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Speaker: The Honourable Jobie Nutarak, M.L.A.

Legislative Assembly of Nunavut

Speaker

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(Tununiq)

Steve Mapsalak
(Akulliq)

Peter Kattuk
(Hudson Bay)

Hon. Peter Kilabuk
(Pangnirtung)

Hon. Louis Tapardjuk
(Amittuq)
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Elders and Youth; Minister of
Human Resources
Minister Responsible for
Sport Nunavut*

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(Iqaluit Centre)

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(Arviat)

Hon. Ed Picco
(Iqaluit East)
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Minister Responsible for Nunavut
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Intergovernmental Affairs
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**Iqaluit, Nunavut
Friday March 4, 2005**

Members Present:

Honourable Leona Aglukkaq, Honourable Olayuk Akesuk, Mr. David Alagalak, Mr. James Arreak, Mr. Levi Barnabas, Honourable Levinia Brown, Mr. Tagak Curley, Mr. Joe Allan Evyagotailak, Mr. Peter Kattuk, Honourable Peter Kilabuk, Mr. Steve Mapsalak, Mr. Patterk Netser, Honourable Jobie Nutarak, Honourable Paul Okalik, Honourable Edward Picco, Honourable David Simailak, Honourable Louis Tapardjuk, Mr. Hunter Tootoo.

Item 1: Opening Prayer

Speaker (interpretation): Good afternoon. I would like to ask Mr. Curley to say the opening prayer.

>>*Prayer*

Speaker (interpretation): Please be seated. Welcome Mr. Premier, Ministers and Members of the Legislative Assembly. At this time, Mr. Peterson, the Member for Cambridge Bay, is in Ottawa to attend a meeting, so he will not be present today.

Speaker's Ruling

On February 25th, 2005, the Member for Iqaluit Centre made a Point of Order which I ruled upon. The Member for Rankin Inlet North then raised a concern with respect to my ruling on the Point of Order.

In addressing the issues raised by the Members, it is useful to first review the chronology of the debate.

The Member for Iqaluit Centre made a motion to refer a tabled document to Committee of the Whole. The document was a Return to Oral Question. The original question related to correspondence between a government department and a former employee. The Return to Oral Question discussed government policy as it relates to the Department of Human Resources.

I was required to cast the deciding vote and in opposing the motion, I commented that the matter might be before the courts at some point.

The Member for Iqaluit Centre subsequently raised a Point of Order. His Point of Order was based on two concerns; first, that the Minister assumed a particular line of questioning would be pursued and second, that the Minister misled the House in "saying that this is an issue for the courts".

I ruled that there was no Point of Order.

The Member for Rankin Inlet North then rose to challenge my decision. As I understand his concerns, he felt that that the Minister for Human Resources had misled the House in saying that the matter which was the subject of the motion was before the courts.

At that time I indicated I would give the matter further consideration.

In considering this matter I have undertaken a careful review of the audio tapes and Hansard. According to both the audio tapes, Inuktitut and English, and Hansard, the Minister for Human Resources did not make any reference to the matter being before the courts.

The only reference to the courts is made by the Member for Iqaluit Centre who, in speaking to the motion, said “I know that that’s something that the government is dealing with right now, possibly before the courts...”.

In casting the deciding vote I stated that the matter might go through the courts, not that it was actually before the courts.

The debate on this issue highlights the need for precision in the use of language while in the House. Clearly, it is one thing to say that a matter may make its way to the courts and quite another to say that a matter is actually before the courts.

I would like to address the concerns raised in the Point of Order. The first concern was that the Minister for Human Resources had assumed a particular line of questioning would be pursued. The Minister for Human Resources did express concern that there would be questioning in relation to the dismissal of a particular individual. In speaking in opposition to the motion the Minister also put forward other arguments. In response, the Member for Iqaluit Centre stated clearly that his intent was to only question matters of broad government policy. Members voting on the motion heard this exchange and the positions of the parties would have been clear to them. The Member for Iqaluit Centre may not agree with the Minister’s argument, but that is not the issue.

The second ground for the Point of Order was that the Minister for Human Resources misled the House by saying that the matter was before the courts. It is clear from a review of the audio tapes and Hansard that the Minister made no mention of the matter being before the courts.

In voting against the motion I indicated that the matter may at some point be before the courts. The Member for Rankin Inlet North then raised concerns regarding my ruling.

Before addressing the specific matter under consideration, I wish to review some general principles regarding the role of the Speaker.

As Speaker, I have three key functions. In presiding over debate in the House I interpret and enforce the Rules and ensure order and decorum. I am the chief administrative officer of the House and I am also the spokesperson for the House.

As Speaker I am elected by the House and am the servant of the House. I must remain independent and impartial and must make decisions based upon established rules and principles, without regard to politics.

The rules are clear that once the Speaker has delivered a ruling there can be no further debate on the matter, nor is there an appeal from the Speaker's decision (Rules of the Legislative Assembly of Nunavut, Rule 12(2)). Our Rules in this regard are in keeping with provisions in other jurisdictions (Marleau & Montpetit, House of Commons Practice and Procedure, page 262).

It is to be expected that on occasion not all members will agree with my decisions, particularly when a matter is of such contention that I am required to cast the deciding voter. However, members must accept my decisions and move forward with the business of the House. They must do so in a civil manner and without resort to behaviour and mannerisms that reflect negatively on the House.

Accordingly, I am not prepared to reconsider my ruling on the Point of Order. Thank you.

>>*Applause*

Going to the orders of the day. Item 2. Ministers' statements. Minister Picco.

Item 2: Ministers' Statements

Minister's Statement 066 – 2(2): International Teacher Education Exchange

Hon. Ed Picco: Thank you, and good afternoon, Mr. Speaker. I would like to recognize the contribution of our staff in the Nunavut Teacher Education Program who prepare Nunavummiut to teach in our schools. I would also like to inform the House of the efforts of Nunavut Arctic College staff in their continued dedication to innovation in the field of teacher education.

Mr. Speaker, in February, two faculty members from the Nunavut Teacher Education Program at Nunavut Arctic College, Mr. Neil Christopher and Mr. Noel McDermott, traveled to Kautokeino, Norway for a preliminary meeting with the faculty and staff of the Sami University College teacher education department, to plan for a student/faculty exchange for 2005 and 2006 college year. Nunavut Arctic College and the Sami University College will be piloting a new kind of student exchange, called Verddet (Sami for "a mutually beneficial exchange").

Mr. Speaker, the opportunity for Nunavut students teachers to participate in an international student contributes greatly to both the professional and personal

development of our future teachers. The Verddet exchange program will allow Nunavut student teachers to see for themselves how another indigenous teacher education program is meeting the challenge of providing culturally appropriate education and first language instruction.

Mr. Speaker, I would like to acknowledge the University of the Arctic for their support of this project and also Foreign Affairs Canada for their financial support of the initial phase of this pilot exchange. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you, Minister Picco. Minister' statements. Mr. Tapardjuk.

Minister's Statement 067 – 2(2): Language Awards

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. It is my pleasure to announce that February 5 to 12, 2005, *Uqausirmut Quviasuutiqarniq* or Language Week was a huge success.

I am delighted to rise today to announce this year's annual Language Awards. It is important to recognize people in communities who contribute to the richness of our Inuit language.

My department is dedicated to protecting and promoting our language; but we cannot do it alone. These awards acknowledge Nunavutmiut who promote the daily use of Inuit language. This year, four recipients were chosen in youth, adult and Elder-based categories.

Miali-Elise Coley from Iqaluit was awarded the Youth Language Award. Ms. Coley was elected President of the Inuit Circumpolar Youth Conference and promotes Inuktitut through cultural appearances and public speaking events. She is studying to become a teacher and is committed to promoting Inuit language at home, at school and at work.

This year there were two Adult Language Awards.

Mark Kalluak of Arviat has translated the New Testament of the Bible into Inuktitut, and was the editor of the Kivalliq region's first newspaper, *Keewatin Echo* during the 1960s and 1970s. He also works with those in the community to preserve oral sayings and improve Inuktitut pronunciation.

Gloria Mimialik of Iqaluit encourages her fellow nursing students to use Inuktitut medical terms in the classroom and teaches her language through numerous games and activities. She cooks country food and sews traditional clothing, and encourages Iqaluit's youth to speak and write in Inuktitut.

Manasie Evic from Pangnirtung received the Elder Language Award for his efforts to pass on his Inuktitut language and traditional knowledge to younger generations. He has recorded the community Elders' stories for the local schools and also teaches youth how to raise dog teams. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Minister' statements. Minister Akesuk.

Minister's Statement 068 – 2(2): An Environmental Sustainability Framework for Canada

Hon. Olayuk Akesuk: Thank you, Mr. Speaker. Over the past few months the Canadian Council of Ministers of the Environment has been working towards the development of an Environmental Sustainability Framework for Canada. It is expected that the framework will enhance the well-being of Canadians, preserve and protect our natural environment and advance long-term competitiveness.

Nunavut will be playing a direct role in the development of the Environmental Sustainability Framework and will work with the other Canadian jurisdictions towards obtaining these objectives.

This venture is important to Northern Canada and I have written to the CCME President asking that such an expansive policy be developed carefully and with good sense. I have highlighted the importance of consultations with Nunavutmiut. These consultations would both inform and gain input from Nunavutmiut.

We will work towards a Canadian Framework which recognizes the uniqueness of Nunavut and the commitments of the Nunavut Land Claims Agreement.

My department will continue to work through the Canadian Council of Ministers of the Environment to ensure that Nunavut issues are given full consideration as the Framework is developed. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Minister Akesuk. Ministers' statements. Premier Okalik.

Minister's Statement 069 – 2(2): Akitsiraq Law School Students Enter Final Weeks of Study

Hon. Paul Okalik: Thank you, Mr. Speaker. It is with great pride that I rise today to update Members of the Legislative Assembly on the progress of the students of the Akitsiraq Law School.

This program started four years ago. The law school and students were supported by the University of Victoria Law School, Nunavut Arctic College, the Nunavut and Canadian Departments of Justice, the RCMP, Nunavut Tunngavik Incorporated and Kakivak Association. Students were lectured by prominent judges and lawyers from across the country.

Akitsiraq has provided students with a complete education in law that includes a full southern-based curriculum as well as courses that focused on the needs of Nunavutmiut and the reality of living in Nunavut.

Eleven students are now in their final weeks of class and will be graduating on June 21, providing Nunavut with role models for coming generations. They will also contribute to our efforts to provide Inuit with linguistically and culturally appropriate programs and services.

Mr. Speaker, please join me in congratulating Akitsiraq Law School's upcoming graduating class of 2005.

>> *Applause*

Speaker (interpretation): Thank you, Minister Okalik. Ministers' statements. Going to Item 3. Members' statements. Mr. Arreak.

Item 3: Members' Statements

Member's Statement 150 – 2(2): Concerns of Constituents

Mr. Arreak (interpretation): Thank you, Mr. Speaker. First I would like to say hi to the residents of Qikiqtarjuaq and to my wife and our children and grandchildren because they watch the proceedings.

I rise today to raise the concern that has been brought up from my constituency. The government has stated more than once that they want to be a more open and accountable government in Nunavut.

A lot of people in the communities are not too sure of what the government does. Are they there just to answer questions? People just ask them questions. Don't they answer questions? People are curious of how our government works and who the ministers are and what their portfolios are and where they work and why they are the ministers of the particular department.

So those are the things that people are curious about and we should be more visible and accountable to the people in Nunavut. Thank you.

Speaker (interpretation): Thank you, Mr. Arreak. Members' statements. Mr. Netser.

Member's Statement 151 – 2(2): Death of Four Police Officers

Mr. Netser: Thank you, Mr. Speaker. I rise today to express my condolences to the families of the four RCMP Officers who died yesterday in the line of duty. These four officers died while conducting an operation against illegal drugs. They died to protect our communities and our families.

Mr. Speaker, there are around 100 officers serving across Nunavut in our communities, and everyday, they risk their lives to make Nunavut a safer place in which to live.

I myself have a daughter whose ambition is to join the RCMP and serve her people and her communities. I can't imagine what it must be like for parents of an officer to be told that he or she died in this way. My heart goes out them, Mr. Speaker.

I understand that the federal government is considering definite penalties against major drug producers and distributors. Yesterday's tragedy should remind us of the need to support strong message against crime.

Mr. Speaker, I ask all members to join me in acknowledging the risks that are faced by everyone who works in the important field of law enforcement and to pay tribute to their courage, dedication, and service.

>> *Applause*

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Netser. Members' Statements. Mr. Barnabas.

Member's Statement 152 – 2(2): Sewage Lagoon

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. Today is Friday and usually we sort of make nonsense statements on Fridays. Yesterday, just to repeat that tradition, yesterday during Committee of the Whole, we were discussing chemical engineering and I don't know what it's called in Inuktitut, but I rise today on a matter of civil engineering.

Mr. Speaker, this is not the first time I have spoken to the ongoing issues facing the Arctic Bay sewage lagoon. And, it appears we will not resolve the issue today, nor this week. Mr. Speaker, I recently received photographs, one of which I will be tabling at the appropriate time in regards to the sewage lagoon.

It appears as though a pingo has formed in the lagoon. As members are aware, the sewage lagoon failed two years ago, and emergency solutions were required to keep it operational.

(interpretation ends) Well, I understand the need to respond quickly to developing situations, especially where environmental concerns exist. This incident reinforces

carefully how our responses must be planned to ensure that nature doesn't react to our actions in her own way.

Mr. Speaker, in May of last year, I stood up in this House to share my concerns that the construction of the berms of the lagoon was a bandage solution. At that time, I urged the Minister of Community and Government Services to look for a long-term solution that would take into account the growing population and environmental sustainability.

Mr. Speaker, I know our neighbours in the west, in Tuktoyaktuk have a great success marketing our unique pingoes to international tourists. With the closing of the Nanisivik mine, Arctic Bay is looking for unique economic development opportunities. Unfortunately, Mr. Speaker, I don't think the Arctic Bay sewage lagoon ??*Pinguq*?? will attract many tourists. (interpretation) Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you, Mr. Barnabas. Members' Statements. Mr. Evyagotailak.

Member's Statement 153 – 2(2): Elections in the Kitikmeot

Mr. Evyagotailak: Thank you, Mr. Speaker. Elections in the Kitikmeot Inuit Association will be held very soon. Mr. Speaker, KIA plays an important role in the part of Nunavut. As a former president and also a board member myself, I know that the residents of Kugluktuk and the other western communities look to KIA to help represent the interest of beneficiaries, and work to promote good opportunities in our region. KIA has been very active in working with the Government of Nunavut and other partners in such areas as mining development.

Mr. Speaker, a number of strong individuals will be running for the position of KIA president. I wish all of them a good race and I look forward to working with KIA in the years ahead for the benefit of our people. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Evyagotailak. Member's Statements. Hon. Leona Aglukkaq.

Member's Statement 154 – 2(2): Basketball Tournament

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. Today, I would like to read out a story written by Nicklaus Okpik for his high school newspaper from Gjoa Haven called, "He Loves This Game".

The junior boys Snowy Owls are planning a trip to the Arctic shoot out basketball tournament in Yellowknife on April 1st to the 4th. The junior boys are trying to fundraise for the shoot out tournament, to help fundraise the junior boys run a basketball

tournament February 25, 26th and 27th. There were 6 teams for the men and 5 teams for the women. They paid 5 dollars a person to join.

The junior boys worked so hard to fund raise and at the same time, the junior boys are playing basketball. The boys did a good job. Women results, Sylvia's team versus Rita's team – those two are sisters, by the way – Rita's team won the bronze medal game. The gold medal game went to the junior girls versus Rose's team, and the junior girls won the junior medal game.

Men's results. For the bronze medal game, it was Chester's team versus Robbie's team the two both won bronze. In the gold medal game, the junior boys versus Gary Detka's team, the junior boys won the gold medal game. The men and women best players of the year, most sportsmanlike was Kyley Daily and Angela Nuliajuk. The best defense was Arnold Nuliyuk and Sylvia Aglukkaq. Best offence was Joanna Kamimmalik and Sandra Ruben. Most points, Gary Dunka, and MVP Cory Aglukkaq and Annie Eeleheetook.

That was written by Nicklaus Okpik. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you, Ms. Aglukkaq. Member's Statements Mr. Tootoo.

Member's Statement 155 – 2(2): Nunavut Youth Abroad Program

Mr. Tootoo: Thank you, Mr. Speaker. I rise today to inform my colleagues that tomorrow, Saturday March 5th, weather permitting, the Nunavut Youth Aboard Program will be presenting a new documentary film called Roads Scholars Inuit adventure Africa. It premiers at the Astro Hill theatre at 5 pm.

Mr. Speaker, the Nunavut Youth Aboard Program is an excellent program that gives the youth ages 16-21 an opportunity to acquire professional training and hands on experience. High school credits through cross cultural work and under take various experiences in southern Canada and aboard. Mr. Speaker, I urge the Department of Department of Culture, Language, Elders and Youth and the Department of Education to continue any support any none governmental organization as it has in the past to benefit our youth.

Mr. Speaker, some youth participants will be on hand at the screening to talk about and answer any question about their experiences. The Minister of Education, Nunavut Youth Aboard patron Ms. Mary May Simon will also be in attendance. And I am sure Mr. Speaker Mr. Picco to receive an academy award for some of his performances but not this year.

Mr. Speaker, this will be showing to the public free of charge and I urge all Members to attend and join me in watching this program. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you, Mr. Tootoo. Member's Statements. Member's Statements. Item 4. Item 5. Recognition of Visitors in the Gallery. Mr. Picco.

Item 5: Recognition of Visitors in the Gallery

Hon. Ed Picco: Thank you, Mr. Speaker. As the member for Iqaluit Centre just mentioned, we are very pleased today to be joined in the assembly by many of the members of the Nunavut Youth Abroad Program.

Mr. Speaker, they are participating in a policy forum organized by the Walter and Duncan Gordon Foundation. The Walter and Gordon Duncan Foundation is funding this three-day workshop teaching youth about policy development and how they can be effective citizens for positive change in a community.

As Mr. Tootoo mentioned earlier, we will also be taking part in the premiere showing of Road Scholars, Inuit Adventure in Africa tomorrow afternoon at the Astro Theatre. We hope that many of the members will be able to take the time and come join us at the Astro Theatre and see the film.

Please join me in welcoming the following people and maybe if I say their names, they could stand up. I'm welcoming the participants, but we also have some of the alumni here, some of the instructors and people from their board. I see Ms. Cousins is here, as well as Mr. Keith Irving and others who are also affiliated with the program.

So, maybe after we introduce the participants, maybe some of the other people will also acknowledge and stand up. Mr. Speaker, from the wonderful community of Baker Lake, Mr. Simailak and I would like to introduce Mary Jane Arnauyuk and Dianne Iyago.

>> *Applause*

From the great community of Arviat, Mr. Speaker we have Garama Mark, Thomas Akak, Mary Ungak, Nathan Angmarjuaq and Brian Sivaksiaq.

>> *Applause*

From Taloyoak, Jenna Kaminnguaq.

>> *Applause*

From Kugluktuk, Mr. Speaker, Sandra Lyall and Tannis Bolt.

>> *Applause*

From Qangiqtugaapik, Vickie Hainnu, Clyde River.

>> *Applause*

Simon Hikinik from Gjoa Haven and Kevin Tungilik

>> *Applause*

From Kugaruuk, Norman Qarvik.

>> *Applause*

Mr. Speaker, from that beacon in the centre of Kivalliq, the hub of entrepreneurship, from Rankin Inlet, Kerry Tautuini and Kelly McLarty.

>> *Applause*

From Repulse, Denise Maliki

>> *Applause*

From Coral Harbour, Mira Netser and from Sanikiluaq, Johnny Mikijuk.

>> *Applause*

The people from the Walter Gordon Foundation, as well as some of the alumni and some of the chaperones and people who are actually in charge of the Nunavut Youth Abroad Program, Mr. Irving and the rest, would you please also stand up. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Mr. Simailak.

Hon. David Simailak: Thank you, Mr. Speaker. I would like recognize Dianne, who was in British Columbia with her program, and also Mary Jane Arngnaujuk, who was in Ontario with her program. I would hope that, and encourage them to go abroad, really abroad, overseas somewhere next summer. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. I would like to recognize three students from the Nattilingmiut Riding. From Gjoa Haven, again, are Simon Hikiniq and

Keven Tungiliq seated behind me, and Sandra Lyall from Taloyoak. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome. Recognition of Visitors in the Gallery. Mr. Evyagotailak.

Mr. Evyagotailak: Thank you, Mr. Speaker. I'd like to correct the Minister of Education on some of the students from Kitikmeot communities.

Mr. Speaker, I would like to recognize, Tannis Bolt, who is the great-granddaughter of Ikey Bolt who moved from Point Barrow, Alaska to Kugluktuk in the mid 1900's, and also Jenna Kaminnguaq who is from Kugluktuk and also the great-granddaughter of well-known Peter Kaminnguaq, and Sandra from Taloyoak is also granddaughter of Peter Kaminnguaq. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Mr. Speaker, like the Minister of Education, I also would like to welcome all these young people to the Gallery. I think they are involved in an excellent program. Specifically, I would like to recognize a few people. Not the youngest people here, I think a good example of the benefits of this program and what you can do to achieve as a result of going through a program like this, and that Ms. Letia Cousins who works in the Department of the Executive and Intergovernmental Affairs, and also recognize Ms. Crystal Fuller, who I had the pleasure to work with when I worked for the Housing Corporation, and also curl with in one season. We did very well that year. I would like to welcome them both to the Gallery and everyone else. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Netser.

Mr. Netser (interpretation): Thank you, Mr. Speaker. Mr. Speaker, I would like to recognize my younger brother's daughter, Mira Netser.

>> *Applause*

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. I would like to recognize four individuals from Arviat, please stand up from Arviat. Maria Ilangiajuk is David Serkoak's niece, who is from Arviat. Thank you.

>>Applause

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. The individuals that were already recognized, I would like to recognize again, the individuals from Repulse Bay, Denise Maliki and Norman Qarvik from Kugaarjuk. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Welcome. Recognition of Visitors in the Gallery, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. I would like to take this opportunity to welcome the young people and I would like to tell them all that you are very important to us and I would like to keep an open door in welcoming you. I would like to especially recognize Kerry Tattuini, Kelly McLarty, we're proud of you.

>>Applause

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Speaker. I would like to recognize and welcome Vicky Hainnu, she is from Clyde River, and has since moved to Iqaluit. I wish her success in this endeavor. Thank you.

>>Applause

Speaker (interpretation): Welcome to the Gallery. Recognition of Visitors in the Gallery, Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I would to also recognize an individual from Rankin Inlet, Kelly McLarty. I would also like to send my regards to her parents. Also, Kerry Tattuini and we are very proud of all the young people here. I also send my regards to their parents. They're all from my constituency.

I would like to welcome all the young people. I am well aware that they will eventually take our place in the house. Again, an individual who just walked in, Mary Finland and again sitting behind me is Sandra Lyall. She is the child of Christine and Dennis Lyall, and the grandchild of Ernie Lyall, who went from Labrador to our area.

There are a lot of ancestors and I'm sure that I'll be like that some time in the future. I have 29 or 30 grandchildren now and great grandchildren and I'm also a great-great grandmother. I would like to thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Welcome to the gallery. Recognition of visitors in the gallery. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I would like to recognize an individual from Sanikiluaq. I'm very proud that he is participating in this program. He contributes a lot to Sanikiluaq; his name is Johnny Mikijjuq.

>> *Applause*

Speaker (interpretation): Welcome to the gallery. Recognition of visitors in the gallery.

You can only recognize visitors in the gallery once. I'm sorry. Orders of the day, Item 6, Oral questions. Member for Iqaluit Centre, Mr. Tootoo.

Item 6: Oral Questions

Question 196 – 2(2): Crown Agency Recommendations

Mr. Tootoo: Thank you, Mr. Speaker. My question is for the minister responsible for the Crown Agency Council. My question for the minister is that the Minister of Education had tabled a report, and one of the recommendations in there was that Nunavut Arctic College comply with the recommendations made by the Crown Agency Council.

I'm just wondering if the minister responsible could indicate exactly what directives and recommendations they gave to Nunavut Arctic College. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. The Department of Finance is involved in conducting a review of Nunavut Arctic College in terms of improving its financial processes. Through the direction of the Financial Management Board, the Department of Education had conducted that external review. Of course, Finance participated and conducted their analysis in developing recommendations on how to improve processing of financial information in the day-to-day operations.

The report was completed and drafted. I don't have a copy of that particular report in front of me, the reporting through the recommendations by Finance, and that was received by the Department of Education.

So, that's where that's at, but I don't have the actual copy in front of me to outline what the specific recommendations were. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I would like to ask the minister, is the minister aware if the college has complied with those recommendations. I know in the report that was dated October 28, it was recommended that they comply with those recommendations. So, I would just like to ask the minister if she is aware if they have as yet or not. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. The Department of Education minister would be in a better position to actually respond to which of those recommendations are actually done.

But, the assessments that we have done is basically to assess the functional capacity of the financial positions in Nunavut Arctic College, at the headquarters operations, and to highlight human resources and training needs.

The Department of Finance provides support to every single department, not just the Crown Agency Councils, including services or training, and that's an ongoing effort all the time with how we manage our finances. So, it's not just the college that we do this with. We do that with Qulliq Energy Corporation, we do that with a number of departments. So, it's not over and above what our mandate is, but rather an ongoing assistance that we provide to the college. We also provide assistance in doing periodic audits of departments and to try and be proactive in improving services.

So, as far as I know, the report has been received by the college and, of course, it's in their interest to follow through with those recommendations. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. My question is, once the Crown Agency Council issues some recommendations to any of the Crown agencies of the government, how do they monitor whether those recommendations are followed up on; is there a report back to the council that yes, these are done, these ones aren't done, and this is where we are at on it. Can the minister try and give us a bit of an understanding on how those recommendations are monitored to ensure that they are followed through? Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. As I mentioned earlier, the Department of Finance provides support on a regular basis to any department, follows through with

the departments; they work with the financial audit bureau or whichever division of the department.

The external review, Finance was a part of that; that was not through the Crown Agency Council. The Crown Agency Council reviews overall initiatives that are happening across the board, but the involvement of Finance was, again I said, to assess the functional capacity of the Nunavut Arctic College.

This is an ongoing initiative that we provide as Department of Finance in our role; not everything goes through the Crown Agency Council and is directed; a lot of this stuff is day-to-day administrative processes or support we provide to the department, and whatever recommendations we come up with to improve services or training, that information goes through Education or the college or power corporation or whichever department that is involved. So, it's basically an ongoing role that we provide to departments on a regular basis. Thank you, Mr. Speaker.

Speaker (interpretation): Your last supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. It seems like the minister is indicating that there really is no follow-up to ensure that those recommendations are done, that they are just passed down and left like that.

Given that, Mr. Speaker, would the minister be willing to commit to tabling, or providing to members, copies of those recommendations that the Crown Agency Council did make specifically to Nunavut Arctic College? Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. On a regular basis, we follow up on activities; we don't produce a report and then stop processes from there. On a regular basis, the Department of Finance works with every department on any issues related to improving the management of financial issues, including training and support through audit and whatnot, and that's on an ongoing basis. We follow up on a regular basis through audit bureaus or through the Auditor General's reports. Those are on-going initiatives.

We don't drop the work and efforts just because a report has been produced. I think it is important to state that work will always continue and try and improve on a regular basis. In the review, we had the involvement of the internal audit and we always try and improve how we manage our finances. The other thing that is important is, the direction did not come from the Crown Agency Council. It came from the Department of Finance as part of their on-going role to do internal audits. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Ms. Aglukkaq. Oral Questions. Member for Hudson Bay Mr. Kattuk.

Question 197 – 2(2): Inuktitut Translation of Power Bills

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. Although I had asked this question, I think it was last year or last fall during the session, I will direct my question to the minister responsible for the energy corporation. Although we were told the bills which would be translated into Inuktitut, to date the bill that I have has no Inuktitut. Perhaps the minister can commit to me that the government will deal with the translation of the bills. When do you expect to have this completed. Thank you.

Speaker (interpretation): Thank you. Minister responsible for energy corporation, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The bills that the member is referring to, at the beginning of the bill there are codes, and in the back of the bill, it indicates what the codes are in Inuktitut. What we have done is to revamp the bill itself, as the member indicated, and the billing cycle starting April 1st in three weeks, all those will have Inuktitut in the front of the bills and in a better format. So, the short answer to the member's question, starting in three weeks on April 1st, the new billing cycle will be in Inuktitut on the bill itself. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Picco. Your first supplementary, Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I am very proud the minister responded to me about the fact that the bills will be changed on April 1st, with Inuktitut on it. Perhaps, during the spring session, if the billings are not translated in Inuktitut, I will be asking questions at that spring session. I have a concern because a lot of the unilingual speaking elders who live alone and don't have someone living there with them who is bilingual, they don't even know what the bill is about. Therefore, it will be a lot easier for the unilingual speaking people, on April 1st, during the upcoming spring session, if I don't see the translation on the billing of documents, I will be asking you the same questions. Mr. Picco.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. I would welcome the member's question. What I will commit to do right now in the House is, next week I will table sample copies of the new bill and the new billing format in Inuktitut, not only for just for the member, but for all Members in the House. I've had a chance to review it, it's gone through four or five reviews in the last several weeks. It is the initiative that Minister Simailak had put in place several months ago, and we will hopefully be in a position on April 1st to have that in place. And I will table a sample copy of the bill for the members next week. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister Picco. Second supplementary, Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. Also on the billing, we are informed that it is not identified on the bill that if customers don't pay their bills in 90 days or 30 days, that their power will be cut off. There is only the 48-hour notice given separately. Where does it appear, is it 90 days, 60 days.... . They usually have notice of a cut-off date. But there is only a 48-hour notice on the billing form. When do you see the 30, 60, or 90 days' notice before your power is going to be cut off? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. On the billing format that has been in place: that is in place and will be in place, allows for the customer, when they receive a bill and they haven't paid their previous bill or they have an outstanding balance, the bill does indicate, will indicate, and is indicating that there is an arrears on the bill.

Then there is a timeframe, 30, 60, 90, as the member spoke about just now, that acknowledges that if you don't pay your bill within a certain period of time, that indeed you will be cut off. It's no different than the phone company does, for example; Bell Canada does, as a phone company.

What happens, during winter months, for example, power is not actually cut off on people's houses. What's put in place is a load limiter. A load limiter regulates the power so that the boiler will come on; you'll have running water and heat and so on and so forth.

If the customer goes to the power corporation and says, "Look, I haven't been able to pay the bill over the last 30, 60, 90 days," and then the arrangements are made where the person can pay X number of dollars a month, whether that be \$50 a month extra or something, to pay the bill. In that case again, the power is not cut off.

The power is only disconnected during the summer months and, again, after all those other avenues that we just spoke about have not been met. Thank you, Mr. Speaker.

Speaker (interpretation): Your final supplementary, Mr. Kattuk.

Mr. Kattuk: Thank you, Mr. Speaker. To my knowledge, we've been told that there would be a 90-day notice, 60-day notice, but in the billing statement here, there is no figure. It is 90, 60 or 30? Where is that figure hiding? Is it hiding somewhere? Is it behind the billing statement, or is it just a verbal figure that we hear from the corporation? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. What happens on the bill is if I've been paying my bill on a regular basis and I owe \$100, and they say a cheque was received for \$100, and it will say the previous balance is zero.

When you receive a bill and you have got a previous balance, and now it's \$100, and then they add the new charge for that month, \$30, now your new balance is \$130. The next month you get a bill. Now the outstanding bill is \$130 and you still haven't paid it. So, then you have your new bill added again, \$50 plus the \$130 outstanding and that's \$180.

During the next billing cycle, that will now be 90 days. That's when it kicks in. They have a note on there saying you're subject to disconnection unless you come in. So that's how the process works. Arrears are indicated on the bills. Arrears are monies that have not been paid.

Again, the corporation has made it very vocal that if the bill has not been paid, if the person would go into the power corporation, in every community, and say, "Look, I can't pay this amount; however, if you put me on a payment plan I will be able to address the issue of the arrears." Therefore the power corporation takes that and begins to pay down the bill.

So, the disconnection is really a last resort thing. There are numerous steps, including the amount of the arrears on the bill, the notification of such on the bill that says "subject to disconnect". So those types of things are put in place to give the customer a timeframe to be able to come in and either pay off the bill or make arrangements to be able to pay down the bill. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for Nanulik, Mr. Netser.

Question 198 – 2(2): Staff Housing for Teachers

Mr. Netser (interpretation): Thank you, Mr. Speaker. My question is to the Minister of Education. As you know, we hire teachers from the South, and we welcome them when they arrive in Chesterfield Inlet and Coral Harbour, there is often no housing for them and they end up having to look for housing on their own.

What is the department doing to provide accommodations for those teachers coming from southern Canada? Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Education, Mr. Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. All staff housing now is coordinated through the Nunavut Housing Corporation, with Minister Kilabuk.

We have been addressing the issue quite aggressively over the last several weeks. I've had an opportunity to visit with many communities, including Hall Beach, for example, where there are issues with housing, in Coral Harbour, there were some issues, in Whale Cove, Mr. Speaker.

The staff house issue, especially for health centre employees and school and teacher employees, is still an ongoing issue. The housing corporation has been working, where possible, leasing units in a community when we don't have staff housing available and looking at other options that may be available to them through the housing corporation. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for Rankin Inlet North, Mr. Curley.

Question 199 – 2(2): Bad Gasoline Issue

Mr. Curley (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the minister responsible for the Petroleum Product Division of Community and Government Services.

During yesterday's deliberation in the Committee of the Whole review, we talked about how much more work needs to be done in order to fully address the concerns of our constituents and communities with respect to this year's bad gasoline situation. My own office has been swamped with complaints. They have been conveying their problems to the CBC.

Shell Canada claims that the people have been having problems only with their spark plugs. That is not true. Mr. Speaker, when the last major gasoline-related situation hit Nunavut, the Government of Nunavut established a clear system for people to report their problems directly to the government. Can the minister designate an official that can receive those complaints? Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Community and Government Services, Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. Yes, thank you. I believe the discussion that we had in Committee of the Whole yesterday was very useful and enlightening. At this time, what we are doing, right now, is my department officials are receiving complaints from the people related to bad gasoline.

With respect to the concerns that we heard yesterday about the problems from the public and from Shell, my officials are now putting together a document on the process for receiving complaints as well as information. That is what we're trying to do right now. Thank you, Mr. Speaker.

Speaker (interpretation): First supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. People out there really want to find out who the contact person is that will be in his department.

We have heard from many people that it's not just the spark plugs but also pistons and engine seizures, not just with two-stroke engines but with ATVs as well.

I would like to thank the minister. Yesterday we heard from Shell Canada, and I would like to ask the minister if he was 100 percent satisfied with the testimony provided by the witnesses from Shell Canada and if not, why not.

Speaker (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I just want to assure the member that what I heard during the testimony from the Shell Canada representatives, the questions posed to them and the responses that they provided, was adequate. Because there could be a lot of questions, when previously there could never be a total, complete response. There are no complete answers to the questions as yet. So, I feel that the answers from Shell Canada were adequate, because I wanted to hear more about the bad gas in Nunavut.

Speaker (interpretation): Second supplementary, Mr. Curley.

Mr. Curley (interpretation): Mr. Speaker, I just want the minister to know that my constituents feel differently. Shell Canada said the gas has got good specifications, but Shell Canada people are not the consumers of the gas that they have delivered to Nunavut.

I would like to ask the minister again: in January of this year, 2005, Shell Canada reported record earnings in 2004 of over \$1 billion. In the minister's view, who is responsible for compensating victims of bad gasoline in Nunavut? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Kilabuk.

Hon. Peter Kilabuk (interpretation): Thank you, Mr. Speaker. I would like to assure the members of this House and to respond to them in the most positive way as to where the compensation would be coming from, but I have not been able to do that to date because we have not fully reviewed these bad gasoline complaints.

What we are going to do is ask the public out there how much damage has been done to their machinery, and that way we will be able to find out what we would be able to do or who would be compensating the victims of bad gasoline. Thank you, Mr. Speaker.

Speaker (interpretation): Final supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. I would like to thank the minister for working on this. Because there are a lot of people expecting to hear from the Government of Nunavut or whomever.

(interpretation ends) I realize that it is difficult to accept responsibility, for the minister, because it could be that there might be some liability involved. But, someone has to be accountable for the bad mistake that has been made. So, that is the point that I am trying to get clarification on.

The question is in view of the fact that Shell Canada has the largest earnings this year, in excess of \$1 billion. My final question is, who, in your view, should be responsible for compensating, for bad gasoline, those who have experienced the actual damage to their outboard marine engines as well as snowmobiles. Thank you.

Speaker (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. I guess that in doing the tests and the investigations, the findings will inevitably draw attention to who is liable for what and who has responsibility for what. I will advise my colleague that I am fully determined to come to the root cause of the problem. Once we get there I will be committed to providing that information outside of or during regular session hours. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for High Arctic, Mr. Barnabas.

Question 200 – 2(2): Update on Federal Consultations

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. My question is directed to the minister responsible for transportation. There were community consultations done by federal and Nunavut government officials about the docking facilities in the communities. We met with the people who are responsible for docking facilities, and they stated that they were going to give priority to communities that have no docking facilities. But then communities that already had them had theirs renovated. What is happening with these consultations and what are the answers?

Speaker (interpretation): Minister responsible for transportation, Mr. Simailak.

Hon. David Simailak (interpretation): Thank you, Mr. Speaker. As far as I know, the Department of Fisheries and Oceans and our staff went to the communities last summer. I have not seen any documents that may have been produced as a result of those visits, so I am not sure exactly what the member is referring to.

Speaker (interpretation): Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. Those people, such as Inuk Pauloosie, were involved with the consultations in regard to docking facilities, but even though we had a meeting with those officials, we heard that some communities without docking facilities such as Grise Fiord were not included. Thank you, Mr. Speaker

Speaker (interpretation): Mr. Simailak.

Hon. David Simailak (interpretation): As I said earlier, after the community consultations by the federal department last summer, I have not seen the report from those officials as to what their recommendations might be. So, I can't really respond to the member right now without having seen the report they did. Thank you, Mr. Speaker.

Speaker (interpretation): Your last supplementary, Mr. Barnabas.

Mr. Barnabas (interpretation): Thank you, Mr. Speaker, and I thank the minister for his response. After the minister reviews the report by the federal government, will he consider those communities without docking facilities? Thank you, Mr. Speaker.

Speaker (interpretation): Mr. Simailak.

Hon. David Simailak (interpretation): Thank you, Mr. Speaker. There were quite a number of communities that were consulted across Nunavut, and I am not exactly sure which communities they considered as a priority. I have not seen the report to date. So, I am not really sure of what kinds of recommendations that they have made. That's the way it is right now. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Mr. Tootoo.

Question 201 – 2(2): Nunavut Arctic College Report and Recommendations

Mr. Tootoo: Thank you, Mr. Speaker. My question is, again, for the minister responsible for the Crown Agency Council. I appreciate her explanations on the topic of the Department of Finance. One of its roles is to assist other departments and agencies and corporations.

If memory serves me correctly, it was on one of the recommendations of the Auditor General that the Crown Agency Council be set up. In response to one of her recommendations, this council was set up to deal specifically with Crown corporations and the agencies of government like Nunavut Arctic College.

Again, I will read from the tabled document, Mr. Speaker. "Summary of recommendations...", the second one, it said that "It is recommended that the college comply with the financial recommendations made by the Secretary of the Crown Agency Council on page 33 of this report." Will the minister provide this House with exactly what those recommendations were? Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Finance, Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. The Department of Education, in conducting its external review process, requested that Finance participate in that review.

The request came from the Minister of Education; we complied with it as part of our role, on a regular basis, to do an internal audit.

The recommendations that came out of that review did not come through the Crown Agency Council. It went through the regular process of internal audit, as per the request from the Minister of Education, to assist in reviewing their financial processes and human resource training needs. That report was completed and submitted to the Department of Education for consideration and follow up. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. First supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I would like to thank the minister for clarifying that. It seems there is an error in the report. Is that what the minister is saying, that it's not accurate information that's in the report?

My question, then, to the Minister of Finance, who is also responsible for internal audits, as she had mentioned, and provides to the members of this House any recommendations that were made to the Department of Education regarding finances of Nunavut Arctic College. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. The recommendations were submitted to the Department of Education. The Department of Education report of the external report summary was tabled in the House just recently, the executive summary. So, I will leave it up to the Minister of Education to table that information as he sees appropriate. Thank you, Mr. Speaker.

Speaker (interpretation): Second supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. The Minister of Education's comments on whose report it was, the other day, kind of left it vague as to who is doing what or who asked for what to get done. It wasn't until further questioning that it got clarified that it was a joint report.

What I'm asking here is, is the minister stating then... I would like to ask her why, in the report, as I read that the college should comply with the financial recommendations made by the Secretary of the Crown Agency Council on page 33 of that report, why would it reference the Crown Agency Council if it didn't come from the Crown Agency Council? Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. As I mentioned earlier, we have a committee that was requested by the Department of Education to do an external review.

Part of that process was the involvement of our staff, that with the internal audit or the Crown group, they get together, they put forward the recommendations to the department. The department is following with those recommendations to ensure that the financial processes are in place.

I have to go back and see where that report or the comments that you are referring to are within the timelines. It may be a separate subject. We're talking about this particular external review. I don't know if that's the same issue that we're dealing with at this point in terms of the response to the standing committee or the Auditor General, whatever document you just read there. I need to look at what that is we follow-up, to see exactly which report the recommendations or response you are referring to. Thank you, Mr. Speaker.

Speaker (interpretation): Final supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. For the minister's benefit, the tabled document, 82-2(2), was tabled on March 2, 2005 by the Minister of Education.

The minister also indicated in her response that if it was that particular one, where the recommendations were made to this report... It begs the question to be asked: were there more reviews and more recommendations in other reports that were done on the college by the Department of Finance? Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. I think it's important to say that again, the Department of Finance on a regular basis provides assistance and internal audits and reviews of any department, whether that is the college or the power corporation or Human Resources or whatnot. That is an ongoing process all the time within the department.

Has there been another review, through an internal audit? Perhaps there was, perhaps there wasn't. The executive summary that was tabled by the minister this week, of the external review, we participated in that small component of the actual review.

We put forth recommendations for training, just like we put forth recommendations for training in any department within the Department of Finance. As an example, we have 11 interns in training to be financial officers, to build up the capacity of every department, to have trained staff on a regular basis.

That is an ongoing initiative, to do more external reviews. I don't believe there were more external reviews of the Arctic College. The summary you received the other day was tabled by the Minister of Education and we are a small piece of that, in participating in that review. I can't respond on whether there has been other reports done; all I know is the one that was tabled in the House this week. Thank you, Mr. Speaker.

Speaker (interpretation): Member for Nanulik, Mr. Netser.

Question 202 – 2(2): Snow Fencing in the Communities

Mr. Netser: Thank you, Mr. Speaker. I have a question for the Minister of Community and Government Services. Today I will be tabling photographic evidence of the need for new snow fencing in Chesterfield Inlet.

I know in our five-year capital plan, only one community, Baker Lake, is scheduled to have snow fencing, and that not until 2009-2010. Good snow fencing can actually save communities money in the long run, as it reduces the need for snow removal. My question today to the minister is this: does his department consider snow fencing to be a priority when developing a capital plan? Thank you, Mr. Speaker.

Speaker (interpretation): Minister of Community and Government Services, Mr. Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. The ranking set by the municipalities is a big determining factor and the priority for the community can be identified to the Department of Community and Government Services by the community itself. So, in normal past practices, the priority settings have been done, a lot, by most of the municipalities. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Netser.

Mr. Netser: Thank you, Mr. Speaker. According to the Government of Nunavut business plans, a revised capital planning process is under development. Can he tell the House what changes to the process are being considered and how communities will have the opportunity to indicate their own priorities? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. One of the biggest changes in the process is the inclusion of the Nunavut Association of Municipalities which is representing all municipalities in Nunavut. So, the Department of Community and Government Services and NAM will be joining forces to develop the five-year or long-term capital plans.

So, that is one of the biggest changes; this is a result of funding that we will be getting from the federal government, which should see more changes by the municipalities, and not only that but the priority settings that have been done in consultation with NAM and Department of Community and Government Services with the community directly. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Netser.

Mr. Netser: Thank you, Mr. Speaker. When do you expect to consult with our communities? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Kilabuk.

Hon. Peter Kilabuk: Thank you, Mr. Speaker. The terms of reference were being set in the past little while. Once that is set for the consultation process to take place, I will be notifying all MLAs, and also the municipalities, of the schedule. Thank you, Mr. Speaker.

Speaker (interpretation): Oral questions. Member for Rankin Inlet North, Mr. Curley.

Question 203 – 2(2): Polar Bear Technical Committee

Mr. Curley (interpretation): I would like to direct my question to the Minister of Environment. In *News North*, in an article, when it came out on Monday, in regard to polar bears and a meeting in Edmonton... . Can the minister inform the House who is this technical committee?

Speaker (interpretation): Minister of Environment, Mr. Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. I say “hi” to my constituents in Cape Dorset and Kimmirut. Thank you for raising this question. The technical committee had representatives from Nunavut; there were different representatives; the Canadian Wildlife Service was one of them on that technical committee.

I am not exactly sure who they represent, but I can tell the member that I can check into this. The Canadian Wildlife Service and the Government of Nunavut are all members of this technical committee, but after doing more research, I can give him clearer information about who the members are. Thank you.

Speaker (interpretation): Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. If they were representing any organizations from the international community, I presume we can also make a technical committee who will work on polar bears. Thank you.

Speaker (interpretation): Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. When our government was formed and when I was given the responsibility of being the minister of wildlife, I met with Nunavut Tunngavik Incorporated, Nunavut Wildlife Management Board and the chairpersons in regards to wildlife, as to what else we could do, and we also included the communities.

Maybe we can see them as a technical committee, just concentrating in Nunavut and on the work that we have done through the Nunavut Wildlife Management Board, Nunavut Tunngavik Incorporated, and RWOs. They are also involved when we discuss polar bears. So, I guess we work in a similar way to a technical committee. Thank you.

Speaker (interpretation): Your second supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. The reason I raised this was that the polar bear hunters in Nunavut, they don't kill polar bears just for the sake of killing. People kill polar bears because it's part of their diet. For those outsiders, it seems they kill the polar bears just to sell the skins. We don't just kill them to sell the skin. So, for that reason, it's hard to comprehend why it's a joint committee. Is it part of the Nunavut Wildlife Management Board? If not, because there's a growing concern from the international organizations? Maybe we can ask the technical committee to appear before us. Thank you.

Speaker (interpretation): Thank you. Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you. I can definitely find out more information on who the members are and how many are on the committee and what their mandates are. We also give presentations from our department to the technical committee. The member has stated that we need everyone to understand our use of polar bears. We will definitely work harder for the international community to recognize us. Thank you.

Speaker (interpretation): Thank you. Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. The reason I'm asking is because the technical committee report states that the population of polar bears has decreased. I want to know how they came up with that conclusion. Maybe you will be able to table the technical committee report in the House. Thank you.

Speaker (interpretation): Thank you. Mr. Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. For us, Nunavut, we keep close contact with our communities and we work very closely with them.

In regard to polar bears, our population figures come from the Nunavut Wildlife Management Board because we work closely together on this, as to how we're dealing with the polar bear issue. We will always say, because we represent Nunavut and we've been up here for a long time, that Inuit Qaujimajatuqangit is true. When Inuit hunters say things that we know about and we need to make the world understand how things stand.

There have only been western surveys on polar bears for about 30 years. In the past, government decisions were made by mainly focusing on the outcome of that research from the southern institutions. I will continue to value Inuit Qaujimajatuqangit.

If I were to see the report done by polar bear biologists outside of Nunavut, yes, I would be able to table them. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Mr. Kattuk.

Question 204 – 2(2): Disconnection Notice Policy

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I will be asking further questions on an issue I brought up earlier.

I said 90, 60, and 30 days in regard to the cut off dates that the power corporation has. At times, we're told you have 48 hours' notice before your power is cut off. We've been getting different comments from the power corporation.

One thing that I'm concerned about is, does the power corporation have a policy where it states that they give 48 hours' notice prior to cutting off the power to a house? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The process that we've talked about in the House over the last several months, and indeed the member has raised it in the past, and I appreciate the member giving us the opportunity to clarify... .

Mr. Speaker, what occurs, again, on the power bill is that, and it's not unlike a phone bill for example... . You haven't paid your power bill, you weren't able to get the cheque in on time and you will receive a bill that will say what the previous balance is for the previous month. If that amount was \$100, then the next month it will say, "This is what your balance is." If that continues to go on, for example, 90 days, over a three month period, you haven't paid your bill for three months, and then it will say on the bill each month, because of the arrears that are there, it will say it will be subject to disconnection.

Finally, after the 90-day period has elapsed and there is a duration there, the customer may get notification again, a 48-hour notification of a disconnect, where they contact the customer and say, "Over the last X number of days, and on your bill there has been reported arrears: you have not come in and seen us; you haven't spoken to us; you haven't made any arrangements to pay your bill; so, now you are subject to a 48-disconnect notice."

At that point the customer, again, is able to walk into the power corporation and say, "Look, I just got this notice of 48 hours' notice and I'm sorry. Here's what I propose to do." Again, as soon as that is made, then that notice is disqualified. We don't take that in account and we give the customer another opportunity.

Disconnects are only done as a final, last resort. They don't disconnect the power, for example, this time of year. The regulator is put on there, what is called a load limiter, which keeps the water running; it keeps the boiler on but it doesn't allow for televisions, and so on and so forth.

So, I hope that helps clarify how that process works. Again, there are many checks and balances within the process. It gives the customer opportunities throughout the arrears process to go to the power corporation and either pay their bill or make an arrangement where they have a payment plan. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Kattuk.

Mr. Kattuk: Thank you, Mr. Speaker. I am sorry I didn't hear an answer to what I asked for. My question was, each time when there is a 48-hour notice, staff at the community level, in the smaller communities, do house-to-house visits saying that the tenant has a 48-hour notice. Some day the employee might run into an aggressive man and be abused and all that.

So, is that your policy, to visit house-to-house to say that you have a 48-hour notice? Is that a corporation policy? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The member is correct. In the majority of cases in our communities, the people who do the disconnects live in the community and they know the customer base. As a courtesy, the employee will actually go to the person's house and say, "Look, you have a 48-hour disconnect notice, what do you want to do?" The power corporation employee doesn't want to go in and cut someone's power off. They live in the community.

Mr. Speaker, as a courtesy they actually go to houses and say, in many cases, "This is what's occurring: you have a disconnect notice. Can you pay your bill? Are you going to make different arrangements?" and so on.

Again, it is only when arrangements have not been made, where there hasn't been communication between the customer and the corporation, as a final resort, that the power would be disconnected. In this case, put on the load limiter. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Kattuk.

Mr. Kattuk: Thank you, Mr. Speaker. What would happen if I don't welcome that guy into my house? I can see you in your office? Or, is there a better place or proper place to talk about this?

Also, sometimes they run after your vehicle in the community, when you are driving your skidoo. Sometimes, when you are leaving the airport, they turn to you and say that you have a 48-hour notice. That is not the proper way to run the business. Can you look into it and do it properly in the smaller communities? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Picco.

Hon. Ed Picco: Thank you, Mr. Speaker. The analogy that the member use is a good indication of how eager and how conscientious some of our employees are, to try to collect the debt or the amount owed. In this case, as I said earlier, there are X number of notices put out, 30-, 60- or 90-day notices. They are on the bill saying that you owe, you owe, you owe. It finally gets to the point where there has been no response from the customer and then there is a 48-hour disconnect notice given.

As a courtesy, the employee goes to the person's house. If they go to the house and knock on the door, "Hello, you are going to be disconnected within 48 hours unless you pay your bill," and I don't want to welcome the employee to my house and say, "I don't want to hear your good or bad news," in this case they are going to cut you off, then that is all the employee can do. The employee has actually gone in above and beyond their duty.

What I will do, I will talk to the power corporation officials again about the process of disconnecting and how the consumer base is informed. They shouldn't be hassling the customers; their job is not to go out and hassle the customer, their job is to facilitate and work with the customer in providing power in any given community. By going to the person's house, in many cases, they are going above and beyond in the call of duty as a courtesy to the customer.

Sometimes, it is not well welcome. The customer, as the member has said, may not want to see me come to the Speaker's house and disconnect it. Which I haven't done; that is just an example. I hope that clarifies and, again, I will ask for a review and get back to the member.

But, if he is aware of where an employee of the corporation has gone forward and hassled the customer base in his community and has done something that he feels is not acceptable, then if he would let me know about the incident and so on, in particular, that is something I would follow up on. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral questions. Member for Iqaluit Centre, Mr. Tootoo.

Question 205 – 2(2): Tabling of Crown Agency Report

Mr. Tootoo: Thank you, Mr. Speaker. Again, my question is for the minister responsible for the Crown Agency Council. Given that the minister doesn't seem to know if there were recommendations that were made by the Crown Agency Council, would she be

willing to table any recommendations that were made by the Crown Agency Council to any of the crowns and agencies of the government. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. I think it is also important to clarify: in this whole process, in the summary of the recommendations to the Department of Education, it states, under number 2, the secretary and my staff that work with the departments and agencies, in looking at all the legislation and all their calls and their Department of Human Resources practices... I am the chair of the CAC, and my secretary works with boards, agencies, in trying to address a number of issues related to the Auditor General's report.

One of those initiatives happens to be an external review. In the external review, there are 75 recommendations. Specifically what was recommended by the secretary, I don't have that information. The executive summary refers to their recommendations. I can only assume at this point in time, by reviewing those recommendations, what may have come from my department. I don't have a copy of the full report in front of me, what came from Finance to the college.

What I can say is the recommendations that went to Education for the review, where we were a part of, there are five recommendations there that have already been tabled in the House. Which specifically fall within Finance, I can find that out and I can only guess, at this point in time, by reading those recommendations that may have come from the Department of Finance. Thank you, Mr. Speaker.

Speaker (interpretation): Your first supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I would like to thank the minister for answering my previous question and her commitment to provide that information. My question was not specific to this report. My question was, would she be willing to table and provide information to the House on any recommendations that have gone through the Crown Agency Council to any Crown corporation or agency of the government. Would she be willing to do that? Thank you, Mr. Speaker.

Speaker (interpretation): Minister Aglukkaq.

Hon. Leona Aglukkaq: Thank you, Mr. Speaker. The Crown Agency Council has been working with the Crown agencies, that have been identified to the Auditor General, on an ongoing basis. The Finance department and the Qulliq Energy Corporation, on a regular basis, work together to try and address concerns raised. As an example, we tabled in the House the audited financial statements of Qulliq Energy Corporation. That was part of the overall work that we were dealing with in addressing the concerns raised by the Auditor General. We oversee that, we collaborate with other departments.

The other thing that we have been doing as a Crown Agency Council, as I had mentioned in the House on several occasions and now raised by the same member... . Of that work involved in Crown agencies, one of the things that we have done is reviewed all the legislation associated with Crowns and boards. Every single board and Crown operates under a different legislation, have different governance rules. They have different accountability rules and different financial reporting systems. One example is the year end for the college is different than any other Crown. So, we have to work within those and have a broad understanding of what we are dealing with in providing direction to those organizations, on what specific issues have been identified. We can't provide direction to a Crown agency without understanding the legislation governing those bodies.

That is the work that we have been doing with this Crown agency. No specific direction has been done since that, but on a regular basis, the department and the agency have been working to address the concerns raised by the Auditor General. That is the work that they do on a regular basis.

Finance does not micromanage the responsibilities of every department, in overseeing the Auditor General's report. We oversee in terms of reporting activities, but we don't go in there and fix it for them. We work with them and monitor. That is our role, and that will continue to be our role.

Once we have had a chance to review all the information that we are gathering at this point on governing structure legislation, we will be putting forth recommendations on improving the reporting or the accountability of the board, so that they are streamlined.

As this point in time, like I said, they operate differently. They report to boards; some don't report to boards, some do. These are things that we need to have a clear understanding of, as well as the member; he needs to have an understanding of those as well. It is not that straightforward.

So, it is our responsibility to gather that and work with the agencies in trying to address the Auditor General's recommendations, because putting forward direction to the college is not going to be the same as to Qulliq Energy Corporation, or the business development corporation. Thank you, Mr. Speaker.

Speaker (interpretation): Your second supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Again, like I alluded to my colleague, the Minister of Education the other day, that was wonderful story, but it definitely is not an answer.

It is good to hear that the Department of Finance and the minister don't micromanage other departments. As far as members trying to find out how things work, that is what we are doing here, by asking questions so that we can understand. In order to help us understand, we need to see what is being done, not just say nothing is being done, or we are just looking at legislation.

From the minister's response, is she then indicating that the Crown Agency Council has not made any recommendations to any Crown, board, or agency of the government? Is that what she is saying, because if I interpret what she said, that is what she is saying: that they are just trying to figure out what the heck they are supposed to be doing right now, and they haven't issued any recommendation out to any of those bodies.

I would like to ask the minister if she can verify whether they have or not. Thank you, Mr. Speaker.

Speaker (interpretation): Ms. Aglukkaq.

Hon. Leona Aglukkaq: There has been a lot of work done by the Crown Agency Council. Every single member in this House has access to that legislation, and one can figure that out very quickly by picking up the legislation governing Qulliq Energy Corporation, the college, the boards, and whatnot, that they operate differently.

You can do your own research to find that out. That is complicated; it is difficult. We are trying to address those on a regular basis. Directions we have given on a regular basis; we have to report in the House the consolidated reports or the audit reports. Those are ongoing initiatives that continue on a regular basis.

What we are doing right now is looking at all the agencies and trying to figure out the differences in how they govern. Crown agencies, on a regular basis, report to boards. They don't report to the government. The President of Qulliq Energy Corporation reports to a board. Nunavut Arctic College's president reports to a board. The Housing Corporation does not have a board. The Nunavut Business Development Corporation has a board.

So, we have to be very aware that we have to work with the boards to work on issues identified by the Auditor General. Respecting the governance model of those agencies is the work we're dealing with, to improve and streamline the concerns that are being raised by the Auditor General, and that's ongoing.

It's a solution that will not happen overnight. I don't have to write a letter for every single concern that is addressed to us on a regular basis. We follow those up. Each minister has a copy of the Auditor General's report; they follow up, that's their mandate.

So, we work together with those agencies in trying to come up with ways of addressing the reporting requirements, business plans, audit statements, and it's broad. Once that work is done, we'll be able to start working aggressively on ways to improve it. But until that time, we have to work on addressing the Auditor General's report, parallel to the CAC activity. Thank you, Mr. Speaker.

Mr. Speaker: Final supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker, I think that we know there is an Arctic College board of governors, there's no board for the housing corporation; the minister never informed me of anything that I didn't know already.

But my question to her was, has the Crown Agency Council issued any formal directive to any of the Crown boards or agencies, and if so, will she provide those to this House. Thank you, Mr. Speaker.

Mr. Speaker: Hon. Leona Aglukkaq

Hon. Leona Aglukkaq: Mr. Speaker, as I mentioned earlier before, we have been working with the agencies on addressing issues and consolidating all that data.

We didn't have to do a letter to do that, so there's been no direction on any specific issue. We have asked for information on the board membership, their department of human resources' policy, their financial reporting requirements. All of that has been consolidated, but that doesn't have to be done with a formal letter from me, that has to be done on a regular basis by the secretary and the committee that work together to try and streamline and understand the mandate of those agencies.

So, I'm not going to say anything that does not exist. We do work without having to write a letter every time. We meet, we discuss, we provide directions to staff to follow up, but that doesn't have to be a written mandate letter, if that's what the member is implying. Thank you, Mr. Speaker.

Mr. Speaker: (interpretation): Thank you. Question period is now over, going back to orders of the day. Item 7. Item 8. Item 9. Item number 10. Item 11. Item 12. Item 13. Items 14. Tabling of Documents. Mr. Netser.

Item 14: Tabled Documents

Tabled Document 093 – 2(2): Photographs of New Snow Fencing at Chesterfield Inlet

Mr. Netser: Thank you. I wish to table a collection of photographs from Chesterfield Inlet. These photographs reveal the need for a new snow fence in the community. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Tabling of documents. Mr. Barnabas.

Tabled Document 094 – 2(2): Photo of Sewage Lagoon

Mr. Barnabas (interpretation): Thank you, Mr. Speaker. I would like to table a document on the *pingo*, that was a follow up to my Members' statement. A photo that I would like to table. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Tabling of documents. Mr. Tootoo.

Tabled Document 095 – 2(2): Credit is Due to Nunavut Power

Mr. Tootoo: Thank you, Mr. Speaker. We all remember that today is Friday, I would like to table Page 13, I don't know if it is funny there or not, but it is lucky 13, of the Workers' Compensation Board, which indicate that there is someone out there that feels that credit is due to the Nunavut Power Corporation. I would like to table that. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Tabling of documents. Item 15. Item 16. Item 17. Item 18. Item 19. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Tabled Document 52-2(2), Return to Oral Questions 84-2(2), Bill 8 – Appropriations Act – Operations and Maintenance 2005 – 2006

With Mr. Evygotailak in the Chair.

Sergeant-at-Arms.

>>House recessed at 15:33 and resumed at 16:04

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

Chairman: I would like to call the committee meeting to order, in the committee of the whole, we have the following items to deal with, tabled document 52-2 and Bill 8, what is the wish of the committee. Mr. Mapsalak.

Mr. Mapsalak: (interpretation): Thank you, Mr. Chairman. A review of bill 8, and the main estimates for the Department of Education. Thank you, Mr. Chairman.

Chairman: Are we in agreement that we first deal with the Department of Education? Minister Picco, do you have witnesses?

Sergeant at arms.

For the record, Minister. Picco, please introduce yourself.

Hon. Ed Picco: Thank you, Mr. Chair, and good afternoon. Mr. Chair with me today is the Deputy Minister of the department of Education, Ms. Pam Hine, and on my immediate right and my immediate left, we have Ms. Janice Mobbes, who's with the department in the acting comptroller position.

Also in the gallery, we have the benevolent president of Nunavut Arctic College, Mr. Mac Clendenning. Thank you, Mr. Chairman.

Chairman: Ms. Hine, Ms. Mobbes, welcome, sorry if I pronounce your names wrong. Can we go on to 2005/2006 main estimates, page G17.

Questions to page G 17. Education branch summary, curriculum, and school services. Total operations and maintenance, \$9,901,000. Do you agree?

Some Members: Agreed.

Chairman: Thank you. G 19, Education, branch summary, school operations, any questions? Mr. Tootoo.

Mr. Tootoo: Thank you Mr. Chairman, I know that this is a section in the budget that the minister has been very much looking forward to. I just want to ask for the record, is this the area where the schools are funded through, this section of the budget? Thank you, Mr. Chairman.

Chairman: Thank you Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Mr. Chairman, the member is correct.

Chairman: Thank you, Minister Picco, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know that the minister had indicated that, in the past, it's been stated publicly that they're reviewing the funding formula for the schools.

In committee meetings, there were questions asked, I'm wondering if the minister could update us to where they are at in the review of the funding formula. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you Chairman. As I've explained in the last few days, the Committee of the Whole gives you an opportunity to go into greater detail with explanations on the budget. So, I appreciate the member asking me. When I first became the Minister of Education, one of the biggest issues that all the members have raised, the issue around the ways that our schools are funded, and that formula was formulated way back in the early 1990's.

It was brought forth from the Government of the Northwest Territories, and there has been some bastardization of that formula over the last several years. Those types of changes meant that schools, and different areas of Nunavut, would have been funded a little differently using that same formula.

So, I asked the department in April of this year, that we'll start looking at the current formula funding arrangement that was in place, and build a new formula. The perception

of the old formula was that, it was uneven, and I think we proved that. The new formula starts off with the idea and understanding that there should be a floor or base in every community.

So, let's take a community for example, if we look at your home community, Chairman, of Kugluktuk, whatever's in the school in Kugluktuk right now remain. And the principle of the new school funding formula is we build from that base, whatever we have right now remain, we don't cut anything.

On the old funding formula, they might say for example that Kugluktuk was over staffed, based on whatever that amount was. I'm suggesting to you in the new school funding formula, that base is where we are right now, whatever's in your school stays there. Then, I look at what are the positions that should be base funded from the department in the new school funding formula.

As an example, the member made a good point a few days ago, by saying that school counsellor positions, in some areas we have school counsellor positions in other areas of Nunavut, they're not included at the school level.

So, every school should have a counsellor, so that would be base funded in the new formula, every school would have a school counselor, depending on the size of that school.

For example if there were only 50 students in the school, maybe that would be the cut off, there wouldn't be a counsellor, if there were a 100 students, then we would try to place a school counsellor and budget for that position. That budget for that position would come from the Department of Education.

Then, we wanted to look at how many PY's were in the school funding formula, and that is an area that the member talks a lot about is, trying to get the principals out of that formula, because right now, principals, although the principals are not teaching, they're considered in the old formula to be part of that teaching equation.

So, I've been looking at how to change that formula too. As the members know, the cost of doing all these changes are millions and millions of dollars, so I can't implement the total changes because I don't have that funding available this year.

What I'm trying to do is, if we look at it as a quarter, I do a quarter now, next year I do another quarter, that's 50 percent, so the next four years, you'll be to the point, with the acquiescence and the support of this House with the budget, that we'd actually have a new school funding formula and build on it. That's the process that we've been bringing forward under the status of the new formula.

We started to begin the implementation with the money that I had available already, that the members is aware of, implementing that formula, changing some the structures, for example in the Kivalliq, all the custodial workers used to be employees of the DEA, and

that was uneven, the janitor custodian in Iqaluit would be a union employee and would received an x number of dollars, the person doing the same job in Repulse Bay was not, and was probably getting half the wage, for doing the same job.

Was that fair? So, what we've tried to do is actually make those positions now Government of Nunavut employees, they fall under the Nunavut Employee's Union and the Nunavut Employees' Union is happy about it, and we move forward and bring more stability to those positions. That is some of the things we've been moving forward, as well as with classroom support, and student support.

Mr. Speaker, what that means is, for example in this new budget, we'll be looking at over 40 new special needs or support assistant positions through out Nunavut being hired. Over 40. We're looking at over 14.5, 15 new custodial positions, which will be new hires within the frame work, because based on the size of the school maybe you need two custodial workers, not one.

We're looking at new language specialist positions. In total, we're looking at over 80 new positions being hired right from this budget, if approved, and concentrating on the special needs and language side of things. We're looking over a dozen new hires of teachers in this new formula.

At the same time, support assistants' hires will actually be accentuated through the DEA funding that we'll also be doing. That's why I was saying on this new school funding formula, phase one, phase two, there's a lot of good news for our schools. Thank you, Chairman.

Chairman: Thank you, minister, Mr. Tootoo.

Mr. Tootoo: Thank you Chairman, I just want to let the minister know, in areas like this, I'd be more than happy to support his effort in getting extra services and not into the class rooms.

He had indicated that there's going to be 40 support workers, 15 custodial and 80 new positions in there, does that include the dozen teachers that he was talking about? I'm wondering if I could get a breakdown, and I think it's around 150 new PY's for this division. If you look at their business plan on G-34, it jumps from 740.4 to 899.2, that's why I want to get a new breakdown of what these new positions are. Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo, Minister Picco.

Hon. Ed. Picco: Thank you, Chairman. As I said earlier, this is the beginning of the implementation of the new funding formula. I'll just read them out very quickly for the members and, again, for the public record.

When we're looking at the new positions, the new PY's, we're actually taking some of the positions right now that are being hired by DEA. A good example is the classroom support assistants, I know the members had probably been approached by some of those people here in Iqaluit.

What happens is, right now, the classroom assistant is hired only for 9, they're hired in September, they're laid off in June, they're trying to get unemployment insurance, because they're not part of the school year, because they're hired by the DEA.

We're proposing in this new school funding formula to make all of those types of hires to be Government of Nunavut employees. Then, they wouldn't have the issues around being laid off, and so on and so forth, they would follow the school year. In some cases, if they're following the school year, of course, like other staff at the school, then they would be hired and paid into the 52 week period and not being laid off, then hired, depending on what the position is.

The new increases with the DEA hires, and I'll start off again with some of the positions we've just talked about. Right now, there's 51.9 DEA hires, the new PY's under support assistants will be 40.3. That's forty new positions on top of the DEA hires which we'll transfer to the Government.

On the school counselling side, right now there's 6.5 under the DEA, we'll be hiring another 7.8 positions under the new funding formula for school counsellors. Under administration, for example in a school secretary's position, we're not making any changes at this time, under the budget.

Under the custodial workers, that we just talked about earlier, the DEA hires are 15.4, and the new PY's will be 14.5. So the increase would be 29.9. When we look at the total increases, there will be 13 new teaching positions across Nunavut, 92.2 support assistant positions, 4.8 new language positions, new language specialist positions, 14.3 on the school counselling positions, and 29.9 under the custodial positions, for a total of 156.2 positions.

That includes the DEA hires, plus the new PY's that have been transferred; so I hope that answers the member's question, Thank you, Chairman.

Chairman: Thank you, Minister Picco, Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. I think it was in the business plan, or somewhere I can't remember exactly where I've seen it. The department indicated that they had completed and implemented phase one of the changes in the formula, and maybe for the record, if I can just ask the minister if he could explain exactly what has been incorporated in phase one of the new funding formula. Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo, Minister Picco.

Hon. Ed Picco: Thank you, Chairman. In the phase one of the formula, which was, again, given based on the number of dollars that we had available before this budget, that was the set budget that every department had within government, I tried to make some structural changes within the funding formula itself, and now we're actually starting to implement phase two of the real formula, because we actually have new dollars in the budget.

What we've implemented under phase one and the changes to the formula, we've taken into account the increase in casual wages, so there was a bump up or an increase on the allocation to that amount. We updated the freight factors, which included an increase in materials and supplies funding for school.

That was included in a new funding formula, and we also increased the student support dollars, from a flat rate to actual average salary rate. That was the first time these increases have happened since the creation of Nunavut. That was the first time any of these changes were ever made within the formula since 1999, when we did those. That was phase one. Thank you, Chairman.

Chairman: Thank you Mr. Minister, Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. I think some good news there, I'm sure that the minister will make people be aware of that, I'm just wondering if he could formally inform or have the district education authorities formally informed exactly what those changes are, and what changes that they're planning to implement in phase two. Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. It's on the phase two of the implementation. If this budget goes forward, then we will be implementing the 2005/06 budget, and that's a \$3 million increase to the special needs and classroom support, and that means support for classroom assistants, as well as language specialists, funding for itinerant services, for example, sign language and stuff.

I am very pleased to announce that we will be hiring, for the first time ever, an educational psychologist in this budget, so we would actually have a trained child psychologist to help us with some of the issues that have been raised in this House. Again, I think that's phase two of the formula.

If the budget goes through and it's passed, then immediately what we will be doing is contacting all of the District Education Authorities and explain what the extra dollar values are, break it down by region, by community, by school, to say this is what the increases mean, here's the new positions that you can expect, here's the extra funding dollars that we are trying to accomplish and so on.

We would agree with the member that we would follow up with the District Education Authorities. Again, it would not be appropriate right now to go forward and talk to the District Education Authorities about what we are proposing if it doesn't go forward.

So, right now, we have an opportunity to discuss the budget. The member is bringing out some good information through these questions, with that these things are in the budget and will be implemented if the budget goes through. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. That's good then, I mean we are here and we are discussing it, but I am just wondering if the minister, his staff or the department has contacted or informed their partners in education, the District Education Authorities of exactly what these changes are in phase one and what they are planning on doing, as he had just indicated, in phase two and whatever else phase three there, the 50, I guess, with whatever else is out there.

I am just wondering if he hasn't, if the department hasn't done that, then if they would be willing to do that just so that. I talked to some members at the District Education Authority here and you hear all of this new stuff and they don't understand or know what it is. I feel it would be helpful if everyone was on the same page and understood all of the good news that's coming out there. Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. Change takes time and a fundamental shift that we have been talking about in education is going to take time, it's going to take four years to start rolling out the beginning of the new school funding formula, increase in positions and so on. Our major partner in all of this has been the local education authorities.

I have met with all of the local District Education Authorities chairpersons and explained phase one and phase two, what those mean, what we expected to do. Here in Iqaluit, as an example, the District Education Authority has been briefed. I have met with them at least twice on some of the changes as recently as the last few weeks. I have met with every local District Education Authority chairperson in regional meetings in the Kitikmeot and in your home community, as you know, Chairman, I have met with the District Education Authority there also, and I have traveled to almost every community in Nunavut.

So, that process is underway and on the phase one, which we talked about earlier, out of the last year's budget, those changes have been notified to the District Education Authority, either in letter form through the regional operations office of the Department of Education, and they have been well welcomed by the District Education Authorities. I think that we move forward to phase two. Again, we will let the District Education Authorities know, in writing formally, what those changes will be and then the next

round, there will more consultation on it when we implement phase three for next year, what those changes should be. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. As he talks about what they think those changes should be, does he have any idea of anticipation of any of the planned changes that they hope to achieve in that next phase for next year? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Phase one was to look at the structural changes to the program, freight charges, things that haven't changed since Nunavut began. Second phase is to actually put more bodies into our schools and core fund them. Phase three is to look at the literacy projects we have underway; deal with cultural programs and inclusive schooling; look at issues around the language of instruction projects; and how we deal with the District Education Authorities and how we fund them.

This has to be on a parallel course with the new Education Act, because the Education Act, of course, would be looking at a lot of the issues in funding, governance, and administration issues around the Department of Education.

So phase three, as soon as this budget is finished, I will go into the next phase then, as the minister, going around the different communities, meeting with District Education Authorities, and my educational advisory council on phase three, like what we have done with phase one and phase two. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. I think the minister indicated that there's going to be. I think it was 13, new teaching positions throughout the territory addition. I wonder if that's correct and how did they come up with the number 13; I am sure that probably every community could say that they need more teachers. That's the question. Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. A lot of the schools tell us that when you are meeting with them, there has to be support there for the special need.

So, right now, we actually have a position, a teaching position that may be doing academics and then also trying to deal with some of the issues around special needs. They will be offset with the increase in the new special needs positions we have talked about; over 40 positions across Nunavut. But some communities may get more special needs because for example, like Iqaluit, we actually have group homes and so on here where there are a resident population of children with special needs. Chesterfield Inlet is another

good example because there's a facility there that caters to special needs and that would be more than what other communities may have.

We have identified over 13 new teaching positions across Nunavut and again, remembering that the old formula says you are overstaffed. So, I am basing it on the new formula and exactly what we have as a base and then expanding on top of that and trying to deal with the issues around language, special needs, counsel positions and custodian, phase two of the implementation of the new formula. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. I am just wondering if they are going to be actual new bodies teaching in the classroom, or are they just going to be funded positions that have been filled and unfunded in the past? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. We are going for 453 PY's in 2004/05 to 466 PY's under our teachers' positions for 2005/06. So, they are actual increases in the number of teachers. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. If we take a look at the total overall numbers as an increase, but a lot of the times, the numbers don't show when you have unfunded positions that are filled by teachers that are in positions that are unfunded that are aren't taken into account in those numbers.

Again, my question is that, are there just going to be actual new bodies in the classrooms throughout Nunavut? Are we going to see job advertisement to go out for 13 teachers for across Nunavut? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. Again, in this budget, there's funding for these new positions that we have just talked about. Over 82.5 new PY's does include the teacher positions. In the allocation, I don't know where these positions will be going, again, that would be based on what the need is.

So, for example, when we look at the new formula that we are talking about here, we look at a given school, it may be in Kugluktuk, and we would say, look, you need three extra new teacher positions that should be in that school, then that's what we would allocate, where the greatest need is. If the issue is, for example, in Whale Cove, then that's where the need would be. Wherever the greatest need for the positions are, that's where these allocations of resources would go. So that would be a real allocation of positions and there would be a budget there for it.

We have some schools, according to the formula right now, that are overstaffed. We have other schools, which, according to the formula, may be at the staffing level or maybe below the staffing level.

So we need to take those needs into account and that's how the allocation will be made. So they are real positions, real money, as allocated, but I don't know where they will go. It's depending on what the need is after the budget is completed. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. I appreciate the minister's intent to that. I think that you need to clarify it more. I know it was three or four years ago there was an announcement in the budget address that there were going to be 17 new teaching positions in that budget, and as it turned out, there were no new teachers hired, but there were teachers that were working unfunded positions that were going to be funded positions, in counting the numbers now.

That's what I am getting at. I am not wondering where they are going to go. I know that they have a phase in the department that they are going to send them to where they are needed, but are there going to be actually 13 new bodies in the schools or whether the number of bodies that are teaching in the schools prior to this budget going in? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Yes. The short answer is that we have created, within this budget, over 80 new positions for our schools across Nunavut, including the psychologist position, and we had to recruit and hire that person. So the short answer is yes. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. Then, for these 13 new teaching positions, when are they going to be doing the recruiting and hiring for those as soon as the budget's passed? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. I usually can get through a budget in a couple of days in this House and it seems that this year it has taken me a week.

So, if the budget is complete and the whole budget is complete, let's say we finished the budget on March 25, and then shortly after that the budget document is complete, and then we would look at, probably as of April 1 the new fiscal year, looking at the advertisement and recruiting for all of these different positions.

Some of the positions are already filled. For example, the transfer of custodian workers from the District Education Authorities, those guys would be the first guys hired. We

have classroom assistants right now, Chairman, who are working for District Education Authorities and we want to make them Government of Nunavut employees, and then we would make them Government of Nunavut employees and they would receive an increase in salary, and then hopefully we would be solidifying and saving in structuring so that you wouldn't have such a turnover in staff at the schools. That's again, a big issue that the member has raised in the past that we are trying to address.

So the short answer is that as soon as the budget is complete, we will begin the recruitment process as per usually, as per government-wide administrative process is in recruitment. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. I am still not totally clear, I guess. I know the minister just indicated that like in the case of some of the custodial workers that they are already filled. They are just going to transfer them and they will be the first ones hired for the positions within the Government of Nunavut. Is that the same with any of the teaching positions, any of the 13 teaching positions that the minister mentioned? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you. No, Chairman. As a custodial worker, as we said earlier, some schools should probably have two workers. So we are allocating in this budget an increase of over 14 of that administrative side of the school formula of hiring. They are new hires.

The District Education Authorities don't hire any teachers. Those are hired through the Government of Nunavut processes. So an increase over last year of 13 PY's is in this budget. So I don't know how more clearer to make it. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. So then the minister is saying that none of those 13 teaching positions are filled already; is that correct?

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco (interpretation): That's exactly what I am saying.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. Maybe the minister would be a little more sensitive and just talk to the question that was asked and not throw positions and this and that that are being filled this way or transferred that way into it. It makes it a little confusing in trying to decipher what he is saying.

Chairman, my next question on the schools is: he has indicated, through a new formula, the schools are being funded differently on that and for the District Education Authorities and how they are funded. Has that changed as well? Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: As we said earlier in the earlier question on the funding formula in the implementation of phase one, which was the past fiscal year, we have made structural changes to some of the costs that have been incurred by District Education Authorities.

In phase two, we are looking at implementing increased PY's to the education system for issues that we have just talked about; language, special needs, new teaching positions, custodial, counselors, all new positions.

In phase three then, the way we fund our District Education Authorities under the allocation that would be the work on the next phase of the implementation of the formula when we look at the fundamental shift that we are talking about in how we structure and fund our schools. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Chairman. So I guess there has been some changes would be the short answer to that.

Given that, and as the minister had indicated, a lot of those changes deal with the transfer of staff, whether it would be CFAs or custodial workers or whatever from the District Education Authority to the Department of Education.

Other than that, any of the other funding, I don't know if you want to call it core funding, I don't know what the proper terminology is for it, but are the District Education Authorities, if they are on the old formula other than those changes that the minister mentioned, are still funded equally based on the formula that they are operating under right now until they get to phase three. Thank you, Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. The member is correct other than the changes that we have done under phase one, and again, the substantial changes to the District Education Authorities and the way they are funded will come out of the Education Act, which is the next step now on one of the governance and other issues under the District Education Authorities. Thank you, Chairman.

Chairman: Thank you, Minister. Your time is up, Mr. Tootoo. If you have any further questions, I will get the members a chance to ask questions, and then after it you may have it again. Thank you. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Chairman. The school operations under G-20, the District Education Authorities contributions, and the contributions for the school operations last year, there's about \$451 decrease, maybe because I don't understand this as to where they put the money, maybe if I could ask that first. Thank you, Chairman.

Chairman: Minister Picco.

Hon. Ed Picco: Thank you, Chairman. The member is correct. There was a transfer from the District Education Authorities to the Government of Nunavut, and that's the position we talked about, the custodial worker position. So that was the transfer that would actually account for the payment or the salary dollars for those positions. So that's the change that the member has highlighted. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Alagalak.

Mr. Alagalak (interpretation): Also under that, under G-21, the very last topic, official language in education, they also had an increase of \$74 thousand and the rest did not get an increase. What was the increase for? How come there was a \$74 thousand increase to that line item? Thank you.

Chairman: Thank you, Mr. Alagalak. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. There is a partnership between us and I believe the members are aware with the official education in Nunavut and the federal government, and that's where there was an increase from 732 to 746 and the development of the official language by many communities. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Chairman. Under that same line item, under G-22, I think it's part of G-21, centre of excellence program, there was some funding last year, but there's no funding for this year. Is it eliminated or is the funding that was to be received, did they run out of money? There used to be \$63 thousand; is it eliminated in 2005/06? Thank you, Chairman.

Chairman: Thank you, Mr. Alagalak. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. On G-22, the \$63 thousand, that was a contribution agreement we had with Lakehead University that dealt with some of these areas around centre of excellence in dealing with children with special needs, and that contribution agreement ended as of March 31, and we are just waiting now from Lakehead University if they are going to renew that contribution agreement and have it put in.

For budget time, that \$63 thousand agreement hasn't been in place and it's something that we are continuing to work on. So for accounting purposes in this budget, it was

deleted because we didn't have the money available. So I hope that helps clarify it. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Chairman. Is there any word from them as to what they are going to agree to some contribution in 2005/06? Thank you, Chairman.

Chairman: Thank you, Mr. Alagalak. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. The Lakehead University receives that funding under a contribution agreement they have with the federal government.

We think it's an excellent program and they are still waiting for the federal government. The federal budget is right now announced, too, so it hasn't been approved. So we are optimistic that they are going to make it, we will be then get that money and then we will be able to partner with them. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Chairman. Going back to G-20, I understood what the minister was saying in regards to the decrease in funding, but I would like to ask another question.

As we all know that we are going to be receiving a bigger school and they will have to do reshuffling of teachers in that bigger school because the other school has too many students now. The teachers over in Arviat are teaching a large amount of students in one classroom. I just wondered whether if the minister is aware of how many more teachers we will be receiving in Arviat. Thank you, Chairman.

Chairman: Thank you, Mr. Alagalak. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. I have had an opportunity to be in the schools in Arviat a couple of occasions now and I know the issue that the member is talking about.

I want to take this opportunity very quickly to say congratulations to the principal Mr. Durant in Arviat in the excellent remedial program that they are running. In this budget, I am sure, we will be in a position to help them, especially on those remedial education under the special needs assistance program.

I don't know how many new teachers will be going to any community, again, it will be based on what the need is, but we want to be able to do this based on the schools' needs themselves and then prioritize and so on.

Over the next several weeks, if the budget is finished on time, early in April and May, we will be able to make that determination. Again, it depends on what the enrolment numbers are in the community and so on. Thank you, Chairman.

Chairman: Thank you, Minister Picco. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Chairman. Yes, I am happy that you did not say how many students or how many teachers will be there because as we all know that the new school is very big and the other two schools are very big as well, but there's hardly any room left.

Like you said, as soon as we approve the budget, you will be able to find out where the priorities will be put in regards to more teachers in the schools. I think they all know that in which communities that we are short of teachers. Is there someone in the community that's there to review how many schools would be needing more teachers in which communities? Thank you, Chairman.

Chairman: Thank you, Mr. Alagalak. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. There's a process in place at the local level in the school, they are in contact with the regional office. So in this case, they would be in contact with the caseload office and we would look at the total school enrolments and then what the needs are in those schools.

The principal, for example, in a given school in Arviat might come forward and say; look, I have got X number of students in a given class, and then we would be able to look at the allocation.

Part of the allocation may be a new teacher position under the Federation of Nunavut Teachers or it may be special needs, for example, which is what they have been asking for in Arviat and so on.

So because when the budget is complete, again, we will look at our enrolment numbers and those positions, I hope, would be in position, for example, we have got to recruit them. If we are going to bring in a new position, do we have housing for them. So all those types of factors need to be looked at.

So the quick answer would be that we would be in a better position in August or September with the beginning of the new school year how many new positions would be going into a given community. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Chairman. At the end of August, there's a lot of schools that start out in September and August and we start out at the end of August. I

would like to help the minister by saying that we are going to start using that new school this coming school year.

I think there has to be something done before the beginning of the school year in order to find out the number of students and how many teachers there will be because the public out there wants to know, too, as well.

The teachers, as well, want to be able to know how many more teachers will be there... (interpretation ends) I should really say that in English. If the qualification of those existing school teachers are hoping to go for a promotion, or into higher qualification, in a teaching area that maybe they ever wanted is the question he asked that if there would be some money for a new position in the school.

So, I understand what the minister's proposing or is in the good hands of others to make an announcement right after this budget has been approved. Some of those existing teachers are awaiting and hopefully that they can go on to some courses to qualify for new positions in Arviat.

So, I just wanted to say that as a comment, I guess. (interpretation) Thank you, Chairman. I will have additional comments on this issue.

Chairman: Thank you, Mr. Alagalak. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. The member is making an excellent point because in Nunavut, unlike a lot of other jurisdictions, school start times and end times depend on each given community and each District Education Authority and they vary right across the territory. So the member makes a good point.

Under the collective agreement that's in place for our teachers right now, all teachers in Nunavut, they have to give us 60 days before the end of the school year to let us know if they are coming back as a teacher. So once we have that information, then we know how many teachers we would be recruiting for and how many positions we would have to fill. That would not be inclusive of any new positions.

So, as soon as the budget goes through in the House like I said, we will start working on that and we also have the enrolment numbers based on September 30 of the preceding years. So that's the enrolment numbers.

The enrolment numbers right now in Arviat are the numbers that we would be moving forward on in April and May and looking at what positions are in Arviat. So we would hopefully be in a position in middle May to early June to know exactly what those positions are because we have their position numbers. So I appreciate the member for bringing that issue up. Thank you, Chairman.

Chairman: Thank you, Minister Picco. Mr. Curley.

Mr. Curley: Thank you. (interpretation) Thank you. First of all, I would like to state that education is very important and the schools are very important. Our youth need to go to school and the teachers work very hard to take care and to teach our children.

So I am in support of school operations because we are proud of our teachers who work really hard. On behalf of them, I would like to say thank the teachers and also the District Education Authorities. Some of them in the communities are operating very well and some are not operating as the others. I wanted to ask a question in regards to that, Chairman.

It's not going to take too long and I am sure that I will want to leave, and I will speak in English. (interpretation ends) Mr. Chairman, I would like to change the tune a wee bit, I will maybe ask the Deputy Minister.

I know I made my point that the education and the schools are quite very, very important institutions in our communities because they have a very important role in guiding our children in trying to acquire education that are important to them to facet the future and so on.

But I have some questions about the respect to the role and the relationship, and I certainly like the objectives that are stated on G-15 of the business plan with respect to cater to as well to the relationship between District Education Authorities and communities and families.

But I would like to ask the Deputy Minister exactly how that is sort of carried out. I am leading up to something, if we don't conclude it today, I will continue it. I think the relationship is an ongoing responsibility mainly because you have different groups of components or memberships in District Education Authorities.

Some in places like Iqaluit are probably prominently non-Inuktitut in some respects; in some communities, very prominently Inuktitut groups; and in Rankin Inlet, it's probably mixed.

How is that communicated once the budget is approved, you deliver the money to the operational funds, operations and maintenance, to District Education Authorities? What do you say to them? Do you say, to them, that in lieu of the objective is the policy we would like you to continue to perform as you did last year or is there something different? How is it actually implemented when the funds are released to communities? Could the deputy minister give a better or different tune from the minister's comments from the last few days? Thank you.

Chairman: Thank you, Mr. Curley. Ms. Hine.

Ms. Hine: Thank you, Chairman. I appreciate the question from the member and he was correct. The District Education Authorities are elected bodies from the communities and

they are all individual entities. So their experience do differ from each one and they will differ from each elected, as the numbers change within the community.

So it's an ongoing relationship between the department, the communities, and the school staff. The regional school operations have a continued role with the District Education Authorities. They attend meetings when the District Education Authorities ask.

We provide, as we were saying earlier this week, we provide an ongoing assistance whether it's for governance, whether it's helping with administration. We continue to monitor their progress and we do this, again from all aspects, from the school administration, from the community, from parents because they are elected officials.

As far as how we tell them about their dollars that they receive, we do them number-ways, but the main important one is the fact that it is in writing and the money is released through a contribution agreement.

The contribution agreement clearly states of what the roles and responsibilities are as far as it ties to the dollars that are provided through the District Education Authorities, and also the, of course, roles and responsibilities of District Education Authorities are also stated in the Education Act. Thank you, Chairman.

Chairman: Thank you, Ms. Hine. Mr. Curley.

Mr. Curley: Thank you. I appreciate the comments from the Deputy Minister. I think it's important to continue to monitor that kind of possibility because there are differences, probably in the performance, the ability to carry out programs and administer financial as well as obligations as per the contribution agreement.

I think there's also capacity building that should be considered in some of the District Education Authorities. The reason I am stating that is because I think in Nunavut it's quite easy to politicize everything. We can micromanage your budget, your details and so on, but I don't believe that's healthy from the political level down to District Education Authorities.

But I want to focus on the relationship aspect, the fostering cooperation between schools, communities, and families. How do you actually communicate that, I would say again, there has to be some plan of action as to reminding some District Education Authorities because there were some District Education Authorities that have, in a place like Rankin Inlet, that have a majority non-Inuit in the schools.

How do they know that there needs to be a fostering relationship with the communities and families or, if I may say, Inuit culture for all that matter? I think it's really important that we have that very solid relationship established. I know in places that are bigger, it's sliding down the hill too fast. Thank you.

Chairman: Thank you, Mr. Curley. Minister.

Hon. Ed Picco: Thank you, Chairman. There are good examples here in Iqaluit, and the member just talked about that earlier. The Chairperson of the Iqaluit District Education Authority is Christa Kunuk, who is an Inuk. The vice-chairperson of the Education Council in Iqaluit is Assena Allurut, who is an Inuk. The previous Chairperson of the Iqaluit District Education Authority Council is Mr. Andrew Tagak, who is an Inuk. The District Education Authority is an elected body from the community and they deal with a lot of the issues, especially when we are talking about Inuit Qaujimagatuqangit and so on.

Within the District Education Authority structure itself, if parents have concerns or whatever, it's handled at that local level, and that local body or locally elected, and they are understanding what's happening in their communities.

I think the District Education Authority, and I think the member agrees with this, it's probably one of the most difficult positions as a person who is elected as a politician because you are dealing with really rubber-hit-the-road kind of issues like education. So I hope that helps answer the member's question. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. I still appreciate the comment because I think we need to continue monitoring how the relationship with the Inuit and the non-Inuit or the French Canadians, for all that matter, really thought.

I think there has to be some ideas presented to them because some of them are not as good as, like I indicated earlier, not very sociable in some respects, and I really believe that if we are going to foster the relationship between the community, the parents, groups, if it's schools, it has to be the same.

It has to be, in some respects, I think there has to be minimum events that are beheld or to allow our community, the parents as a community, take part. I really believe, you know we have such a wide open funding to them, that we sort of expect them, you know, they are elected so they are okay.

But what I am trying to say is that I think we need to guide them a bit in that respect so that we can have some events that are going, not only when some dignitary comes from down south, should we get together as a community then so that there are healthy relationships developed? Could that idea be communicated to you as a result of your contribution or even through a letter, occasionally to see how it's going? Maybe the Deputy Minister could take part in some of these events in other communities. Thank you.

Chairman: Thank you, Mr. Curley. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. On a regular basis, I know like over the last several months there has been some work down south with the Chairpersons of the different District Education Authorities on roles and responsibilities, and I would agree

with the member that that's something that we can and prevent either by letter form or with the contribution agreement. I think it's a good suggestion and that's something that we would take up on. Thank you, Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Yes, thank you. I had a couple of other points. In places like Iqaluit, it's pretty predictable when the weather like this comes on, everything is shut down, it closes and so on. So people normally probably decide that they will not go to school with the weather like this. It will automatically happen that schools will be shutting down.

But it's not so in places like other communities. Sometimes in negotiating with the school District Education Authorities, it would have a little more consideration as to whether or not it's healthy or safe to go to school. Why is it so predictable or not predictable in some other communities?

Chairman: Thank you, Mr. Curley. Minister Picco.

Hon. Ed Picco: Thank you, Chairman. This has been a debate I think with a lot of us who have been around for any length of time why things close down so much and some of our colleagues like to joke about the Iqaluit blizzards. Having been in different places, I tend to agree with the member when you look at when things close and so on.

As an example, I don't remember ever being in Qikiqtarjuaq or being in Clyde River or being in Hall Beach., I don't remember the schools closing at all during a blizzard, but then we start thinking about that and I was talking to my wife, who works in one of the schools, and the communities were a lot smaller than 20 years.

There were 350 people in Hall Beach and that the town was pretty condensed. Now the towns are spread out more, and for example here in Iqaluit, when you look at having to get a bus all the way from Apex or Tundra Valley or Happy Valley all the way down to Nakasuk and so on. So the communities are spread out more.

The District Education Authority ultimately has the responsibility when it comes to looking at school closures and that can be done in a number of ways. For example here in Iqaluit, the City of Iqaluit may say, look, we don't have any equipment on the roads, the roads are closed. Then if the school didn't want to open, if the District Education Authority says, well, we don't agree with that, we are going to let the school open, there would be a huge liability issues for students if something bad happened, if there was an accidents with teachers or students trying to get to work and so on or coming to school.

So in communities again, depending on what the municipal arrangement is, the District Education Authority has the right and the responsibility if they feel to close the school and that's where that lies. Thank you, Chairman.

Chairman: Thank you, Minister Picco. Mr. Curley.

Mr. Curley: Thank you, Chairman. That's one area I believe that needs some special consideration by the department as well as mainly, you know, that there has to be a clear guideline. I really truly believe, for safety reasons, there has to be guidelines.

In places like Rankin Inlet, normally the principal will say it's up to the parents of whether or not they want their children to go to school. Occasionally, the schools are shut down for safety reasons, but I really believe you need further guidelines.

I say that because this winter, even the school outdoor activities for either recess or what not, there was one event in Rankin Inlet where one of the high school students did not feel safe to play outdoors or do some events, and then that kid literally froze her thighs. That actually happened. There was no safety consideration provided.

So I am just saying, could that be severe weather advisory could maybe be taken a little more seriously with the amount of students that we now have, I think it's important to have that kind of advisory service. I believe that direction of department provide to the District Education Authorities. I would like the Deputy Minister to give me a comment on that.

Chairman: Thank you, Mr. Curley. Ms. Hine.

Ms. Hine: Thank you, Chairman. The member makes a very good point. We do have to rely on the expertise at the community level to make the calls because it is the safety of the children that we are looking at, but if there are situations where children are outside when it is severe weather, then we do need to base it on a standard so that they can have something to go by and not just say that it's up to the parents. So we will look at that. Thank you, Chairman.

Chairman: Thank you, Ms. Hine. Mr. Curley.

Mr. Curley: I move to report progress.

Chairman: Thank you, Mr. Curley. We have a motion on the Floor to report progress. The motion is not debatable. All those in favour of the motion. Those opposed. The motion is carried. I will now rise to report progress.

Thank you, Minister Picco and your staff.

Speaker (interpretation): Item 21. Report of Committee of the Whole. Mr. Evyagotailak.

Item 21: Report of the Committee of the Whole

Mr. Evyagotailak: Thank you, Mr. Speaker. Your Committee has been considering Bill 8 and the main estimates and would like to report progress. Mr. Speaker, I move that the report of this Committee of the Whole be agreed to. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. There's a motion on the Floor. A seconder for the motion, Mr. Kilabuk. The motion is in order. All those in favour. Opposed. Abstentions. The motion is carried. Item 22. Third Reading of Bills. Item 23. Orders of the Day for Monday. Mr. Clerk.

Item 23: Orders of the Day

Clerk: Thank you, Mr. Speaker. Announcements for Monday; the meeting of the regular caucus at 11:00 in the morning in the Tuktu Board Room. Orders of the Day for Monday March 7:

1. Prayer
2. Ministers Statements
3. Members Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills
14. Tabling of Documents
15. Notices of Motion
16. Notice of Motion for First Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration for Committee of the Whole and Bills and Other Matters

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- Bill 8

21. Report to Committee of the Whole

22. Third Reading of Bills

23. Orders of the Day

Thank you.

Speaker (interpretation): Thank you. This House stands adjourned until Monday, March 07, 2005 at 1:30 p.m.

Sergeant-at-Arms.

>>*House adjourned at 17:11*

