speaker, the minister's response triggered my Curious George quality once again.

Mr. Speaker, the minister responded to my colleague by indicating that he was not willing to get into specifics. Mr. Speaker, the House has every right to know what is happening in respect to this issue.

I have very simple question for the minister: Why is he not willing to clearly explain the specific reasons for the long delay in approving the plan? Thank you, Mr. Speaker.

Speaker: Hon. Minister of Environment, Mr. Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker and I appreciate my colleague pressing on that. We are still undergoing the review of this recommended Draft Land Use Plan. The work is ongoing, and as stated, my department is planning to meet with the tri-parties later this month and to sort those challenges that have come to date.

As for the specifics, perhaps I'll commit to bringing that to my colleagues in an agreeable forum; I guess I'll put it that way. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Speaker. Mr. Speaker, the minister just confirmed why I'm asking this question, is there's challenges to date that we're not aware of.

Mr. Speaker, I fully appreciate and understand there are two other parties at the table, and I fully appreciate and understand that the minister does not speak for them. However, the minister does speak for our government.

I have a very simple question for the minister: Does the Government of Nunavut support the approval of the Draft Land Use Plan in its current form? Yes or no? Thank you, Mr. Speaker.

Speaker: Minister of Environment, Mr. Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker. Mr. Speaker, I am awaiting a final recommendation from the department that will inform our position, but at this time we are working with all other departments as well, because there are still issues to be sorted within the Government of Nunavut, because other departments do want to have a say on this plan, and given that other parties are I know advocating or trying to have their input in this, we are wanting to go through the full due diligence and ensure that all sides are considered.

At this time I'm not at liberty to say yes or no, but again, I'm looking forward to bringing a recommendation based on the work that my department has done, as well as again

there's meetings that are prepared for later this month and at that time I think we'll have a better indication where things will stand. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Mr. Hickes.

Mr. Hickes: Thank you, Mr. Speaker. Mr. Speaker, I noted with interest the joint statement that was issued yesterday by Canada's energy and mines ministers regarding critical minerals. Mr. Speaker, the minister was one of Nunavut's two signatories to the joint statement, so I know he'll be able to explain it clearly.

The joint statement indicated:

“We will take decisive action, including the acceleration of resource development, through more efficient and timely permitting and regulatory processes.”

Can the minister indicate the extent to which this commitment will impact the current review of the Draft Nunavut Land Use Plan. Thank you, Mr. Speaker.

Speaker: Minister of Environment, Mr. Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker. Mr. Speaker, with every day seeming like an evolving, things are going something new coming up around not just with this land use plan, but other things at play, we are again treading on new ground.

To the question now, I'll have to take it as notice and get back to the member on details. Thank you, Mr. Speaker.

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

Oral Question 1168 – 6(2): Sanirajak School

Mr. Kaernerck (interpretation): Thank you, Mr. Speaker. (interpretation ends) Good afternoon, everyone.

Mr. Speaker, once again I would like to direct my question to the Minister of Education and I will continue to be persistent, precise, but lastly be polite.

Mr. Speaker, as the minister is aware, a much needed school in Sanirajak is needed. So I'll just be precise asking the question. There are any Nunavut schools around 25 communities that uses their kitchen as a classroom? Right to the point. Thank you, Mr. Speaker.

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

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question.

As the member has asked about concerns of the utilization of the school, we do have a department staff member who is currently in the community and is assessing the building and the spaces in the school, and have come up with a plan to help the school better utilize the classroom space that's there. We plan on shuffling some of the classes around to better fit the needs of the school and realign them. I can share updates with our colleague as to what classrooms we'll be changing.

As far as I know, Mr. Speaker, I don't believe the kitchen is being utilized as a classroom. Thank you, Mr. Speaker.

Chairman: First supplementary, Mr. Kaernerck.

Mr. Kaernerck: Thank you, Mr. Speaker. I'll take that as a no, that there are no other schools that are using their kitchens as a classroom.

Now, when it comes to overcrowding issues, Mr. Speaker, does the department believe that it's adequate for the Arnaqjuaq school to use their kitchen as a classroom, but it's appropriate or inadequate when it comes to use that as a kitchen? Does the department think it's inadequate for the Arnaqjuaq school to use that kitchen as a classroom for pertaining to health and safety? Thank you, Mr. Speaker.

Speaker: Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question. And no, we don't believe that any kitchen should be used as a classroom.

As far as I know from my officials, Mr. Speaker, I don't believe the high school or the school is using the kitchen as a classroom. There are some rooms that will be moved around, as I stated, and I have the school drawing plan as well as some of the classrooms that are there right now. We will be working with the school to move some of those spaces around, but as far as the kitchen, they are used for CTS courses, and students do cook in them, but that's as far as I know, Mr. Speaker. Thank you.

Speaker: Second and final supplementary, Mr. Kaernerck.

Mr. Kaernerck: Thank you, Mr. Speaker. Now, Mr. Speaker, can the minister commit to the House that when it comes to these capital planning projects that it can be a priority when it comes to the standard classroom to have an adequate school for those students to pursue their further education? In terms of the school in Sanirajak, would that be a

considerable to put into a business plan or at least maybe a mobile, additional school that can be put into a planning stages? Will the minister commit to the House. Thank you, Mr. Speaker.

Speaker: Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question. As I stated, we do have currently somebody in the community within the department that has looked at the school and looked at floor plan, and indicates that the school is not overflowing. In further consultation with the school administration we are going to, there will be a reallocation of current design space to create more instruction space for the 2025-2026 school year and we have notable rooms that will be reassigned to help with some points that maybe the member is bringing up about the school, as we heard from him.

We have been working with the school team shortly after he raised it to our attention to look into the matter, and hopefully in the coming year we'll have more space available. Thank you, Mr. Speaker.

Speaker: Oral Questions. Member for Kugluktuk, Mr. Anavilok.

Oral Question 1169 – 6(2): Support for Language Specialization in our Schools

Mr. Anavilok: Thank you, Mr. Speaker. Mr. Speaker, I would like to direct my questions to the Minister of Education also. Mr. Speaker, I have raised the issue of support for Inuinnaqtun on a number of occasions in this House during committee appearances, with such partners as Nunavut Tunngavik Incorporated. Our government must do more to support the use of Inuinnaqtun for our younger residents.

Can the minister provide an overview of what specific programs are being delivered in our schools, primarily the schools in Kugluktuk and Cambridge Bay, to support the learning and revitalization of Inuinnaqtun. (interpretation) Thank you, Mr. Speaker.

Chairman: Hon. Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question. We do have a number of resources for Inuinnaqtun, and we have resources that have been created through our Inhabit Education. We have books and various new materials that are being created. Also we're working on curriculum development for our language of instruction, and within that, we have a number of resources that are created and being created. Those are some of the areas that we have Inuinnaqtun support as well as teachers in our communities. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Anavilok.

Mr. Anavilok: Thank you, Mr. Speaker, and I thank the minister for her response. Mr. Speaker, if we want our students to learn their mother tongue we need to ensure that they have good resources, good curriculum and good teachers in our schools.

I was recently contacted by a constituent who was concerned that one of the reasons that so few Inuinnaqtun-speaking educators apply for positions of language specialists in our schools is because of the low wages. It seems the wages for Inuktitut language teachers are lower than the wages of English-language teachers. Can the minister clearly explain why the wage rates for Inuinnaqtun-speaking language specialists are so low. Thank you, Mr. Speaker.

Speaker: Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for the question. Currently language specialists are placed on a salary schedule aligned with their teacher education, so those who have not completed teacher education are placed at a lower salary to take into equivalent of the entry level on the Nunavut Teacher Association collective agreement salary schedule. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Mr. Anavilok.

Mr. Anavilok: Thank you, Mr. Speaker, and thank you for the response. Mr. Speaker, for most businesses and even for government positions to attract top notch workers, it is important to offer competitive wage rates. If our government truly wants to promote Inuktitut language learning, especially learning Inuinnaqtun, which is in danger of dying out, then it must attract top-notch language specialists with top-notch salaries to fill vacant language teaching positions in our schools.

Will the minister commit to reviewing the pay scale for Inuinnaqtun language specialists and increase the rates of pay to attract and employ the best language educators and provide our children with greater opportunities to learn and speak Inuinnaqtun. (interpretation) Thank you, Mr. Speaker.

Speaker: Minister of Education, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Speaker, and thank you to the member for that question. Yes, we can, through the collective bargaining process. Thank you, Mr. Speaker.

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

Oral Question 1170 – 6(2): Nunavut Housing Corporation Activities in the Kitikmeot

Mr. Quqqiaq: Thank you, Mr. Speaker. Mr. Speaker, my questions today are for the Minister responsible for Nunavut Housing Corporation.

Mr. Speaker, as the minister will recall, I had the great honour of welcoming him to my home community of Taloyoak last month. Mr. Speaker, we had the opportunity during the minister's visit to meet with the board of directors of Taloyoak Housing Authority, and I pay public tribute today to the leadership of Madam Chairperson Lena Pauloosie and her hardworking and committed colleagues.

Mr. Speaker, as the minister is aware, an issue that I have previously raised in this House is the funding formula that the Nunavut Housing Corporation uses to determine annual allocations to local housing authorities for the maintenance and improvement of public housing units.

Mr. Speaker, can the minister indicate if this formula will be reviewed during the upcoming 2025-2026 fiscal year. Thank you, Mr. Speaker.

Speaker: Hon. Minister responsible for the Nunavut Housing Corporation, Mr. Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker, and I thank the member for the question. I was very pleased when I visited Taloyoak and met with the local housing authorities over there. There were quite a few items we are reviewing at this time, and also for the funding and also for rental scales. That's what we're reviewing at this time. If we have to come up with a new scale so after the review we'll be able to table them. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Speaker. Mr. Speaker, as the minister will recall, a specific issue that was raised during our meeting with the board of directors of Taloyoak Housing Authority is the need for mobility access upgrades to the local housing authority's office building. Mr. Speaker, can the minister indicate if the Nunavut Housing Corporation has a specific budget to assist local housing authorities to improve access for disabled residents and other people facing mobility challenges. Thank you, Mr. Speaker.

Chairman: Minister responsible for the Nunavut Housing Corporation, Mr. Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker, and I thank my colleague for that question. Mr. Speaker, in terms of the Taloyoak Housing Association's office it was very difficult, even for non-disabled individuals, to climb up and down the very steep steps.

Upon our return, Mr. Speaker, I have spoken with the president, and they are looking into seeing what kind of equipment we could put into the Taloyoak Housing Association's office so it is more accessible for people with mobility issues, like installing a chair lift or something like that. Our department is looking at how we could deal with that situation specifically in Taloyoak. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Mr. Quqqiaq.

Mr. Quqqiaq: Thank you, Mr. Speaker, and thank you, Minister, for your response.

Mr. Speaker, as the minister will be aware, the Nunavut Housing Corporation issued a request for proposals for local housing organization upgrade assessment on March 30, 2018. The request for proposal indicated that "the Nunavut Housing Corporation is seeking to contract with a consulting firm to evaluate existing local housing organization facilities located in Cambridge Bay, Gjoa Haven, Kugluktuk, Arviat, Igloolik, Pond Inlet, and Sanikiluaq, provide a detailed assessment and prepare alternative designs and cost estimates for replacement."

Mr. Speaker, earlier this year the Nunavut Housing Corporation issued a request for proposal for the design and construction of a new local housing organization building for Cambridge Bay. The procurement process was cancelled last month.

Mr. Speaker, can the minister explain why the procurement process was cancelled, and can he confirm when Taloyoak is scheduled to receive a new facility. Thank you, Mr. Speaker.

Speaker: Minister responsible for the Nunavut Housing Corporation, Mr. Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Mr. Speaker, there are different ways that we encounter stumbling blocks, as well as the rising costs. That's why it did not go ahead in Cambridge Bay. Also for Taloyoak office building, I cannot tell you exactly when the construction plan will start. Thank you, Mr. Speaker.

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

Oral Question 1171 – 6(2): Marin Protected Areas

Mr. Sammurtok: Thank you, Mr. Speaker. My questions today are for the Minister of Environment. I will follow up today on issues that I've been raising over the past year concerning marine protected areas impacting my constituency.

As the minister will recall, I have asked a number of questions about the South Baffin island Area of Interest, which may lead to the creation of a new marine protected area near the communities of Chesterfield Inlet and Coral Harbour.

The Legislative Assembly has previously been informed that the Department of Environment has been participating in the working level co-development committee and an executive-level steering committee. Can the minister provide an update today on the status of this work. (interpretation) Thank you, Mr. Speaker.

Chairman: Hon. Minister of Environment, Mr. Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker. Mr. Speaker, Department of Environment through my department and the Government of Nunavut, we've been participating in assessment processes for different proposed marine protected areas with the Government of Canada as well as regional Inuit associations. The purpose of these assessment processes is to develop a better understanding on feasibility and desirability of these protected areas.

With regards to the Southampton Area of Interest, it is an area that we are continuing to assess and consult. It had been a highlighted area of concern, and we're trying to make sure that we look at all aspects of this and have our input provided. Thank you, Mr. Speaker.

Speaker: First supplementary, Mr. Sammurtok.

Mr. Sammurtok: Thank you, Mr. Speaker. As the minister is aware, the government's business plan indicates that the Department of Environment is currently working to "prepare policy options and recommendations for consideration by the next government during the transition process regarding the development of a Nunavut protected area strategy."

Can the minister describe what major options are being actively considered. Thank you, Mr. Speaker.

Speaker: Minister of Environment, Mr. Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker. Mr. Speaker, the Government of Nunavut is developing a strategy around protected and conservation areas strategy, and this will further define our longer term vision and approach to these critical areas. What options will be presented or looked at, I don't think we're quite there yet, but as we progress through the stages we'll involve all the stakeholders and keep my colleagues informed.

I know I'm sure that the next government will likely pick things up where things were left off in this government. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Mr. Sammurtok.

Mr. Sammurtok: Thank you, Mr. Speaker. As the minister will recall, I have spoken on many occasions about the need of a new marine infrastructure and more economic development opportunities for the community and residents of Chesterfield Inlet. When I asked the minister's two predecessors for assurance that his department will oppose any attempt by the federal government to block any economic development initiative such as this, they would not provide, they could not provide a clear answer.

Mr. Speaker, I will ask the same question to the new minister. Will he commit to ensuring that the department impose any attempt by the federal government to block economic development initiative that would benefit Chesterfield Inlet. Thank you, Mr. Speaker.

Speaker: Minister of Environment, Mr. Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker, and Mr. Speaker I appreciate his question. Maybe I'll respond in this way, that our government through Economic Development and Transportation but also we submitted different proposals, for example, through the Oceans Protection Plan to upgrade or optimize sea lift laydown areas, or an example is that the municipality in Kinngait is I think will have a very beneficial outcome and has already been highly used by the community as well as chipping companies. I know many communities are looking forward to investments of this type.

I know going forward we want to see marine infrastructure being built, and I would say that we would not hinder that for Chesterfield or any other community. But once we go through the capital process with our federal partners, identifying what are the priorities, I'll continue on with. Thank you, Mr. Speaker.

Speaker: Oral Questions. Member for Uqqummiut, Ms. Killiktee.

Oral Question 1172 – 6(2): Insurance Regulation

Ms. Killiktee (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I'm directing this question to the minister with four hats and I'm directing this question to the Minister of Housing.

In my community I have heard concerns from a number of residents regarding insurance rates for private homeowners, vehicles, boats, snowmobiles, and other personal property. I'll use an example. Because it's unclear how private insurance companies set their rates

for automobile owners in Nunavut rated by their age and so on, given our much smaller communities and lack of highways.

Mr. Speaker, (interpretation ends) Can the minister clarify what authority he has under the *Insurance Act* to regulate the rates charged by private insurance companies.

(interpretation) Thank you, Mr. Speaker.

Speaker: Hon. Minister of Finance, Mr. Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker, and thank you for that question. We don't have any authority under the *Insurance Act* to regulate the rates. Mr. Speaker, there are approximately 2,000, under the insurance companies and through the insurance company you have to fill out forms and given authority to deal with the insurance matters within Nunavut.

With the rates, those insurance rates are applied in different communities and there's different rates, whether it's an automobile, a Honda, or some other personal product. Thank you, Mr. Speaker.

Chairman: Second supplementary, Ms. Killiktee.

Ms. Killiktee: Thank you, Mr. Speaker, and thank you very much for that response. (interpretation ends) As the minister is aware, he has the authority to appoint a superintendent of insurance. This office issues publications concerning such matters as fair treatment of customers. It is also responsible for preparing an annual report for the minister, which I encourage him to make public through tabling in the Legislative Assembly.

Mr. Speaker, it is important that Nunavummiut living in smaller communities know their rights under the law. Will the minister commit to ensuring that the information about this office is and the other offices to provide to the government liaison officers in our communities, including Qikiqtarjuaq and Clyde River. Thank you, Mr. Speaker.

Speaker: Minister of Finance, Mr. Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. Mr. Speaker, that information is readily available if the liaison officers or anybody in Nunavut would google the finance department and the Insurance Superintendent of Nunavut. Going through that website, you could find all the information which my colleague is requesting. Thank you, Mr. Speaker.

Speaker: Second and final supplementary, Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Speaker. Not everybody has Internet available, and that's why I'm asking those questions so that the information goes out to the people.

(interpretation ends) A number of my colleagues have raised concerns in the Legislative Assembly regarding insurance coverage and costs for private homeowners and condominiums. Can the minister clarify how his department's superintendent of insurance is working with Nunavut Housing Corporation to address issues of the affordable insurance for homeowners. Thank you, Mr. Speaker.

Speaker: Minister of Finance, Mr. Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. There are different rates from different insurance companies. We usually look at different insurance companies to get the best rate possible for whatever you want to get insured on. And when people have been with the same insurance company, usually there's a discount set. You can ask the office and also ask them about the best rates possible, and so on. Thank you, Mr. Speaker.

Speaker: Members be aware the time for question period is now over. Item 7, Written Questions. Item 8, Returns to Written Questions. Item 9, Replies to Opening Address. Item 10, Replies to Budget Address. Item 11, Petitions. Item 12, Responses to Petitions. Item 13, Reports of Standing and Special Committee on Bills and Other Matters. Tabling of Documents, item 14. I have one.

Item 14: Tabling of Documents

Tabled Document 371 – 6(2): Report of the Auditor General of Canada to the Legislative Assembly of Nunavut, 2025 Follow-Up on Child and Family Services in Nunavut

I have one document to table today, which is the Report of the Auditor General of Canada to the Legislative Assembly of Nunavut, 2025 Follow-Up on Child and Family Services in Nunavut. Thank you.

Tabling of Documents. Hon. Minister of Justice, Mr. David Akeeagok.

Tabled Document 372 – 6(2): 2023-2024 Unlawful Property Forfeiture Annual Report

Hon. David Akeeagok: Thank you, Mr. Speaker. I'm pleased to table the 2023-2024 Unlawful Property Forfeiture Annual Report. Thank you, Mr. Speaker.

Speaker: Tabling of Documents. Hon. Minister responsible for Seniors, Mr. Pauloosie Akeeagok.

Tabled Document 373 – 6(2): Aging With Dignity Elders and Seniors Strategy February 2025 Progress Report

Hon. P.J. Akeegok: Thank you, Mr. Speaker. I am pleased to be tabling the Aging With Dignity Elders and Seniors Strategy February 2025 Progress Report. Thank you, Mr. Speaker.

Speaker: Tabling of Documents. Hon. Minister of Economic Development and Transportation, Mr. David Akeegok.

Tabled Document 374 – 6(2): Transportation of Dangerous Goods Annual Report 2022

Tabled Document 375 – 6(2): Transportation of Dangerous Goods Annual Report 2022

Hon. David Akeegok: Thank you, Mr. Speaker. I am pleased to table two reports, 2022 and 2023 Annual Report on the Administration of the *Transportation of Dangerous Goods Act, 1990*. Thank you, Mr. Speaker.

Speaker: Item 14, Tabling of Documents. Member for Netsilik, Mr. Quqqiaq.

Tabled Document 376 – 6(2): Correspondence from the Taloyoak Housing Authority (Quqqiaq)

Mr. Quqqiaq: Thank you, Mr. Speaker. I wish to table a copy of correspondence that I recently received from the Taloyoak Housing Authority. I encourage all members to review the document with care. Thank you, Mr. Speaker.

Speaker: Item 15, Notices of Motions. Item 16, Notices of Motions for First Reading of Bills. Item 17, Motions. Item 18, First Reading of Bills. Item 19, Second Reading of Bills. Item 20, Consideration in Committee of the Whole of Bills and Other Matters, Bills 43, 50, 64, 67, 68, 70, 71 and 72 with Mr. Savikataaq in the chair.

In accordance with the authority provided to me by Motion 44 – 6(2) the committee will stay in session until it reports itself out, but before we proceed with Committee of the Whole, we'll take a 20-minute break. Sergeant-at-Arms.

>>House recessed at 15:18 and Committee resumed at 15:48

Item 20: Consideration in Committee of Whole on Bills and Other Matters

Chairman (Mr. Joe Savikataaq): Good afternoon. I would like to call our committee meeting to order. In Committee of the Whole we have the following items to deal with: Bill 43, 50, 64, 67, 68, 70, 71, and 72. What is the wish of the committee? Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. We wish to continue to the review of Bill 70, *Appropriation (Operations and Maintenance) Act, 2025-2026* and the supporting documents of Department of Education, and if time permits, the Nunavut Housing Corporation and the Department of Transportation and Infrastructure Nunavut. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Are we in agreed that we continue with the main estimates on Education?

Some Members: Agreed.

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

Hon. Pamela Gross: Quana, Mr. Chair. Yes, I do. Quana.

Chairman: *Mat'na.* Does the committee agree?

Some Members: Agreed.

Chairman: Sergeant-at-Arms please escort the witnesses to the witness table. Minister Gross, if you can reintroduce your officials for the record.

**Bill 70 – Appropriation (Operations and Maintenance) Act, 2025-2026 –
Consideration in Committee**

Hon. Pamela Gross: Quana, Mr. Chair, and good afternoon, colleagues. To my left, to your right, we have Rebecca Hainnu, our Deputy Minister of Education, and to my right, to your left, we have Matthew Loosemore, the Director of Corporate Services. Quana, Mr. Chair.

Chairman: *Mat'na.* Right now we're doing branch summaries of school operations, page G5 for the members. We'll continue where we left off. Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chair. (interpretation ends) Yesterday you mentioned that teachers do have professional development opportunities. Can you tell us how often these professional development days happen. (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na*. Minister Gross.

Hon. Pamela Gross: Quana, Mr. Chair. My apologies, I wanted to say this quick correction from yesterday.

On March 4, 2025 the Member for Aivilik asked a question about our student information system database. In my response I indicated that we had renewed our contract with Spark Rock, which is due to expire on March 31, 2025.

I wish to correct my previous statement. We have not yet reviewed the contract, but we intend to do so to ensure uninterrupted operation. Quana, Mr. Chair.

To the member's question about professional development, we do have a number of professional development opportunities, and every year we have professional development week, where our educators come to gather to talk about better servicing the schools that they work with, and the students and the educators that are there.

However, we also have mentorship opportunities for new educators, for educators taking on new leadership positions. We have engagement activities to support new and new-to-Nunavut educators. This provides orientation and professional development sessions, creating opportunities for them to connect and collaborate with their colleagues.

We also have training for the implementation of full-day kindergarten, which included direct mentorship for kindergarten teachers in communities where the program is being offered.

We also have, for our learning coaches and school leaders, they can access funding through the professional development council to engage in mentorship with someone more experienced in their role. This program provides funding for either the mentor or the mentee to travel to another community, as well as covering the cost of substitutes.

We also have within the department we're working on developing an internal mentorship program for new teachers that is still in the planning phase.

Based on our school calendar, we have a number of different days that are prescribed throughout the year that are through the Coalition of Nunavut District Education Authorities, in collaboration with the district education authorities.

And under article 16 of the collective agreement, we have the Professional Development Fund. We have different days throughout the school calendar that are given to professional development and other days throughout the school calendar. Thank you, Mr. Chairman. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chairman, and thank you to the minister. (interpretation ends) Certainly sound like there's a lot that the teachers, to a point where it makes me wonder when do the students learn. But anyways, is this professional development mandated in that it's taken by all? Or just by certain teachers? If it's not taken by all, why not?

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. I would like to ask our deputy minister to elaborate, as there's different variations to the question. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member for the question. The Professional Development Fund that is given to NTA every year as a contribution by the employer, which is the Government of Nunavut give \$4 million to the 892 teachers for professional development.

The Nunavut Professional Improvement Committee have regulations around that, and they have four different cycles. Teachers can take professional development in the community; teachers can do Nunavut-wide, all teachers Nunavut-wide professional development, or regional; or they can do a different outside of those professional development activities, and attend a conference. All of that happens in five days. So a teacher is paid 195 days. Of the 195 days, five days are professional development days.

Over and above that there are two orientation days that are done in the community level, and then 45 non-instructional hours that can be done after school or sometime during the year. Thank you, Chair.

Chairman: *Mat'na.* The member did ask if it's mandatory, if all teachers have to take it or just a select few who want to or can. If you can answer that portion, and since we are on the same topic, I'll go directly back to Ms. Hainnu.

Ms. Hainnu: Yes. The answer is yes, Chair, thank you.

Chairman: *Mat'na.* Just for clarity, yes it's mandatory and teachers have to take it? Ms. Hainnu.

Ms. Hainnu: Thank you, Chair, and I do thank the member for her patience. Yes, it's mandatory, the professional development, and in fact, in Canada our Professional

Development Fund is the best one where it says that it must be initiated but must be based on the teacher's interest. Thank you.

Chairman: *Mat'na.* Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chairman and thank you to Ms. Hainnu. (interpretation ends) Now, just along that line, I know you have voiced that there are casuals in the schools. Are the casuals eligible to take these professional development days as well? (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Mr. Gross.

Hon. Pamela Gross: Thank you, Mr. Chairman, and thank you to the member for that question. If they are on a contract, then yes they are allowed to take part in the professional development. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chairman and thank you to the minister. (interpretation ends) I'd like to touch a little bit on attendance. One of the biggest challenges to student success is attendance at school. The department's 2022-2023 annual report indicates page 9 that K to 12 attendance rates were 71.5 percent, which is a decrease of 3 percent from the 74.5 attendance rate reported for 2021-2022. What accounts for the decrease in attendance? (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So the attendance rates always vary, and it could be because a student is absent for various reasons including illness, travel, or being out on the land with family, travelling for sports, and/or medical appointments or other appointments. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Quassa.

Ms. Quassa (interpretation): Qujannamiik, Minister. The department's tabled annual reports show that attendance rates have been decreasing. How do attendance rates differ by grade level? And what specific initiatives are under way to address this issue? (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We have our average regional attendance. However, we don't have average attendance by grade but we can look into seeing what kind of information we can come together with that information, that statistic. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Quassa.

Ms. Quassa (interpretation): Thank you, Mr. Chairman. Thank you, Minister. So we will wait for those reports. So the attendance may be similar between the different grades. Does the department know at what age do students generally start to quit school? I think if we knew that, it would help.

(interpretation ends) The business plan indicates that a new online portal is being implemented for principal reporting for all schools. How will this system support and improve school operations across the territory? (interpretation) Thank you, Mr. Chairman. This will be my last question.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So we have our principal reporting that we've initiated within our schools, which is very detailed gathering of information from our principals every month to find out information pertaining to the school and the particulars, different information. I would like to ask our deputy minister to elaborate on that and how that tool is being utilized. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member for that question. The intent of the principals report that we've implemented and digitalized allows for any principal, either from Nunavut or not from Nunavut, to have a sense of standard expectation of operations. The principals report will include not only the student or the school portfolio, but will also include language of instruction and intentions on how to improve language of instructions. It will have cultural components, so if you're new to Nunavut, there is some level of expectation that's stipulated and they are required for improved accountability to report on that. Also to capture students who need assistance so that we can plan strategically as a department on how to tailor our services and programming to each individual school, based on the principals' reporting, to touch on a few things. Thank you, Chair.

Chairman: *Mat'na.* Following the names on my list, Mr. Hickers.

Mr. Hickers: Thank you, Mr. Chairman. I would like to pick up from a question that my colleague Ms. Quassa just asked on the attendance rates and what accounted for the

decrease in attendance. The minister listed a bunch of different categories but didn't really say what accounts for this specific decrease. Are reasons of non-attendance tracked, is my first question. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. Yes, the reasons are tracked on the student information system. As far as attendance and why students might not be there, we haven't analyzed that yet, but we are looking to do that. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I would ask if the minister would be able to share some of that data when they do analyze it. I think it's a very important topic, to differentiate the reasons of non-attendance. An example of one of the reasons was attending sports events. Most teachers that I know, or most coaches that I know put academic standards on their athletes to make sure that they are keeping up their studies, in addition to participating in sports activities which I think is a very important component. I know I had the same kind of conditions when I have back in school and didn't always meet those conditions that my mom set.

I think it's very important to differentiate the reasons, why so I'll leave that alone now and I'll await some information on it.

I would like to go into the staffing side of things. When we're talking about teacher professional development, the minister stated that other than indeterminate, if teachers are on contract that they are eligible for professional development opportunities.

As we were speaking about yesterday, there's nearly 200 teachers on either letters of authority or vacant positions, which I'm hoping most of those are filled with casual positions. Are there professional development opportunities provided for casuals, or teachers practicing under a letter of authority? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. For letters of authority, yes, and for substitutes, yes as well. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman, and thank you for that response. I think it's very important, especially people teaching under letter of authority, that they don't meet the actual full requirement of being a teacher. So any professional development opportunities to help increase their ability to be able to teach on a more competent level is I think important.

Sticking with the employment side of things, we talked about indeterminate, casual, contract types of employment. Just to confirm first, are those the three types of employment that teachers operate under? Did I miss anything or am I mistaken on anything, first, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. The member got them correct. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chair. One thing that has been brought to my attention is a significant number of teachers are working under terms, and from what I understand typically it's a two-year term. Would the minister have information available on an approximate percentages of teachers that are indeterminate versus term versus casual? It doesn't have to be an exact number unless the minister has it, but just an approximation of average. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We have to gather that information for the member but I understand that there are 79 on LOA and they are term. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. One of the reasons I'm asking if teachers are working under, an example that was given to me was two-year terms, and I do understand the risk in some cases of hiring all teachers under the indeterminate category; not everyone fits in our school system, or even in our territory sometimes. That being said, for myself I know we're on four-year terms here. It gives me a little bit of security for my family.

If people are working under a two-year term, and I'm making a presumption here a little bit, but I have seen it in other work places where short-term employees, they are all gung-ho had they come in and basically the last year they're worried about where they're going

to be working next, so they focus more on their exit than they are on their day-to-day. I'm assuming in a teacher's case the children or the students wouldn't getting their full attention. So I would just like to get the minister's position on that. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that great point. I know that we do really want to retain our teachers and terms are important to security to know that a teacher can be there for a longer period of time is always great. It's always nice to have teachers around for consistency.

As far as I'm aware, Mr. Chair, there are terms given with the hiring of teachers. Could be for various reasons, including the number of Nunavut Teacher Education Programs that are out right now, and ensuring that there's job security for those graduates to come into our schools and hopefully in their home communities or across the territory. Regional school operations accounts for those graduates coming into the school. So at a given point in time there might be one community where expected graduates are coming out of that program; the teachers that are hired on might have shorter terms, like a year contract, for example, just to ensure that the graduates of the program who are eager to come into the workforce have that job security.

There could be other reasons as well. They could be covering for a teacher who may be on maternity leave or medical leave at the time. I would like to ask our deputy minister to further elaborate. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member for the question. According to the Nunavut Teachers Association's collective agreement, the priority hiring pool, that is stipulated in the agreement articulate that priority will be returning individuals who are on, as the minister stated, mat leave, sick leave, educational leave. So those would create term positions in a community.

But I do encourage those on term position because we have so many vacant positions. We would like to hire them in another location if at all possible.

The other is NTEP filled positions. Because we want to have Inuit employment in our schools, but we hope some of those on term but there are very few, but the minister has covered the majority of why term positions exist in school currently. Thank you.

Chairman: *Mat'na.* Mr. Hickers.

Mr. Hickes: Thank you, Mr. Chairman. While I appreciate making sure that there's spaces available for our Nunavut Teacher Education Program graduates, I don't think I think we're years away from them for fulfilling the needs that we have here in the territory. I guess my next question would be, on average or even just in the last few years, how many NTEP grads have been hired by the Department of Education in teaching positions. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We as a department have hired a number of the Nunavut Teacher Education Program graduates within the department, and we're so happy that we have been able to hire them. I believe the number of graduates that we have hired this year is 25 graduates. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I just got reminded by one of my colleagues from last year's appearance teachers working on letters of authority or casuals didn't do performance assessments. Is that still the case? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chairman, and thank you to the member for that question. Teachers on letters of authority do professional development framework, which is a form of evaluation. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. What about casuals? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to ask our deputy minister to answer, as it's a technical question. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member for that question. Substitute teachers who are called on a daily needs basis who cover for like a few days will not be evaluated under the professional development framework. It's a very comprehensive professional development evaluation format.

But a person who's covering for a teacher for longer than a month, three months will be engaged in the PD framework because there are different milestones throughout the academic year that they cannot avoid. I hope that answers the question. Thank you, Chair.

Chairman: *Mat'na.* And I assume here that PD is professional development. If we could stay away from acronyms, mainly for the sake of the interpreters. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman and I'm done with that topic. I would like to go on to the orientation that was talked a little bit yesterday about.

In page 89 of the business plan, it speaks to, and I believe the minister mentioned they had changed the need for chronological order of the orientation modules that they don't need to be done in the order. I'm just kind of my Curious George factor peaked a little bit of why and how does that impact the length of time that it takes to go through the online orientation. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. The orientation is very individualized and it depends on the region and they have the input into that. So for that we do know that there are more materials being created for our newly hired educators, and we look forward to them coming into our territory and making Nunavut a home. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Maybe I'm being a little petty, but I'm unclear of how that speeds up the process of a new hire going through the orientation package, to allow them to do it in a different chronological order. To me each module can take the same amount of time, no matter what order it went in.

Chairman: *Mat'na.* Can you please elaborate, Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. I would like to ask our deputy to elaborate. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member for that. The clarification around the orientation, there's so many orientation packages and modules that we offer, both on line and within the community and through professional development, that they are a little bit individualized per community, so based on the needs of a community. So if there's a prevalence in behavioural issues or such, an orientation might include

something to that, that's tailored to that specific community. And regions have a tendency to meet those.

As it pertains to orientation, the online portions, there's a list of repertoire of orientation that you can take, and some of them are mandatory; some of them are more leisure, but if you would, we could share that list with you. Thank you, Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Yeah, I would appreciate it. You satisfied my little curiosity.

I would like to take a step back to staffing again as well. I know orientation is for new hires, but for when people who do finish their term or leave for whatever reasons, maybe not how often, but exit interviews is something I've talked about a number of times in this House, and if I had my way, it would be mandatory for every person leaving the government so that we know or we can help identify where some of the issues are on retention, and word of mouth in many different fields, I'm sure teachers are one of them, that if it's not a great work environment, people aren't shy about stating that, so it can really hinder recruitment efforts by some gaps in the retention side of things.

I guess I will ask: How often are exit interviews taken advantage of? I'm assuming that they are offered to everyone, but I would also like to ask, teachers leave under letter of authority or casual staffing or even some of the long-term substitutes that the deputy minister described, are they offered exit interviews as well? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. Exit interviews are not mandatory for our teachers. However, the Nunavut Teachers Association does have the opportunity to collect that information and often, when a teacher does resign, it will state their reasoning why they are leaving their position or want to maybe relocate to another community.

As far as the broader aspect and collecting that information, I do know that, wearing my human resources hat, that we are looking at that information. I know that the discussion can continue with the Department of Education for teachers. As well with the Nunavut Teachers Association on their website they have an exit survey portion there that can be found under "How We Work". Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman and I thank the minister for that response. I think it's an incredibly important aspect of the end of someone's work career, or their position here to help the department really get a grasp on what are some of the concerns and what are some of those real issues that cause people to leave. And I know there's many different aspects of it. I still think it's a very important component to the department to help be able to identify issues and work towards recruitment and retention.

The exit survey that's done through the Nunavut Teachers Association, is the data from that shared with the department as well? Or is it just for internal Nunavut Teachers Association use? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So the Nunavut Teachers Association does share the details of that survey to the Department of Education. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Following the list of names, Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman and I would like to welcome the minister and officials. I want to follow up on my colleague's question regarding professional development. Was last year an exceptional year for lots and lots of professional development in the Kivalliq region? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. No, it wasn't. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. The reason why I ask this, they have a school PD page. There was consecutive, so many times in a school year that they had professional development day almost every week. Like at least one day of the week they were doing that. Can the minister elaborate on that. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. We would have to investigate that. However, when the district education authority does work with a school, they are the ones that set the calendar days, and for the number of O days there are 45 instructional hours for improvement or weather closure. We also have A days, two administrative days, which are non-instructional days. We have C days, which is two staff orientation days which are non-instructional days. We also have D days, which are four in-service days, non-

instructional days directed by the department. And we have P days, which is five professional days, PD week activities, which are funded by the PD council with the Nunavut Teachers Association. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chair. I'm more confused when getting the information so I'm going to move on.

With the NTEP graduates, are they guaranteed to get a teaching job? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We do hope that the graduates can come into our schools and work within the school system after their completion of the Nunavut Teacher Education Program. However, they're not guaranteed the position; they have to go through the job process like any other employee would have to when they're getting hired on for a permanent position. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chair. One thing that our NTEP graduates, one would think that they are guaranteed to get a job, because they are in the training for four years, which as other teachers coming from the southern and the majority of the NTEP students are Inuit. I'm not sure why they're not guaranteed. Are we failing our education system in Nunavut? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for the question. No, we're not. There could be other factors, such as a criminal record check, vulnerable sector check, that might be a factor. We also know that sometimes teachers might not want to go into the teaching profession, and go and work in another even within our department. But they do have to go through the hiring process just like anyone else does, and that is the interview process.

We're working with the I know that the college, we've shared from this House that the teachers go to help support the teachers come into the schools, that the students in the Nunavut Teacher Education Program go through the interview process as well as resume writing to help support them to come into the workforce. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. I thank the minister for answering that, because it feels like the Nunavut education system is failing our students in any way, other than the regional hubs, like I said a couple days ago, on our first, branch that I want this to minister to hear me out on this.

The smaller communities are completely left out in this government, and the regional hubs are the ones really benefitting, or more in advanced with the education that the students are getting. I want to the minister to commit to make the Nunavut education system standardized, so that all communities in Nunavut are getting good quality education. Can the minister elaborate on that. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. Across the territory our schools do vary in size, depending on the number of students. We all know that we have some schools that are bigger than others, depending on the size of the community and how many students are enrolled. And we do want to make sure that we hear our members' concerns, and I do know that we are working and supporting our ream regional school operations to work on some areas of improvement.

We have hired people to fill vacant positions within the regional school operations to directly support the schools in our communities, and are doing more school visits. The work behind addressing concerns that may be raised and having the executive director and the superintendent in various communities be able to support the schools more, we have created a human resources division.

With that Human Resources Division within the Department of Education, we can oversee concerns that those positions were typically handling and they can focus their time to work on the school calendar, work on the types of courses that need to be taught in the coming year, and various other things that the school might need support with.

I would like to ask our deputy minister to further elaborate on some of the workings behind the Department of Education and ways we're working to strengthen our communities and the school so that everyone, if there is a feeling of unequalness, that we have that chance to really correct the student calendar and the timetables and that going forward. I would like to ask her to further explain. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. So there are 45 schools and multiple language of instruction models applied to each of those schools. If you're comparing to community hubs like Iqaluit, Cambridge Bay, Rankin, where some of the language of instruction is in

one language from K to 12, when a student goes to an education system in one language from K to 12, the results will be very different from when you pick a language model that has multiple languages of instruction. Our work around the language of instruction consultation that we're doing for the regulation is to try to address this.

The quality of education is so important, the future of our kids is based on the quality of education they are receiving. We need members of the community to help us, to ask the students to attend school. We need to be supportive for the district education authority members as community members to support them in their initiatives and bylaws. It takes every one of us, not just the Department of Education, to improve the quality of education in the territory.

But I want to acknowledge his request to improve the quality of education in our communities, and in particular the smaller schools. We are committed to that. Thank you, Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. I think the community size shouldn't matter at all. If they standardize the academics for the students, it's a win/win for everybody. Like I said yesterday, or the day before that, when the smaller community student wants to enter the Arctic College, they have to do upgrades before they can actually have the training for, whatever, NTEP or whatever education they want to take that Arctic College provides before they can even enter. So it shouldn't matter at all with the community size.

I know every community is getting a southern teacher that can teach in each community, so they are much more qualified than our Inuit teachers in that regard.

I encourage the department to at least standardize the education system that our students are taking.

The minister stated that they are doing what they can. I know they are doing what they can to improve our education system in Nunavut. Parents entrust the teachers to send their children to the school to get better education, but it seems so unfair that smaller communities, their academics are lower than some communities.

(interpretation) I'm not sure how I can get my message across, because there is room for improvement to standardize the education system. We are urged to send our children to school, but we're given less than standard education, depending on the community size. It's the larger communities that are way ahead in the education system than the small communities. I just wanted to make that statement.

Again, I was asking questions about the students and usually, for example, as I was stating earlier, they are doing grade 10 and 11, and some of them who are grade 10 are also learning at another level. That's what's frustrating to the parents and to the students. There is definitely room for improvement. Can the minister indicate what kind of changes we can look forward to and standardizing the system. Thank you.

Chairman: *Mat'na.* Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. I know this our schools in Nunavut do have the approved standardized curriculum. However, working with the district education authorities they may offer additional or optional courses, and these courses do provide a variety of local relevance, cultural and language learning opportunities as well as flexible learning environments. So depending on what grades students are in and to attain high school graduate diploma, the students need and must complete at a minimum 15 credits in English or French language arts, ten to 10. Ten credits in Aulajaaqtut wellness leadership, grades 10 to 12. Five credits in physical education. Three credits in fine arts. Ten credits in social studies, grades 10 and 11. Ten credits in math in grades 10 and 11. Ten credits in science in grades 10 and 11, five credits in career and technology studies. Ten credits in courses of their choice at the grade 12 level, and 22 other credits of their choice. And this accounts for 100 credits total. 78 are specified, plus 22 of those are unspecified credits.

I would like to ask our deputy minister to just elaborate on some of that information and to answer the member. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I'm happy to explain this a little bit. So if you are a student and you're in grade 9, you start accumulating credits. And the cultural courses, the career course is the 1411 course code. That's your first credit in grade 9. Once you go through grade 10 you might take all grade 10 courses that are mandatory, but fail one. So for example you could pass everything but science.

We would not keep you in grade 10 if you just need science, so you would progress to grade 11 with all the other subjects, and remain in grade 10 for that one subject so that because it's semesterized, you don't have to wait a whole year of grade 10 to go to grade 11. You might in fact go to right to grade 12 with all the other courses, but still failed grade 10 science, so you could be just waiting for the 15 credits in science alone.

That is how a student will find themselves in multi-grade level course codes during a school year.

So not to delay their graduation. But to expedite their graduation based on the semesterized schedule. I hope that's clear. Thank you, Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman, and thank you. Isn't it confusing for the students?

Chairman (interpretation): *Mat'na.* Thank you, Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. So our new policy will help allow our students to see their validation statements every report card and help not only them but their parents or guardians support them through their high school careers. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. The district education authority has set up a calendar and they follow what the teachers would like to teach. What about the calendar? What about having it standard all over? That's my question, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. That calendar is reviewed twice a year and done for every three-year intervals. I'm not sure if I missed anything else to the member's question. Thank you, Mr. Chair.

Chairman: *Mat'na.* If you could rephrase the question to the minister. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. (interpretation) I wasn't talking about calendars, I was talking about the district education authority. They approve what is going to be taught in the school. Is it (no interpretation).

Chairman: *Mat'na.* I believe the member is asking about language of instruction. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to ask our deputy minister to answer as I didn't catch the full question. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. That's a very good question. Every year the department requires on two occasions, spring and fall, the approved education program planning for each school. And in the spring time they plan the next academic year, but when they hire all their teachers they review to make sure that they can deliver them. And so it pertains

to all the courses, the time allotted for each subject, the classroom teacher, how many students and language of instruction in each one, and we review that. We get the approved education program plan that's created by the school staff and the district education authorities, and they submit those to us.

In the last two years I've seen every one of them personally to go through, and we've asked lots of questions. So if you have recommendations, we're happy to hear from you. Thank you.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. The deputy minister knows exactly what I'm talking about. There's differences in the schools and they use different setups. Do you look at how (no interpretation).

Chairman: *Mat'na.* Since we are on the same topic I will go straight to Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member. In the education program planning that is approved by the district education authorities we do look for the core courses. The core courses include English, math, science – because of my nervousness I'm forgetting the core courses – and social studies, health, gym, and then anything that's different in each school will be pertaining to local expertise. If you have a teacher who has a technology certification they like to teach computers, so they have a different computer course.

According to the Alberta curriculum that we have a repertoire of, CTS, career courses, you can lump multiple different courses. So if you have a strong math teacher you can select different math courses that are available to all of us through the Alberta curriculum. Thank you.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman, and thank you for clarifying that. Now, as I stated earlier, the students, not just one community, when I was asking the minister about students from other communities and I explained about the students that are unhappy about their school curriculum, there was someone who had completed grade 11 and another student is in grade 10. When a student has completed over 85 percent of the subjects and then they are sent back to that same class, and even though the student has progressed to grade 11 or 12, then they're made to go back and complete the other 15 percent. It really discourages students from wanting to go to school. When they're made to do the same school work again they become displeased and no longer want to go to school any more and I'm talking about high school students.

This should really be reviewed properly so that they're not stuck on one subject for the whole rest of the school career, and they get bored with education when that happened with them. I think that needs to be corrected or changed. It occurs not only in Naujaat. This will be my final question. Thank you.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for raising that. Yes, we can do that and we're beginning to look at the validation statements and auditing them to fine tune them and help support the regional school operations as they support the schools directly, to make sure that they're on the right graduation path and that the courses that the students need will be offered in the coming school year for the students to graduate and to go through their high school years more smoothly. But we can definitely take his words to further continue our work. Thank you, Mr. Chair.

Chairman: *Mat'na.* Following the list of names on my list, the next one is Mr. Lightstone.

Mr. Lightstone: Thank you, Chair. I just have about three subjects I will like to touch upon. And last year there was some discussion with regards to career spotlight videos that were being developed to be shown in schools. I believe that was included in last year's business plan and I was wondering if the minister would be able to provide an update on that. Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that and raising that question. The department has had that on the back of our mind, but due to prior commitments in competing commitments we have yet to start that work, but we do intend to get to that work. We have litigation that is taking priority for us within the department.

That is one of the areas that we do want to continue working on and creating those career spotlight models. I hope that we can pursue that very soon. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Chair. Next up I would like to touch upon is youth trades programs. We are the only jurisdiction, the only province and territory in Canada that does not have an accredited youth trades program in our schools. So every child across Canada except for Nunavut has the ability to go to high school in the mornings and get their work towards the required courses to get into a trades program and then spend the afternoons working in trades and making money. I would like to ask for an update on any

developments in working with Department of Family Services about apprenticeships to address that shortfall. Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We haven't made much progress on that, but we are looking to have a pilot with the Rankin Inlet Nunavut Arctic College to have – it has slipped my mind the name, a dual credit with that, as I know that we're eager to have that begin. I just don't have a timeline on when that can start, as I know that there have been some internal challenges. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Chair and thank you, Minister. The topic of a dual credit I think is very good. That's excellent to hear. And just to correct me if I'm wrong, that's where a high school student is taking programs in the high school but then those programs go towards credits at the Nunavut Arctic College. Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chairman and thank you to the member. Some of the areas that we're looking to explore are pre-mechanics, eight courses, cabin building, eight courses, firearms safety or PAL, eight to 14 courses. Red Cross first aid, eight courses. 3M fall arrest, eight courses, 3M confined spaces, eight courses. Workers' Safety and Compensation Commission safety, supervisory safety eight courses. Fire extinguisher safety, eight courses, as well as workplace hazardous information material information system, eight courses. Those are the ones that we're looking at right now. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Chairman. Thank you, Minister, for providing the different programs that are being considered. It's very interesting to hear some of those and I think that they will add to the life skills and employability of our future high school graduates.

Do you have any sort of estimated timeline as to when the first or any of those programs will I guess come to be? Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. As the work is still ongoing and I know it might take some time, I've been reassured that within the next government. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to touch upon another topic that I've raised in the past, and that's the need for driver's ed programming in the communities. I've brought this up with Arctic College over the years, as so many youth come from homes had don't have vehicles or parents that drive to teach them those skills. I was curious if the Department of Education has begun exploring opportunities to provide driver's education to our youth. Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. That topic we are exploring right now with communities that have available driver's ed training through a contract. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Chair. Thank you, Minister. That's very exciting to hear that there are discussions being had with contractors in communities where it's available. How soon or how far along are those discussions between the department and the contractors? And how soon could we potentially see our youth being able to access driver's ed? Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We're in the preliminary stages of that topic and we haven't costed out yet so we're not sure if we have to come forward with a business case or what we may have to do for that. But we do look forward to advancing this topic. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Chair, and thank you, Minister. I'll move on to my last topic. Last April when we had a televised hearing with the Representative for Children and Youth, some of the discussion focused on teen pregnancy. Its research has suggested that young parents do not complete school, at high risk of being lifelong dependents on welfare and other government services, and the young parents and the children are in threat of growing up in poverty.

I was just looking into some of stats with regards to the amount of teen pregnancies, and over the last four years it has been ranging between 150 and 180 teen pregnancies across the territory, and for that same time period, the Department of Education's Young Parents Stay Learning has dropped about 70 percent in the participation from 50 to 14. So I want to flag that issue as a significant matter of concern.

I know that the department's Young Parents Stay Learning offers subsidies for day care services, but since our discussions that we had last April during the televised hearings, has there been any development on enhanced targeted supports for teen parents? Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for raising this topic. So I think it's kind of twofold. Our budget significantly went down; however we have had the injection of the Canada-wide Early Learning and Child Care Agreement which puts our day care fees across the territory at \$10 a day, which enhances support for our youth who may be parents and in high school.

We do have, as stated, the Young Parents Stay Learning program and we currently have 15 individuals receiving funding under that program. And we are working on an awareness campaign which is anticipated to launch prior to our 2025-2026 school year, which would be this coming summer.

We also have curriculum and resources to help teachers and educators teach students about sexual health and healthy choices. And as we continue to develop our curriculum for older grades we'll explore options for more resources related to sexual health and pregnancy, including potential partnerships with the Department of Health. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Lightstone.

Mr. Lightstone: Thank you, Chair. Thank you for that update, Minister, and I'm glad that there's some progress being made with awareness campaigns and sexual health curriculum and the need to practise I guess safe sex to ensure that our youth are encouraged to follow a planned parenthood method or road. With the high rates of teen pregnancy in the territory and the low utilization of this Young Parents Stay Learning day care subsidy, it leads me to believe that a majority of teen pregnancies don't complete high school as they are not utilizing these day care subsidies.

I just want to put forward another recommendation that, recognizing how difficult it can be to continue high school after having a child, just I just want to again stress the need for more enhanced targeted supports for those young parents, so that they stay in school. So that's my final comment. Thank you, Chair.

Chairman: *Mat'na.* I'll give the minister a chance to comment on the comment. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that and raising that issue with us. We do really hope that if there is teen pregnancy, that the parent or parents will stay in school. We do have these great supports out there to support the cost of child care, and we do encourage if there are teen pregnancies for parents as well as principals to look into these funds to better utilize them. Thank you, Mr. Chair.

Chairman: *Mat'na.* Following the list of names, Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. I just want to go back to the food program. The education department received 7.5 million. I'm pretty sure that covered all the communities, including elementary schools and high schools. And getting that program, I guess you'll need cooks or people that are going to do all the make it happen. How many people are Inuit school elementary and high school, how many people are designated or hired to work in such a program like that in the schools? Quana, Mr. Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So through the Inuit Child First Initiative or School Food Program there are 32.5 hired under that program. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. I just want to get to Kugluktuk, for Kugluktuk elementary school and high school. How many people are hired? Is somebody designated from the staff there already and if they are, are their wages increased for that? Thank you, Mr. Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We don't have that level of detail, as the contracts are funded through the federal government stream with the Inuit Child First Initiative. We would have to look into that particular detail. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. I look forward to seeing that information. I want to move on to hiring Inuinnaqtun or Inuktitut teachers in the schools. This is both for

elementary and high school, too. How are they screened? Is Inuit Uqausinginnik Taiguusiliuqtiit? Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. No, the IUT is not involved. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. And how are they screened to become like the Inuinnaqtun teacher? Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Will thank you, Mr. Chair. So those are put out through advertisement. The individual would have to apply and they would screen, and then they would be interviewed through the human resources hiring of a teacher for the school. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. When you interview them, do you let them speak and write in both Inuinnaqtun? (interpretation) Thank you, Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member. So within the interview the process there's an interview panel, which would be the district education authority, the principal, and the regional office. And it is done orally. There's no written exam or anything for that process. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. Kugluktuk has the highest percentage in losing their Inuinnaqtun language and you need the ones with the most knowledge in reading and writing. I have a granddaughter taking Inuinnaqtun in Kugluktuk high school, and I ask her how it's going. She said that, you know, the teachers just writes on the blackboard Inuinnaqtun and they just write it down. I asked her if the teacher spoke any Inuinnaqtun, and she said no, she doesn't speak it. This was last year, but now there's a different teacher in there now, I think.

So if it's possible would the department check into Kugluktuk high school and maybe screen using IUT's system? I know they go just by correspondence. But like you said, if there's a panel that interviews the person, I wonder if it's possible to get that done maybe before the term is over. (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. If there are any concerns at that level, it's best to speak to the principal from the parent or guardian about the concerns and go through the channels, through the principal.

As far as our discussion here we can look into the matter and see what may be the issue if there is any. As far as we know there aren't any. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: I have one more here and probably finish off with this. Some of my colleagues mentioned some of the students are behind in their grades. Like, they are in grade 10 but they are doing grade 9 or 8 or stuff like that, having a hard time. Every year there's I know there's students graduating all the time, every year. Like it can be one or two but I know there's always a few, and you always get these ones that are top of the class, you know, with the high marks, and once they graduate I'm pretty sure they're looking to go to further school, like college or university and all like that. To go to those you need the funds, like a good amount of funds. That's why I'm glad FANS is there, but sometimes they would need more.

I know Kugluktuk has some students that are having a hard time. You know I visit the principal once and a while, and they have support teachers, but how many support teachers are there in each school in the high schools in all of communities? (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We recently just increased our student support teachers assistants within our schools, and as far as the member is concerned for the community of Kugluktuk, we currently have at Jimmy Hikok Ilihakvik there are three, and at the high school there are two. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok.

Mr. Anavilok: Thank you, Chair. With the Kugluktuk having only two and I just finished talking about there's always high school graduates every year and some of those students

are top of the class, they're smart kids, I want to make a suggestion that when they graduate they have to go to further schooling so it takes funds, more funds maybe. So this is just a suggestion that the students that are on top of the class, they're going to help other students for sure. And with Kugluktuk having only two support teachers, there's not always only two kids in the class. There's like 10, sometimes eight, 10, 12 kids in the class, and that's lots. I wonder if there could be initiative on some students that are, you know, with good grades, graduated with good grades that could be I guess hired, or I guess they can't volunteer, but become student support teachers also until they go to their further schooling. That way they will have income to save money to help with the further college or university. That's my final question. (interpretation ends) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for the question. Sorry, I gave the wrong information to the member for the student support assistants. The number should be nine for the community, not three and two. I'm sorry for that mistake.

As far as the member for the last question, if he can please repeat. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Anavilok. If you can repeat your question.

Mr. Anavilok: Thank you, Chair. I mentioned that there's students graduating every year and one or two or three of them are in the top of the class and those would become good support for the students that are still in school. I wonder, it's a suggestion if it's possible to do that in all the schools in Nunavut because they eventually have to go further their school and it takes funds, and if they have wages and they're going to save money for their further schooling, so I wonder if that would be a suggestion in your goals in helping Nunavut students to better their grades when they graduate. (interpretation) Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for explaining that again. As far as their peer mentorship, it's something we can look into and it might be happening in other schools at the moment, but we can definitely look into it. Thank you, Mr. Chair.

Chairman: *Mat'na.* Following the list of names, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Good afternoon, Minister and officials. I'm wondering how many students graduate with academic certificate, general certificate, and individualized education plan certificate from high school. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We had 301 graduates, and of those 301, 27 of those were on individual education plans. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Simailak.

Mr. Simailak: So 27 were individualized education plan of the 301. What about how many of them were academic? Thank you, Mr. Chairman.

Chairman: *Mat'na.* What the member wants to know is how many were general grade 12 and how many were academic grade 12. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We would have to do an audit on that number. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Would the minister have the number for Baker Lake? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. That's an number that we can get back to the member on. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Thank you, Minister. Are all schools offering academic level high school programming? If not, how many schools are offering that? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. We can provide that spreadsheet with that information to the committee through letter form, as there are 45 schools. Thank you, Mr. Chair.

Chairman: *Mat'na.* Just before I go to Mr. Simailak, can you give the committee a timeline of when that information can be provided. Minister Gross.

Hon. Pamela Gross: Just this information, we can tomorrow. But for the other information, it might take a little bit of time. Thank you, Mr. Chair.

Chairman: *Mat'na.* (interpretation) According to my list, Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. (interpretation) I would like to ask a question with regards to, might be one question but might need to add another question. The schools from kindergarten to grade 12, in the elementary schools and also in the high school, individual educational plan, what's the difference between the way they are taught? Does the department know whether the scale of the learning of the different schools differs from each other? Thank you.

Chairman: *Mat'na* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair I'm not sure if I understood the question. If the member could please rephrase. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. The students who are enrolled from kindergarten to grade 12 in one school, (interpretation ends) And there's some communities that have elementary school and middle school and high school. How is the different between K to 12 in one school and for other schools, middle schools and high schools, how is the education system, have they looked at which one is better? Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. We do know that some of our schools are in the community might have one school from K to 12 and I believe that number is 12 schools across the territory like that. We do have some communities that might have an elementary school and a high school that might have multiple elementary school and high schools, like here in the city of Iqaluit.

As far as it's concerned with having one school from K to 12 versus other schools, I would like to ask our deputy minister to elaborate on that information. Thank you.

Chairman: *Mat'na.* Just to make it clear, the member wants to know if there's a difference in quality of education that a student would get if they are in one school K to 12 as opposed to multiple different schools of a certain grade. Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. Thank you for the clarification. And I thank the member's advocacy for the quality of education in our communities.

I can tell you, my many years of teaching in a classroom and being a principal and a VP and program support teacher, you can have the best teacher and 24 students and those 24 students at the end of the day all walk out with a different level of education, based on level of engagement and ability and learning style. So you can not have a school K to 6 or 7 to 8 or K to 12 or just 9 to 12 with walking out with the same quality of education. Everybody's input or uptake of information based on their vision, their hearing, their schemata, what knowledge they have of the world, and what language they speak; that all factor in.

But with the department's efforts, the Department of Education have curriculum that are approved by the minister and we have every intention to standardize the quality of education that is delivered in our schools.

By creating the Human Resource Division, we want to free up the work that's inundated by the superintendents and executive directors so that they can start to be the quality check that they always intended to be.

Because we have so many teachers and school staff, their time is taken away from the quality checking. And so with the O&M before you, we hope to receive approval of our EDHR's division's money so we can in fact enact these and free up the superintendents and executive directors so they can be the quality checker.

Because like Mr. Malliki, we do believe the same, that there needs to be quality checkers and good quality education in Nunavut. Thank you, Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. With that reason because good quality of education is very important and critical. That's why I wanted to get clarification on that from kindergarten to grade 6 and from grade 7 to 9 and also up to high school. Is it easier for the student when they are segregated in those grade levels or is it different? Thank you, Mr. Chairman.

Chairman: Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Having our deputy minister be an integral force in the school that was K to 12 I would like to ask her to share. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. I thank the member for that question. I'm a little bit biased because I like to teach in K to 12 division.

In the Inuit Qaujimagatuqangit, older siblings and older students tend to be the school leaders and they have the opportunity to showcase their leadership to their younger peers, and/or younger siblings. But really it depends on, there are very good schools across the territory with very good management and student leadership is everywhere. But we haven't analyzed it enough to say we prefer one way of a school over another type.

I think our realities in a community preferably, for me, as a deputy head in a department more infrastructure is always better for me, so two schools per community would be most ideal in my mind, but for biased reasons. Thank you, Chair.

Chairman: *Mat'na.* Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. The reason why I ask this question is because during the oral question period today, member for Amittuq was asking questions that some schools are too overcrowded. In order for the school not to be overcrowded and for the safety of the students, and we do want the students to attend schools in Nunavut and so that they can graduate with adequate grades, as I stated earlier that some students who graduated have to further their education, and those are some of the reasons, because there's lots of interruptions in the class. To lessen the interruptions in the classrooms I urge your department to plan out within your department so that the students could have a good school environment. So I just wanted to comment on that, thank you, Mr. Chairman.

Chairman: *Mat'na.* I'll give the minister a chance to comment on the comment. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for raising that comment. We do hope that if the school is K to 12 there are different wings, which I've seen in our schools that are K to 12, to separate the students a little bit with different hallways for the elementary side and the high school side. If it was a perfect world, Mr. Chair, all of our communities would have elementary and high school. However, we do run on a limited budget and we have 45 schools in our territory, and we are building more schools and renovating schools with the budget that we do have.

We know that there always can be more, and hopefully as our territory grows in years of being around, we'll see more schools across our territory with funds coming forward.

We do look at our capacity of the schools and we do have a number of schools that will go forward in pre-planning. When a school is at 85 percent capacity we start capital planning for the school. Thank you, Mr. Chair.

Chairman: *Mat'na.* I have no more names on my list. Mr. Quqqiaq.

Mr. Quqqiaq: For clarification, are we still on G5, Mr. Chairman? Thank you, Mr. Chairman.

(interpretation) I'll be speaking Inuktitut. For the students going to kindergarten and to grade 12, the students complete grade 12 but the problem is when they graduate there's no jobs available in the communities. Some start looking for jobs after graduation. My question, what I would like to see if the students and when I heard that the Inuit Qaujimajatuqangit in the schools I was very pleased to hear that.

I would like to see out-on-the-land programs, skin preparation for the women, or for the girls, and those that are Nunavut-relevant or Inuit-relevant, and to set up a Nunavut curriculum. I would like that to be considered by your department to take the boys out on out-on-the-land programs, to learn hunting skills, go caribou hunting and fishing, setting up nets. In the Netsilik area we hunt cubs, seal cubs. We would like to see more Nunavut or culturally relevant curriculum set, or out-on-the-land programs. I would like to see that included in the schools, because there are no jobs available in the communities. We have very good prices if you are selling caribou or seal or fish. So I would like to see that included in the schools, to set up curriculums that are culturally relevant and also include Inuit Qaujimajatuqangit. I would like to see that in the communities.

(interpretation ends) For clarification, Mr. Chairman, I'll say it in English. Before the students graduate grade 12 and we're in the process of playing a made in Nunavut curriculum, and a lot of the students who graduate are seeking employment and due to the fact that there's no employment at times, what I would like to see before any student graduates to have the skills and ability to hunt caribou, fish, and seal, and if possible for big game, polar bears and for muskox. I would like to see every student at least participate in small game or big game before they graduate and get given certificates, so they have the ability to hunt. Because due to the fact that at times in the smaller communities that I represent, there are no jobs.

I got excited when I heard Inuit Qaujimajatuqangit before, and if we're going to make a made in Nunavut curriculum, I would like to see Inuit Qaujimajatuqangit be used in the curriculums for many great reasons. I would like to see how the department can respond to what I just mentioned. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross, if you can comment on the long comment that we just heard. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for raising that. Within our territory in Nunavut within the Department of Education we are very proud to say that we have Inuit Qaujimajatuqangit embedded in our curriculum, and it is intended

to be present in all aspects of our curriculum, using the knowledge from our elders and passing that information through to our students. We have an elders advisory committee who meets to discuss the incorporation of Inuit Qaujimajatuqangit into the curriculum and other related topics, such as language of instruction, and we use the Inuit Qaujimajatuqangit embedded curriculum, for example in our Nunavut to grade 10 social studies courses, where they learn the foundation to include concepts such as the role of *tunngavik* in governance.

We also hire elders through the district education authority, and those that are hired in our schools are the teachers to many courses that the district education authority wishes to pass on to the students. So we have locally developed curriculum that our district education authorities offer to our students so they could learn things such as fox trapping or about the constellations, or about various other things related to our traditional knowledge and teach that.

We also have on-the-land programming that the students can go out on with elders and their school community, and we are encouraging our schools to go through the process to have on-the-land programming offered, as we know how invaluable learning on the land is. And where our schools can offer programs and curriculum based on the traditional knowledge that our elders know in the particular community, and pass on some of the knowledge that the member has raised. Thank you, Mr. Chair.

Chairman: *Mat'na*. Mr. Quqqiaq.

Mr. Quqqiaq: (interpretation) Thank you, Mr. Chairman. And I would like to thank the minister for her response. Thinking of the elders, usually they look forward to going out on the land, and I'm told that we have to listen to the elders. Maybe they can also have interview sessions with the students by going to the schools by talking to them. When I was a child, the elders used to go to the schools, which I enjoyed tremendously. I used to ask a lot of questions to the elders. Do they still do that in today's society? That's my question. Thank you, Mr. Chair.

Chairman: Qujannamiik. Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. Yes, the elders very much can be the ones that pass on that traditional knowledge in the classroom, through the funds that are available. We instruct the district education authorities to use the funds as they see fit for the community, so they can participate in classroom instruction but they don't have to participate in classroom instruction. If they want to do more on-the-land programming, they can do that. They can supervise and instruct students with camping trips, on-the-land trips, survival, traditional knowledge and they can also work in the classroom through co-instructing. So for example building aliat or ulu-making or any traditional tools or anything like that, to sewing programs. They can teach those. The list is endless, Mr. Chair.

We do look forward to our elders being in the schools, as I know they look forward to that opportunity as well, to pass on their traditional knowledge.

I will like to take this opportunity to thank them for sharing their wisdom, sharing their knowledge to our next generation in the schools across the territory, as we highly respect them and thank them for the knowledge that they continue to pass down. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Quqqiaq.

Mr. Quqqiaq (interpretation): Thank you, Mr. Chairman. I would like to thank the Minister of Education and thank you very much for that response. And thinking of the elders, they're just waiting to be asked if they can participate in the school environment. The elders are really very willing to participate. The elders are waiting. They are waiting to be asked if they would like to participate. I would like the students to ask questions to the elders.

If we keep using Inuktitut, we can prevent it from erosion or loss. My question to the Minister of Education, is Inuktitut taught from kindergarten to grade 12 in all the Nunavut communities. That's my question. Thank you, Mr. Chairman.

Chairman: *Mat'na.* Ms. Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. We have a table of that information that we can provide to the member. Thank you, Mr. Chair.

Chairman: *Mat'na.* Can the committee get a timeline of when that information will be provided to the member. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Sorry, it's in Inuktitut. I didn't understand. Thank you, Mr. Chair.

Chairman: *Mat'na.* The member wanted to know if all the schools get training, education in Inuktitut. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Not all schools get training in Inuktitut. I believe the French school here in Iqaluit does not offer Inuktitut training. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Quqqiaq.

Mr. Quqqiaq (interpretation): Thank you, Mr. Chairman. I'll speak in English. (interpretation ends) For clarification, Mr. Chairman, in all Nunavut schools from kindergarten to grade 12 are they being taught in Inuktitut? Like kindergarten to grade 12, in every class? Thank you, Mr. Chairman. For clarification.

Chairman: *Mat'na.* The minister did state yes, except for the French school, but Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So we do have language of instruction models that are different. Depending on the community we have Qulliq model, Immersion Model, and Dual Model. We're looking at those models as we speak with language of instructions consultations that are happening across the territory, and in some communities it depends on which model they use. Some might have kindergarten to grade 3 fully immersed; some might have kindergarten to grade 6 fully immersed in Inuktitut, and some might have kindergarten to grade 12, for example, with just one class throughout each grade that they're taking Inuinnaqtun or Inuktitut. I hope that helps. Thank you, Mr. Chair.

Chairman: *Mat'na.* Mr. Quqqiaq.

Mr. Quqqiaq (interpretation): Thank you, Mr. Chairman. With Taloyoak and Kugaaruk, in regards to these two communities, I'm not sure how to phrase it. If you went to Taloyoak or Kugaaruk, do you have or could you start a curriculum specifically for those two communities with their distinct dialect?

Just a few days ago there was an elder who went on CBC and was interviewed and I would like to give my support to that elder. And as Member of the Legislative Assembly for Netsilik, (interpretation ends) For clarification, Mr. Chair, I'll say it in English: Will your department be visiting Taloyoak and Kugaaruk for language of instructions when it comes to the Netsilik dialect?

I wanted to help the elder in my constituency who was interviewed by CBC. That's my last one, Mr. Chairman.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So we have scheduled consultation for Kugaaruk. We were in the community on Thursday, January 16 and for Taloyoak, we were there on Monday, March 3. Thank you, Mr. Chair.

Chairman: *Mat'na.* Okay, I'm going to exercise my discretion and we'll take a 30-minute break.

>> *Committee recessed at 17:50 and resumed at 18:29*

Chairman: Good evening. I would like to call our committee meeting back to order. We're dealing with Education branch summary, under school operations, G5. I have a couple of questions here. I would like to ask some questions under teachers who teach under a letter of authority and what qualifications are needed to be authorized to teach under that, if there are any. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Teacher – Mr. Chair.

>> *Laughter*

It's getting late in the evening. I'm sorry, Mr. Chair.

For the letters of authority, our department hires on letters of authority that ensure right now with the national teacher shortage that there's no interruption to our learning in our schools. We do have 79 teachers on letters of authority, and we can authorize teachers without a Bachelor of Education on a one-year term position that can't be filled with credentialed individual.

Many teachers on letters of authority bring a wealth of knowledge and expertise and Inuktitut language skills into the classroom. As well, our department is committed to supporting and training teachers on letters of authority to ensure that they have the ability to teach and instruct meaningfully. So as it pertains right now, our teachers on letters of authority don't have credentials as a teacher. Thank you, Mr. Chair.

Chairman: Thank you. The 79 teachers which could possibly be teaching roughly the student-to-teacher ratio could be teaching, what, about 1,000 teachers within Nunavut, roughly around there if my math is on the ball? Is the quality of education taught to the students from a letter-of-authority teacher the same as the quality of a certified teacher? Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to ask our deputy minister to elaborate. Thank you, Mr. Chair.

Chairman: *Mat'na.* Ms. Hainnu.

Ms. Hainnu: Thank you, Chair. As it pertains to letters of authority hires in the territory, they vary from depending on what they're teaching. Their teaching assignment pertains to their area of expertise.

Some of our letters of authority hires are individuals who have back grounds in science, who have backgrounds in other areas who might be a nurse, who might be I can't recall

right now. But there are letter of authority hires who have bachelor of science behind them, but is not a nurse but a science teacher. But for the most part, the letters of authority hires, the 79 they are hired based on their language of Inuktitut ability.

To answer your question about quality of education, some of the letters-of-authority hires who are naturally good teachers at home, good teachers in the community, and who can speak the language, they are the best expertise to deliver language instruction, let's say for kindergarten to grade 3, as opposed to a teacher with credentials, maybe a bachelor's degree or a master's degree, who can't speak Inuktitut.

We're doing a balancing act to preserve the language and language of instruction models, but in the last few years we have taken very intentional steps on what does language of instruction look like, and that's what we're consulting communities with. Thank you, Chair.

Chairman: *Mat'na.* Just for clarity, then, the language of instructor teachers are used only on lower grades, maybe up to K to 6? Ms. Hainnu, as we're on the same subject.

Ms. Hainnu: Thank you, Chair. So as specified in the collective agreement, the principal has the discretion, but in doing so education program planning is implemented that is approved by the DEA. So both the district education authorities and principals have a say in where they are assigned. Thank you, Chair.

Chairman: *Mat'na.* We're under Education, branch summary, school operations, G5. Total operation and maintenance to be voted on, \$214,183,000. Agreed?

Some Members: Agreed.

Chairman: Members go to the next page, G6, Education branch summary, support services. Ms. Killiktee.

Ms. Killiktee (interpretation): Good evening. thank you, Mr. Chairman. (Interpretation ends) Nunavut district education authorities can choose their schools to follow, one of the three bilingual education models, which are Qulliq, Immersion or Dual, or as indicated in department's annual record, which is on page 21 of 2022-2023 report.

Are all Nunavut schools successfully implementing their chosen model for bilingual education? And if not, what challenges are they facing? Thank you, Chair.

Chairman: *Mat'na.* Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Can I please ask for a change of witness. Thank you, Mr. Chair.

Chairman: Mat'na. Sergeant-at-Arms, change of witness. Do members agree to change of witness?

Some Members: Agreed.

Chairman: I knew you'd agree. Minister Gross, can you please introduce your new witness to the committee. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Our new witness is Charlotte Borg, who is the Acting Deputy Minister of Support Services.

To answer the member's question, Mr. Chair, LOI models are not limited, because of the number of Inuktitut teachers. So because we need more Inuktitut teachers and Inuinnaqtun teachers, so that's one of the areas that we do need extra support with.

Going forward, we hope that more teachers come forward into our schools that can teach in Inuktitut and Inuinnaqtun. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. So with your response, so you have expectations that students can be taught in two languages.

So does the Inuktitut teacher have to have a university degree, or what sort of certification or qualification do they need? That's my question. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. When they are letters of authority teachers, no. And we do hope that we have more Inuit teachers graduating from the NTEP program with the credentials. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. So before this is completed, and if the students did not complete the Inuktitut lessons, even though there are Inuktitut teachers available out there, and if they don't have Inuktitut Inuit teachers, what can we do? What can the community do if there's no Inuktitut teachers? What would happen then? Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for the question. I think there are a number of ways that we can support Inuktitut in our schools. The first one is from our elders that come into our schools. They can teach traditional knowledge and pass on language the knowledge that they hold and share within the schools.

We can also have student support assistants go off into the Nunavut Teacher Education Program. We've seen an uptake in some of our communities that are offering Nunavut Teacher Education Program through the Nunavut Arctic College in their communities.

And we have direct education supports for those staff members to take education training opportunities and receive 80 percent of their salary to go and become teachers. And that's it. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. Thank you for the response. However, for casual teachers, maybe I should have asked this before. Do you advertise the teacher positions out there? Thank you.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Yes we do, through educationcanada.com.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. That's good to hear. Now, with the language, because the Inuktitut language is falling behind and Inuinnaqtun language as well. And to have casual workers, I know there are people that are able to teach in the communities, and that's just a general comment or a statement I would like to give you.

And I would like to also ask another question. With the Department of Education, the Inuktitut and Inuinnaqtun language, (interpretation ends) how does the department to ensure common standards of language use are followed when developing new materials? (interpretation ends) Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for the question. So there are a number of different avenues, through the elder advisors that we have, as well as the Inuit Taiguusiliuqtiit. We're also committed to delivering bilingual education to our students and creating that opportunity through culturally relevant

curriculum and supported by appropriate assessment and resources through our curriculum development division, as well as creating curriculum in a phased approach for implementation and working on the language of instruction in all subject areas.

And as I indicated, we have developed the K to 6 all in Inuktitut and English and are working on Inuinnaqtun. And we're next approaching grade 7 to 9 in Inuktitut and English and Inuinnaqtun, and then followed by the high school. And I've committed to providing that in detail to the committee. Thank you, Mr. Chairman.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. Thank you for clarifying that very clearly. (interpretation ends) They see the Department of Education's Iilitaunnikuliriniq policy and the guidance is intended to help assess a student's achievement. When will the policy be fully implemented across all Nunavut schools, or is more training still needed? (interpretation) Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to ask our acting assistant deputy minister.

Chairman: Mat'na. Ms. Borg.

Ms. Borg: Thank you, Mr. Chair, and thank you to the member for that question. The new policy, the new Iilitaunnikuliriniq policy will be fully implemented during the 2025-2026 school year. And yes, more training will be required.

We have it in the books for one of our D days for next year; that is, school teacher in service, staff in service days. Nakurmiik.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman, and thank you for your response. However, regarding this program, this is all prepared in advance, as it will be written up for 2025-2026? Thank you, Mr. Chairman.

Chairman: Mat'na. Ms. Borg.

Ms. Borg: Thank you, Chair. Sorry, I'm new at this. Thank you, Chair. Thank you, Member, for that additional question. Yes, we're prepared and it's a matter of the policy has been signed off and it's a matter of supporting our schools to implement the policy fully over the course of the next school year. Nakurmiik.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. And this is very good news in an area where you've been working on. (interpretation ends) Under the business plan indicates that implementation of the Makitaktianguk (ph) shows emotional learning and resilience program will be delayed. What has lead to this delay? (interpretation) Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So due to the delay, it's with the Department of Health and Education to offer important mental health services for children. And the guide will help school staff and the Department of Health collaborate to provide the best and most appropriate mental health supports for students.

The guide will also be launched next school year and will include training for relevant staff. So our timeline is a little bit delayed. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. To your response, the question is in Makitaktianguk, social-emotional learning, and with the health department involvement, or should I say in partnership as mentioned, how then is this some younger children require interpreters.

What consideration have been have you taken in area of emotion, does it have to do with trauma or whatnot? What discussions have you considered, just out of curiosity? Thank you.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So there are a number of different mental-health-related training opportunities available to school staff, including trauma informed practices and working to support our staff learn and best support students who might be going through mental health crisis, and to also ensure that we have safe and caring schools and to help the teachers with positive behaviour in schools and supporting engagement and participation in learning.

So we have a number of different training opportunities in this field. We also have verbal intervention training for our teachers and school staff, as well as our children are responsibility which is on child abuse prevention. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee: (interpretation) Thank you, Mr. Chairman. Again, (interpretation ends) Programs to provide support and training for the new and current employees. One priority describes in previous numbers business plans focused on training opportunities for current and aspiring principals. Has this initiative been successful in filling principal positions. (interpretation) Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Yes, it has. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman. On the school principals, I do have some further questions. Before arriving to the North, and any program if they're moving up to the North and how or what conditions are -- like, are they likely to phase in communities if they're put into an environment where people have a different culture. This is a question when they are to be principals in the schools.

Chairman: Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. Yes, we do ask for our principals to have the training and orientation, and we do gather the principals as a group of individuals to come together to learn different things that might be of hot topics or that we want them to know about, like things such as asset planner, which helps the Department of Education work through our other departments within the government to support the school for issues that might arise in the school that may be needing fixing and we help them and support them through the district education authorities and look to them for their support to particular orientation to the community that they may be new to and really rely on them to support the principals through that orientation. Thank you, Mr. Chairman.

Chairman: Mat'na. Ms. Killiktee.

Ms. Killiktee (interpretation): Thank you, Mr. Chairman, and thank you for clarifying that clearly.

As per your practices, (interpretation ends) this may be my last question. It's about initiatives that are currently under way to train Inuit educators on implementing the newly developed Inuit language curriculum and resources. (interpretation) That is my question. Thank you.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So we are working to have specific training for the teachers on the resources and we are coming out with kindergarten and grade 1 for this coming school year, and this month we will have our educators come to Iqaluit to learn the new material that they will be implementing and teaching this coming fall. Thank you, Mr. Chair.

Chairman: Mat'na, Ms. Killiktee. Next person is Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. The department's 2022-2023 annual report indicates at page 21 of 2020-2023 annual report that the language of instruction working group will be bringing forward proposed change to the model of language instructions. What specific aspect of these models are being considered to improve the delivery of Inuit language instruction. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for the question. Staff training is one of them. We also have work to support student assessment. The department recently implemented a new assessment evaluation and reporting policy that outlines the standards and principles for school personnel to follow when assessing, evaluating and reporting on student learning in Nunavut schools.

We're also developing a new dynamic assessment as learning handbook for Inuktitut language in grade 1 with the components of, how do I say that, Ignitauniquluriniit (ph), in grade 1.

We also have new curriculum subject specified assessment exemplars. We also have language progressions assessment tools. We also have assessment strategies, as well as assessment templates. So we're working on implementing the Nunavut Ignitauniquluriniit handbook kindergarten to grade 12, and will continue to implement the associated procedural guides incrementally. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. Thank you, Minister. Has the department reviewed his curriculum and resources in career and technology studies CTS courses to provide more pre-trade training and option for trade-related career and work pathway. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chairman. We have a timeline that we're working to develop that curriculum. Currently we have the Aulaaaruiqut career curriculum. It has career and program planning embedded in the course work where students explore career opportunities based on their interests and abilities.

We've also been starting off and working on the dual credit model and will be piloting with Rankin Inlet. And I outlined a number of different credits that we would like to explore offering. I'll leave it there for now. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. Yesterday when I asked questions I did ask about the Nunavut social curriculum from school age children. I don't think much planning has been done yet and what social skills they would have to learn. Have these been looked into. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. We're always looking at life skills in all levels. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. Can the minister elaborate what's on the curriculum right now that has life skills on it. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. There are a number of different career planning, as I mentioned, the Aulaaaruiqut career planning, preparing for the journey. This model aims to teach students to set personal goals for their life.

We also have in grade 9 students must be registered in creating a career and program plan, which is mapping out their secondary and post-secondary learning plan.

We also have the career and program plan, which is a mandated as an essential part of a student's school program. It supports the transition from high school to post-secondary education or to the labour market.

And we also have areas to support after graduation with Aularuhiq curriculum. We have career and program planning imbedded in the course work where students explore career opportunities based on their interest and abilities.

And lastly, we have hands-on learning such as work experience courses and job shadowing programs. And these are to be incorporated further as our department implements its curriculum development plan.

So since 2023, all of our high schools are funded to have a guidance counsellor to support exploring career opportunities and options for post-graduation. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman, and thank you, Minister. And also there's credit for items that you just mentioned, like for career after graduation and for the ones that they are interested in as their career, could they get into that right away after graduation. Thank you.

Chairman: Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I'm not sure what career he's asking about. If the member could please elaborate. Thank you, Mr. Chairman.

Chairman: I don't think it was specific in any career, but I'll get the member to explain. Mr. Malliki.

Mr. Malliki (interpretation): Thank you. I was talking about the ones that you just mentioned after graduation. I just asked the question that the students once they graduate after they had learned all those things that you had mentioned, can they get into jobs right away, or will they need to get additional education or training? Thank you, Mr. Chairman.

Chairman: Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. I guess it's hard to fully state, as sometimes people can go and start their career and be an apprentice right away and go into school and do half school and then gain their hours through apprenticeship right after graduating high school they can go and join the workforce and get training on the job, like we have a number of great government programs where people can avail funds directly from their employer to support them through their educational journey.

So I guess it's kind of a broad question and broad answer. So it all depends on the career and the choice that the individual makes. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman, and thank you. (interpretation ends) To high school students regarding their credit required for graduation with standard operating procedure across Nunavut. How does the department ensure that results are comparable from school to school Nunavut communities compared to student achievement level in our jurisdictions. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair and thank you to the member for that question. So having curriculum outcomes that is there for the curriculum that is being taught that's outlined and approved in the curriculum. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki (interpretation): Thank you, Mr. Chairman. (interpretation ends) To support services are provided in Nunavut going to speech and language therapists, physical, and the Education psychologic 2022-2023 annual report provides an overview of school mental health support services. What specific challenge does the department face in providing these services across Nunavut. Thank you.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to ask our acting Assistant Deputy Minister Ms. Borg to answer that. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Borg.

Ms. Borg: Generally we evaluate education support services every year. We evaluated them every year since we started them in 2018-2019. And we are happy to say that for the most part the services have been very successful and the uptake by schools has been very good. Nakurmiik.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. Are there any curriculum for disabilities either blind or who doesn't hear or speak? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to again direct that to our assistant deputy minister as this is her area of expertise, and I know they put a lot of effort and support for our students on various matters and I know this is one of them. Thank you, Mr. Chairman.

Chairman: Mat'na. Ms. Borg.

Ms. Borg: Yes, we have services for speech and language. We've been delivering those services since the 2018-2019 school year and we have had services for children who are blind or have low vision. For quite a few years before that in the Kivalliq region and then we spread those services across the territory. And we're currently working on developing resource for teachers to support them in teaching children who are blind or have low vision. Nakurmiik.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki (interpretation): Thank you. Like for the students that are blind and those who cannot speak, do they provide adequate services to the students in Nunavut. Thank you.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. (interpretation ends) We have had some technical issues here. I think it's getting later into the evening, and I know it's getting late but we'll try and best answer. I hear an echo to my speaking. So we do have a number of supports and services that are provided through student achievement. And we do work directly with any individual that may need those extra supports and services. And the supports and services vary with southern-based institutions. For example, to support a child that may be blind, there are various supports, for example, through Manitoba that we access to support. There's other supports from the Braille Institute of Canada. I'll ask Ms. Borg to elaborate, as she works directly with all of those supports. Thank you, Mr. Chair.

Chairman: Mat'na. Ms. Borg.

Ms. Borg: Thank you, Mr. Chair, and thank you to the member for that question. Minister Gross has answered the question for the most part. We are exploring other supports as the Department of Health has been rolling out our clinics at the community level and will be rolling those out in all communities over the next over the course of the next few months.

So we are anticipating that as the eye clinics are completed, more support needs will be identified. So we're exploring more avenues to support is students as needs are identified. Thank you.

Chairman: Mat'na. I have no more names on my list for G6. Education, branch summary, support services. Total operations and maintenance \$34,139,000. Agreed?

Some Members: Agreed.

Chairman: Members, go to G7 Education, branch summary, early and advanced education. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Mr. Chairman, on page 94 of the business plan, the department receives federal funding for Canada-wide early learning and child care initiatives, and the third party funding information on page G11 of the main estimates indicates the funding will be \$9 million less than was provided in the current fiscal year 2024-2025.

The business plan indicates on page 94 that nine federally funded positions are being filled within this program. What specific initiatives will be undertaken in 2025-2026. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. I would like to ask to change witnesses. Thank you, Mr. Chair.

Chairman: Mat'na. Do members agree to have the minister change witnesses?

Some Members: Agreed.

Chairman: Mat'na. Minister Gross, if you can reintroduce your new witness. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. As we have a new witness here, I would like to just ask if the member can please repeat the question. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Hickes, can you repeat your question. Mr. Hickes.

Mr. Hickes: Absolutely. Welcome back, Mr. Loosemore. Speaking of the Canada-wide early learning and child care initiatives and the third party funding information on G11 of the main estimates state the funding will be \$9 million less than what was provided in

2024-2025, and the business plan indicates on page 94 that there are nine funded positions are being filled within this program. So what I was asking is what specific initiatives are planned to be undertaken in the next fiscal year 2025-2026. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So with the advanced education transfer of advanced education branch of the financial assistance for Nunavut students, that would be what that money is referring to, the transfer. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Hickes.

Mr. Hickes: Sorry, I think I might have confused myself. So within the early learning and child care initiatives, the third party funding is from the advanced learning side of things, the \$9 million less. I just want to clarify that. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. I believe it's because we've collapsed branches, and they are combined now, but I'll just ask Mr. Loosemore to clarify. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Loosemore.

Mr. Loosemore: Thank you, Mr. Chair. The amount of about \$9 million was transferred from early learning child care to the FANS division because of the collapsing of the branch to the four branches. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. Maybe I'm missing something. I'm a little confused again. When I look at page G11, it's a not voted, it's third-party funding. In the revised estimates from 2024-2025, the amount that was provided was a little over \$30 million.

When I look at the main estimates for 2025-2026 the Canada-Wide Early Learning Child Care Agreement, it comes to just under \$21 million, so about \$9 million less.

So if I understood Mr. Loosemore correctly, that \$9 million was re-profiled or provided under a different funding group, but I don't see an increase of \$9 million anywhere in any

of those other categories of third party funding agreements. So I just want some clarification. Thank you, Mr. Chairman.

Chairman: Mat'na. Since we're on the same subject, I'll go straight to Mr. Loosemore.

Mr. Loosemore: Thank you, Mr. Chair, and thank you for the member. It was a federal funding decrease. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I guess my next question that would lead to is what type of change in services or change in expectations that this reduction in funding is going to -- how it will impact, and I'm just going by memory here, so if the minister could correct me. I believe a significant number of last year's funding was startup costs and setup costs to do I believe with the wage enhancements and \$10 a day daycare.

So I just want to make sure that the reduction in services was because those startup costs are no longer needed, but the level of support and program support is going to remain the same, or hopefully even increase. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and I would like to ask Mr. Loosemore to elaborate on the financial side. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Loosemore.

Mr. Loosemore: Thank you, Mr. Chair, and thank you for the member's question. I don't think there will be any service reduction. The \$10 a daycare will continue to be implemented across the territory. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I'll leave that alone, but I will stay with the same topic.

Also in the business plan under that same category, the fourth bullet down where it talks of the nine federally funded positions, it gives an update as of December 5, 2024 that six of these nine positions were filled; two were at the interview stage, one at the screening stage, one is reposted for competition. Can I get an update of the staffing level of those other positions. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. We'll have to get back to the member and the committee through letter, as we have to ask the department on that ELCC division. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Hickes.

Mr. Hickes: Thank you, Mr. Chairman. I'm done.

Chairman: Next person on my list, Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. With early learning, are there any entities that are funded through this channel? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. All daycares, as they're non-profits, are funded through their operation and maintenance through this fund, as well as we support their wages for their educators as well as northern living allowance as well to our educators that work in licensed child care centres. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. There are a few communities that Iliktarsiniq (ph) deduction is in the community doing early childhood education? Are they under this channel? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Not at the moment, but they were funded through the Department of Education to deliver family literacy Language Nest programming.

The last three pilots of the program, there were two in Naujaat in 2021-2022, and one in Baker Lake in 2024. Thank you, Mr. Chair.

Chairman: Mat'na Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. Are they still going to be supported until the pilot is done? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. So while the pilot program has ended, the department has created a starter manual and program guide which will be available online before the end of this month to support any organization that wishes to run a Language Nest program. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. The Department of education delivers a pathway to adult secondary school PASS program in collaborating with Nunavut Court of Justice. The department's 2022-2023 annual report indicates on page 9 that three individuals fully obtained their high school graduation diploma, whereas 26 individuals graduated from the program in 2021-2022. What factors impact the success of this program. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So I think the one factor for the program is that it's in seven communities, and we have a number of more communities that maybe has no uptake to the PASS program.

I'm not sure, as this is run through the Nunavut Arctic College, but we do continue to work collaboratively to ensure at that there is excellence in delivering pathway to adult secondary school program, which provides learners that are 19 years of age and older a route to earning secondary school diploma.

So age may be a factor too. People might not be of age to go into the PASS program, but want to. As well as celebrate Inuit male learners milestones and success and support provided to have more support for Inuit men in the pathway to adult secondary school program. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. The department's advanced education division deserve financial assistance for Nunavut students FANS program.

The department's 2022-2023 annual report indicates on page 9 that there are 536 successful recipients. What are the current challenges in administering the finance assistance program? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. So we are working to improve the financial assistance for Nunavut students

through the comprehensive review that we've just completed, and one of the biggest challenges that we have is the lack of a database.

I am happy that we will be procuring a database should the funds go forward. We are looking forward to the new database to come through, or to support the department and our post-secondary students. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. When we were doing our capital last fall, I think we approved that database. Is that the one? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. Yes, sorry. I was I thinking of other things. And thank you for clarifying that. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. When are we anticipated to see the new database up and running. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. So we're working to have the powerful and implementation for this coming school year academically in the fall. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: Thank you, Mr. Chairman. The main estimate shows that departments grant and contribution funding including 8.9 million for financial assistance for Nunavut students FANS program.

The government has introduced Bill 64, *Post-Secondary Support Act*, which if it's passed would replace the current Student Financial Assistance Act if Bill 64 passes. How much funding will need to be allocated to meet the level of the student support mandated in the proposed legislation. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. If Bill 64 is passed, the department will be seeking appropriate funding to meet

our needs. So we will likely request additional funding in the approximate value of \$14 million in 2025-2026, \$21 in 2026-2027, and \$21,500,000 in 2028. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Malliki.

Mr. Malliki: I'm going to make sure this is going to be my question.

Appendix A-V-8 of the main estimates indicate that funding for advanced education will be decreased by approximately 560,000 in 2025-2026. What programs or services will no longer be delivered by the department? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. There will be no change to any services. That line item is for budget assessment and a decrease in budget assessment. Thank you, Mr. Chair.

Chairman: Mat'na. Following the list of names on my list, the next person on the list is Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Good evening. A couple of quick clarification questions, I think are informational questions regarding early learning education programs, how it can be expanded maybe.

With the ever increasing population of children across our communities, there's possibilities of new daycares opening up, and with that comes needing daycare staff that are trained with early learning programs.

I'm wondering how the department can help with some of these daycares with getting early learning education professionals or certified people. Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that question. The early learning and child care division intends to work with our Inuit organization to coordinate training efforts across the territory.

Training on the following topics is being delivered. In 2024-2025 where training has occurred in communities as noted, we have had administration manager training in Iqaluit, Taloyoak, Pond Inlet and Igloolik. We have had program planning in Iqaluit and Pangnirtung.

We have had room arrangement in Iqaluit and Cambridge Bay. We have had the use of early learning and childcare resources in Iqaluit and Cambridge Bay, and we've had cleaning in Iqaluit and Cambridge Bay.

The following future training is to be explored. We are going to look at duty to report with the Department of Family Services; also gender and diversity training; behaviour management and sensory toy training; as well as Inuktitut language for early childhood educators; as well as training on new act and regulations when needed.

This is also supported through I know the Nunavut Arctic College does deliver hybrid models of early learning and childcare at various sectors, campuses, CLCs in the territory. Thank you, Mr. Chairman.

Chairman: Mat'na. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Does the Department of Education fund those college programs that are run through the Nunavut Arctic College? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair. We fund the students that attend through financial assistance for Nunavut students. Thank you, Mr. Chair.

Chairman: Mat'na. Minister Gross.

Mr. Simailak: Thank you, Mr. Chairman. Thank you, Minister. In Baker Lake currently the day care there has four infants and 20 pre-school children enrolled, but the Baker Lake day care has been working hard to build a brand-new day care and they're looking at looks like starting in 2026 construction, if I'm reading this correctly. They would have space to have eight full-time staff at the start, 12 infants, 12 toddlers, 32 pre-schoolers, for a total of 56 infants and children at the day care. They would be able to potentially employ at least 14 staff members in the day care.

What or how could the Department of Education help with supporting or establishing an early learning education program in Baker Lake? I might add that they have reached out to neighbouring communities in the Kivalliq to ascertain interest of other potential students, and many individuals have from Baker Lake also would want to register in the program if it was offered. So there's definitely interest in Baker Lake to expand this program. What or how could the Department of Education help support something like this? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. I know we can relay that message to our colleagues with the Nunavut Arctic College for training. I know that they can only do a few communities per year and we have a number of communities across the territory who I think will be looking to get this training as we go forward. And we can also look to our department and division to see what kind of training we can do with regional Inuit association for the community. Thank you, Mr. Chair.

Chairman: Mat'na. Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. Thank you, Minister. Do you have a would the minister have a timeline of whether she could find out some of this information and be able to get back to me so I could relay that information to my constituents back in Baker Lake? Thank you, Mr. Chairman.

Chairman: Mat'na. Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the member for that. I know that our division really does work closely with the childcare facilities. I don't have a timeline on how long that will take but we do look forward to advancing that and seeing how we can best support the constituent's community, sorry our colleague's constituency. Hopefully it will be within the next year, but I can't say for sure. Thank you, Mr. Chair.

Chairman: Mat'na. I have no more names on my list for G7. Education branch summary, early and advanced education total operation and maintenance \$20,707,000. Agreed?

Some Members: Agreed.

Chairman: Members go back to G3. Education details of expenditures to be voted, details of expenditures to be voted, total operations and maintenance to be voted, \$289,545,000. Agreed?

Some Members: Agreed.

Chairman: Do members agree that we're done with the Department of Education?

Some Members: Agreed.

Chairman: Brief closing comments, Minister Gross.

Hon. Pamela Gross: Thank you, Mr. Chair, and thank you to the whole Committee of the Whole for all of your questions and comments and insight. I know the department is listening, and we look forward to working on the suggestions and the questions and comments that come forward. I would really like to thank everybody for all their input as well as the staff that is here with us and goes behind the scenes with the Department of Education; also to our interpreters for their wonderful work. I know we're non-stop talking and they are non-stop talking throughout this. So thank you for everyone's involvement in continuing our education for Nunavummiut. Thank you, Mr. Chairman.

>> *Applause*

Chairman: Sergeant-at-Arms, please escort the witnesses out. Okay we'll move along to the Nunavut Housing Corporation. Minister Kusugak, please proceed with your opening comments.

Hon. Lorne Kusugak: Thank you, Mr. Chair, and members of the Committee of the Whole. I appear today to present the 2025-26 Main Estimates and Business Plan for Nunavut Housing Corporation.

In 2025-26, we will continue this work to expand Nunavut's housing continuum using a strategic, multi-pronged approach. This includes:

- Striking innovative partnerships with local community organizations, Inuit associations, housing developers and government agencies.
- Introducing new policies and programs that make it easier for everyone to participate in Nunavut's housing market.
- Leveraging our housing builds to create skills training and employment opportunities within the construction trades sector for Inuit and Nunavummiut.
- And, improving how NHC delivers public and affordable housing services to all of our tenants at the community level.

Mr. Chair, I would like to thank all our partners, especially the four MLAs sitting on our Housing Task Force Committee, for their commitment to working with us on the journey to expand Nunavut's housing continuum, increase local training opportunities and operate public and affordable housing.

Over the past few years, in partnership with Nunavut Arctic College and NCCD, our housing projects have supported approximately 150 training opportunities for Inuit in the construction trades sector. So far, approximately 40 trainees have completed the pre-apprenticeship program and have secured employment with our building partner, NCC Development. In addition, approximately 30 students have gained valuable work experience on our construction sites with Nunavut Arctic College over past few years

including a current project to construct 6 new units in Rankin Inlet through our partnership with Pewapun from Nelson House, Manitoba.

We will continue to offer more training opportunities for our people. The Department of Family Services, Nunavut Arctic College and Nunavut Housing Corporation are collaborating on a Construction Workforce Development Plan that aims to increase the apprentices, journeypersons and skilled trades workers in the territory.

In total, NHC is requesting \$285,465,000 from the Government of Nunavut for operations and maintenance. Mr. Chair, this is an increase of just over \$16,096,000 from the previous fiscal year.

NHC's Compensation and Benefits budget will increase by \$2,067,000 due to the recent GN compensation review, CMHC funded positions and the adjustment to salary ranges under the collective agreement. To meet this increase, NHC is requesting \$905,000 from the GN.

NHC will fund the rest of the salary increase, about \$1,162,000, through internal realignment as well as CMHC funding for NHC's related positions.

NHC's Public Housing and Staff Housing budget is planned to increase by \$16,016,000 this year. Mr. Chair, this budget change relates to increased utility rates across the territory for power, fuel and water, including a significant water rate increase of \$5,600,000 for the City of Iqaluit. In addition, we have added additional new public housing units that impact this budget value.

Mr. Chair, our request includes \$475,000 for the Workforce Development Plan I described earlier. This plan is designed to grow our local skilled trades workforce over the next 10 years.

The remaining \$1,300,000 year over year variance relates to one time' funding from 2024-25 that is no longer required in subsequent years.

Mr. Chair, Nunavut Inuit employment continues to be a priority for NHC. This past year, NHC's Inuit employment rate was approximately 45 per cent and we recognize that we need to improve this going forward. When combined with our partners across the 25 local housing organizations, the overall Inuit employment rate is approximately 71 percent.

NHC continues to create internal career opportunities for Inuit, Mr. Chair, and we are committed to instituting consistent pathways for meaningful employment and sustainable advancement.

Mr. Chair and members, thank you for your time today. We appreciate your ongoing support for NHC's contribution to the wellbeing of our territory through housing and by supporting Nunavummiut to build, learn, work and live in their communities.

NHC will continue to work toward a future where all Nunavummiut have access to affordable, accessible and suitable housing options.

My officials and I are ready to answer any questions you may have regarding NHC's 2025-26 Main Estimates and Business Plan.

Qujannamiik, Mr. Chair.

Chairman: Thank you, Minister Kusugak. Does the chair of the standing committee have opening comments to provide? Mr. Savikataaq.

Mr. Savikataaq: Thank you, Chair. I am pleased to provide opening comments on behalf of the Standing Committee on Community and Economic Development on its review of the proposed 2025-2026 main estimates and business plan of the Nunavut Housing Corporation.

The corporation's proposed 2025-2026 operations and maintenance appropriation from the Legislative Assembly is \$285,465,000. This represents a 5.9% increase from the 2024-2025 main estimates. The number of positions in the corporation is increasing from 128.0 to 134.0, which represents an increase of 4.7%.

Members raised a number of issues and concerns during the Minister's recent appearance before the standing committee.

The 2023-2024 Ministerial Letter of Expectation to the Chair of the Board of Directors of the Nunavut Housing Corporation was tabled in the Legislative Assembly on November 3, 2023. The Nunavut Housing Corporation's response to the Letter of Expectation was tabled in the Legislative Assembly on March 12, 2024. Members were recently informed that the government has discontinued the practice of publishing annual Ministerial Letters of Expectation. The Department of Finance's 2024-2025 business plan indicated that it was "working with territorial corporations on developing Memoranda of Understanding through the Territorial Corporations Committee." The standing committee looks forward to the tabling of the 2024-2025 and 2025-2026 Memoranda of Understanding with the Nunavut Housing Corporation.

On October 20, 2016, the Blueprint for Action on Housing - Implementation Plan for the Government of Nunavut Long-Term Comprehensive Housing and Homelessness Strategy was tabled in the Legislative Assembly. This document contained 60 specific action items that were intended to address an extremely broad range of housing issues. The extent to

which this strategy has been formally replaced by the Nunavut 3000 plan remains unclear.

In May 2022, Nunavut Tunngavik Incorporated produced its “Nunavut Inuit Housing Action Plan.” The plan indicated that a “new Inuit Housing Entity will ensure funding is used in the best way to improve housing for Inuit. Community members, municipalities, the Government of Nunavut and the Government of Canada are important partners.” The extent to which the new “Inuit Housing Entity” will complement the work of the Nunavut Housing Corporation remains unclear.

The Nunavut Housing Corporation’s 2023-2026 business plan indicated that it had “engaged a consulting firm to produce a report on Local Housing Organization governance models to see how the public housing allocation process and organizational structure can be improved.” The corporation’s draft 2025-2026 business plan indicates that “in 2023-2024 and 2024-2025, the corporation undertook a full review of the current local governance and delivery model to determine whether improvements can be made. This work included consultation sessions with key stakeholders.” The business plan also indicates that “an implementation plan is anticipated to be developed by March 31, 2025.” The standing committee encourages the Minister to table the final report from this review process in the Legislative Assembly at the earliest opportunity.

The Nunavut Housing Corporation’s most recently-tabled annual report indicates that there were a total of \$52.160 million in public housing rent receivables owing to Local Housing Organizations as of March 31, 2024. This represents an increase of almost 10.0% since the 2022-2023 fiscal year and over 33.0% since the 2019-2020 fiscal year. The Nunavut Housing Corporation’s 2022-2026 business plan indicated that one of its priorities for the 2022-2023 fiscal year was to “monitor and review the impact of collections policy and procedures to reduce Local Housing Organization arrears and continue to develop and implement Local Housing Organization deficit recovery plans.” The standing committee supports measures being taken to assist Local Housing Organizations in these areas and notes that the corporation’s Collection Policy has recently been updated.

On June 1, 2020, the Nunavut Housing Corporation issued a Request for Proposals to undertake a review of the public housing rent scale. The report from the review was tabled in the Legislative Assembly on September 16, 2021. One of the recommendations in the report was that the Nunavut Housing Corporation should “consider moving to a unit-based rent assessment system.” The extent to which the Nunavut Housing Corporation has accepted any or all of the recommendations from this review remains unclear.

The Nunavut Housing Corporation’s draft 2025-2026 business plan indicates that one of its priorities for the upcoming 2025-2026 fiscal year is to “examine the development of a new Homeowner Savings Program to allow high-income public housing tenants to save

for the purchase of a home.” The standing committee encourages the Nunavut Housing Corporation to be transparent in determining income thresholds for the purpose of such programs, as well as eligibility for public housing.

The Nunavut Housing Corporation’s draft 2025-2026 business plan indicates that one of its priorities for the upcoming 2025-2026 fiscal year is to “identify public housing units suitable for homeownership.” The standing committee urges the Nunavut Housing Corporation to be transparent in determining what specific criteria will be used to determine a unit’s suitability for homeownership.

that concludes my opening comments on the proposed 2025-2026 main estimates and business plan of the Nunavut Housing Corporation. Thank you.

Chairman: Thank you, Mr. Savikataaq. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chair. I move to report progress.

Chairman: Thank you. There’s a motion on the floor to report progress. It is not subject to debate. All those in favour? Opposed? Motion carried. We’ll now rise to support progress to the speaker.

>>*Committee adjourned and House resumed at 19:55*

Speaker: Item 21, Report of the Committee of the Whole. Mr. Hickes.

Item 21: Report of the Committee of the Whole

Mr. Hickes: Thank you, Mr. Speaker. Mr. Speaker, your committee has been considering Bill 70 and would like to report progress.

Mr. Speaker, I move that the report of the Committee be agreed to. Thank you, Mr. Speaker.

Speaker: The motion is in order. Is there a seconder? Mr. Savikataaq. The motion is carried.

Item 22, Third Reading of Bills. Item 23, *Orders of the Day*. Mr. Clerk.

Item 23: Orders of the Day

Mr. Clerk (interpretation): Thank you, Mr. Speaker. Meeting starts at 10 o’clock. *Orders of the Day:*

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Responses to Petitions
13. Reports of Standing and Special Committees on Bills and Other Matters
14. Tabling of Documents
15. Notices of Motion
16. Notices of Motions for First Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 43
 - Bill 50
 - Bill 64
 - Bill 67
 - Bill 68
 - Bill 69
 - Bill 70
 - Bill 71
 - Bill 72
21. Report of the Committee of the Whole

22. Third Reading of Bills

23. Orders of the Day.

Thank you, Mr. Speaker.

>>*Applause*

Speaker: This House stands adjourned until Thursday, March 6, at 10:00 a.m. Sergeant-at-Arms.

>>*House adjourned at 19:56*

Appendix – March 5, 2025



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Legislative Assembly of Nunavut
Assemblée législative du Nunavut

Return to Oral Question

Asked by: Craig Simailak, MLA for Baker Lake

Asked of: Honourable P.J. Akeeagok

Number: 1079-6(2) & 1126-6(2)

Date: February 24, 2025 & February 27, 2025

Subject: Transboundary Issues in the Kivalliq

What is the status of the Ghotelnene K'odtineh Dene and the Athabasca Denesuline Land Claims?

The Ghotelnene K'odtineh Dene (GKD) and the Athabasca Denesuline (AD) draft Land Claims Agreements were initialed by negotiators on April 25, 2023. The initialing of the GKD Agreement and AD Agreement by the Government of the Northwest Territories (GNWT), Government of Nunavut (GN), Government of Canada (GoC), GKD, and AD negotiators indicates that substantive negotiations of these two important agreements are complete.

The GKD and AD are now preparing for a ratification vote by their members to approve their respective agreements, which is scheduled for June 2025.

If a majority of GKD and AD members vote in favor of ratification, the best estimate for next steps would be an official signing of the two final agreements in the summer of 2025, followed by the GoC's ratification process, which could take until 2027. This timeline may be impacted by the federal election.

The GN is currently working to finalize the GKD and AD implementation plans. The GN will have distinct implementation obligations to fulfill, similar to those under the Nunavut Agreement. The GN is also currently negotiating the amount of implementation funding the GoC will provide annually to carry out these obligations.

Nunavut Tunngavik Incorporated (NTI) and the Kivalliq Inuit Association (KIA) have taken a leading role in preparing the necessary amendments to the Nunavut Agreement to ensure that both Inuit and Dene rights are clearly defined and acknowledged appropriately. NTI and KIA have also worked closely with the GKD and AD to define and acknowledge their treaty rights in the settlement area, ensuring that current Inuit rights under the Nunavut Agreement are preserved.

The GN will sign the future final AD and GKD Agreements under Canada. When the time comes for signing, the approval of the GN Cabinet will be required.

What impacts will the Dene Land Claims have on Kivalliq communities?

The AD Agreement and the GKD Agreement settlement areas are in the southern Kivalliq. The AD Settlement Area is in the western half of the southern Kivalliq, while the GKD Settlement Area extends from the NWT border to Hudson Bay. Both areas extend into the NWT, and the GNWT is involved in that portion of the Agreements. No Nunavut communities are within the settlement areas. The closest community to the AD and GKD Settlement Areas is Arviat.

There are no changes to the territorial boundary of Nunavut. The GKD and AD settlement lands are on what is currently federal Crown land, which is subject to transfer to the GKD and AD. There are current Inuit owned lands in the settlement areas and NTI and KIA have been negotiating alongside government and the GKD and AD to protect it.

On their settlement lands, the GKD and AD will have similar rights as Inuit, such as harvesting rights, land ownership, and resource management. There will be no new resource management boards for these settlement areas, meaning the Nunavut Impact Review Board, Nunavut Planning Commission, Nunavut Wildlife Management Board, Nunavut Water Board, and the Nunavut Surface Rights Tribunal will retain jurisdiction and involve with the AD and GKD when issues pertaining to their settlement areas arise. These Institutions of Public Government have been consulted on the aspects of the agreements that impact them.

Inuit rights, including land ownership, cannot be altered without NTI and the KIA agreement. NTI and the KIA have been holding board meetings and community information sessions over the last 15+ years regarding the GKD and AD Agreements and will continue to do so. The last meeting was a community session in Arviat in November 2024, and the next meeting is tentatively scheduled for March 2025, also in

Arviat. An NTI board resolution will be required to approve the necessary amendments to the Nunavut Agreement.

Can the Premier table the memorandum of understanding?

The Memorandum of Understanding referred to on February 24, 2025 is a confidential legal document between the GN, GoC, NTI, AD, and GKD. It outlines a framework for future relationship, ensuring positive progress and addresses outstanding issues between the parties. Due to its confidential nature, and its impact on matters before the Court, the document cannot be tabled at this time.