

**Standing Committee on Oversight of
Government Operations and Public
Accounts Hearings on the 2019 Report of
the Auditor General of Canada to the
Legislative Assembly of Nunavut on
Support for High School Students and
Adult Learners
Iqaluit, Nunavut
September 25, 2019**

Members Present:

Tony Akoak
Pat Angnakak
Joelie Kaerner
Mila Kamingoak
Pauloosie Keyootak
Adam Lightstone
John Main, Chair
Margaret Nakashuk
Emiliano Qirngnuq
Paul Quassa
Allan Rumbolt
Cathy Towtongie, Co-Chair

Staff Members:

Stephen Innuksuk
Siobhan Moss

Interpreters:

Chris Amautinuak
Andrew Dialla
Philip Paneak
Blandina Tulugarjuk

Witnesses:

Melissa Alexander, Legislation Analyst
Terry DeJong, Assistant Auditor General
Mary Kilabuk, Manager of Policy
Tracey MacMillan, Assistant Deputy
Minister
Jim McKenzie, Principal
Adrienne Scott, Senior Auditor
Arielle Stockdale, Director of Policy and
Planning

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they have an understanding of graduation rates between First Nations students and non-First Nations students. It is a positive, but at the same time our office found that there had been little effort to understand what those root causes were, as I had mentioned earlier. One of our recommendations was that the department do more analysis and put in place actions to, on the one hand, understand why are those differences occurring and to take actions to close those gaps. On the one hand, I think that the similarities would be that they are also facing challenges in terms of ensuring that all students, in this case, whether they were First Nations or non-First Nations, are succeeding at school and that they are taking the appropriate action to try to address those challenges.

I don't know if I have any specific best practices to draw from that. I would note that I'm somewhat familiar with some of the initiatives based on discussions we've had also with the education department in the Northwest Territories. More recently earlier this year we haven't looked at it from an audit perspective, but they were introducing career and academic advisors. There was a team that was put in place. If I'm not mistaken, it's a team of six individuals that are meant to cover the whole territory and they are to reach out to students both in person, so going to communities to meet with students, but also to maintain connection with them after the fact, either through online or through the telephone. They are introducing what I thought were some interesting alternatives or good practices potentially in terms of that world of providing students with advice, both in terms of career and academic advice.

From what I understand based on the department's business plan, they are also introducing this notion of alternative graduation options for students and it's to be

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avoid mentioning individual cases as much as possible where this is a systematic kind of audit. Ms. MacMillan.

Ms. MacMillan: *Qujannamiik*, Mr. Chairman. The Department of Education always perseveres to ensure that we can get that child back. Again, it's working with those wraparound supports, working with our families, working with the Department of Health and Family Services to ensure the students and perhaps the family gets the support they required for that student to get back to school. *Qujannamiik*, Mr. Chairman.

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

Ms. Angnakak: Thank you. I would like to ask the Auditor General's office if they can answer this question because the low impact of school attendance is addressed in your audit, specifically paragraph 30. Did your audit analyze attendance policies at the different schools that you examined and, if so, were there any best practices that were identified? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Office of the Auditor General, Mr. McKenzie.

Mr. McKenzie: Thank you, Mr. Chairman. Paragraph 30, in terms of attendance, we did not look specific policies *per se*, but I would say that there were certainly events/activities that we were aware of. I had mentioned earlier, but I'll repeat it again.

In our Exhibit 1 in our report on page 14, there are a couple of programs, if you will. One was this TASK week that I had mentioned that took place in Baker Lake, the Trades Awareness Skills and Knowledge week. Some of the teachers that we spoke to that were involved in this activity felt that it

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ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ: ᐅᖃᓄ. ᐅᖃᓄ ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ.

ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ (ᐅᕐᕐᕐᕐᕐ): ᐅᖃᓄᓄᓄᓄ.
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐅᖃᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ

ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ: ᐅᖃᓄ. ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ, ᐅᖃᓄ ᐅᖃᓄᓄᓄ.

ᐅᖃᓄᓄᓄ (ᐅᕐᕐᕐᕐᕐ): ᐅᖃᓄᓄᓄᓄᓄ, ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 30, ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ

ᐃᕐᓄᓄ ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ, ᐅᖃᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ
 ᐃᕐᓄᓄᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐᐃᕐ

