Standing Committee on Oversight of Government Operations and Public Accounts Hearing on the 2019-2020 Annual Report of the Representative for Children and Youth Iqaluit, Nunavut June 21, 2021

## **Members Present**:

Tony Akoak Pat Angnakak Pauloosie Keyootak Adam Lightstone John Main, Chair Calvin Pedersen David Qamaniq Emiliano Qirngnuq Allan Rumbolt Craig Simailak

**Staff Members**: Stephen Innuksuk Siobhan Moss

## Interpreters:

Andrew Dialla Philip Paneak Jacopoosie Peter Blandina Tulugarjuk

## Witnesses:

Jane Bates, Representative for Children and Youth Charlotte Borg, Director of Student Achievement Rebecca Hainnu, Associate Deputy Minister of Education Arijana Haramincic, Executive Director of Family Wellness David Korgak, Manager of Individual Advocacy Services Victoria Madsen, Assistant Deputy Minister of

Health Stephen Mansell, Deputy Minister of Justice

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Lynn Matte, Director of Child and Youth	د ۲. ک6۲۹۵ ۳۰۵۶ ۳۰۵۶ ۵۲۰۵۰ د.
Advocacy Services	PU6DECDECPE A ACAPT
Yvonne Niego, Deputy Minister of Family	
Services	
Colleen Stockley, Deputy Minister of Health	
Concen Stockley, Deputy Winister of Health	
>>Committee commenced at 13:31	<i>&gt;&gt;</i> Ҍ∩LィՐ⊲™⊃្ 13:31Г
Chairman (Mr. Main)(interpretation): Good	
day. Before we proceed, Mr. Qirngnuq, can you	<b>᠘ᢑᠡᢞᡐᡄᠬᢑ</b> (᠘᠘ᢩ᠋᠋ᡷ): ▷ᠫᠴᡗᠯ᠋ᡏᡧ᠕ᢉᢂᢑ᠋ᢆᡠᢑᡅᡥᡆᢗ.
say the opening prayer, please. Thank you.	ᡏᡃᢗ᠄ᢨᡃ᠋ᡃ᠋ᡃ᠋ᢛ. ᠌᠋ᡔᢣᠡ᠋ᡏᢛᡃᠣᡰᡄ᠕ᢉᢦ᠋ᡃᢛ᠋᠋ᡣᠵᢣᢆᡄᠴᡐ᠌᠌ᢓ᠋ᢌᠺ
suy the opening prayer, preuse. Thank you.	L'a.
>>Prayer	
	>>ンマイタやつく
<b>Chairman</b> (interpretation): Thank you, Mr. Qirngnuq. First of all, I ask all Members, witnesses, and visitors to place their cellphones and other electronic devices on silent mode. That is just a reminder.	<b>Δ৽៸⋞ϷϹ</b> : L'ዉ ΓʹϹ ᠄ዖ°Ϟ·Ϳʹͽ. ΗΔϘʹϲʹͽʹϹϷ Ϸ≪ϭʹϽͿ϶ʹϹʹ LϲႱϲϷʹͽʹϚ ϷʹͽϳͶϚͼʹϷʹϭϘʹΉΔ ዉʹℍϤʹϷʹϹʹϖ <sup>ϧ</sup> ϭͺʹ·ϹͽͶͶΔϲϷʹͽϟϷ <sup>ϧ</sup> ϭ͵Ϗ·ϷͶͿϐϭʹϳͻϹ ΔʹͼϷϷͰϞϨͶͼͰϤϽΔ°ͺͼʹͽ ϹL°ͺ
I would like to formally welcome everyone to	ŰႭ Ͻ°ѷႱዘϷʹⅆ⋡⊂ჼ᠈>ѷႱ ႦႶႱՐ⊲ჼͽϽჼዘ∆ႱႵႻ
this meeting of the Legislative Assembly's	$C^{\circ}$ $L_{C}$ $C^{\circ}$ $L_{C}$ $L_{C$
Standing Committee on Government	
Operations and Public Accounts.	Γ <sup>6</sup> Ησ <sup>4</sup> Δ <sup>6</sup> b∩Lσ <sup>6</sup> <sup>6</sup> <sup>6</sup> σσ <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>2</sup> , 2 <sup>6</sup> .
<ul> <li>First, I would like to introduce my Standing Committee colleagues, who are no strangers to their constituents, but they are:</li> <li>Tony Akoak, Member for Gjoa Haven;</li> <li>Pauloosie Keyootak, Member for Uqqummiut;</li> <li>Adam Arreak Lightstone, Member for Iqaluit-Manirajak;</li> <li>Allan Rumbolt, Member for Hudson Bay;</li> <li>Craig Simailak, Member for Baker Lake; and</li> <li>Emiliano Qirngnuq, Member for Netsilik.</li> </ul>	<ul> <li>ΗΔ≫<sup>c</sup>-<sup>66</sup></li> <li>ΗΔ≫<sup>c</sup>-<sup>66</sup></li> <li>Δ⊂С<sub>Λ</sub>Η&gt;4<sup>66</sup>&gt;Γ<sup>6</sup> <sup>6</sup>b&gt;<sup>2</sup>L&gt;&gt;<sup>6</sup>b<sup>2</sup>L&gt;&gt;<sup>6</sup>b<sup>2</sup>C<sup>66</sup></li> <li>P<sup>1</sup>U<sup>66</sup>&gt;<sup>66</sup></li> <li>P<sup>1</sup>U<sup>66</sup>&gt;<sup>66</sup></li> <li>D<sup>1</sup>σ d<sup>1</sup>dd<sup>66</sup>, P<sup>1</sup>b<sup>16</sup>D<sup>1</sup>L<sup>16</sup></li> <li>D<sup>1</sup>σ d<sup>1</sup>dd<sup>66</sup>, P<sup>16</sup>HP<sup>16</sup>D<sup>1</sup>L<sup>16</sup></li> <li>D<sup>1</sup>σ d<sup>1</sup>dd<sup>66</sup>, P<sup>16</sup>HP<sup>16</sup>D<sup>1</sup>L<sup>16</sup></li> <li>D<sup>1</sup>σ d<sup>1</sup>dd<sup>66</sup>, P<sup>16</sup>HP<sup>16</sup>D<sup>1</sup>L<sup>16</sup></li> <li>C<sup>1</sup>D<sup>2</sup>d<sup>16</sup>dd<sup>66</sup>, P<sup>16</sup>HP<sup>16</sup>D<sup>16</sup></li> <li>C<sup>1</sup>D<sup>2</sup>d<sup>16</sup>dd<sup>16</sup>, P<sup>16</sup>d<sup>17</sup>P<sup>16</sup>L<sup>16</sup>L<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>1</sup>d<sup>16</sup>dd<sup>16</sup>, P<sup>16</sup>d<sup>17</sup>P<sup>16</sup>L<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>1</sup>d<sup>16</sup>dd<sup>16</sup>, P<sup>16</sup>d<sup>16</sup>D<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>C<sup>16</sup>, CHΔP<sup>16</sup>d<sup>16</sup>L<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>L<sup>16</sup>, <sup>16</sup>DL<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>L<sup>16</sup>L<sup>16</sup>, <sup>16</sup>DL<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>L<sup>16</sup>D<sup>16</sup>, <sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>L<sup>16</sup>D<sup>16</sup>, <sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup></li> <li>d<sup>16</sup>L<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D<sup>16</sup>D</li></ul>
- Emmano Quingnuq, member for Netsilik.	
(interpretation ends) The terms of reference for this Standing Committee include the mandate to review the reports of the Independent Officers of the Legislative Assembly of Nunavut, including those of the Representative for Children and Youth.	(ጋኣትበJና) ᲮበLትናċና ᲮበLՌ՟ചቦና LলႱჼჼርናႦჼჼ>ჼ ჼ₽ℾናჇჲჼႶϷσզჼჼჂႶჼ ϷσჼႦჼቦჼσჼ ΔϲՐታϷናᲮርϷ՟ჂႶჼ ᲫჇłናჲና LჼႻჂჲ՟Ⴢ ՔႱႱჼንሏትϷና ለলႢ՞ል⊲.

The responsibilities of the Representative for Children and Youth are prescribed by territorial legislation, the <i>Representative for Children and</i> <i>Youth Act</i> , which was passed on September 17, 2013 by the Third Legislative Assembly of Nunavut.	Ċŀd┥ ለᢣᡃᡃ᠋ᢣᡃ᠅ᡃĊ᠅ᡣᢗ᠌᠌᠌ᡔᠡ᠘ᡷ᠖ᡃ᠐᠘ᢣ᠌᠔ᠳ᠍᠍᠍᠍ᠿ ᠘ᡃᠣᡃ᠌ᠣᡡ᠂ᠯ᠌᠌ᡒᡘᡃᢐ᠆᠋ᠴ᠋ᢗ᠘ᢩᡆ ᡏᡆ᠋᠕᠅᠘ᢞᡄᢄ᠌᠌᠌᠌ᢓ᠋᠋᠋ᢃ᠆ᡷᡃ᠋᠋᠋ᡣ᠆ᠴ᠋᠕᠅ᡶᢞᡃᡉᢪᠥ ᠘ᡃᠡᠯᡃ᠋᠙᠅ᡣ᠆᠋ᠴᢩᡅ
Ms. Jane Bates was appointed as Nunavut's second Representative for Children and Youth on June 6, 2019.	ᡏᡃ ᢣ᠋᠋ᢩ᠘ᢩ᠂᠆ᠺ᠘ᢩᠻ, ᡣ᠌᠈ᠳᡆ᠋ᠫᡃ᠋᠉ᡃᢗ᠌᠌ᠦᡄᢂ᠋᠉᠆ᡘᢣ ᠌᠌ᡔᢪᡄ᠋᠋᠋ᠵᡒ᠙ᡃ᠋᠋ᠾ᠉ᠫ᠘ᢣᢉᡃᢣᢂᢞ᠉᠌᠌᠌᠌ᢓ᠐᠋᠋ᡗ᠆᠋᠍ᡃ᠋ᢕ᠆ᠴ᠋᠋᠍᠍᠍᠍᠍᠍᠍᠍ ᢄ᠆᠆᠃᠘᠉
We are meeting today to conduct our Standing Committee's televised hearing on Ms. Bates' first annual report, for the 2019-2020 fiscal year, which was tabled in the House on September 21, 2020.	ϷʹϿℾ ᲮᲘLኦናᡄϚ ርᡄልኣኑሇ ርሇኣϷᲮϷՈቦჂႶ ሮካፈ Ⴤ≫፦፫ኈሩናበፈና 2019-Jና ፈናናሀርĹኈჄϷሰና ϷσቴႦኄ ናዋናናንፈኄσፈኈርዎና. ቭሰናለሒ 21, 2020- ϷႶ՟ჂႮ LলႱলϷናልኈጋና ኣኈዋርϷϲϷኈፖLኆና.
I would like to welcome Ms. Bates and her staff. While this is not Ms. Bates' first appearance before a standing committee of the Legislative Assembly, as she previously appeared before the Standing Committee on Legislation during its hearings on Bill 25, this is her first appearance before this Committee to focus on the operations of her office and the contents of her annual report. I anticipate that we will also address issues that were raised in the Representative for Children and Youth's report <i>Our Minds Matter: A Youth-Informed Review of Mental Health Services for Young Nunavummiut</i> which was tabled in the House on May 28, 2019.	Γ' <Δ< Δ <sup>66</sup> Δ <sup>66</sup> Δ Δ <sup>56</sup> Δ <sup>66</sup>
The Office of the Representative for Children and Youth has a number of statutorily prescribed areas of responsibility relating to the rights and interests of children and youth, including advocacy, advice, and assistance regarding government services for children and youth, providing advice and recommendations to government departments and designated authorities, as well as the administration of the office.	డింది సింగా సి
The representative's annual report identifies a number of key government departments with	᠋᠋᠊ᡧᡃ᠋ᡬ᠋᠋ᡝᡄ᠘᠋᠅ᢣ᠌ᢄᢥ᠙᠙᠘᠋᠆᠅᠘ᠺ᠋ ᠕᠄ᢣᡆᠴᡆ᠋ᢍᡰ᠂᠘ᠴᡆ᠘ᢣ᠘ᢣ᠘ᢟ᠋᠍᠖᠙᠘ᡃᡃᠣᢪ᠊᠋ᠥ᠂᠋᠋᠋ᠵᡬ᠅ᡁᡧ

which her office works on a regular basis. We are therefore very pleased to also welcome witnesses from the Government of Nunavut departments of Family Services, Health, Education and Justice.	ᡧᡃ᠋᠋᠋᠘᠘ᡃᠦ᠄ᡃᠣ᠋ᡧ᠋᠌ᡧ᠋᠉᠆ᡗ᠅᠋᠘᠅᠋ᡗ᠅᠋᠘᠅᠋ᠺ᠅ᠬᡊᠫᢩ᠂᠋ᡄᠺ᠅ᡣᡟᠥ ᠴᡆ᠌᠀᠂ ᠋᠘ᢞᡅᡃᡠ᠂᠕ᡔᡕ᠋᠕᠅ᠮᢩ᠅᠋ᠾᡝ᠉ᠫ᠂᠘ᠴᡄ᠋ᠬᢣᡃᠥᠯᡄ, ᢤ᠋ᠣ᠋᠊ᡆ᠋ᠬᡃ᠋ᢐᡃᡆᢩ᠅ᡣᡊᠫᡄᡅᢣᡃᡠᡗ,᠘᠆ᢩ᠂ᠳᡏᡏᠳᡄᠬᢣᡃᡉᡆ ᡧ᠋᠋᠋᠘ᡄᠾᡄᠬᢩᢣᡗ
Following these hearings, and in keeping with parliamentary practice, the Standing Committee will be reporting its findings and recommendations to the Legislative Assembly during the fall sitting.	Ϲંષૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺૺ
I would like to take this opportunity to note that while sub section 40(1) of the <i>Representative</i> <i>for Children and Youth Act</i> does provide that the Legislative Assembly or one of its committees shall review the provisions and operations of the Act, that is not our objective today. That review will be conducted in the future as determined by the Legislative Assembly as a whole. The Office of the Representative for Children and Youth will be involved in that process at the appropriate time.	<ul> <li>∧శోర్ంార్ లీరిని ఉనింగింగం దంగింగం 41</li> <li>౫ింగం ఓంటింగం ఎంగం నంగింగం</li> <li>౫ింగం ఓంటింగం</li> <li>౫ింగం</li> <li>౫ంగం</li> <li>౫ం</li> <li>౫ంగం</li> <li>౫ం</li> <li>౫ం</li></ul>
(interpretation) I would like to conclude by addressing some housekeeping matters.	(ϽʹϧϞͶͺϳϨͼʹͼʹͽϽͽ) ϹΔL ՔʹϞͿ·ϹͽϚͺϹͽ ϫͺͻϫϪϞϪΗϷϤϚL Ϸϭϭϫͺ
This hearing is being televised live across Nunavut on local community cable stations and direct-to-home satellite service. Transcripts of the hearing will be posted on the Legislative Assembly's website.	Ű௳ ϹϭϧΗϭϷ;ʹϦͺͺϝϭϲϹϘͼϭͽͺϿϭϿͼͺϘϿϭ ϹͼϥϽϳϭͺͺͼϷ;ϚϲϣͶϹϷΗϭͳϚͼϧͺϿϭϿͼͺϘϿ ϭϝͳϿ ϲ ϷϤϳϫ ϷϤ ϲ ϲ ϲ ϲ ϲ ͻ Δͻ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
For the benefit of our recording system, I ask witnesses to always go through the Chair when responding to Members' questions and interventions and to wait until I invite you to speak before activating your microphone.	ᡧ᠋ᡶ᠌ᠴ᠂ᡏ᠕ᡣ᠋᠌ᢟ᠋᠊᠍ᡫ᠂ᠳᠺᡊ᠊᠌᠌ᢄ᠋ᡔᠺᡊᢄ᠆ᡘ᠅ᡧᠺ᠋ᠬ᠋᠅ᢩᡔᢉ ᢗᡃᡠᡆ᠌ᢄ᠖ᡄᢉᢦ᠋᠋᠋᠋᠋ᢐ᠆ᢂ᠘᠘ᢞ᠋᠋᠖᠋ᡌᢄ᠘ᡩ᠘᠋᠋ ᠘ᡃᡟ᠙ᠺᡄᢁ᠋ᢕ᠍᠍ᠴᡰ᠘᠙ᢄᡩᠦᡆ᠋᠍᠅ᡔᡟ ᡏ᠕ᠬᢣ᠌᠌᠌᠌ᢣᡩ᠅ᡁᠺᡰ᠘᠂ᢋ᠋᠋ᡶ᠋ᠴ᠘᠙ᡃ᠋ᢗ᠅ᠫ᠅᠂ᠺᡐ᠍ᠵ᠍᠍ᠴ ᠌᠌᠌ᢄ᠋᠃᠙ᡩ᠙ᡩ᠖᠋᠆᠘ᢧ᠖ᡃ᠋᠖ᡩᡄᠬᢦ᠋᠋᠋᠋᠖᠖ᡩᡄᠬᡆ᠖
(interpretation ends) Once more, I would like to remind all Members, witnesses, and visitors to place their cellphones and other electronic devices on silent mode. That includes Committee Members.	(ϽϞϷႶͿϤ) Δ℠ϷΔՈϚՈՐϤϷϷ·ϖʹϷͶϚͶͿͰϽΔ°ͺϫʹϷͺͻʹ· ϷϚϷϲϷͶϟͺϤϟʹϞϹͱʹϿͺϹϹϷϭϤͺϷϤϧͺϿͼͽϽϚ ϭϪʹϷϨ··ϭ·ͼͶϹϷͺͻϹͱ
With that, I will again welcome today's	ᡧᡃ᠋᠋᠘᠊᠋᠋᠋ᠫᢪ᠋᠋᠋ᢣ᠋᠋᠆᠘ᢞ᠋ᡉᢄᢞ᠋᠋ᡷᢌᡶ

witnesses to this hearing and would ask the Representative for Children and Youth to introduce her staff and then proceed with her opening comments to be followed by the opening comments from departmental witnesses. (interpretation) Thank you. (interpretation ends) I'll turn it over to you, Ms. Bates.	ఉ౬ౕర్గించ్ ఈ౬౨ రండి గిర్రు నిని గిరిసికి CLఈరిగిగింగా ఉఎందర్లు వాగా విందిగింగా ఉఎందర్లు నింగాలిందిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలిందింది. వింగాలి దింది. వింగాలింది. వింగాలింది. వింగాలింది. వింగాలింది. వింగాలింది. వింగాలింది. వింగాలింది. వింగాలి వింగాలింది. వింగాలి వింగాలి వింది. వింగాలి వింగాలి వింది. వింగాలి వింగాలి వింది. వింగాలి వింది. వింగాలి వింగాలి వింది. వింగాలి వింది. వింగాలి వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింగాలి వింది. వింది పారి వింది. వింగాలి వింది. వింది పింది పారి పారి పారి పిరింది. పారాలు పిరి పారి పింది పార
<b>Ms. Bates</b> : Thank you, Mr. Chairman, and good afternoon. Joining me today are Lynn Matte, the Director of Child and Youth Advocacy Services, and David Korgak, the Manager of Individual Advocacy Services.	<Δና (ϽϞϷႶႱና): ናdϧ៓៰ϮϷ ΔϷϒϘϷϹϷ, ϤͰͺͻ Ϸ៓៝៝៝៝៝៝៶៓ Ϸ៓៓៹៶ Ϸ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ; ϫ;
I would also like to acknowledge the officials from the four main child and youth serving departments which our office works with on a regular basis. The Department of Education, the Department of Family Services, the Department of Health, and the Department of Justice, I am pleased that the Standing Committee requested your presence and participation in today's proceedings. Welcome.	ఆట లేందిన గినిదించిందిందిందిందిందిందిందిందిందిందిందిందింది
As you all know, the Representative for Children and Youth's Office is an independent office of the Legislative Assembly of Nunavut. As such, it is my office's responsibility to make sure that the services and supports offered and provided by the Government of Nunavut are ethical, equitable, and consistent for each and every young Nunavummiuq and their families.	<sup>ና</sup> Ხ₽ᢣᡶᡧᡃᢣ₽᠌᠌ᡷᢣ ᡬ᠊᠌᠊ᡄ ᢩ᠙ᡃ᠋ᢑᡃ᠑᠘ᢣ᠌ᢩᢂ᠆ᠺᡣᡪᡝᢐ᠍ᆀ ᠘ᡃ᠋ᡗᡃᢛᠯᡃᢛ᠌>ᠬ᠋᠄᠘᠆ᠸᡫ᠆ᢄᡃ᠋ᡬᢌᡃ᠋ᠴ᠂ᡧ᠑᠘᠋᠋᠋᠋ᡦᢐ᠅ᡥᢌᢩᡔᠦ ᢗ᠘᠘ᡗᠫᡃ᠋ᡶᡗ᠕ᢣᡃ᠋ᢣᡪ᠅᠋ᡬ᠅ᡣᢗ᠌᠌᠌᠌ᡔ᠘ᡔ᠋᠅᠘ ᡶ᠙᠋᠘ᡃ᠂ᡗ᠋᠄ᠺ᠋᠆᠙ᡃᡁ᠖ᠫ᠅ᢩᡘ᠋ᡅᡃᡆ᠄᠘᠂ᡁ᠋ᡃᠥᡃ᠌᠌᠌
Before I go any further, the staff at the Representative for Children and Youth's Office would like to acknowledge the many people who worked tirelessly to provide the services that we all rely on and do so with the best interests of all Nunavummiut in mind. We see you, and we thank you. However, as the role of an independent office, what are brought to our attention are the complaints, the problems, and the gaps. We bring these concerns to your attention so that we can work together to improve services for young Nunavummiut, and	ϤϟϤϳϲϷ <sup>ͼ</sup> ʹϔͼϭʹͶͼϭͺϹͼͿϤͺͶͶϚ;ϫϷ ͼͺͻͼϪͼϟ;ϹϷͽͼϿϤͺͻʹϭϷͺϹ;ϷϟϪϲϽ;ͼϽͼ ΔͼϷͼϪ;ͼͶ;Ϸϳͼϲϲϲ ΔͼϷͼϪ;ͼͶ; Δ

this is what we're all here to discuss today.	▷ᡝᠴ᠋Гᠴ ᡬᡃ᠋ᡆ᠊᠌᠌᠈᠋ᡃᢐ᠌᠌᠌᠌ᢂᢣ᠋ᡘ᠋᠋ᠥᡏ᠋᠋᠋᠖ᢞ
The 2019-2020 fiscal year was busy. My office received the highest number of complaints to date and we opened 98 new individual advocacy cases.	2019-2020-౯< గిసిగురిరిఎసిలరింది. ౧౧౸ౕశిం> రి౨్రాంకిండ్ రింటిందిందిందిందిందిందిందిందిందిందిందిందింది
We released our first systemic report titled Our Minds Matter: A Youth-Informed Review of Mental Health Services for Young Nunavummiut.	ሃ≫՟ᅳჼ፦ሩና∩⊲ና ዾ፞፝፝፝ቍዸዾኁዸፘ፝ዾና ∆፝ኯ∟ቓና ጋና፟ኈሁኆ Lካውጋጔና ጋና፟ኈሁኆ ∆፝ለL፝፫∿ፚኁ፞፝፝፝ ለኦና∩ዖሰና ለናጔቦና
We changed the way we deal with and report on systemic issues, and we made a total of 33 recommendations to government.	ᡤ᠂ᡆᢦ᠖᠘ᡥ᠊᠋ᡔᢉ᠂᠋ᡧᡃ᠋᠘᠖ᡣᡄ᠋᠋᠋ᡬᡃᢛ᠋ᢩᡔᡗ᠂ᢃᢃ᠆᠋ᡔᡃ ᡏ᠋ᡔ᠆ᡝᡆᡃᠵᡄᢂ᠋᠅ᠫ᠋᠘᠖᠋᠕᠆᠘᠖᠆ᠴᠺ
Based on feedback received from our stakeholders, we revised the way we explain our work.	ርኮሰላ ርኈኰሳഛኈ ለኦናበኁልቦኑናበኈഛ ኦኄዾኯዾσፇና Lඌ <sub>૨</sub> ንቦና ዾσኈዾዾኯዺ፨<ፇና ርĽነሰላ ፚኈኴዺኯ፟ፇና.
We engaged our elder advisors to ensure our interpretation of Inuit societal values and child rights as outlined in the United Nation Convention on the Rights of the Child work together.	దించింపా రీంది దిల్లి సాగి. నిగిందించారాడింద దారా స్థానించింది స్థానింది సింగా రాజాలు స్థానింది సింగా సింగా సింగా సింగా సి
All across the territory we connected with more than 1,100 young people, offering our Raise Your Voice: Self-Advocacy Workshop and Sila is Cold: the Igloo Game activity.	ᠴᡆ᠌ᡷᡄ᠋᠋ᡶ᠋ᡏ 1,100 ᠘ᡃᢦᡰᡃ᠋᠋ᡔᠦᡃ ᢄ᠋ᡝ᠋᠋᠋᠋᠋᠋ᡃ᠖᠋᠅᠘ᢣ᠋᠘ᢞ ᢄᡃ᠋᠋ᡋᡔᠡᢟ᠋᠋ᠫᡪ᠋᠋᠅ᢕᠵ᠋᠋ᡏ᠋᠋ᡗ᠂ᠺ᠋᠋᠋᠋᠂ᠺᢩ᠂ᡃᡁᡆ᠋᠋᠌ᡔᠯ᠄
This is to name just a few things that my office did this year. With this in mind, I hope you use the knowledge of my office to acknowledge the shortcomings and gaps in services that we know exist and work together to take corrective action to address these problems, while keeping the best interests of young Nunavummiut, their families, and the future of Nunavut as a whole in mind.	CL <sup>b</sup> dd ÞΔ <sup>e%</sup> P <sup>c</sup> <sup>C</sup> C Λϲͺλέξ <sup>SC</sup> CLDLσ Þ <sup>s</sup> bÞλͺ« <sup>b</sup> b. CL <sup>e</sup> a Δλέρ <sup>c</sup> J Λης <sup>s</sup> δ <sup>c</sup> <sup>s</sup> bÞλέξ <sup>s</sup> p <sup>c</sup> dD2L5 <sup>S</sup> <sup>c</sup> a <sup>b</sup> d <sup>c</sup> P <sup>c</sup> nλέ <sup>s</sup> <sup>i</sup> c <sup>c</sup> d <sup>i</sup> Lu Δ <sup>sb</sup> ba Δ5 <sup>s</sup> bn <sup>c</sup> <sup>i</sup> u <sup>c</sup> d <sup>s</sup> bp <sup>c</sup> d2L5 <sup>S<sup>c</sup></sup> CL <sup>b</sup> dd db <sup>p<sup>s</sup></sup> <sup>s</sup> <sup>c</sup> d <sup>s</sup> bn <sup>c</sup> Δλέρ <sup>s</sup> <sup>c</sup> CL <sup>b</sup> dd db <sup>p<sup>ss</sup><sup>c</sup></sup> <sup>c</sup> P <sup>2</sup> n <sup>c</sup> . Δλέρ <sup>s</sup> <sup>c</sup> σ <sup>c</sup> L <sup>b</sup> d <sup>s<sup>c</sup></sup> aa <sup>S<sup>i</sup></sup> F <sup>c</sup> Δ <sup>c</sup> Δ <sup>c</sup> δ <sup>s</sup> <sup>c</sup> d <sup>i</sup> Lu aa <sup>S<sup>c</sup></sup> λ <sup>S</sup> σ <sup>b</sup> <sup>s</sup> <sup>s</sup> <sup>b</sup> Δu <sup>S<sup>i</sup></sup> b <sup>2</sup> J Cd <sup>e</sup> a <sup>s</sup> uJ.
As many of you have noticed, our 2019-2020 annual report is quite different from previous years. The changes that you see in this annual report were made based on feedback provided to my office from the Management and	ላዛሬጋ ϷንትሊሎኣϷ≫ሃ 2019-2020 ላናፋህርቪጭፖϷስና Ϸσϧͼ ጳንትቦታϷͼ∿ቦሬና ርdናႦናርጭርልσጭፖዮም. ሮኖዊσ ጳናፋህርቪጭፖϷስና ϷσϧႦ∿ቦና ጳፖንራውጭርዎና ጳጭዋቦላሬϷጭርዎኈጋ ጋኣናႦናርጭርዎና Lলካጋቦና ԵበደትলჀንቃፋና

Services Board and Standing Committee. After we released the 2019-2020 annual report and it received exposure from the media and in the Legislative Assembly, we received mixed feedback from the departments regarding the format and content. Some departments wanted to work with us to ensure the information was as accurate and complete as possible and some did not, citing privacy as a concern. I welcome JIPPPARE CONC. feedback from the Standing Committee on the revised format and content of our annual report. One of the biggest changes to our report is the addition of the "Status of Young

Nunavummiut" section. As I mention in the representative's message, the purpose of this section is to provide baseline information that could be used by decision-makers such as yourselves to inform your decisions and assist in providing a clear, collaborative and proactive way forward together. As such, we will continue to provide this section year after year.

I would like to clarify that the information presented in the "Status of Young Nunavummiut" section is not our information. It was provided to my office by government departments. It took my staff many hours to sift through, decipher, and clarify what was provided. Prior to publishing our report, we provided departments with a copy of their page and gave them the opportunity to provide further feedback or clarification to confirm the accuracy of the final publication.

Through this process, what my office learned and what I think we all here today learned from the evidence on these pages is the majority of basic information about government services for young people is not being tracked accurately or consistently. What this leads me to question is: how is this government making decisions, how are decisions about programming being made, how is funding being allocated, and how are the needs of young Nunavummiut being met if we don't

bnl>ح ملك bnl>ج كرهاله L-في ٥. հ™₽CD⊂D™Ո՟⊐Ր° 2019-2020 ⊲ԿL⊃ Δ<sup>ω</sup>δαΔγδηδ2LCD<sup>ω</sup>CL<sup>b</sup>dd CλρL<sup>b</sup>d مر-۵۰۵۹۲۷۷ م۰۲۷۵ م۰۲۷۵ م. ⊃⁰∿لالم∿<⊳₽ ₽טראקיר פאיי 

√ዎ⅃⊲ኈ∩<<՟⊂⊲σ⊲ኈርፇና bጋኑ≻ጔር. ር∆L∆ၬLና 

▷ኖናበ°ở°∿ὑ°∿Րናጋና. ሀዊĽၿơ ለল∿ኛል∿ቦ°σ ᡪᡃ᠋ᡥ᠋᠋₽ᢗᠵ᠋ᡄᢂ᠋᠆ᡱ᠆ᢨᠣᠧᢕᢑᠣ ᠸ᠋᠘ᢛᡆᡆ᠂᠕ᡷᢌᢕᢛᠣᢛ ᠌ᡔᡄᢄᢛᢗᢟ᠂ᡐᡃ᠋᠘ᠴ ᡔ᠋᠆᠆᠆᠈᠆᠕᠋᠂ᢧ᠆᠆᠆᠕᠂ᢧ᠆᠆᠆᠆ Ͻየᠵᡆ᠋᠋᠋ᢛᢣᡣ᠋᠌᠌᠌᠌᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ 

۵۵۵۲۲ ک۲ ک<sup>۲</sup>۲۵۲ ک ۲۵۲۰۹۰ ۲۹۹۵ میلیک کوبه ۲۹۹۵ ۱۹۹۵ ۱۹۹۵ ۱۹۹۵ CALCASS DACALLE የሥረት ጋ>∿ጋሪነບረጉ∆ ሥፈሥራ ሥፈሥራ ሶቀሳ ጋላዾዾነላሳና ለለרኑራሁ ወርኈባሪሆኑራው ጋላ ᠈ᠳᠴ᠘ᡏ᠋ᡎᡆ᠕ᡄᡅᡐᢧᢛ᠐ᢗᠵ᠋᠘ᢞ ᢣᢛ᠋᠋᠋₽ᢗᢂ᠋᠖᠖᠘

know how many people are accessing which services? And the most important question: who is accountable for these decisions?

Since tabling our 2019-2020 annual report, it has been referenced numerous times in the Legislative Assembly, mainly when questioning the accountability of government departments. This is the purpose of our report. This is the purpose of the work of my office. It is the responsibility of my office to bring these issues stemming from the gaps and problems with services to your attention, and it is the responsibility of my office to hold government departments accountable for the improvements that need to be made, but the responsibility for acknowledging the need for improvement, taking corrective action, and making improvement lies with the government. My office did not create these issues. In fact many of them have existed and departments have been aware of them for years, with little or no action being taken to address them, but we must turn our focus to urgent action required to fix these problems and close the gaps.

Behind every statistic in our report, every recommendation made and every problem or issue brought to my office's attention for review are children, youth, and families who are depending on us to help them with their best lives and make decisions considerate of their best interests. I call on all of you to rise to this challenge. I look forward to a collaborative and constructive conversation. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Ms. Bates. The government departments are present here: the Department of Family Services, the Department of Justice, the Department of Health, and the Department of Education. We will have the Department of Family Services go first. Deputy Minister, Ms. Niego. ᠄ᡃ᠋ᡃᡋᢦᢣ᠋᠘᠋᠋᠋᠆ᠴᡣ᠈᠅ᢆᡶᡆ᠋᠍ᠴ᠋᠋᠋᠆᠘ᢣᢗᢄ᠉᠅ᡣ᠄ ᠋᠕ᠺ᠋᠋᠋᠅ᢣ᠘ᡤ᠊ᠴ᠋ᠬ᠄᠘ᢣ᠘᠆᠋ᡔ᠌᠌᠌ᡔ᠋ᠺ᠕ᡩ᠖ᡬ᠅ᡤ᠅

CΔL°∿υσ 2019-2020 ⊲ήςJCL%γ⊅ής ⊅σιός LCUCD'&~J \"PCD~LC 4CD74'a.M" ႱペĽ<sup>ゅ</sup>び ለႠႢ<sup>«</sup>ል<sup>ჾ</sup>Րና. ርĽ<sup>ჾ</sup>Ⴍ ለ<sup>;</sup>ᢣᡣᢉᡝ<sup>ݐ</sup>ᠴᠡ ኦႫ<sup>ゅ</sup>ႦႫ<sup>ჾ</sup> ₽₽₽°°₽ССР?Й`→ @\_\_@&;>N°B ^>°O'6 በበናናልናበ°σ ለታካና የርጭፖLዎታና ሀዲኮታና ለ**⊂**ቢ<sup>«</sup>ል∿Ր<sup>ϲ</sup> ኣርખ∖Þσ⊲<sup>‹</sup>LC ለኦሥ<sup>6</sup>~ምበናበረ°<sub>©</sub>ናσላናLC<sub></sub>. የረላσ ᠕᠌ᢂᢞᠣᡄ᠋᠋᠕᠋᠖ᡩ᠋᠉᠆ᡩ᠖᠘᠘᠘᠘ ᠕᠌ᢂᢞᠣᢄ᠕᠋᠋ᠰᡄᠴ᠘᠙᠘ᡃᢐᠲᠴᡄ᠙ᢣᡐᠥ ⊲dʊbᠲᡄᡃ᠘ᡬᢩᠺ᠄᠖ᢂᢣ᠘ᡃᢆᡊᢣᢂ᠋᠘ᢨᡆ᠍᠍ᢀ᠋ᢕᡃ᠌ ႱペĽºď ለႠႢ<sup>«</sup>ଈ<sup>ୢ</sup>୲୷୰ୢଌୄୄୖୢୖୢୢ୲୰୷ୢୄୄ୷୷୷ୢୄ JAVia 240 400 1440 Palacia 2000 

**Ms. Niego** (interpretation): Thank you, Mr. Chairman. Good day. (interpretation ends) First, allow me to introduce my colleague, Arijana Haramincic, Executive Director for Family Wellness of the Department of Family Services, who is accompanying me today. We are honoured and thank the Standing Committee for the invitation to speak today.

I also would like to make special mention of the children and youth of Nunavut. Youth, we look to you as our future; please never lose sight of that.

I am pleased to provide information on the continued improvements to the department's programs and services in order to best serve Nunavummiut. Our ongoing work also includes maintaining an open line of communication with the Representative of the Children and Youth's Office and utilizing their input to help inform the changes being implemented.

Since the Department of Family Services began operations in 2013, it has consistently identified the need for additional resources and funding for program enhancements and additional staff. The department has been in a state of constant change at all levels of staffing. We have and continue to experience a number of challenges primarily related to staffing, including high turnover and retention rates, the department's organizational structure, and subsequent reporting lines.

Although these challenges exist within each of the department's divisions, these challenges most notably affect the operations of what was known as the Children and Family Services Division which is now called Family Wellness. These challenges are highlighted in the 2014 *Report on Child and Family Services in Nunavut* published by the Office of the Auditor General of Canada. The report concluded that the department had not made satisfactory progress in a number of areas identified in an **ΦΔJ**: L'α, Δ<sup>ϧ</sup>/ «ϷϹ<sup>;</sup>». ϷʹͺͻϧϤ. (ϽϞϟΛͿϚ) /ʹϿʹϲʹ<sup>;</sup>«ϚΓϷ ϷʹͽϧϧΔ<sup>°</sup>αʹϲͺ<sup>-</sup>Ϸ ΛϲϲϟͽϧΛϷ ΔϷͺϟα ΗϷΓϷ͵<sup>μ</sup>, Ϲ<sup>ͼ</sup>α ϤϷϲͺϚϭϷʹ ϽΡͿϤϷϺ<sup>\*</sup>υ ΔϲͺʹϷʹϽϲͺϟϧϤͼϭ. Ϲ<sup>ͼ</sup>α Ϸʹ«ͼϭ ΛʹͽϽͼϧϿͽ Ϲ<sup>«</sup>«σ. ϷΛͿ*ϟ*ϷʹͿϲ ʹͼͿϫ<sup>°</sup>αϹ<sup>ϳ</sup><sup>ω</sup>, ϒ<sup>2</sup>, ϷΛͿϟ<sup>κ</sup> Ϸ<sup>-</sup>ͺͻΓ σʹϲʹʹͽʹͽϷ<sup>2</sup>α<sup>-</sup><sup>ω</sup>ΛϹϷυ<sup>-</sup><sup>2</sup>.

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earlier 2011 report, when Family Services was still Health and Social Services. Although some progress was made to strengthen and improve the services delivered to children and families in Nunavut, the report ultimately noted that serious gaps and challenges remained, including:	2011-Γ Ϸσ <sup>ϧ</sup> ϷϲϤϞͿϲϷ <sup>ϧ</sup> γLϞσ <sup>ϧ</sup> , Δϲ <sup>ϳ</sup> <sup>c</sup> Ͻϲ <sub>Λ</sub> Ϸ <sup>β</sup> <sup>γ</sup> ϲ Ϥ <sup>ˆ</sup> σ <sup>ŵ</sup> Ͻϲ <sub>Λ</sub> Ϸ <sup>β</sup> σ <sup>b</sup> Δος <sub>Λ</sub> Ϸ <sup>β</sup> σ <sup>b</sup> CΔ <sup>β</sup> Ρ <sup>^</sup> - <sup>Δ</sup> <sup>°</sup> - <sup>6</sup> <sup>γ</sup> <sup>2</sup> L <sup>1</sup> Δ <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>7</sup> <sup>9</sup> <sup>2</sup> <sup>1</sup> Δ <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>8</sup> <sup>2</sup> <sup>9</sup> <sup>2</sup> <sup>9</sup> <sup>1</sup> Δ <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>1</sup> <sup>9</sup> <sup>1</sup> <sup>1</sup> <sup>9</sup> <sup>1</sup> <sup>1</sup> <sup>9</sup> <sup>1</sup> <sup>9</sup> <sup>1</sup> <sup>9</sup> <sup>1</sup> <sup>1</sup> <sup>1</sup> <sup>9</sup> <sup>1</sup>
<ul> <li>The department's capacity to sustain consistent and adequate staffing levels;</li> <li>The excessive workloads faced by community social service workers, causing staff burnout, high turnover rates, and inhibiting CSSWs', or community social service workers, ability to deliver prevention-based services;</li> <li>The need for more staff training;</li> <li>Compliance with key child protection standards; and</li> <li>Lack of engagement with parents and communities in strategies for keeping children safe.</li> </ul>	<ul> <li>Δος Λλ<sup>b</sup>d<sup>c</sup> Λ/L<sup>c</sup>/<sup>c</sup>\Δ<sup>e</sup>αλ<sup>e</sup>α<sup>b</sup>P<sup>e</sup>σ<sup>b</sup>P<sup>c</sup> Δ<sup>ib</sup>bad&gt;<sup>ib</sup>Nσ<sup>b</sup>;</li> <li>4<sup>l</sup>L Λ&gt;<sup>b</sup><sup>l</sup><sup>ib</sup>Dd<sup>i</sup>σ<sup>b</sup>P<sup>e</sup>σ<sup>b</sup> Δας<sup>e</sup>σ Δος Λλ<sup>b</sup>d<sup>s</sup>C<sup>ib</sup>Dd/<sup>q</sup><sup>c</sup>/M<sup>b</sup> Δ<sup>ib</sup>b/<sup>q</sup><sup>id</sup><sup>id<sup>i</sup></sup>σ<sup>b</sup>C<sup>id</sup>d Δος Λλ<sup>ic</sup> γ&gt;J<sup>c</sup>N<sup>c</sup>/dP<sup>e</sup>a<sup>id<sup>b</sup></sup>σ&lt;<sup>c</sup>/M<sup>b</sup> Λ&gt;<sub>L</sub> dc<sup>re</sup>σ<sup>b</sup>;</li> <li>Δς<sup>e</sup>σd<sup>ib</sup>NCP<sup>b</sup>b<sup>e</sup>σ Λdc<sup>b</sup>P<sup>c</sup>D<sup>c</sup> σ<sup>b</sup>P<sup>c</sup>D Δ<sup>ib</sup>bad&gt;<sup>ib</sup>N<sup>c</sup>;</li> <li>LcP<sup>d</sup>c<sup>b</sup>P<sup>c</sup> Lc<sup>d</sup><sup>a</sup>a<sup>i</sup>D<sup>c</sup>; 4<sup>l</sup>LD</li> <li>Δς D<sup>ib</sup>P<sup>c</sup>N<sup>c</sup>P<sup>c</sup>D<sup>i</sup>S<sup>b</sup>Dd<sup>c</sup>D<sup>c</sup><sup>id</sup>a<sup>c</sup>P<sup>c</sup>.</li> </ul>
Despite efforts to address some of these gaps across the department, systemic issues remained. In 2017-18 the department conducted an organizational review. The objective was to identify opportunities to improve the effectiveness of the department's organizational design and ensure staffing alignment. The overarching intention was to best position the department to provide Nunavummiut with quality programs and services. The scope of the organizational review included all divisions, programs, and positions across the territory. Consultation was conducted with representatives and stakeholders from the existing divisions in the department to gather insight into what key informants felt was working and what could be improved.	CL <sup>b</sup> dd Λ <sup>b</sup> Λ <sub>c</sub> d <sup>b</sup> <sup>c</sup> Λ <sup>b</sup> <sub>c</sub> d <sup>b</sup> <sup>b</sup> <sup>c</sup> Λ <sup>c</sup> b <sup>d</sup> <sup>j<sup>b</sup></sup> <sup>c</sup> δ <sup>il</sup> <sup>c</sup> <sup>c</sup> 2017-18-Γ Δσ <sup>c</sup> Λ <sup>b</sup> d <sup>c</sup> Λ <sup>c</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> <sup>b<sup>c</sup><sup>c</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>c</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>c</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>d</sup><sup>c</sup><sup>b</sup><sup>c</sup><sup>d<sup>c</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>d</sup><sup>c</sup><sup>b</sup><sup>c</sup><sup>b<sup>c</sup><sup>d</sup><sup>c</sup><sup>b<sup>c</sup><sup>d</sup><sup>c</sup><sup>b</sup><sup>c</sup><sup>d<sup>c</sup><sup>b</sup><sup>c</sup><sup>d<sup>c</sup><sup>d</sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>
A significant step in the department's efforts to improve service delivery and address the many challenges was to focus on the creation of a new Division of Family Wellness and the establishment of new senior managers across	ለ≪՟፫⊲ዖበቦዸሬታጅና በℾናਰበናር ለኦናሪᢑበም ፱៩ዸናፈውናፑ፣ ፈዛሬ ፈኑሪንናዹኈጋና ሏዸሬቦናጔቦና ፚᡄሶናረፈውናጋና ለ៩σና ረጅጋ⊲ዖበናጚኈቦኈጔና,

Nunavut to strengthen the department's capacity to meet its mandate.	ᠴᡆᡷᠴᡃ᠋ᢗ᠋ᡏ᠕ᡄᡅ᠋᠋ᡲ᠋᠕ᢞᡄ᠋᠋ᡝᠦᡃ᠋᠋ᡋᡃ᠋ᠴᢗ ᠡ᠋᠀᠋ᡗᠯ᠋ᡩᠴᢗ᠕ᡄᡅ᠋᠋᠋ᢦ᠋ᢞ᠋ᠺ᠋᠆ᠴᡗ
The Family Wellness Division provides a range of support services for children and adults in vulnerable situations who may require protection or other specialized support. The division assists individuals, families, groups, and communities to develop skills and make use of both personal and community resources to enhance their well-being.	Δᡄᡤ᠄᠋ᢐ᠋ᠴ᠘᠋ᡐᡥ᠋ᡨ᠋ᠳᢣᢩᡷᡥᢩ᠌ᠴᡄ,ᠴ᠋ᢗ᠋᠄ᢐᠴ᠘ᡐᢪ ᠕ᢣ᠋ᠺᠯᠺᠦᠬᡝᢑᡃᢛᠵ᠋ᠺᡄ᠄ᢐᠴ᠘ᠺ᠑᠋ᡠᠺ᠋ᠶᡠᡃ᠋ᡷ ᢣᢣᢣ᠘᠋ᡗᡆ᠋ᡃᢐᢓᡣᡅ᠂ᡆᠯᡆ᠋᠍᠆ᡱᢩ᠂ᡠ ᠘᠋᠋ᡋᠯ᠋ᡃᡑᡄᢂᡷᢓᡣᡅ᠂ᢗᡬᡆᡆ᠘ᡄᡝᡕ,᠘ᠴ᠋᠌᠌᠘ᢨᡆ᠘ᠺ, ᠌᠋᠘ᢣᡃ᠈ᢑ᠐ᡤᡕ,ᠴᡆᡄ᠆ᠴ᠂ᡆ᠋᠋ᡝᠬ᠋ᠶ᠋᠖ᡷᠯᡆ᠋ᢟᡆᢩ᠂ᡆ᠋ᡗ ᡆ᠋᠘ᡩᡆᡅ᠋ᡝᡆᡣᡗᡃᠮ᠊᠋ᢍᡃ,᠂ᢐᠴ᠘ᢤᠬᡕᠯᡆᠥᡃᡪ᠋᠋ᢝᠴᡄ.
The reorganizational changes have helped to balance workloads in Baffin, Nunavut's largest region, strengthen supervision and management support in all divisions, and improve communication with internal and external stakeholders.	<sup>;</sup> ΡΓ <sup>;</sup> Ρσ <sup>;</sup> ϤϟʹϟϨͶϷϭʹ៶ϿϚΔϸϟϨͶʹϷͽϟϹϟ <sup>;</sup> ΛϧϲϚͼͻϭ;ϫϷϘϾϲͼϟͶͼͺͼϷϼͼͺϿϫϹ ϼͼ͵ϿͱϹϿͺϤϐϚϽͼϟϹͼϭͼϧͺϤϷϲϹϷϭͼϔͼ ϹϹϪͼϿ;ϹʹͼͺϤϷϲϹϷϭͼϔͼϭͼ,ͺϹϹϭ ϤʹϽϤϟϿʹϿͺϪϿϤϭͺϟϲϹϭϿ
Along with the structural reorganizations, the department has worked to improve several other areas within services and programming in the Family Wellness Division. Many of the department's improvements include having followed up with and taken into consideration many of the representative's ongoing recommendations. Some of these improvements include staff training, creating a critical incident database, creating a quality assurance team, improving operational and administrative processes, and improving accessibility to programs and services.	ΠΓϚ Δσʹͺͺʹυσʹυ ϤλγγͽϹϷϽΔ°αͺͺϷʹΓϽͽ, ΑϲͺͺϷϳΓ;ͺϤϫϥϫϿͼ ἀͼϷϼϥϫͺϫ. Α Ανα Ανα Ανα Ανα Ανα Ανα Ανα Ανα Ανα Α
Staff training remains a priority for Family Services. Statutory training is a legislated requirement for community social service workers. The department is responsible and accountable to ensure that all staff have the skills to deliver programs according to applicable legislation and departmental standards and procedures. Improvements have been made to provide timely statutory training, but more targeted training and professional development is required to more broadly increase capacity across the workforce.	/ዎ՟⊂Ϸ <sup>;</sup> ኦϷͺͻΛ <sup>ϧ</sup> Δϲͺ <sup>ϳ</sup> <sup>ເ</sup> Ͻϲͺͺϭ·Γ <sup>κ</sup> , ϹͺϷϭϤ ͺϲͺͺͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ ͺ

The department has worked to create a database of critical incidents and a quality assurance team consisting of a quality assurance specialist position and a senior compliance analyst position. These positions support family wellness functions in the territory with primary focus on effective and efficient delivery of child welfare, adult services, and family violence programs.	Ͻ·Ϲ·ʹ&·ͽϧϞͰͽͿ·ΔΡϤʹͽΡϪ·Ϻ·σΛϷϲͳʹͻ ϫϷ·ϟʹͽϽϨϽϲϚͳͽΛϲϲϟͽͽϞ ϧϞ;ϞϿϨϽϲϚϷ Λϲ Δ, κ Δ,
Family Services also believes that our ability to deliver excellent programs and services is dependent on organizational effectiveness and efficiency. In order to support the successful management of the system, including governance, administrative procedures, information management and technology, and informed decision-making and planning, the department is committed to improving the proficiency of its operational and administrative processes. The department will continue to enhance its data systems to ensure that decision-making and planning are founded on evidence-based information.	Ϸ<Λ <sub>Λ</sub> «%» ΛϷϲΓ Λ <sub>Γ</sub> <sub>Λ</sub> Δ <sup>(</sup> , <sup>1</sup> b <sup>2</sup> ) <sup>6</sup> Δ <sup>-</sup> σ <sup>-</sup> Λ <sup>2</sup> γ <sup>2</sup> Λ <sup>2</sup> Δ <sup>2</sup> Λ <sup>2</sup> Δ
In addition to the improvements I have outlined above, the department has made progress in many other areas, including:	<sup>ۥ</sup> ڶ٥ۥ٥؞ڡΔٵ CL٥d٩ ▷،٤٩<Ċ،، ٢٥، ٢٠٤ ٩٢٤ ٢٠ ٢٠٤ ٢٥٠ ٩٢٢ ٢٠٢ ٢٠٢ ٢٠٢
<ul> <li>created territory-wide 1-855 telephone line for comments, compliments, and complaints;</li> <li>created territory-wide 1-844-FW-CHILD telephone number for child welfare protection;</li> <li>initiated ongoing lunch and learn sessions with staff on topics such as self-care, legal concerns, Inuit societal values, family wellness, caseworker standards, and family violence, among others;</li> <li>delivered six modules of online training for foster parents;</li> <li>currently revising and creating a new training and education curriculum for frontline workers and supervisors;</li> <li>implementing management training;</li> </ul>	<ul> <li>ΔαΓ \%P%C&gt;/L&lt; ΔαጵcLΓ 1-855 Cc/&gt; Cc/&gt; Cc/&gt; Cc/&gt; Co/&gt; Cc/&gt; Co/&gt; Co/&gt; Co/&gt; Co/&gt; Co/&gt; Co/&gt; Co/&gt; Co</li></ul>

- implemented a call log to track referrals, source, reason, and type of follow-up;
- increased foster care rates;
- implementing an annual process to review the rights of children and youth in care;
- implemented permanency planning for each child and youth in care and focusing on repatriation of children and youth that are currently in care outside of the territory through permanency planning.
- In collaboration with Nunavut Arctic College, created a certificate program for family resource workers, with family resource certificate as a first step on a pathway to a professional social work education.

I would like to reiterate that my department is committed to ensuring the safety and wellbeing of Nunavummiut and it is at the forefront in all that we do. I am proud of the progress that we have made in ensuring that our programs and services meet the needs of Nunavut's most deserving, our children and their caregivers. We will continue to strive forward and implement ongoing and necessary improvements to help serve and provide for our children, families, and communities.

*Iksivautaaq*, the representative is well suited as a child advocacy office to support the Government of Nunavut's efforts to raise awareness around the systemic challenges facing children, youth, and families in Nunavut. Raising awareness around these systemic challenges takes a concerted effort from all of us to enact meaningful and long-lasting change. The Department of Family Services will continue to work with the representative's office on individual advocacy cases and engage with them on the broader systemic challenges facing children, youth, and families in Nunavut.

This concludes my opening comments. I would be pleased to answer questions that Members may have.

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Ċኮdব ഛ৽৽ᲮՒՈՐᢣ৽Ხ Ւ৽ᲮՒ৴৽Ხ. ব৴৽৽ঀঀ৸৸৽৸৽৽৴৽৸৽৻ৼ৾৾৸৴৵৸৵৴৸৵৽৴৽৸

(interpretation) Thank you, Mr. Chairman.	(ጋኣት∩Ĵ₽°፞፞፞፞፞፞፞፞፞፞፞∂ኁ₀) L'ჲ, ∆ŀイペϷĊናŀ.
<b>Chairman</b> (interpretation): Thank you, Ms. Niego. Department of Justice, Deputy Minister, Mr. Mansell.	<b>Δ•/ペϷርጭ</b> : L'ዉ, Γ' ዉΔJ. ΔኈቴኈጋΔላলჀሥď, Γσ'ጋ ጋ፦σ⊲, Γ'ጋ Űイ⊲ና.
<b>Mr. Mansell</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, Mr. Chairman. Thank you, Members, for inviting me here to speak to the relationship between the Department of Justice and the Representative for Children and Youth and, more broadly, to speak to how our department provides services and supports to children and youth in Nunavut.	<b>ἰ°ϟϤ·</b> : ˤdϞ°ឩᡤϷ, ΔϷϟ≪ϷϹʹϷ. (ϽϞϷႶͿϚ) ϹϹϷϭͿϫϾ ͶϞϲϤʹϷϷ·Ϲ <sup>ᢏ</sup> Ͷ°ϭ·Ϛ ϹϲႱϲϲϧϷϭϚ ϤͰϹͻ Ϸ·ႱႪϽϪϳϚ ϟϟϟʹͽϚ, ϹϷϭ·ϽϣϚ Ϥ·Ϲϣ ϤϹϔϭ·ϷϧͿʹϣ. ͶϲϲϪϚʹ>Ϛ ʹϐϣͽ ͶϟϚϟϚ;ϷϲϹ;ϹͽͺϳϹ ϟϟϟʹϣϚ, ϹϷϭ·Ͻϣʹϣ.
The Department of Justice has worked hard to cultivate a positive working relationship with the Representative for Children and Youth's Office (RCYO) since its inception. Over the past year we have worked closely with the representative and her office to respond to incoming requests, build a positive and open dialogue with their office, and align our information collection and reporting processes to better account for our activities.	L୯Ⴑ୯ႢჾჼႬჾ ፈჼჾჇჄ ለႠႢჼႦႶჼႦჼႶჃჇႱႽჂႶჼ, ჁႱჼჾჂሏልჼ ႱჼჃჼႦჂჿ ፈ՟๛՞ልჼႬ ჂჼႼႠႦႽჂჼჄႱჼႱႶჿ ፈናႵႨናႠჼႦჂჼ, ለႠႢჼႦႶჁჄჃჼჄႱዊዎና ჁႱჼჾჂሏჂና ፈናፎ՞ልჼႱჂ, ႱႻჂႱ ჂჄናჼჼႠႦჅႦႠჃႵჿ ՟ჃႱናႶჃჼႦႠႽჂ ႦჼႦჼႦႶჁჼჾჼႦჼႻჂჁና. ፈჼႱჂ ჂჃჼႶჅႦႠჃჾ ႼႦႵჼႭჼႶჃჼჼჄႱჼႻჂႠ ለႠႢჃჀჄჼႶჼႫჼ.
There are signs of progress when it comes to the Department of Justice's role in ensuring the needs of children and youth are considered in our services, supports, and systems. While Justice received only two new individual advocacy cases in 2019-2020 (page 16), we received four recommendations for improvement (page 17) and seven systemic issues overall, two of which have been successfully resolved, four of which are in progress, and one which is awaiting action (page 20) at the time the report was published.	Λ« ϲϤγͺͺ κ.
Chairperson, the Department of Justice takes the recommendations from the representative's office seriously, and is actively engaging with them to ensure that all individual and systemic issues are appropriately addressed in a timely fashion.	Δ <sup>ϧ</sup> ϒ≪ϷϹʹჼჼ, LႠႱႠႢჂჼď ዻጋႠჼďታϷϞ የჼႱჼჼჂΔትϷናłႯჼჂႣ ለჼLႢϷႶჼႶዎჼ ႯჼLჂ ለႠႢჼႦႶႶჼႶႯჼჼ<ዎჼ ϹჼďႯ. ႯჼჼႲነłLჾჼႱႠ ฉํჼLჼႶჼႠϷჇႶჼႱ ႦĽቦታϷኣႠჼႦჼႠჼႻჼჂႶჼ.

In addition, we are improving the way in which we collect and track data pertaining to children and youth. Members may have noticed on page 9 of the annual report before you that there are three categories pertaining to youth in the court system for which Justice did not provide information. This was in part due to differences in how the information is collected by the Department of Justice and how it was requested by the Representative for Children and Youth.	؇ڬٮ ٛٷ؞ؙڮ؇ڂٮ ۮٷ؇ ڡ؇ٷۮۮڬؚڹڹ٦ ف٦٩٢ ٢٦٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢
Chairperson, I have met with the representative to explain how information is collected by the Department of Justice and to discuss some challenges we had in responding to their request last year. This meeting was very positive. I believe the representative understood some of the challenges we have with respect to data collection, and we acknowledge the need to provide the representative with a full and accurate response to their requests.	Δ <sup>\$</sup> γ «ϷĊ <sup>\$\$</sup> , bN <sup>\$</sup> bN <sup>\$</sup> b <sup>\$</sup> γL≫ <sup>\$</sup> b P <sup>\$</sup> b <sup>\$</sup> DΔ <sup>\$</sup> σ <sup>\$</sup> <sup>\$</sup> b <sup>5</sup> Δ <sup>4</sup> (η <sup>\$</sup> <sup>3</sup> U <sup>\$</sup> L <sup>\$</sup> bC L <sup>5</sup> C <sup>\$</sup> σ <sup>\$</sup> 4 <sup>\$</sup> L <sup>5</sup> 4 <sup>\$</sup> γ <sup>5</sup> α <sup>5</sup> σ <sup>\$</sup> P <sup>5</sup> σ <sup>\$</sup> , C <sup>\$</sup> d4 D <sup>\$</sup> γ4PN <sup>\$</sup> P <sup>\$</sup> A <sup>5</sup> D <sup>\$</sup> 4 <sup>\$</sup> G <sup>5</sup> C CL <sup>\$</sup> α bNLσ <sup>\$</sup> b <sup>4</sup> γ <sup>4</sup> N4CP <sup>\$</sup> D <sup>\$</sup> , DP <sup>\$</sup> CN4CP <sup>\$</sup> D <sup>5</sup> A <sup>\$</sup> P <sup>\$</sup> U <sup>\$</sup> DΔ <sup>\$</sup> 5DD <sup>\$</sup> D4 <sup>\$</sup> Y <sup>1</sup> C <sup>1</sup> C ά <sup>4</sup> PNσ <sup>\$</sup> 4 <sup>\$</sup> L <sup>5</sup> P <sup>\$</sup> bP <sup>\$</sup> PCP <sup>\$</sup> DΔ <sup>\$</sup> α <sub>2</sub> P <sup>\$</sup> N <sup>5</sup> D <sup>\$</sup> D <sup>\$</sup> γ4 <sup>\$</sup> CP <sup>4</sup> σ <sup>\$</sup> PP <sup>4</sup> <sup>6</sup> ασ <sup>\$</sup> J <sup>\$</sup> .
Going forward, I am confident that the Department of Justice's section of the annual report will be complete with the requested data and will be reflective of the current state of children and youth in the territory. We have already responded to the representative's request for information for the 2020-21 fiscal year and I am pleased to say that we were able to provide a fulsome, detailed and complete response. I want to thank the representative for the productive dialogue we've had to date and I look forward to our ongoing collaboration.	/ፇ፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ ዻ፧ፍ፞JርĹ፞ <sup>ኈ</sup> ሃላበዾና ለኦሲ <sup>፨</sup> ሃĽናበላ፣σላ <sup>ኈ</sup> ጋና ዺ፞ኣኦሰና ጋ <sup>ኈ</sup> ሃና <sup>ኈ</sup> ርዾሃĽሩ, ፣bዾΔ፝፝፝፝፝፝ጜዀ፟ዀጏ ዾ፟፟፟፟፟፟፟፟፟ ይነራን ይ ንአኦĽኦምና 2020-21 ላናፍ፞ሆና ላ፟፝፝፞፝፝፞፝ ፈ ንአኦĽኦምና 2020-21 ላናፍ፞ሆና ላ፟፝፝፝፝፝ ይ ንአኦ፝ዾ ኦ ሪ አ ር ዲና ሲ ና ሲ ና ሲ ና ሲ ና ሲ ና ሲ ና ሲ ና ሲ ና ሲ ና
Mr. Chairman, the department has several programs and services specifically designed for children and youth in the territory and I would like to take this opportunity to highlight a few of them here in my opening comments.	᠘ᡃᢣ᠙᠌᠙ᢗ᠋᠅ᢆᡃ᠋᠋, ᠕ᡄᡅ᠋᠋᠋ᢀ᠋ᢁ᠋᠄᠋ᡦᡃᢣᡰᡠᡃᡄᢩ᠂ᡦ ᠕ᡄᡅ᠋᠍ᠺᡃ᠋ᠺᡃ᠋᠋ᠺᢄᠺᡷᡝᡗᠲᡦᠴ᠘ᡃᢦᡰᡃ᠋ᠫᠥ᠋᠈᠆᠋ᡘᡃᡝ᠍ᠴ ᢣᡆ᠌᠘ᡃᠯᡔᡰ᠊ᠴᡆᢀ᠋ᠮ. ᠕᠋ᠺ᠋᠋᠋ᡃᢐᡝᠦᡝᠦ, ᢂ᠋ᡃ᠋ᡖᢣᡝᡃ᠖ᡝ᠋᠘᠋ᡃᠴᢩ᠖᠋᠋ᠮ᠋ᠥ᠋᠈ᡏᠦ ᠘᠋᠋᠘᠘᠋᠊᠋ᡗ᠋ᡊ᠊ᡡ
The first of these programs is an alternative to the formal justice system through community justice committees created under the <i>Young</i> <i>Offenders Act</i> . These committees use restorative justice and Inuit societal values to	ᠡᡃ᠋ᢟ᠆ᡄᡃ᠋᠉᠊ᡬᡃ᠋ᢆᢀ᠂ᡬᡃᢦᡆ᠕᠆ᡄᡅ᠊᠋ᢦᠺᡃ᠋᠕ᡘ᠂᠋᠕ᢞ᠋ᡠ᠋᠉᠘᠖᠋᠉ ᠘᠋᠋᠉ᡃᠣᠴ ᠘᠋᠉ᡃᠦ᠖᠉᠋ᠫ᠘᠍᠕᠆ᠬᠴ᠋᠋᠋᠉᠂᠘᠆᠂᠘᠃᠙᠘᠋᠈

address youth crime in a culturally responsive way that addresses the needs of the youth offender and attempts to heal their relationship to the community. These committees do this through facilitated interactions between the young person and the victim so that the young person understands the harm that was done and how it affected people around them. The committee can direct the young person to programs and services they may benefit from, as well as provide restitution for the victim.

For those youth sentenced to custody for an offence in Nunavut, the Department of Justice operates a youth correctional facility in the territory, the Isumaqsunngittukkuvik Youth Facility. This facility accepts youth of all sentence types and has a dedicated staff of professionals that work with youth to successfully rehabilitate and reintegrate them back into their community.

The Department of Justice is aware that it can be very intimidating and confusing for a child involved in a family law matter or having to testify in court. For these reasons, our court services and victim services staff work together to help children who are going to testify in court by taking them on a tour of the courthouse and explaining the court and legal process in a language that children can understand. Courts also work to put up screens or use closed circuit television (CCTV) for children who need those protections when they're testifying in court. In addition, our family mediator recently developed a childfriendly workbook to help children and families understand and talk about divorce and custody issues.

Mr. Chairman, the Department of Justice strives to ensure that Nunavut children and youth are safe and supported by our programs and considered in all facets of our operations and planning. We look forward to continuing our work with the Representative for Children CΔ<sup>b</sup>dd NJ>P/L<2 A5><sup>b</sup>/L<2 Δ2<sup>b</sup>/C LCUCA<sup>b</sup>d<sup>c</sup> 4Pcσ<sup>b</sup>/b<sup>2</sup>/L, L<sup>b</sup>d<sup>b</sup>2<sup>a</sup> NJ>P<sup>8</sup>A<sup>L</sup> CLσ Δ/L<sup>b</sup>/<sup>2</sup><sup>b</sup>/C<sup>2</sup>bdδ<sup>b</sup> CΔ<sup>a</sup> L<sup>b</sup>d<sup>b</sup>dδ<sup>b</sup>, CΔ<sup>a</sup> <sup>b</sup>DΔ<sup>c</sup>CL<sup>d</sup>σ<sup>b</sup> Δ<sup>b</sup>b<sup>b</sup>DΔδ<sup>b</sup>d<sup>b</sup>σ<sup>b</sup> </>>

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and Youth to ensure our programs and services meet the needs of our young people in Nunavut.	Ċᡃᠡᡆᠯ᠕᠆ᡄᠬ᠋ᢀᡷ,᠕ᢣ᠋᠋ᠻᠬ᠋᠋ᠬ᠋ᡦᢦᠫ᠊ᠴ ᡏ᠋ᠫ᠋᠋ᠬ᠋ᠮ᠋᠋ᡠᡗ᠋᠕ᡩ᠋᠋᠘ᢞᡶᢗ᠘ᡃ᠋ᡥᡃ᠋ᡔᢩᠥ.
Mr. Chairman, this concludes my opening comments, and I welcome any questions from the Committee. (interpretation) Thank you.	᠘ᡃᠡᢣ᠙Ϸᢗ᠋ᡝᡃᢛ, ᠘ᢣ᠋᠆᠊᠋ᢉᠵ᠋᠅ ᢗᢞ᠙Ϸ᠀ᡤᡝ᠌᠌᠌ᢆᠺᡅ ᠌᠌ᠫᡥ᠋᠋᠅ᡶᡊᡊ᠋ᠬᡏ᠋᠉ᡔ᠋᠋᠅᠋ᡁ᠂ᡏ᠕᠋᠅᠔᠕᠅᠔ᡣᢗ᠋᠂᠋᠋᠋᠖᠅ᠵᡄ ᠋᠌ᢄ᠋ᢤᢣᠬ᠋᠋᠍ᢖᢪᡠ᠋᠋᠅᠋ᢃᢣᡱ᠋᠋ᠴ᠋ᠮᡃ
<b>Chairman</b> (interpretation): Thank you, Mr. Mansell. The Department of Health is also present here. Deputy Minister, Ms. Stockley.	<b>Δ•/ペϷϹና•</b> : L'ϱ, Γ·Ͻ Űረኆ. ϷペጵኁbCϷͽΓၬLC ዻ፟ <sup>ኈ</sup> σኆርΔϲበነረትነኇ. Γσ·Ͻʹ Ͻ·ϲϥ, Γ· ረርኮϲ.
<b>Ms. Stockley</b> : Good afternoon, Mr. Chairman and Members. I am pleased to appear today before the Standing Committee on Oversight of Government Operations and Public Accounts. I would like to introduce the official with me today: Victoria Madsen, who is the Acting Assistant Deputy Minister of Inuusivut, Mental Health and Addictions.	<b>ἐĊ৽ᡄ</b> (ϽϞϞႶͿና): Ϸ°ϿኣჼϭϚ, ΔჼჇϘϷϹʹჼ. ႦႶϟϚϲʹ ჼϭϐϭϟϭʹʹͽͺͺͺͻͼϲ ϿϚϟʹͽϽʹͽϹϷϭ·ჼ ႱዊͺͰʹϭϤϘϲϭʹʹϻ ϷϫϷ;ͽϽϨͶϐϭʹϔϾϭ·ͻ. Ϸ·ϭͱͺͺͺ ΔʹჼϷͽϪϟʹͼͶʹϚ ϷϾϭ ϐ <sup>ϧ</sup> ϽϤϲϟ Ϲʹͼϥ ΓϭʹϹϷʹ ϽʹϔͶϲʹϧ ΔϐϟʹͽϽϐϪͼʹͼϽʹͼ ΔϲʹͰϲϲϭʹ϶ʹ ϤϟϲϷͶʹϐʹϷϽʹ.
I would like to start by thanking the Standing Committee for the opportunity to speak to the observations contained in the Representative for Children and Youth's 2019-2020 Annual Report and to provide information on the Department of Health's work and involvement with the representative.	ለቦላዖበቦጋቦና ርካሪላ bበLኦናረና ናሪትዮላደናጋቦና ለልጭዖኄፍደ ኦንትምሥርውፖደና ርኖዊው ሥንሥጋና ይላትጋጋና ሥሁምጋሏንጋና 2019-2020 ላናናህርደምሥና ላዛሬጋ ጋናውደንኛበናና ሻናውላናውናጭዮናጋሮሲን ለሮሲላናና ልርውፖደምዮናጋ የካሁምጋሏንጋና ለሮሲናውናምዮናጋ.
I also want to take this opportunity to thank the Representative for Children and Youth for the important work they do to ensure that the rights of young Nunavummiut are protected and respected.	ჼdኑՐላL≪ና ℙႱႱჼჂႭϟ LჼdჼჂഛና ቭኌ ለዛLሊዛሬ ለሮሲσ ĊჼdϤ ለኆዺϷႶჼዮና LჼdჼჂഛና ኣჂዛℾϟϷჼdჼჂႶና ΔናለቦϟϷናႶჃჼႫჼჂႶჼჂ.
The Department of Health has worked with the Representative for Children and Youth since its inception to improve services and programs for young Nunavummiut. This ongoing dialogue is important to ensure that both organizations achieve the best possible results for Nunavut's children and youth, but also to ensure common understanding between both parties' needs, processes, and capacity. Collaboration and communication are paramount. It should be noted that the Department of Health and the	ἀ°σ ◊°σ

Representative for Children and Youth have recently formalized an information sharing process for future annual reports and I welcome this positive collaboration.	᠙ᡃᠾ᠉ᠫ᠘ᢣ᠋ᠫᠴ᠂ᠯ᠋ᡒᠯ᠄ᠴ᠋᠋᠋ᠻ᠘᠖᠘᠖᠖᠘ ᠆᠋ᠺ᠉ᠳ᠋ᡬ᠘ᢄ᠆᠕᠅ᡩ᠕᠘ ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
As we all know, the pandemic has greatly impacted the Government of Nunavut's operations and has, in some cases, resulted in a change in priorities. Despite this, the Department of Health has continued to work with the representative throughout COVID-19, attending to individual advocacy cases and requests for information. Health and its staff have worked hard to ensure services for children and youth continue, while leading the COVID-19 response. The department found innovative solutions to adapt to this new reality. For example, mental health and addictions staff across the territory worked to engage children and youth remotely during the pandemic with different creative activities promoting awareness of mental health services and supports.	<sup>5</sup> bbλL4Δ <sup>6</sup> αρυς Δ%σς44% 4ςϽ%γς44%γL4% ΔαβιΓ υ&L94 4ρςσύου Δς <sup>6</sup> ρηυς γβςσρηγεγη <sup>6</sup> σ 4γγλγειε CΔLΔ <sup>6</sup> αρυσ4%ηςσ 4γργγε Λαά <sup>6</sup> α <sup>6</sup> νς μυνοΔ4σε Δ%αζ44% 19 4Οσύντα 4γργοΔγηδεση Σγγαβης 4οστεία <sup>6</sup> α <sup>6</sup> γςσαλγαβα 4οστεία <sup>6</sup> α <sup>6</sup> γςσαλγαβα 4ογγργε 4οστεία <sup>6</sup> α <sup>6</sup> γςσαλγαβα 4ογγργε 200 200 200 200 200 200 200 20
Mental health has remained a priority during the pandemic, and the department has continued to work to address the "Our Minds Matter" report recommendations, which are included in the 2019-2020 annual report. Progress and important milestones have been achieved since 2019.	Δ/L፫ቢσ <sup>ኈ</sup> Ϲʹ°ዉ /ዎʹ፫ϷʹϧϷ៸LΔ°ዉናLና ወኖ°ዉናጚላኈርናϧናጋላኈበʹ·ጋሀ ለ፫ቢኛልϷጚ ለ፫ኪናϧበሶና Ϲʹϧϥ Δ/Lዎና Δና۸°σላኈ>ና Ϸσ·ϧʹዮና Ϲʹϧϥ 2019-2020-Γ ΔϲϲϷበ៸Lʹ·ͻσ. ለኖʹϲϥ៸Lቲና ላၬጔ ለኦሲኈ<ʹϲϥϞ ϹኖኖϷၬϹ 2019-ʹህϲϷኈበʹ·ͻͿ
For instance, as per Recommendation No. 7 of the "Our Minds Matter" report, the coroner's inquest into suicide recommendations is reflected in the new <i>Mental Health Act</i> that received Royal Assent on June 8, 2021. The new Act provides for greater family involvement in suicide prevention and mental health care. It makes it mandatory to consult the selected representative at various points during the client's mental health care journey and to notify them that certain events have taken place, for example, following a suicide attempt.	స్ ఎ ఎరా చిందిందిందిందిందిందిందిందిందిందిందిందింది

In line with Recommendation No. 8 of "Our Minds Matter," Health has clarified roles and reporting structures for both paraprofessionals and professional mental health and addictions positions. All mental health and addictions staff now report to the territorial director of mental health and addictions. The Mental Health and Addictions and Inuusivut divisions have also been brought together under one organizational structure. The primary reasons for implementing this change are to improve care for Nunavummiut and supports for staff through better alignment of the management functions, and to create more streamlined services for Nunavummiut with respect to mental health and addictions, and suicide prevention. This change enables standardized programs and brings Inuit traditional approaches in mental health care together with clinical services, among other items.

In addition to monitoring the implementation of the "Our Minds Matter" report recommendations, the 2019-2020 annual report includes systemic issues identified by the Representative for Children and Youth. One of the issues identified is the importance of considering the voice of young people when making decisions on their behalf. Health works and consults with young Nunavummiut on several projects and programs. For instance, the Tobacco and Cannabis Program engages regularly with youth to talk about cannabis and tobacco harm reduction and to get their feedback on initiatives in development. For example, during the community consultations for the Tobacco and Smoking Act in winter 2020, the Tobacco and Cannabis Program visited young people in classrooms and youth centres in various communities. It is important to highlight that the Tobacco and Smoking Act, which was also adopted during the spring 2021 sitting, introduces several new measures to protect the health of children and youth.

These initiatives are examples of the work

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Health is doing to ensure the services and	ᡬ᠆ᡆ᠋ᡏ᠋᠖ᡆᢩᢛᡷᢉᡗᡔᡄᡅᢣ᠂᠋ᡃᢐᠴ᠋᠘ᡃ᠘ᢏ᠂᠋ᡷᠴ᠖᠋
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children and youth. We acknowledge that there	ⅆ⅌ℾℾ⅃ℾℽ℩℄℅ℌK ⅍ℎℷ℩ℷ℩
is still a lot of work to be done, but it is	ᢀ᠋ᡗ᠋᠋ᢣ᠋᠋᠋᠘᠘᠘ᡩ᠘᠘᠘ᡩ᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘
important to celebrate achievements and	᠕ᡃ᠘᠋᠋ᡕᢂ᠋ᡃ᠘᠋ᢄ᠕ᡷ᠋ᡬ᠋᠉᠊ᢗᢂ᠋ᡩᡄ᠋᠋᠕ᢞᡄ᠋᠕ᢞᡄ᠋᠕ᡔ᠋
progress.	
Mr. Chairman and Members, I thank you again for the opportunity to appear before you today. Lastly, I would like to emphasize that the Department of Health works closely with other Government of Nunavut departments to better meet the needs of children and youth, and I am happy to be here alongside the departments of Family Services, Education and Justice. We all share a common goal and Health looks forward to continuing collaboration to advance the well-	Δ <sup>6</sup> γ « Ρ C <sup>6</sup> <sup>6</sup> , <sup>6</sup> d ۶ μ <sup>6</sup> θ <sup>6</sup> σ <sup>6</sup> « Υ <sup>1</sup> Υ <sup>6</sup> σ <sup>6</sup> C <sup>6</sup> α <sup>4</sup> P <sup>3</sup> U <sup>6</sup> σ <sup>4</sup> <sup>6</sup> δ <sup>6</sup>
being of children and youth.	
Mr. Chairman, this concludes my opening comments. (interpretation) Thank you.	Δ <sup>ϧ</sup> ϟ≪ϷϹ℠, ΔϟϲϓϚ Ϲ <sup>«</sup> ≪ LጋΔʔՈϷϧ. (ጋኣትበJア℉ታ℉ጋႪ) ናժታኄዹ፫ኮ.
<b>Chairman</b> (interpretation): Thank you, Ms. Stockley. We will now hear from the Department of Education. Ms. Hainnu, please proceed.	<b>Δ•/ペÞር</b> ••:
<b>Ms. Hainnu</b> (interpretation): Thank you. Good day, good afternoon. Mr. Chairman, before I begin with the Department of Education's opening statement, I would like to thank the Standing Committee for inviting me to speak today on the Representative of Children and Youth's 2019-2020 Annual Report. I would also like to introduce Charlotte Borg, Director of Student Achievement, who is accompanying me today. Thank you, Charlotte.	<b>ΗΔ°</b> Δ: <sup>5</sup> d۶°a, <sup>6</sup> <sup>2</sup> <sup>3</sup> bd <sup>2</sup> , <sup>6</sup> <sup>2</sup> Δ <sup>4</sup> b <sup>2</sup> Δ <sup>4</sup> d <sup>2</sup> <sup>5</sup> b <sup>2</sup>
A healthy and successful education system requires the collaboration of students, parents, school staff, and education partners. The Department of Education is committed to developing strong relationships with these community members and stakeholders to build an education system that provides the best possible learning opportunities for	Δ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ

## Nunavummiut.

(interpretation ends) All Nunavut children, youth, and young adults are directly impacted by our department's programs and services, which provide foundational skills to support them as learners while they are in school and beyond. We also provide a wide range of programs and services that enable youth to develop healthy relationships, self-reliance, and respect for themselves and others. These programs and services empower young people to advocate for themselves and their communities.

The Representative for Children and Youth's Office (RCYO) also works to provide youth with similar tools of empowerment and resiliency. As an independent office devoted to ensuring the rights of young Nunavummiut are respected, they have a mandate to advocate on behalf of young people and to inform children, youth, and those who work with them about their rights. The RCYO lets our young people know their rights and encourages selfexpression on choices and decisions affecting them.

Because of our shared responsibility to children and youth, we work closely with the RCYO to promote their communications and awareness campaigns in our schools and support their advocacy work, both at the individual and system-wide levels. From our department's perspective, our intersecting and shared programs and services have developed into an open and collaborative relationship.

One of the ways our department has worked to keep a strong relationship with the RCYO is ensuring students and educators are made aware of child and youth rights. Whenever RCYO representatives are in a community, they have the opportunity to visit our schools. The RCYO has conducted its Raise Your Voice: Self-Advocacy Workshop for students

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in grades 7 to 12, educating them about their rights and instilling confidence with selfadvocacy skills. As the 2019-2020 annual report states, 696 students participated in this informative workshop.

Our department was pleased to work with the RCYO on their first child rights book, *Mosesie Speaks Up*, which supports our Inuktut Titiqqiriniq literacy program. We are also pleased that the RCYO has created a second book, *Annie and Uqi Play Out*. Our department will distribute this book to all elementary schools in Nunavut, along with an extension activity to support classroom learning on the topics of problem-solving, working together, and advocacy, which are addressed in this book.

We welcome RCYO recommendations to our department on areas concerning the rights of children and youth. In this year's annual report, the RCYO has highlighted a number of recommendations for our department. This includes recommendations the RCYO provided during the consultations on the *Education Act*. With the assent of the amended *Education Act* on November 10, 2020, it is my hope that we will have time during these hearings to provide information on how the RCYO's recommendations were incorporated into the amended Act. For instance, I would like to let the Committee Members know that the amended *Education Act* affirms "Nunavut's commitment to the implementation, in the public education system, of the United Nations Convention on the Rights of the Child," which was one of the RCYO's recommendations.

(interpretation) Mr. Chairman, in previous Representative for Children and Youth's Office annual reports, we were pleased to see examples of our collaborative relationship. Sections called "Advocate Applause" and "Case Samples" illustrated departmental programs that have had positive impacts on JናΔ<sup>c</sup> 7-Γ<sup>c</sup> 12-J<sup>c</sup> Δ⊂\∩CϷ<sup>c</sup>→በ<sup>b</sup> Λペ<sup>e</sup>ΦϷ∩<sup>b</sup>P<sup>e</sup>σ Δ<sup>L</sup>Γσ<sup>b</sup> α→<sup>b</sup>d∩J<sup>e</sup>σ∩CϷႱ/<sup>c</sup>Ͻ∩<sup>b</sup> Δ<sup>L</sup>Γσ<sup>b</sup> ⊲ኦϷ<sub>Λ</sub>J<sup>e</sup>α<sup>i</sup>σ<sup>b</sup>P<sup>e</sup>σ<sup>b</sup>. 2019-Γ 2020 ⊲<sup>c</sup>ĠJCĹ<sup>i</sup><sup>b</sup>γϷ∩ Ϸσ<sup>b</sup>bc⊲Γσ<sup>b</sup>P<sup>e</sup> Ϸ<sup>i</sup>b<sup>b</sup>γL<sup>L</sup>LC 696 Δ<sub>C</sub><sup>e</sup>σ⊲<sup>b</sup>∩<sup>i</sup><sup>c</sup> C<sup>e</sup>𝔅σ ϽΡγϷL<sup>i</sup>b∩<sup>i<sup>b</sup></sup>σ<sup>i</sup>J<sup>c</sup> Δ<sub>C</sub><sup>i</sup><sup>b</sup>O∩<sup>i<sup>c</sup></sup>ϽΓσ<sup>c</sup>.

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(ϽϞϷϹͿϳϿͼϭͼͻϭͼ) ΔͼϒϭϷϹʹͼ, ϼϞͿϲʹϞϳͼϹͼ ϼϹͼϧϼͼ Ϲͼϣͻϫ Ϸ·ͿϲͽϽΔϷͼ ϹϹͼϧ ϭ;ͼϳϽϲϳͼ Ϸϭͼϧͼϲ ΔϲͼϧͼϧͼϲϭϫͳϹ ϷͼϿϹ; ϧͻ;Ϸϳͼͼͼ Ͽ;Ϸ; ϲϪ϶Ϸ;ͼ ϷͼͿͼ;Ͽͼϳͼ ϷϒͿϲͼϫͼ ϷϲϿϲϫͼ ϷϲϿϲ children and youth, and provided Nunavummiut with context to understand which areas the department can improve on.

These stories of successes and challenges illustrated our working relationship with the Representative for Children and Youth's Office and clearly showed how it impacted young people's lives. The stories also provided important context to the statistics published in the Representative for Children and Youth's Office annual reports. We encourage the Representative for Children and Youth's Office to continue to work with our department to provide this context for a more fulsome picture of the work we are doing to support children and youth.

(interpretation ends) We have shared with the RCYO our concerns about the disconnect between the information our department provided for the 2019-2020 annual report and what was published. We are currently working with the RCYO on their 2020-21 annual report to ensure that the information we provide better represents the data that the RCYO wishes to highlight in their annual reports.

We will also continue to share updates of our work during our twice yearly proactive meetings so that the RCYO understands our context and our ongoing successes and challenges. We look forward to that ongoing dialogue and sharing our stories with the RCYO and working together to implement important recommendations that will benefit young Nunavummiut.

Mr. Chairman, with our ongoing collaborations, I am happy to say the Department of Education is continuing to maintain and enhance the working relationship we have with the RCYO. Our department strives to maintain this good relationship because making children and youth aware of their rights is so important. There is nothing more powerful than when a young ᠴᢗᡃ᠋᠋᠉ᡃᠳᢄ᠘ᡃᡃᡆᡰᡃ᠋ᠫᡄᠴᢃ᠋᠙ᢣ᠋ᡗᡊᡆ᠋ᢩᢇᡝᠫᡅ ᡆᢂᡃᡆᡗ᠘᠆ᡩᠣᡏ᠋᠋᠋᠋᠋ᢐ᠆ᠳᡃᡆᠺ᠕᠅᠆᠆᠋᠆ᢑ᠖ᠼ᠘᠅᠋᠋ᡁ᠉.

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person understands their rights and harnesses
that knowledge to advocate for themselves.

(interpretation) I look forward to both of us achieving the best possible programming and services for Nunavut's children and youth so that they feel safe, heard, and empowered. Thank you. (interpretation ends) Thank you.

**Chairman** (interpretation): Thank you. I thank everyone who is present here. Our hearing will proceed. We will be reviewing the 2019-2020 annual report and we will be asking questions in different sections. (interpretation ends) The Committee has decided to move through the report with a number of different sections, beginning with the introduction section of the report, so I will now open the floor to questions from Committee Members. Mr. Lightstone, under introduction, go ahead.

**Mr. Lightstone** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, Ms. Bates and all of your staff, both here as well as those that are in the office. Ms. Bates, I would like to thank you for producing this annual report as well as re-creating the format and adding your own style to it.

Given the outbreak in Iqaluit that had occurred and postponed our original date for this televised hearing, I'm glad that we actually got around to having this very important meeting and discussion.

Again, more importantly, I would also like to thank all of your staff at the Office of the Representative for Children and Youth for continuing their role of ensuring the Government of Nunavut provides ethical, equitable and consistent services that meet the needs and support the rights of young Nunavummiut.

Although our role as Members of the Legislative Assembly is to scrutinize the ᠘᠆᠋ᢣ᠋ᡃᢛᡟ᠋ᡣᡝ᠊᠋ᠴ᠋ᠡ᠕ᢞ᠋ᢩᡆ᠌᠌ᢂ᠋ᡥ᠋ᡗᢨᠴᠥᢂᡃ ᡏ᠋ᡔᢛᡃ᠋ᡔᠦᢂ᠂᠘ᠮ᠊᠋᠋ᡔ᠋ᢛᢂᢣ᠌᠌ᢂ᠋᠋ᢄ᠆ᢧ

(ϽϞϞΛͺϳϨͼϭ·ͽϽͽϷ) ΛϲͺͺϤʹϞͿϟϭϷ, ΛϟϚͶϚϷͶϭϷ ϼͼϿ·ΓϷϚ ϼϹʹͽϷϚ ͰͽϭϷϽ·Ͽ, ͺϚͽϷϚͽϽʹϷϭϭʹͰϹ, ΔϚΛͺͿϲʹϷϭϤʹͰϹ ϷϚΛϤϲʹϔϾϭϚΓϷ, Ϥ·Ͱ ʹϷϷϟͰϭϤʹͰϹ ϽʹϧϷϷϭʹϔϹϷϭ, Λ;ͼϼʹϭ·ϷʹϭʹϷϲϲϳϷ. (ϽʹϞϟϽͿϚ) ʹϭͿϧͼͺϳϷ.

᠘᠋᠋ᡃᢑ᠋ᠴ᠆ᠳ ᢗ᠘᠘᠂᠋ᢁᢡᡅᡝᢣᡆᢗ᠋᠋ᡝ᠋᠋ᡃ᠋ᡦ᠖ᡃ᠋ᢨᡳ᠋᠋᠋᠆᠘ᡃ᠘᠋ᡃ ᡄᡄ᠋ᢉᡗ᠋ᡥᠦ᠋ᠧᠦᡆ᠋᠋᠋ᡃᢛᢗᢟ᠋᠊᠋᠌᠈ᢪᡃ᠍᠍ᠡ᠙ᠧᡆᠧᡆᡃ᠋᠋ᡃᡠᡶ᠋᠋ᡃᡗᠬᡁ ᠋᠋᠋᠋ᢆᡄᡆ᠕᠋᠋᠋᠆ᡆ᠋᠌᠌᠌ᡓᢣ᠋ᡪ᠋᠋᠋᠋ᡗ᠋᠋᠋᠋᠋᠋᠋

government and ensure that programs and services do fit the needs of Nunavut, I just would like to reiterate and express my appreciation for all of the Government of Nunavut's service providers who assist our children and youth, from school staff to social workers, health care professionals and individuals across the justice system, but as was outlined in this annual report and every other annual report from this office, there is and still remains some room for improvement.

Jumping into my questions, again, Ms. Bates, thank you for revamping this annual report, and putting together a very strong introductory message from the representative, and on this first page, of course, you identify that you are new to this role and you have also identified three prominent things that were brought to your attention throughout the year: some Government of Nunavut employees are not being held accountable for their decisions and/or actions; that by not acknowledging and addressing the abuse that some children experience, it is being condoned; and that there is an accepted complacency that this is "Just the way of the north" and actions do not need to be taken to address arising problems.

For my first question, the first issue that you have identified there that some Government of Nunavut employees are not being held accountable for their decisions and/or actions, I was wondering if the representative would be able to elaborate further on what it is that she is trying to identify there. Thank you, Mr. Chairman.

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

Ms. Bates: Thank you, Mr. Chairman. Thank<br/>you for the question. When I talk about<br/>accountability and when I talk about<br/>complacency and people not being accountable,<br/>I want to talk about it on two levels. Actually I $< \Delta^{c_{v}}$ <br/> $``\U_{V}^{v_{u}}$ 

<u>᠘ᠵ᠈᠄ᡆᡃᢞᠣᢩᢨᡃ</u>ᡬᡃᡃ᠋ᢐ᠋᠋᠋ᠣ᠋ᢐᢛᡃᠥᡞ,᠈ᠵᡆ᠍ ᠴᢗᡃᢆ᠌ᢓ᠋᠋ᡣ᠌᠊᠋ᠺ᠆᠉᠆᠐᠖ᠳᢂ᠆᠖᠖᠘᠆ᡭ᠖᠆ᡐ᠘᠆  $2^{\circ} \subset \mathcal{A} \subset \mathcal{A} \cup \mathcal{A} \cup$ ᠴ᠋᠋Ċ᠋᠋ᡃᡶ᠕ᡩ᠘᠋᠋᠉ᡃᠣ᠘ᡃᢣ᠋ᡗ.᠕᠋᠋᠂᠘ᢣᠣ ᡆᠴᡆ᠘ᡃ᠋᠋᠋ᡥᡝᢣ᠘ᡃ᠋᠋᠋ᡏ᠋᠋᠋᠋ᡰ᠕ᠺ, ᠘᠆ᡨ᠋᠋ᠴ᠋ᡗ᠈᠋᠖ᡃ᠋ᡕ᠋ᢂᡔᡟ᠘ᡃᠮ᠋᠋᠋ᢧ᠋ Λιμαρέ ηγραστο σαός υσμωρα Δαγρα ᡃ᠋ᢆ᠋ᡃᡪ᠋᠃᠘᠆᠃᠘᠆᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘᠘ ᢤᠣ᠋᠋ᡣ᠋᠋᠉᠆᠘᠈ᢣᡄ ٬٤ΡΥΤΥΥΥΥΥΥΥΥ ᢀᡥᢣ᠘᠋᠋ᠫ᠘ᢩ᠂ᡆ᠋᠉ᡃᠫᡃᠵᢅᡄ᠉᠋ᠫᡅ᠂ᠴᡆ᠌᠌ᢞ᠋᠋ᠮ᠔᠋ᠻᢂ᠅ᢕ᠉ᢕ ᠘᠘ℯℯ<code>ᢄ</mark></code> ▷P▷°°C°°⊃˰⊃?ĿLCJ°°.

ϟϿ·Ϲ·ϷʹϚʹ·ϷͺϤΛʹ·ϷϤႶႱϲ·, ϥͺͻϥΔʹϷϟͰϧΔϛͺϹʹ·ϥ Δϟϳͺͺͻ·ͼͺͼϿϽ;ϷͺϟϿ·ϲʹ·Ϸ;ͺϪϲͺ·ϒϲϛͺϤͼ Δʹ·ϷϼͼϪϧ·ͽͶ·ϒϲϛͺʹϞ·ϧϞ;ϔͺϷ·ϞͿͶϹϷʹͼϷϲϚϒϲ·Ͻϲ ϤʹϷʹϷϷ·ͰϲͺϷϚͻϤʹͽͶϚʹ϶Ϲϲ ϷϭͼϳͽϲͶϭϷϐ·ϭͻϿ·ͼͺ·ͼϷϷͽ·;ͺϷϟϹϛͺϹͼʹϭ ͼͺͺͻϥϪʹͼϧϟ·ϲͺϲͺϧϧϧͻ;ͳϧϳϲ;ͺͺ;ϤϧͼϣϹϳͼ, ΔϧϟϭϷϹʹͼ.

**Δ<sup>b</sup>/«ÞC<sup>sb</sup>**: L'α. Γ<sup>s</sup> <Δ<sup>cs</sup>.

<Δ° (ϽϞϷΠͿϚ): ͽͿϧͼϫϳͼ, ΔνγͼϷϲͼ. ͽͿϧͼϫϳͼϲϷͼ ϤΛͺμε. ϷͽϷγͽϷζω Ϟͽυ;ϫͺϳͽϿͼͼ ϷϷΓαιδιστές, ϹΔͽͿα Ϟͽυ;ϫͺϳͽ ϷΓαιδεΠϹϷͼͽϲͼϲ Δωσαλές Δε

would like to start off by apologizing. I would like to start off by saying all of my responses and all of my answers will be based on evidence that I have as a result of our work. It is not my opinion; it is based in what is presented to our office.	ΛΓϤʹϿʹ·Ⴑ, ΡϷϞϞႶϲϹϷϧ ϹͼϨ·ʹႱʹϭϲϤʹ··ႱϹ ʹϧϷϞϲͿϧͼͺϫͼϼϫϿ;ͼϲ ͼϷͻϞͿϲϫͼ ; Ϸ;ϷϷϞϲϭͺϤϲϧͼ
In our work at the office and what I have seen over that last two years, we have observed that many staff at all levels are not following policy, procedure, and legislation as it relates to delivering services for children and youth. We bring this to the attention of the respective departments on every case or issue that we're dealing with, and why I say there has been a lack of accountability is we see the same issues reoccurring in cases on a repeated basis.	۲ د۵ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲ ۲
I will give you an example of some of the things that I am talking about: not completing required documentation. There is a policy and procedure at Family Services that documentation or contacts need to be completed within 24 hours. This is not occurring. When we request information, we find in cases that information isn't present. This is an ongoing issue. When I talk about no accountability, it's not being addressed.	ϷʹϽϽʹϷͽʹͺϿʹ·ϧ, ΔϲͺͽʹϹͼϭ ϷʹͼϷϷϟϲϟͼϭ. ΛϟͺʹͼϹϷʹͼϹͼʹϒͼϿΔͼ ϽϽϚͼϘϷϟϲϟͼϭ, ϤϽϤͿͼͼϹͼ ͰϲϧϞͼ·ϭϫͼϲϷ϶ϐͼϭ, ϽϽϥͿͼͼϲͼ ͰϲϧϞͼϲϫϿϲϫϐͼϭ, ϽϽϥͿͼͼϲͼ Αϫά Αστά Αστά Αστά Αστά Αστά Αστά Αστά Αστ
Also another example that I would like to give is entering into agreements. There are things called plans of care that are entered into with families, and again, we see consistently not following the legislative requirement to enter into plans of care or to ensure that families, particularly parents, are advised of their rights, and subsequently this impacts children. This is not a one-off instance; we see it repeatedly in cases.	ϤϞL·CD·ͽ ϷϚϽΛ·ϷϷ·ϭϲͺͱΓϧϚ, ϤϞΓ·ͽϹͶϮͿͶϲϲϷϚ;Ϥ·ͼϭ·ΓϷ, Ϸ;ϽΔͼͺΔϚ ϹΔL ΔͺϲʹϦσϷ ϤʹϞ·ϒͽͶΛʹ·ϧϤϚͼϚͼ ϤʹͽϷϲϹϷ; Ϳͺϫͼͼϲͼϲ ͼͼϷ; ϶ͼϷ; ϤϫϷϲϫ Ϥϫͽͼ Ϸ;ϷϷϫϷͼ Ϸ;ϷϷ;Ϸͼϲͼ Ͽ Ϸ; Ϸ ϲ Δ Ϥ ϹϷ; Ϥ Ϥ ϲ ͼ ͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
When I have raised concerns around staff not being held accountable, again I want to say it's not just frontline staff; I see it through all levels. We're often told it's often a capacity issue and I think that this has become the accepted explanation. Although I acknowledge	Ϥᡃ᠋ᡶᢩᠺᢗᢂ᠋᠅᠘ᢣ᠋ᡶᢆ᠋ᠴᠲ᠋ᢩᡆ᠅᠋ᠫᠦᡃ᠋ᢑ᠋᠋ᡪ᠅᠙ᠺᡃ᠘ᠺᠺ ᠘᠋᠄᠌ᡃ᠌᠌᠌᠌᠌᠌᠌ᢄ᠘᠅ᡩ᠘᠅᠘᠅᠘᠅᠘ᡬ᠅ᢕᠺᠺ ᠘᠉ᡃᠣ᠋᠘᠘ᡩ᠖᠘ᡩ᠅ᡤ᠋ᡗ᠋ ᠘᠘᠘ᡩᠳᠺ᠅᠋ᢕ᠋᠅᠘ᢣ᠘ᠺ᠋,᠘᠅ᡃᠥ᠘ᢣ᠅ᡣ᠙ᠴ᠌᠌᠌ᡘᠳ᠋ ᠘᠘᠘ᡩᠳᠺ᠅ᢕᢄ᠖ᡬᢗ᠋᠋᠌᠘ᡩᢑ᠋ᠧᡔ᠍᠘᠘᠅ᢅᢑ᠋ᠧ᠘᠅ᡃ ᠘ᡃ᠋ᡶᠬᢣ᠌ᢂᠫ᠘ᡩᡆᠧ᠁ᠵ᠆ᠵᡆ᠘ᡶᢆᡃᢑ᠋᠖᠊ᢖ᠂ᢗᢂ᠅

that there are capacity issues for many departments and I believe in the opening comments, particularly Family Services have struggled with staff retention, having staff in positions which, based on my own professional experience, I know that it's extremely difficult in the child welfare area to retain staff, to keep them trained and all of those issues.

However, I do challenge some of this explanation around capacity because what we're seeing is people, in completing the job, people who are in the job are actually not following the policies and procedures. It's not your absence of staff; it's that there is someone in the position who is not following a policy or procedure. That's a little bit different.

The other piece of accountability that I would like to speak to is my office requests information on a fairly regular basis from varying departments, and some of those requests go unanswered. Information that is received is often incomplete and requires many follow-ups for us to obtain the information that we are requesting, which causes work for the department, and we certainly don't want to cause work for the department. I recognize it can be a burden to have to gather information.

I also want to say that when we request information, the information that the RCYO is requesting is often information that should already be in the possession of the department. For example, I may request an investigation report that should have been completed, so it should be on hand and should be readily accessible. It shouldn't have to be generated as a result of our information request.

Again, we often see information request deadlines come and go with no acknowledgement that they're late or requesting extensions, and again, I want to say, on some occasions, we've had conversations with departments who said "We simply can't దిశిరించరిశింగిరినిశింద లెగిగి రెళికింది గాండింగా, రిశిరా ఎందిశిని రెలిగి రెళింది రెళింది దిశిరించరిశింగి రెలించి రెళింది దిశిరించరిశింగి రెలిగి రెళించి రెళిని రాండి రెళించి రెళించి రెళించి రెళిని రెళించి రెళించి రెళింది రెళించి రెళించి రిళించి రెళించి రెళించి రెళింది రెళించి రెళించి గి రెలించి రెళించి రెళించి రెళింది రెళించి రెళించి గి రెలించి రెళించి రెళించి రెళింది రెళించి రెళింది రెళించి రెళింది రెళింది రెళించి రెళించి రెళింది రెళిం

ΡረϤσϲ ϹΔLΔͽϧϿϤͽϺ·ϿͿ, Ϲʹ·Ϥ ϫ·ͿϹͼϿͺ ΔͽϧϭϿϞͽͶϷϿϤͽϫϧϧϧϧ ΔͽϧϭϿϟϹϣ ͶϞϔͽͶϥͽϧϲϤͽϷϽϢ ϤϽϤͶϲϳʹϧϧͼϧ ͳϲͺ ϒϧϲ

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५ఓ౨ CdJLనూ Cదీరిని ౫ిగ్ఉసిళ్, ౫ిగ్లెందిల్ అందింగినిరింగ్లా రార్యంగ్లాండారా, దడిందింది రాట్డిరిగ్లార్లుంల్ రెడింద్ గిండింగ్లు give you the information." Absolutely, I completely understand that, and we negotiate out what is a reasonable time frame to receive that information, but this is a consistent issue that we continue to see and again, we don't see that accountability piece of how to correct it.

I also want to talk a little bit about accountability from a more systemic perspective. There are a couple of issues that I have seen in terms of the numbers around violent incidents in schools and the tracked numbers. In terms of accountability for that particular issue, my understanding is that violence in schools and the need to track and formulate and accurately track that information has been known since at least 2013 because the Department of Education had established a committee called the Safe Schools and Anti-Violence Committee and this was back in 2013. My understanding is the purposes of this committee was to basically report on violent incidents in schools and develop a form to create consistent tracking. We're now in 2021 and that still is not occurring, so where is the accountability in terms of the formulation of that form and the accurate tracking?

The other issue I would say from a systemic perspective is the client information system as it relates to family services. That particular system was recommended...let me just see here. The Office of the Auditor General reported this as a concern, and the client information system was put forward by the department as a remedy for these concerns.

In 2011 the Department of Family Services stated, "It is hoped that a new system, a client information system, would be agreed upon, recommended, financed, and ready for implementation by the end of the 2011-12 fiscal year." Six years later the Department of Family Services, in their 2018-19 annual report, listed one of their key achievements was the implementation of the client information Λ/L<sup>、</sup>Γ<sup>c</sup>ΠϤ<sup>L</sup>L<sup>、</sup><sup>b</sup><sup>C</sup> ϽϞʹάͺϧ<sup>c</sup>Π<sup>c</sup>σ<sup>k</sup>. CΔL<sup>e</sup>α, <sup>λi</sup> Δ Δ<sup>c</sup><sup>C</sup>Γ<sup>c</sup> ddσ CΔL<sup>、</sup>U<sup>L</sup><sup>k</sup>. d<sup>is</sup>P<sup>c</sup>C<sup>b</sup>b<sup>e</sup>σ<sub>L</sub>d<sup>c</sup><sup>L</sup> σ<sup>c</sup> Ch<sup>s</sup>b<sup>b</sup><sup>b</sup>σ<sup>2</sup>L<sup>°</sup>Γ<sup>2</sup><sup>k</sup>U, <sup>λi</sup>s Cd/LU<sup>c</sup>C CΔ<sup>b</sup>dd Δ<sup>ce</sup>σd<sup>s</sup>δ<sup>\*</sup>σ <sup>s</sup>b<sup>b</sup><sup>k</sup>U<sup>k</sup>D<sup>sb</sup><sup>c</sup><sup>k</sup>D<sup>c</sup>, D<sup>®</sup>C<sup>b</sup><sup>c</sup><sup>c</sup> Λ<sup>c</sup>Πd<sup>s</sup>b<sup>c</sup>CPΠ<sup>s</sup>b<sup>c</sup><sup>e</sup><sup>k</sup><sup>c</sup><sup>k</sup><sup>c</sup><sup>k</sup></sub>

ϤᡃLϿ ϽϞϷͿϞϟϺͼ Δϼϲͺͺϟͽͼͼ ΛϿϤͼϿϾͼ, ϹͿͼϫ ϤϽϲ·ͼͿϟͽϺͿͼ ϞͽϷϹϷϲϷͽϟͿͺϞͽ. ϼϤϹϷͼϧϲͼͽϽͼ ͼϧϫϷϧϧͼͼ, ΔϟϳϿͶϲϧϷϲϷͽϟͿͽʹͿͼ ͶͶϗͼϺͼϭ ϳͽϷϹϥϷϥϽͶͼϞϲϷͻͶϲϧϲ

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system and that it was expected that all staff would be trained and fully utilizing the system by the fall of 2019. In January 2020 my office met with the Department of Family Services and we enquired about the implementation and use of the client information system. We were advised that the system was in a global testing phase, training had been completed, but the system was not in use.	ላዛሬጋ Δ™ႦႭႱჄჼႦႶႠႾና ムႠჅჾჃჼႦႶႠႦჂႶႦ Ⴀ∆ႦჃႫჼႱ ჃჂჇჼႭჼჄჾჃჼႾႠ 2019 ჂჼႱჾ. ჼჂჼჂჃႠ 2020-୮ ∆ჂႠႢჂႦჃና ႦႶႾჼႦႶቦႱናႶჼჃና ႠႾჼႭ Ⴣ∧ჼჿჃႶႶႺႦჼჼჄႾႱናႶჼჃና, ႦჼႦႦჼჂႦႺႦჼჄჍႵႮና ႾჼႭჂჼႦ ႠႭჼჃჃ ჼႦናኣႦታሏና ϪႠჼჾჃჇႠႦႵႱჂჃና የჄჃჾ ჃჂჼჼႠႦჼႶናჂና.
Again, this is a very long period of time, and my question is: where is the accountability? In terms of this client information system, it would benefit the department, although it's not going to remedy the issues related to documentation or the lack thereof, but those are just a few examples in my view of the lack of accountability. Thank you, Mr. Chairman.	ዻd፞፞፞፞፞፞፞ ፟፟፟ ላ፟፟፟፟፟፟፟ ላ፟ርኊዺ፞፞፞፞፞፞፞ዺዾኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δν/«ϷϹ·</b> Ϸ: L'ﻮ. Γ <sup>、</sup> Ͻ ϲΔϤϽ <sup>ͼ</sup> .
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Thank you, Ms. Bates, for providing that explanation and you provided a lot of information. I was taking some notes and I will be following up on those items later.	<b>ᡄ᠘ᡃ᠋᠋ᡝᡃᠵᢆ</b> (Ͻᡃᡪᢆᢣᠺᠡ᠋᠋ᠨ᠍ᡦ): ᡃᡆᡰᢞ᠌ᡆᢩᡏᡃᢛ, ᠘ᡃᡟ᠙᠋ᢦᢄᡃ᠅. Ϥᡃ᠋᠘ᠴ ᡃᡆᡰᢞᡆᢩᡏᡃᢛ, ᡏᡃ᠂<᠘ᠺᡃ, ᢗᡃᡆᡰᡆ᠂ᢂᡔᠦᡃ᠋ᢐ᠌᠌Ϸᢣᡕ᠘᠖ᠺᠻ. Ϥᡃ᠋᠘ᠴ ᢗᡃᡆᡆᡣ᠋ᠺᠬ᠋ᡪ᠋ᡃᢛ<᠆᠆ᠬᡅᡃ᠙᠂ᠳᠧ᠊ᢈ᠋ᠺᠬᡟᢦ᠖᠆᠋ᡄ᠖ ᠘ᠳ᠋ᡄᢂ᠆ᡩ᠘ᠴᡆ᠋᠋ᡃ᠅
First, I would like to move on to the second prominent issue which you have identified which is, as you noted, "that by not acknowledging and addressing the abuse that some children experience it is being condoned"	᠊᠋ᠡᢟ᠆᠆᠋᠋᠅᠆ᠮ᠊᠑ᡃ᠆᠆ᡏ᠂᠋ᢩ᠘᠆ᠴ᠌ᢩᠣ᠘᠋᠋᠋᠅ᠨ᠘ᢣ᠘᠋ᠺ ᠕᠄ᢣᠯ᠋᠊᠋ᡃᡆ᠋᠋᠊᠋᠆ᡪᡠ᠘᠖ᠽᠴᡆ᠘᠋᠅ᢣ᠋᠖ᡃᢗᠧ᠋᠂ᡴᢁ᠅᠘ᢣᡝ ᠘ᠡ᠋᠋᠋᠋᠘᠆᠋᠘᠆ᢣᢄ᠖ᢗ᠋᠂ᠳ᠅᠘
On page 3 you also indicated that "Having received a list of the critical injuries and deaths of young people that have occurred over the past five years from the Department of Family Services," you were "shocked at the frequency and extent of violence and physical and sexual abuse noted."	Lʰ∧ౕఌఎరౕౖౖు 3 ౦∆ీd⊲ ൎϤిరా⊲్న⊲్లా దౖౖౖౖౖదేౖింలో రో౯ౖౖౖి న్నిర్ ద్రెంలా ౕరి్ౖరంలాలెంల్ నెర్లెంల్ నెంద్లాంల్లింలా నిందింలాలెంలులులులు నిందింలాలులులులులులులులులులులులులులులులులులుల
Further down the page you also note that "All young people have the right to be free from all forms of abuse, including physical abuse,	ᡧ᠋ᡃ᠘ᠴ ᡆ᠋᠋ᠴᡆ᠘᠋᠋᠋᠋ᢛᠡᡗᡊ᠊᠋᠋᠋᠋᠋᠃᠘ᡃ᠋ᢂ᠊ᠫ᠂᠋ᢗ᠋᠘ᡃᠳ᠌ᠴ᠌᠌ ᠕ᠳ᠋᠋᠋᠋᠋ᡠ᠋᠋᠋᠋᠆᠆᠕᠋᠋᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

sexual abuse, emotional abuse, and neglect" I think that is something that we can all agree upon, but in the next sentence it states that "Child sexual abuse has been normalized for Inuit children." That was a quote taken from Pauktuutit Inuit Women of Canada.	ᡃᠳ᠌ᠴᢞ᠊ᡆ᠋ᡔ᠋ᡃᢛᢗᠵ᠋ᢦᡃᡰᡩ, ᠘ᡃᡟᢪ᠌᠌᠌ᡆ᠋ᡠᡃᠳᡠ ᢗ᠘ᡃᠳᠥ᠋᠅ ᡆ᠋᠋ᠧ᠋ᠴ᠙ᡃ᠋ᢐᡃᢩᢛᡣᡅ᠘ᢗ᠘ᡱᡃᡆᢗ᠂ᡧ᠋᠋ᠬ᠋᠋᠄ᠳᢗᠠ ᡧ᠘ᠴ᠈᠋᠈᠋ᡃᢐᡃᢛᠡ᠘ᡤ᠊ᠴᠦ᠌᠌ᠥᡄ᠂ᡆᠴᢞ᠊ᠦᡏ᠋᠅᠖ᠸ ᠘ᠴ᠘ᡩ᠋᠘᠋ᡩᡆ᠕ᢣᠡᢣᡆᢣᡣᡄ᠋᠅ᠸ᠅᠋᠘᠆ᠺ᠉ᡃᢆ᠋᠋ ᢗ᠘᠘ᡩᡆ᠌᠌᠉᠋ᡦᢠᠫ᠋᠕ᡠ᠋ᠻ᠊᠖ᡆᢗᢂ᠋ᡬᡁᢄᡶᡉᢤᡥᠴᠥ.
I would like to thank you for including references to the rate of abuse that children are facing in Nunavut. Unfortunately I could not agree with you more. This is an issue that I have been raising repeatedly over the years. Just last year I asked the government if it felt that the current state or rate of child sexual abuse in Nunavut could be considered a crisis, and the response that I received, I believe, was that it was not. I also had previously stated that the Government of Nunavut, by not addressing this crisis that we are in, that our children are in, is guilty by association.	۹۰ الع الله الله الله الله الله الله الله
My next question for you Ms. Bates, as it has been identified in numerous reports from your own, Pauktuutit, Stats Canada, and so forth that there is an unacceptable rate of child sexual abuse in the territory, my next question is: at what point should it be considered a crisis and at what point should a strategy be formulated to address it? Thank you, Mr. Chairman.	۵ ۹۸ <sup>۱</sup> ۵۹ ۲۰ ۹۲ ۹۸ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹۲ ۹
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>ͼϧ</sup>։ </b> L'Ⴍ. Γʹ <Δ <sup>ϲ</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. I was hoping I would be asked this question. I'm going to ask you to bear with me because I want to share a great deal of information that I think is relevant to answering this question.	<Δ° (ϽϞϷႶͿϚ): ናਰϧͼϫϳͼ ΔͼϒϘϷϹͼ Ϥ·Lͻ ናਰϧͼϫϳͼ ϲͼϫ ϤΛͼϥͶΓυͼσ. ϲͼϫ ϤΛͼͼϥͶϧϷϭϤͼͽϳϲϲͿͳͼϥ ϷϹͼϷϲϹϷͼͶϤͼϼͼͼͺϧ ϽϒͶͼϒϣͼ ϷϿͼͽϽϣ ϒͳͳͳ ϷϷͼͽϲͽϳͼϿϤͼϷ ϲͼϫ ϤϒͼϥͶϲϷϘϲ
First, I want to start with the numbers that we reported in the annual report that show that 625 in-territory registered sexual offenders was in this report, 438 had offences against children, which accounted for 70 percent, a shocking number.	ርΔ <sup>ϧ</sup> dϤ ዹ፞ኣኦሰና ኦσ <sup>ϧ</sup> ϳፚ <sup>ϧ</sup> ዹጋዺΔ <sup>ͼ</sup> ሃLሃዎና 625 ርĹσ

I am aware that updated numbers were reported in the Legislative Assembly sitting, I believe, in October 2020 with 416 sexual offenders, 50 percent of which, 209, had offences against children, still an equally shocking number.	፞ዹ፞፞፞∖⊳∩፞፞፞ ዾĊ፞ ዺጋዺ∆ኈርል፞፞፞፞፝፝፝፝ኇ፟፟፟ጚጚኯኯኯኯኯኯ 416 ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ የድግብኈጋልታና የድግብጭጋልታና የትርቀ የሰነትና የሰነትና የሰነት የሰነት የሰነት የሰነት የሰነት የሰነት የሰነት የሰነት
According to the Canadian Centre for Child Protection, upwards of 93 percent of child abuse cases are never reported to the police or a child welfare agency, such as Family Services. That means that only 7 percent of child abuse cases are ever brought forward to an agency that would investigate child abuse or end in charge and conviction.	۹ <sup>μ</sup> L೨ ، ۲۲٬۳۵۳ ۲۵۶۶ 93% ، ۲۲۴۵۵۵۵۵۵۵ ۵۶۵۲ ۸۶۰ ۵۶ ۵۵۲ ۸۶۵ ۵۰ ۵۵۲ ۸۶۰ ۲۰۰۵ ۵۰ ۲۲٬۶۵۹ ۴۵۵ ۵۰ ۵۲۲۶ ۲۰۵۹ ۵۰ ۵۲۲۶ ۹۰ ۵۲۲۶ ۹۰ ۵۲۶ ۹۰ ۵۲۶ ۹۰ ۵۲۶ ۹۰ ۵۲۶ ۵۰ ۵۲۶ ۵۰ ۵۲
In my professional experience, the number of cases of child abuse reported to child welfare agencies or departments such as Family Services that actually involve the police and end in charges and convictions are very low in relation to the number of actual referrals of child sexual abuse.	⊲ጋჼ፥ረLፚና Lඌ֊୬J C∆ჼdସ ራዖሪ፣ፚላჼኑርልታና ፚ՟ϲϷ∩ቦኦልታና ՃഛႠჀჁჼႫഛ <፫ረርሲσϷ°ჼዮንና <ሪነታჼჽႮჼჼႶርϷረL°ჼዮʹͽႶჼᠴ Ϸഛჼን⊲ചՃና. ር∆ჼdସ σ՟ϲϷႶቦኦልϭϷႱഛና Ϸഛናჾჼቦና ርď՟ഛՐና.
Mr. Chairman, on March 4, 2020 the Minister responsible for Family Services stated in the House when asked how many children are making disclosures of child sexual abuse, the Minister stated, "pretty much guaranteed, maybe twice a week." That means any year, Family Services is receiving approximately 104 reports of child sexual abuse a year. I did the numbers. I am a social worker by trade, so I did use a calculator, just so you know.	Δ <sup>6</sup> γ «ΡC <sup>6</sup> Ĺ <sup>i</sup> λ 4, 2020-ΡΛ <sup>6</sup> J Δρςηλ <sup>6</sup> σ Γσ <sup>1</sup> C <sup>6</sup> υ LςυςΡ <sup>6</sup> δ <sup>6</sup> Γ Ρ <sup>6</sup> bc Ρ <sup>6</sup> ν/L <sup>4</sup> <sup>6</sup> αληγρυΓ, <sup>6</sup> b <sup>1</sup> γ <sup>6</sup> γργ <sup>6</sup> σσ <sup>6</sup> <sup>6</sup> C <sup>6</sup> σdδσΡ«? Γσ <sup>1</sup> C Ρ <sup>6</sup> bc Ρ <sup>6</sup> <sup>5</sup> <sup>6</sup> Δ <sup>1</sup> L <sup>6</sup> b L <sup>6</sup> <sup>5</sup> b <sup>6</sup> C <sup>6</sup> <sup>5</sup> <sup>5</sup> Γσ <sup>1</sup> C Ρ <sup>6</sup> bc Ρ <sup>6</sup> <sup>5</sup> <sup>5</sup> Δ <sup>1</sup> L <sup>6</sup> b L <sup>6</sup> <sup>5</sup> b <sup>6</sup> <sup>5</sup> <sup>5</sup> Λαγσργία Δραγλ <sup>4</sup> στ <sup>4</sup> Ρ <sup>6</sup> σ <sup>6</sup> J <sup>6</sup> δ <sup>6</sup> <sup>6</sup> <sup>5</sup> Δραγλ <sup>6</sup> CLσ 104-σ <sup>6</sup> Ρ <sup>6</sup> σ <sup>6</sup> J <sup>6</sup> δ <sup>6</sup> <sup>5</sup> Δασρ <sup>6</sup> J <sup>6</sup> γργ <sup>6</sup> σσ <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> Δασρ <sup>6</sup> J <sup>6</sup> CΔL <sup>6</sup> α σ <sup>6</sup> <sup>6</sup> P <sub>6</sub> P <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup>
The final piece of information that I would like to share about this issue is when there is discussion about whether this is a crisis, when you look at all of this information that I am providing together, I would say yes, this is a crisis. I actually looked up the actual definition in <i>Webster's Dictionary</i> about what a crisis is, and it says, "A crisis is a situation that has reached a critical phase." The second part of the definition is it's "an unstable or crucial time or state of affairs in which a decisive [change] is impending."	ϤͰͺͺͻͺΡʹϞͿʹϹ <sup>ͼ</sup> ϷͺϚʹ <sup>ͼ</sup> Ϸͺϭʹ·ϷϹϷͶϹͰͺϫͺϒϧϚͺϹͺϹϽͺ Γ <sup>ϧ</sup> ʹϧϼʹͺϹͺϹ <sup>ϫ</sup> ϼͺϷͺͻͺͺϤͺͼϷϽϳʹϲʹϷϽϤͼ ϷͿϤͺϷʹϷϲϹϳͺͽ·ϹϷͺϪͺϷͺϿͺϲͺϤͼͺ·ϷϽϳʹϲͺ·ͼͻϽϤ Ϥ·ϹͺͻͺϽϼʹϞͺϹͺϲϤϲϲϿϚ <sup>ϧ</sup> ϤͺϷϲϳͼ ϷϿϲͺϤͼͺ <sup>ͼ</sup> Ͽϳʹϲ·ϭϲͼ.ͺϹʹϒͿϹͺϽϼʹϞͺϐϧϿϪϲʹʹϞϧϭͼ ϪϲͿϲϲϷϨϹϷϞϲͺϤʹϷϹͼͽ

Based on the information that Family Services provided on March 4, the number of registered sex offenders currently in the territory and the additional information that I provided as it relates to the unknown numbers, what we don't know, I would say that based on all those factors, this is a crisis and I would term it as a crisis.	ርΔºdব ΔϿϲͺͺϷݸϤͺͰϞϷͺ4-Γͺϭ·ʹϲϷႶቦϲϷჼჼሮჼჼ Lϲ·ͻᡗϚͺϷϷϷჼሮჼንΓͺʹdϿϟϐϭϥჼንϿልႫϚ ϷϿჼንϤϿჼϭჼͺϟϲͺʹϧϷϞͰͼჼϔϲϽͿϛͺϪ, ϷϿͺͺϤϾჼჼንΪϲʹჼϿͿϛͺϳͼϾͺϷ·ϿΓ.
I would say that according to the World Health Organization, in order to address a crisis or what we would consider a public health issue, you must first start with a description of the magnitude and impact of the problem. What I mean by that is you must be keeping accurate, statistical information about the number of referrals that you are receiving as it relates to this matter.	؇ڬٮ ٢٢٠ ٢٢، ٢٩٩ ٩٩ ﻣـــــــــــــــــــــــــــــــــ
I trust that answers the question. Thank you, Mr. Chairman.	CΔLϽ ₽Ϸ <u>֊</u> ъ. ថ৮°உ广ঁ <sup>ϧ</sup> , ΔϷィペϷϹʹͽ.
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone, are you done? (interpretation ends) Okay. Before we go to the next name on my list here, I would just like maybe on one particular topic, I was going to go to Family Services and just for the Committee's benefit, if you could clarify, Ms. Niego, what types of information systems you have within your department; a client information system and then there's a case management system. I don't believe those are the same things, so maybe if you could just give us a brief overview of what the different data tracking systems you have within the department are. Ms. Niego.	<b>Δ•/«ϷϹ</b> <sup>•</sup> •: L'α. Γ <sup>·</sup> C ϲΔ <sup>·</sup> 4 <sup>·</sup> 2 <sup>•</sup> , CΔ <sup>·</sup> L <sup>·</sup> <sup>•</sup> 5 <sup>•</sup> ? (Ͻ <sup>·</sup> λ <sup>-</sup> Λ <sup>-</sup> J <sup>·</sup> )
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I assume you are meaning currently versus in 2018-19 or both. Currently the CIS system, the client information system, a former vendor contract has been closed and a new one is upcoming. A lot of the work done to institute an electronic database still remains. We will be working with a new vendor to utilize the electronic data that	<b>αΔJ</b> : L'α, Δ <sup>6</sup> γ «ΡC <sup>6</sup> . L <sup>6</sup> α 2018-19-Γ.ప <sup>6</sup> రా CL <sup>6</sup> Pీσ <sup>-</sup> .ప <sup>6</sup> σ <sup>-</sup> CIS 4D <sup>6</sup> C <sup>9</sup> C Lda <sup>6</sup> U Δb <sup>4</sup> <sup>6</sup> C <sup>60</sup> Π <sup>6</sup> a <sup>2</sup> D <sup>4</sup> <sup>6</sup> <sup>4</sup> U <sup>4</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> CPL <sup>4</sup> <sup>6</sup> . CΔ <sup>6</sup> α b <sup>6</sup> Di <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> Δ <sup>4</sup> C <sup>4</sup> L <sup>6</sup> a <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> ( <sup>5</sup> <sup>6</sup> P <sup>4</sup> ) <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup>

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has been created.	
Apart from that, we have various means of data storage. There is client information on paper, in files, in emails, in various offices, on data sticks and other electronic, small storage devices. There a variety of different media, but I would like to include Arijana Haramincic, if I may, to expand.	Ldጔኈሁ Δbጚኈርናበኈ፞፞፞ዾና ጋና፞ኈሁሩና ኄናኣኦኦታሪታ በበናዖ°ዹኦሰና በበናናልጐ୮ናጏ ዺኣኦሰና ጋናၿժኈርኦኆናርፈሩና ርLካਰጔኈሁ ኦላታጏኈጋውና. ፈኑኦሶኈጐቦናጋσኈ ፈጋኈጋሆ Δኦሊዻ፞ዹ ዘዻና୮°፝፞ የኦኄርኦናժኆና CLጋL Γጜ፞ጔና.
<b>Chairman</b> (interpretation): Thank you. Ms. Haramincic. (interpretation ends) Go ahead, Ms. Haramincic.	<b>Δ•/≪Þርጭ</b> : L'∝. Γ' Η⊲ਂናΓ°~ሥ. (ጋኣኦ∩Jና) ⊲∩ਂ, Γ' Η⊲ਂናΓ°~ <sup>▶</sup> .
<b>Ms. Haramincic</b> : Thank you, Mr. Chairman. Thank you for the question. (inaudible)tracking logs in regard to the referrals, the type of referrals, the source of the referrals and the follow-up to the referrals that are being received. Of course there are the traditional hard copies and administrative processes that are being used to keep the hard copies such as legal information that is required for some of our families. <i>Ma'na</i> , Mr. Chairman.	<b>ዘፈናΓ°ሥ</b> (ጋኣኦበJና): ነሪታቄሏቮኑ, Δኑረዊኦርቴ. ነሪታቄሏቮኑ ላለሲሁልና(ጋኣጭኣኦዬጭቦናጋቴኑ) ርΔቴሪላ ሏወሮሲኦቴሪ ቆጭርኦናቴጋና ይĽቦታኦንፈረጐቦና ጋ ነሪናኣኦታሪቴ በርጅና ደሪወጐሁ ለናሪታሮሲσና ደ ጋናጐሁፈናጋ. ነሪታቄሏቮኑ, Δኑረዊኦርጭ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for clarifying that a bit and if it's possible, we will come back to that later. Mr. Qirngnuq.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ዺ. (ጋ <sup>፟</sup> ኣትበJና) ፣d৮°ዺ广፟ <sup>ϧ</sup> ዉጋዉΔታናልϷჼ ላዛሬጋ ላኆ <sup>ፌ</sup> ዮናሩና, ϷႶ፣ልቦჼႦ°σ፣σላჼჼርነኣሲታዎና. Γነር ፣ዖ°ኂኘჼ.
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. I would first like to speak to the opening comments. We are here to discuss children and youth and I am pleased that this initiative has gone forward. We all know our children have to be cared for. Those of us who are parents want our children to be treated fairly.	<b>የΡ°ϞͿʹϷ</b> : ͽʹϥϧͽͺϲͺϳͽͺΔͽϟϭϷϹϲϫ. Ϸ ϷͼϷϟϲϫϷϲ ΑϿϤϷͽϽϫ Δ.ΔΗϷͽϽϫ ΛϞϤϿͼ Δ.ΔΗϷͽϽϫ ΛϞϤϿͼͽϽϲ ϲϫ Δ.ΔΗϷͽϽϫ Αντα Α Δ.ΔΗϷͽ Δ.Δ Α Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
Due to these reasons, you have to think of those who care for children and the topic of our meeting here today. The Department of Health, the Department of Justice, the Department of Education, and the Department of Family Services are all discussing this area, but there	▷dd ለኦላበቦ՟⊃ቦና ΔΗኦL°உ <sup>ጭ</sup> ጋጭ ር∆ካdd ዾርጭbσካ bLHኦናበኦጋና ለቦላጭበና≀LC ር∆ናዘኦ୮ጐႱ bበካLበቦታናበ°σ ርካdd⊃ ସੇ°σላጭጋሮኪንካታና, ΔጭbጭጋΔልሮኪንካታና, Δሮ°σላጭጋሮኪንካታና, Δዾሮኪንካታʹጋ ኦኄኦዞΔኄዀንΔ°ዉኦካLC ር∆ናዘኦL Γካ፟ኁ፩ና የረላσ ላንኦቦ°ጐቦናጋካLC

are different factors involved. Some involve people who have been abused in their lives or as youth. This is being discussed.

Mr. Chairman, we all have the same goal here. However, I am making this comment in view of the youth and children who are being abused in any way, whether physically or sexually. It starts with the people, adults, parents, or others. We all know that those who have gone to residential school were abused in the past and not just Inuit but all the people who went to residential school.

Due to that reason, mental health was discussed by all the witnesses. How can we come to an understanding when it comes to addressing children and youth being abused? I wonder if a brief explanation can be provided on that, Mr. Chairman. Thank you.

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

**Ms. Bates**: Thank you, Mr. Chairman. Thank you for that question. What needs to happen to address child abuse across Nunavut is, I think, the question you're asking me. In order to address child abuse and prevent it, there needs to be a clear understanding first and foremost, as I previously said, of the size of the problem and understand its impact on children and their families. Again, I can reiterate: the starting point is accurate understanding of the magnitude of the issue.

Interventions and services should be developed and provided to children, youth and their families to address the abuse and hopefully prevent future generations from experiencing abuse and neglect. There needs to be a community understanding and acknowledgement that child abuse is occurring and what constitutes abuse because I often believe that there is confusion around what constitutes abuse. Interventions have to take ለነረበቦኑ⊳ረና ፈኑኦሶኈቦኒር Δረኈቦና ΔሷዘΔናጋና ለσናጋኈርႱኦረጋና ኦናbኦረናኬናኒር.

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into account historical trauma and all the	᠘ᢣ᠘ᢉᢣ᠌᠌᠌ᢄ᠋ᢣᡔ᠋᠘᠆ᡩ᠋᠐ᡔ᠋᠋᠋᠖᠘ᡷ᠋᠉᠘᠘ᡔ᠋᠉
factors that contribute to child abuse and	ᡏ᠋ᠫᢛᢗᢂ᠋ᡩᡄᢛᢣ᠘ᢣᢗᢂᢞ᠙ᠫᡊᢆ᠋᠋ᡶ᠆ᠴ᠂ᡏᠫᡐᠦ᠋ᠮᢧ᠉ᠫ
neglect. I also think that you also need to look	᠕᠊᠋᠋ᠳ᠋ᠴ᠌᠌ᡔ᠋ᡣ᠌᠌᠋ᠵ᠋᠙ᢞᡗ᠋᠂᠋ᠴᢗ᠋᠉ᡃ᠋ᢆᢧᡔ᠋
at interventions that include extended families,	᠈ᠳ᠘᠆ᢥ᠈᠆᠕᠕᠉ᠳ᠘᠘᠉ᡩᡄ᠘ᡷᡆ᠋᠈ᠳᡁ᠘᠉ᡆ᠋᠉᠘᠆ᡁ
how they can intervene and how the	ᠴ᠋ᠴᡄᡝ᠊᠋ᠴ᠋᠋᠉ᡃ᠋ᠣ᠋ᡗᢉ᠋᠋ᡐᡃ᠋ᡉᢪᠣ᠋᠌ᡓ᠋ᢩ᠆ᠴ᠉᠆ᠺ
community can intervene.	

Keeping a family together cannot be prioritized over protecting a young person from abuse and I can't stress this enough, but it doesn't mean that they have to be placed in the care of the director. Again, in my professional experience, creating committees, family group conferencing in terms of getting a family and community together to address these issues and create safe places for children is very important, but again, if you don't understand how often this is happening or what is happening in each community, you can't address the problem; you can't create a solution.

I would also like to say that you need to create a continuum of services, from prevention to intervention, offering interventions and support that address the root cause of abuse. Mental health services, addiction treatment, and trauma counselling all are part and parcel of these interventions. There needs to be accountability for service providers to offer a full continuum of these services, which is always challenging, but I cannot stress enough that this is how you address child abuse and there must be collaboration across the departments. All the departments must work together because each department may have a role to play.

The last thing I would say about child abuse is people need to speak up about it; we need to talk about it. It's an uncomfortable situation, it's an uncomfortable conversation, but not talking about it and not addressing it doesn't make it go away and it creates more risk; it creates more opportunities for children not to be protected and grow up and live their best lives. >>ԽԽԽԾՅՀՀՆՆ Λ>>>

ΡϞͿ·ϲ·ͽʹϚͿϿ ϷʹͽϲͺϤͰͺϹͺʹϿʹ·ϧ ϷʹͽϷϒϷϚʹϲͺϤϷʹϭͺϲͺϤʹͽʹϷ;ϽϚͺϷʹͼͿϲϳ ϷʹͽϷϒϲͺϹϤϞʹϗϫϲϿ;ϲϳϿϲϿϥͼ ϷʹͼϷϒϲͺʹϷϲϲϫ ϷϿϲͺϤϲͺͼϿϹͿϹϷͼϐͼϭϿͼϫͼϧϥϭϿ ϫͰϲϿ ͻ;ϫϷͼϫϲϭϗϧϷϲϭͼϧϲϳϿͼͺͼϧϥϲͼ ϲ;ͼϧ

I would also say that having been in child welfare for a very long time, in my professional experience, working with families and children as it relates to child abuse, there are many great resolutions that come, but again, you have to have a starting point and that's where you need to start in order to move forward to a solution.	ÞˤbʔᅆႭႭᢟႱᢗᢗÞჼ ዾርჼჼႦჾ ႱႾትϷჼႱናႺႯႾႽჂჼႱ ጳdჾ ለႠႭჃႭჼႱናႺჼჄႾჂჼႷ ፚᡄᡤ ለႠႭჼႱႶႶჂႶ ዾርჼႦፚჂ ለσჼჂჼჾჼ ለነፈርϷႶႽჂႱ ჃႠჃႽና ձჼႼႲႶჃჇႶነኣՃና. ႼłჃჾ ለቦჃჇႶჼႱႭჃჼႱჇልና ႭჂჼჃና ႠኛኆჼჼႱና ለቦჃჇልና Ⴤ֍⅃ჼჼჄႮჼႭናჂናልና ጳჼჼႼႮႶነኣ⅃ና.
I trust that answers the question. Thank you, Mr. Chairman.	᠙ᠵ᠋ᠾᠴᡆ᠋᠋᠋ᡃᢛᠵ᠋᠋ᢉᠮ᠋᠔᠘᠂ᡆ᠕᠋᠋ᠬᢦᡰᡆᢗᠵᠯ᠋ᡃᢛ.᠂ᡃᡆᡰᢞ᠌᠌ᢁᡤᡃᢛ, ᠘ᡃᡟ᠙ᠵ᠋ᢗᠮᡃ
<b>Chairman</b> (interpretation): Thank you. Mr. Qirngnuq.	<b>Δ•/ペÞርና</b> •: L'ዉ. Γ'ር ኘዋ° ህ <sup>ናь</sup> .
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. Thank you for the response from the Representative for Children and Youth. The youth have negative thoughts that they are keeping inside them and many often resort to suicide. This is a big problem. Where then would I get a clear comment on this, where youth who have experienced abuse may go to seek counselling, with whom they would feel comfortable with? Could we envision that in the smaller communities? Mr. Chairman, I just wanted to raise this question to get a clearer understanding. Thank you.	<b>'β°*J'*</b> : 'd>*°at'*, Δ*/«>Ct*. 'd>*°at'* P>*°at'* ac*bas bL>>+* CΔ*a. t*d ac*bs Λ*tηγage bd Δa/*os Δaγe*γsige δ/* dd Δa/*os Δaγe*γsige δ/* PA/γd+t*LC Δa/*for. t*a Δ/4*γsige δ/* PA/γd+t*LC Δa/*for. t*a Δ/**γsige δ/* PA/γd+t*LC Δa/*for. t*a Δ/**Δe*γsige δ/* PA/γd+t*LC Δa/*for. t*a Δ/**Δe*γsige δ/* PA/* Δof the formation of the
<b>Chairman</b> (interpretation): Thank you, Mr. Qirngnuq. Who is your question directed to? Mr. Qirngnuq.	<b>Δ৬/≪ϷϹ·</b> Ϸ: L'Ⴍ, ℾ <sup>៶</sup> Ϲ <sup>ᡪ</sup> ዮ≏ <sup>ᢏ</sup> ୰ <sup>ᡕ</sup> Ϸ. ႭႠ⊲ <sup>Ⴍ</sup> ϼϚ ⊲∧℠ⅆՈՐJ⊲℠ለϷ♭? ℾ <sup>៶</sup> Ϲ <sup>ᡪ</sup> ዮ᠆ᡷᢧᢑ.
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. Perhaps I would direct it to the Department of Family Services, if a response can be provided by one of the witnesses. These are issues that all departments have, but this is my first question to the Department of Family Services. Thank you, Mr. Chairman.	<b>፡ቦ°ኄJ፡๒</b> : ፡dታ°ฉ广 <sup>ኈ</sup> , Δ <sup>ϧ</sup> ሃ≪ϷϹ;ʹ፦. Δϼϲͺ៱Ϸ·d°ϼ·ϧΔ ϤΛ <sup>·</sup> ͽ·dበቦዒታ <sup>;ϧ</sup> <ና የϷታϷ;ኆҩ <sup>ͺ</sup> ·ͼϚʹ·ͺͼϲϭ <sup>ϥ</sup> ·ϼϽΔ°ͼ <sup>·</sup> ͽ·ͺϹʹͼͿϭͿ ϼϹʹͼϧϼͼ Ϥ·ϽΔ;Ϳϲ <sup>៲</sup> ϲ ΔϼϲͺϲϷͿͼ ϤΛʹͼ·dበቦ≪ና. ·dታ°ͼϹʹϷ, ΔϷ៸ʹ≪ϷϹʹϷ.
Chairman (interpretation): Thank you. Ms. Niego.	<b>Δ<sup>ϧ</sup>ረ«Ϸር<sup>·ϧ</sup>։</b> L'ዉ. Γ' ዉΔJ.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think I need to repeat the question. Where do youth go to	<b>ዉሏJ</b> : L'ዉ, ΔዞረペϷር <sup>፡</sup> ୭. (ጋኣኦበĴርጭጋኈ) ଏለኈዕሰና ጋኣኈ፞፟፝፝፝ዮምሥፅ ዉ୮ ዉJ ଏ∆ዉፇኈለና

particularly in small communities? Where can they find this support?

For Family Services, I guess how I can best answer is to get that proper care and help, it's not just about having open doors; it's also about having people you feel safe to go to, so people from your own community. We need more Inuit social workers. We need more Inuit support staff, such as family resource workers, case aids, even administrative staff; the front person closest to your doorways. We need that across all of the different departments, our own people, in our own languages, with our own ways of doing and thinking.

If I take this question along with the one previous to that, for example, with Family Services stating that child abuse or child sexual abuse as an emergency, as a crisis, for Family Services, the restructuring or the reorganization I spoke of in my opening comments mentioned the reorg for Family Services, we outlined a hundred positions needed just to handle our current mandate alone.

To declare an emergency requires serious commitment and if it means taking social workers from the RCYO office, I would beg of them for social workers to come to Family Services, people who are trained to help, mentor, and coach others because we are in serious need of support people who understand social work. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) I would also like to give the Department of Health a chance to respond to Mr. Qirngnuq's question regarding suicide prevention and a link between that and mental health issues, perhaps, stemming from abuse. Ms. Stockley.

**Ms. Stockley**: Thank you, Mr. Chairman. As of May 10, looking at numbers here, there are

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**/ርঁ॰~** (ጋኣኦበJና): <sup>ና</sup> ሪኑዲርኮ, Δኑረ የኦርጐ. LΔ 10-ኄበጐጋJ ርውስፍካሪ ሲላኦበዮና ርሪተጋቦና ርኮሪ⊲ mental health and addictions staff in every community, with the exception of Grise Fiord that has phone coverage.

Now, the stats don't tell the whole tale because it tells me that there are one or two or a few positions filled, and like Family Services, one of the problems that Health has is the ability to hire staff and have staff in important positions. There are a number of issues that are contributing to that, as everybody knows. I know it was discussed in the recent legislature with the lack of staff housing and lack of ability to fill positions, but as of right now, there are mental health and additions staff in each community and Grise Fiord has phone coverage.

The other thing that I just wanted to note is that the Department of Health is working with the Department of Family Services and making sure that there is proper training, particularly for sexual abuse investigations. Health staff receives training on child sexual abuse through the Umingmak centre and Dr. Amber Miners, so you might be familiar with. She's at the Qikiqtani General Hospital, pediatrician. She works with the centre and she has extra training and qualifications in child maltreatment and trauma, and forensic sexual assault exams.

Just for an example so that you are aware, in February 2020 health paraprofessionals, a medevac team, nursing students, residents, hospital staff, and mental health consultants took trauma training on sexual abuse at the QGH, which was presented by Dr. Miners through the Umingmak centre, and then in the fall of 2020 health staff attended presentations on sexual assault and trauma in children. Dr. Miners again provided education and presentations at the QGH and health centres and that was over telehealth and during paediatric community clinic visits.

In February 2021 Health, through the

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Umingmak centre, did a presentation with the RCMP about trauma and child maltreatment in Rankin Inlet to a multidisciplinary audience, and Dr. Miners did morning rounds presentation on childhood trauma at the Rankin Inlet centre during this trip as well.	ÞՐ∿L <sup>ւ</sup> ս Ճ൳ <sup>ൟ</sup> σϤልዛ୮ ଐତଟସ୕ଃଧ୍ଦୁ ዮንጋሮሊሥታና <ﺧୄ୵୴ଌୢ୶ ୭ଃᲮୢୢୢୢୢୄୢୄୢୄୄୄୄୄୄୄଽ୰ୢୢ ୵ଡ଼ୢଽୢ୵୰ଡ଼ୢ୷ୢୢୢ ୵୰ୢୢୢ ୵୰ୢୢ ୵୰ୢୢ ୵୰ୢ ୵୰ୢ ୵୰୰୰୵ ୵ ୵ ୵
Then in the spring of 2021, the Umingmak centre and partners through Radius Child and Youth Services provided virtual training on sexual trauma to additional staff in the centre and one health staff. Health recognizes that this is a huge concern and we currently have a contract with Radius Child and Youth Services to provide training to paraprofessionals across the territory regarding sexual abuse and trauma informed care, and many of the paraprofessionals, I want to say all, but I'll say most are Inuit and are living in community. The centre will continue to provide training to its partners, including Health, on sexual trauma and other traumas.	2021 ΡΛ <sup>(*,</sup> ὑ ΡΓ <sup>*,</sup> L <sup>&amp;</sup> Δς <sup>*</sup> σ⊲ <sup>5</sup> δ <sup>*,</sup> Λς <sup>1</sup> , <sup>5</sup> β <sup>*,</sup> <sup>6</sup> <sup>-</sup>
With regard to the community of practice and having this top of mind for health care providers who are providing care for children and youth, health clinicians attend a bi-weekly, multidisciplinary team meeting relating to trauma through the Umingmak centre as well.	▷ናክኦነትቦላኈበኦተና ርኮሀላ ጳዮσላልዛ୮ Δናኮክሏን፦በኦተና <ናኮየነተተግል ኮንጋን ሆነውንም ለንዝናምንጋ. ለዉተላንሥ ሆናም ላወህናጐሀበናጋ ርሆነል ናሀላሙኒናኮተተረጥንገና ኦቦጐሆነበባን.
I hope this answers your question. Thank you, Mr. Chairman.	የኦንካሲሀጋላኈ<ና ላለኈዕበኈሀ, ፊዮኆጶር፞ኈ.
<b>Chairman</b> (interpretation): Thank you. Mr. Qirngnuq.	<b>ΔϷϒ≪ϷϹናϷ</b> : L'Ⴍ. Γ <sup>៶</sup> Ϲ <sup>ϛ</sup> ϼϫ·ϧͿͽϷ.
<ul> <li>Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I also thank you for your response and clarification. I hope that there will soon be people who are approachable and not intimidating that young people can be directed to, not only young people but all people.</li> <li>Mr. Chairman, my last question is for the</li> </ul>	<b>γρωυτώ</b> : $idyache, \Delta v/QDCche, idyache) PDXache, Cedd DibDYAtil Γ'52 2PYachydecford DibDYAtil Γ'52 2PYachydecford Down Cal \Delta cracherof Core accretion CD2achor DibCPL both Defendence CD2achor DibCPL both DibCDation \Delta dr'CDac, \Delta dr'CDDAcaDeford Calabon \Delta dr'CDac, DCb Polecie Calabon\Delta brook = 0$
Representative for Children and Youth regarding her 2019-2020 annual report. On	ርፊካሬው ወርኈbወና bLኦ₽៩ኈ ୮ኑኣወና.

page 3 it states that "Further, the list I received is incomplete because, as I mentioned earlier, the Department of Family Services has admitted that these occurrences were not being tracked consistently." I don't know how long it has taken. When can we expect to have that information available?	L <sup>b</sup> ΛႱ <sup>c</sup> b <sup>cb</sup> D <sup>cb</sup> Λ <sup>b</sup> υ/Γ <sup>b</sup> b <sup>c</sup> F, C <sup>b</sup> a Ϸ <sup>cb</sup> b <sup>c</sup> λι <sup>b</sup> b <sup>cb</sup> b <sup>cb</sup> l <sup>cb</sup> h <sup>cb</sup> <sup>cb</sup> b <sup>cb</sup> <sup>cb</sup> <sup>cb</sup> b <sup>cb</sup> <sup>cb</sup> <sup>cb</sup> <sup>cb</sup> <sup>c</sup>
Mr. Chairman, I hope I was clear and, if not, then I can elaborate further. Thank you, Mr. Chairman.	᠘ᡃᢦᠡ᠙ᠵ᠋ᡬᡃᢛ, ᠌᠋ᡔ᠋᠙ᢞ᠊᠋᠋ᠴ᠋᠋᠋᠋᠋ᡐᡒᢄ᠘᠄᠋᠑ᠻᢞᡆᢩᢩᢨᠬᡃ᠋ᢦ᠋᠘ ᢄ᠋ᡃ᠋ᡋᢂ᠕᠒ᡣᡏ᠋᠋ᢁᡩᡄ᠆᠌᠘᠋ᢆ᠅᠆ᠺ᠄᠂᠋᠔ᡟᢞᡆ᠋᠋ᡏᡃ᠋,᠘ᡃᡟ᠙ᠺ᠋ᡄ᠅
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ•/ペÞር</b> ጭ: L'α. Γ <sup>、</sup> <Δ <sup>ς</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. I would ask just for clarification on what the specific question is, if you don't mind.	<b>&lt;Δ°·</b> (ጋኣትበህና): ናਰታ°உ广ঁ <sup>®</sup> , Δ <sup></sup> ዮረኞϷርʹ <sup>®</sup> . ጋዮረዹ <sup>®</sup> ፖበቦሻናਰ"ጋህ ዮረ"ድናር፟ <sup>®</sup> ህ <sup>ຼ</sup> L <sup>®</sup> Ն <sup>®</sup>
<b>Chairman</b> (interpretation): Thank you. Mr. Qirngnuq.	<b>Δ<sup>ϧ</sup>ϒ≪ϷϹ<sup>;ϧ</sup>։ </b> L'Ⴍ. Γ <sup>៶</sup> Ϲ <sup>ϛ</sup> ϼ°°ህ <sup>;ϧ</sup> .
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. I will say this in English so you can understand me clearly.	<b>፡P°ኄJ፡ၑ</b> : ፡d৮°ዺ广ᡃ, ᠘ᡃ᠈ᠡ᠙ϷϹ᠆ᡃ᠂᠘ᡃ᠈᠙ϷϹʹᡃᡃ ᠄ᡃ᠋ᡃᡠ᠋ᠴ᠋ᠴ᠋᠋ᢩ᠘᠄ᡔᠨᡆ᠊᠌᠈᠋᠋₽᠈ᡃᡆ᠋᠋᠋ <sup>ᢑ</sup> ᠈ᡣᢦ᠋᠋ᡃᠳ᠋ᡐᠺ᠘
(interpretation ends) The Representative for Child and Youth, on page 3 under paragraph no. 2, I'll read the note here. "Further, the list I received is incomplete because, as I mentioned earlier, the Department of Family Services has admitted that these occurrences were not being tracked consistently." Mr. Chairman, can I get a little more clarification on this note? (interpretation) Thank you, Mr. Chairman.	()نه ال
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) That's regarding critical injuries and deaths. That's the topic. Ms. Bates.	<b>Δ•៸&lt;ϷϹ·</b> Ϸ: L'ϱ. (ϽʹϞϷႶͺϳϲ·ͽϽͽ) Ϲͼͺ ΛϞϥႶͼϷͼϔ LdϼͼႱ ϭͼϭͼϒLϞϼͼ ϽͼϭͰLϞϼͼ ϹLϽͿͼႱ. ϹʹϞϹͼϧ ϷͼϷϒͼϷͼͻͼ Ϲʹϛ
<b>Ms. Bates</b> : Thank you, Mr. Chairman. What you're referring to is the critical injury and death request that we made to Family Services. Just to put some context around this, the section of the <i>Representative for Children and Youth</i> <i>Act</i> , I believe it is section 19, requires the	<Δ° (ጋኣትበJና): ናਰታ° ជ广, Δየፖ የኦሮঁ ເບັດ ବଂଙ୍କ/Lላሪና ጋናਰርኦ/L៩ ጋ Δጋር ሊትሮ ጋ ጋየ/ናኦበቦሬኦምርና ጋላዎና, ር° ዉ Δጋና ሮምሥቴዮ ወጋል° ዉና ጋታ ሥሁምጋሏትና ፖንሃናጋና Lካሪምጋ ዉናኦበ∿ሁ 19-℃ ሮኘ< ለታሊላኘႦ™በናበዛሬና

director of child and family services and the coroner to report all critical injuries and deaths to our office. Our office doesn't have the legislated authority to review critical injury and death.	ϤϷϲ·ႶᢣϷᢣᡃᡃ᠌᠉᠘ᠴᡄ᠋ᠬᢣᡃᡃᢨᠴ᠋ᡗ᠄ᠿᡃᢆᡃᠾᡫᡄᠬᢣᡃ᠍ᡥᠴ ᢗᡃᢆᢐᡰᡆ᠂ᢨᠦᡃ᠋ᢄᠺᢣᡄ᠋᠋ᡄ᠋ᠴ᠋᠋ᠫᡝᢐᡰᠧ᠋ᡄ᠘ᡩ ᡧᡄᢩᢞ᠋᠋᠕᠊᠋ᠫ᠉᠘ᡩ᠉ᠺ᠋᠕ᡩ᠋᠘ᢄ ᠈᠋᠙᠋᠋᠋ᡏ᠈᠋᠋᠊ᢣᢣ᠌᠘᠋᠋ᠮ᠖ᢄᢩ᠘᠂ᡁ᠘᠋ᢆ᠆ᡁ᠘
In December 2019 it came to my attention that critical injury specifically had not been consistently reported since the provision for reporting had come into effect in September 2015. I had requested from the Department of Family Services for them to provide, dating back to September 2015, a list of critical injuries and deaths that should have been reported as per the reporting requirements for September 2019 up until March 2020; I'm correcting that.	Π/ΛΛ 2019-ϑΠʹϿͿ ϽϚͽΠϹϷϹϷϚͰ ϹͰͽϤ ϤʹϭʹͼʹͽϹϷϟͰͺϟϼʹͺΛϿϤͽϽϹͽ, ϹͽϤ ϷͽϷϲͺϤͼϧͼϷͼϔϹϲ, ϹͽϤϤ ϷϭͼϲͺϤͼϲͼͽϿϲϲϿϲʹͼϤ ΔϿϲʹͽΠϹϷϲϿͼϿϲ, ϹΔͰϲ ϿͼϟͼͼϟϹͽͼ ΔϿϲʹͼϺϹϷϲϿͼϿϲ ΔϿϲʹͼ ϹΔϷͼͽϲ Δαϲ Δά α α α α α α α α α α α α α α α α α α
Family Services provided that list; we received it in late March 2020 and the accompanying letter was that the list was not accurate in terms of either they hadn't been consistentagain, the consistent tracking or recording of critical injuries and deaths, specifically critical injuries.	ద౨౿ఀఀఀఀౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢౢ
As it relates to abuse, I'm just going to connect that back, is sexual abuse is considered under our definition a critical injury, so we rely on Family Services to report critical injuries and we keep a database in which we log all critical injuries and deaths reported to our office. We then compelled the department to continue to create basically a tracking system and accurately reporting from that moment forward. We are still experiencing some difficulty in terms of accurate and consistent reporting as it relates particularly to critical injuries.	CL° Δ Ασ΄ Δ'C Ϸσ <sup>τ</sup> , ϷΛΛ 4bΔ° Δ΄ Δ' 'd Δ 4' σ 4' C Ϸ σ <sup>τ</sup> Δ 2 L Γ Ϸ' <sup>5</sup> Δ 2 Δ 2 <sup>5</sup> <sup>3</sup> L 4' <sup>5</sup> 4' σ <sup>τ</sup> 2 L 4' 4 C σ Γ <sup>5</sup> Δ 2 <sup></sup>
I trust that answers the question. Thank you, Mr. Chairman.	ዖϷᢣᡃᡃ᠋ᠲᠧ᠘᠋ᠴᡏ᠋ᡃᢛ< ᡬ᠆ᡆ᠋ᡄ᠂ᠯ᠋ᢣ᠆ᡆᢩᡤ᠂᠕᠉ᠠ᠙ᠵᡬ᠉
<b>Chairman</b> (interpretation): Thank you. Mr. Qirngnuq.	<b>Δν/ペϷϹ<sup>ናϧ</sup>։ L'</b> ዉ. Γ <sup>៶</sup> Ϲ <sup>ϛ</sup> Ρ <sup>ͼ</sup> ··Ϳ <sup>ϛϧ</sup> .
<b>Mr. Qirngnuq</b> (interpretation): Thank you, Mr. Chairman. It's not really the last one, but the	<b>᠄᠙ᢩ᠉ᡃ᠋᠍᠄</b> ᠂ᡃᡆᡃᢣ᠌᠊ᡄᡤᡃ᠈᠋᠕ᢣ᠙ᡐᢈᡄᡃ᠂᠈᠋ᠺᡆ᠙ᡃᠧ᠆᠋᠉᠆ᡬ᠉ ᠙ᡃ᠋ᡃ᠆᠆᠋᠉᠆ᡬᡃ᠋᠆ᡬ᠉ᡩᡊᡬ᠘ᠴᢩ᠕᠋᠉᠘᠂ᡄ

last one for now; it's more of a comment than a question. On my first question, I'm going to ask that question. When would staff be hired that children are not scared to approach? When I asked that question, it was on this topic and it's under this topic. Mr. Chairman, I'll stop there for now. I know	Ρۥ ש
other Members have questions. I'll have more questions on that at a later time. Thank you, Mr. Chairman.	᠘ᡃᢦᠡ᠙᠌Þᢗᡄᡃᡃᢛ, ᠋ᡶᢆ᠍᠊ᡅ_ ᢗᢞ᠋᠋᠌ᢟ᠋᠌ᢐ᠅᠋᠘᠂᠌᠌᠌᠌ᢦᠳᢉᡃ᠋᠉ᢆᡠᡆ᠖ ᡆ᠋᠕᠋᠋᠋᠍᠍ᢐᡆ᠋ᠬ᠋᠌ᡰᢣ᠋᠋᠋ᡃᢐ᠖᠋᠋᠋᠋ᠶᢓᢑᡆ᠘᠋ᢩ᠘ ᡆ᠕᠋᠋᠋᠍᠍ᢐᡆ᠋᠘ᢣᢋᡆ᠕᠋᠋᠋᠋ᢐᡆ᠋᠋ᠬ᠋᠋ᡷ᠖᠋᠋᠋ᢐ᠆ᡷ᠋ᡶ ᠋᠍ᢄ᠘ᡷ᠆ᡆ᠋᠋᠋ᡏ᠈᠘᠈ᢣ᠙᠋ᢩᠵᢗ᠅
<b>Chairman</b> (interpretation): Thank you, Mr. Qirngnuq. (interpretation ends) Under the introduction section, any further questions from the Committee? Mr. Rumbolt.	<b>Δ•/ペϷϹ·</b> Ϸ·: L'Ⴍ, Γ <sup>៶</sup> Ϲ <sup>·</sup> የՔ·ህ <sup>ͼ</sup> Ϸ. (ϽϞϷႶϳϹʹϷϽ <sup>ͼ</sup> Ϸ) ϷႶLϷϚϲϤ ϚͼϷϲ ΓʹϹ Ϛ <sup>ϳ</sup> ʹͻ
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. I'll just ask a couple of questions about the child and youth operations of her office. You have been in your office now for two years, and I'm just wondering if you could inform us today on any of the key issues and challenges that you identified when you first took this role. Thank you, Mr. Chairman.	<b>ና፡&gt;፡</b> (ጋኣትበJና): ነፅታ°ዺቮካ, Δካፖ «ኦርጐ. Lናት° ም ኦነሪኦፖነሪንደሀL. ፖንኛ ለσና ጋካርኦም የግም ላጎር «ልበካ, ላናና ጋግም Lናትግም ላጎር «ልዛቨር ናልና. ΔፖLጋΔ° ፈጭጋኄሁ ጋጜጭበናጋ° ፈለበታ ለዛሬ ሲኦተም ላካፖን ሚናም የግም ፈንፈልምፖL ላናምር ርልኦም ለቦላር ኦናም ም ኦግር? ነፅታ ዲቮካ, ፊካፖ «ኦርጐ.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>: L'</b> Ϥ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Yes, I have been in the role since July 2019. In terms of challenges that I have experienced as the representative and how it relates to the operations of the office, again, what I would say is requesting information and receiving information that I requested has been an ongoing challenge. When we make an information request, it may be related to a recommendation or it may be related to a specific individual advocacy case.	<Δ° (ϽϞϷΠͿϚ): ʹϭͿϷͽϲϳϷ, ΔϷϒϘϷϹʹϷ. ΔϲϓϹϲʹϷϽϞϧ ͺϲΔ 2019-ΓσϚ, ϹϹϽΓϞϧϲ ϭϷϟϨͼϫͼʹϷʹϷͽϚʹϐϷϷϟϒϹϷʹͼϧ ϷͰϧϿΔϷϷʹ·ͻϞϧ ϤϞϹͻͺʹϐϿͽϷͺϤϽϨϹͺϤϷϲϭʹϞϧͼͽϷͺΠͶϚ;ϐϞϹ ϷʹϐϷϐͼʹϨͼϫͽϽϞϧϲͺϽϷϟϚ;ϭͼϧͺϹͼͼ ϐϟϔͼϫϷϿϭͺϭϷϟϨͼϫϿϿͼ.ͺϹΔϹϲͺϽϷϟϚϛϞϧϲϲ ϐϷ;ϟϹʹϿϹͺϤϽϲʹϭͿϷϟϹϯͿϚͺϤϷϽϤϽΔͼͼϲͺϤϲϷ ϷʹϨ϶ʹͼʹϚϤϿϤϽΔͼͼϲͺϤͰϹͻͺϷϟϷͼͻΔϟϚ.
One of the challenges that, again, has been consistent has been, and not all departments, receiving that information and receiving information that actually speaks to often the recommendation or answers the question that	ርΔL

we're asking. We have had occasions where we have requested files, so an entire case file, and upon reviewing the file, we recognized that not all pieces of the file are contained in our information request and we must go back and say "There is information missing" and then the department has to complete the information request. This has been an ongoing challenge/issue, if you would like.	ΔLΔϹϷϿϿϐϐϾϹϐϟͰϞͰͼͺϿϞϭϐϟͰϧͽͼͺ<Δ<<ͼ. ϹΔͰϲͺͼΡΓͼϿϫϲϚϞυͼϹͺϾϷϭϤͺΔϿϭͼϿϐͼϹϞͲͱͰͼ ϹͼʹͼϭͺϿϞϟϛϲϷϐϲͼϲͺΔϿϭϭ. ϷͶͼϐͿϧϥϭϐϲͼϿϽͼ·ϿͺΡϷͼͶϟͰϤϧϟͺϹΔͰϲ ΛϲͺͺͼͺϗϛͺΔϿΔͼϿϭϧͺͼϷϲϚ;Ͱͼ.
In terms of other challenges, I think the other challenge I would say is the operationalizing of the critical injury and death program. As you know, it's the fourth program that is legislated. Of course the section of the Act, 4(b), is not in force, that allows the representative to review critical injury and death, and it's not possible until that particular section of the Act comes into force, until accurate tracking and reporting is completed, and then certainly a request has been made regarding additional resources for the office to operationalize that program.	CLDJ <sup>*</sup> UC 4/ <sup>*</sup> P <sup>°</sup> Δ <sup>°</sup> 4 <sup>*</sup> /P <sup>°</sup> Δ <sup>°</sup> σ <sup>*</sup> b <sup>*</sup> D <sup>°</sup> , 4/4 <sup>°</sup> CD <sup>*</sup> LPLσ <sup>*</sup> 4D <sub>°</sub> CDσ <sup>*</sup> U 4 <sup>°</sup> σ <sup>**</sup> CD/L4Δ <sup>°</sup> D <sup>°</sup> dCD/L4Δ <sup>°</sup> <sub>-</sub> AC <sub>2</sub> <sup>°</sup> δ <sup>*</sup> . C <sup>°</sup> Δ N <sub>2</sub> L <sup>-</sup> U <sup>°</sup> CD/C <sup>*</sup> LC <sup>*</sup> b <sup>°</sup> N <sup>°</sup> CA <sup>*</sup> V <sup>*</sup> , C <sup>*</sup> d4 LC <sup>*</sup> C <sup>*</sup> 4(b), C <sup>°</sup> Δ LC <sup>*</sup> CDOCD/L <sup>*</sup> <sup>*</sup> P <sup>°</sup> LC C <sup>°</sup> Δ P <sup>*</sup> U <sup>*</sup> DA <sup>*</sup> <sup>°</sup> P <sup>°</sup> F <sup>°</sup> <sup>*</sup> P <sup>°</sup> CA <sup>*</sup> b <sup>°</sup> LC d <sup>*</sup> σ <sup>**</sup> CD4σ <sup>*</sup> D <sup>*</sup> dCD4σ <sup>*</sup> . C <sup>°</sup> Δ 4 <sup>*</sup> δ <sup>*</sup> L <sup>°</sup> , C <sup>°</sup> Δ 4DC <sup>**</sup> D <sup>*</sup> CD <sup>*</sup> D <sup>*</sup> C <sup>*</sup> D <sup>*</sup> C <sup>**</sup> CL <sup>*</sup> d4 Δ <sup>**</sup> D <sup>*</sup> C <sup>*</sup> Δ <sup>*</sup> L <sup>°</sup> A <sup>*</sup> C <sup>*</sup> D <sup>*</sup> C <sup>**</sup> C <sup>**</sup> C <sup>**</sup> C <sup>**</sup> C <sup>**</sup> C <sup>**</sup>
If today the section of the Act was brought into force, operationally it wouldn't be possible to complete those reviews for numerous reasons in terms of the number of critical injuries and deaths that we know about and also, we would need additional staff to be reviewing them and writing reports. That would be the other challenge that has been in front of me.	ϷʹϿΓϲ ϹΔL LϲႱჼ ĊჼႭ ϤϽϲʹჼႶϹϷʹϭʹჼ ϤϷϲ·Ϛϭ·Ϳ· ϹΔϷͿϤ ʹϷΓʹ;ϿϭϷ; ΛϧሲϚϷϞϷႱ;ʹϒϲϽ;ͺΛϞϨϚϿͼ ϤΓ;ʹ·ͻϹϷ. ϹϷͿϤ ϤʹϭʹϷϹϷ;ʹͺϽʹϐϹϷ;ϞʹͻʹϐϷϷͰͿ;ϲϹ ΔʹͼϷϲϪ;ʹͽϹͽϲ ϒͼϿϫϿϭϷͺϷϭͼϷϲϷ; ϹʹʹͺϤϲ;ϿʹͼͺϽϲ
Again, I guess the other thing is just that compliance with not meeting timelines or deadlines around information requests has been a major challenge.	ᡧᡃ᠋᠋᠋᠋ᠴ᠂᠋᠋ᠯᠯ᠋᠊ᡏ᠋᠋᠆ᢗᢄ᠅᠘᠆᠋᠆ᢄ᠆ᠺ᠆᠆᠆ ᠋᠋᠄ᡋ᠅᠋᠋ᡶᢦ᠋ᡆ᠋ᢅ᠆ᡩ᠖᠆᠘᠆᠆᠆᠆᠆᠆ ᠙ᢂᢣᢄ᠋ᡃ᠖᠊ᠧ᠅᠒᠂ᡩ᠕᠋᠆ᢄ᠂ᡆ᠘᠋᠆᠁
I trust that answers the question. Thank you, Mr. Chairman.	᠙ᢂᢣ᠋ᠰᠧ᠘᠊ᠴᡏ᠋ᡃᢛᠵᡏ᠖᠂ᡏᡆᢣᢁᡄ᠋ᢪ,᠘ᡟᢞ᠙ᢂᢗ᠋᠅᠋᠉
<b>Chairman</b> (interpretation): Thank you. Mr. Rumbolt.	<b>Δν/«ϷϹ·</b> Ϸ: L'៰. Γ <sup>៶</sup> Ϲ Ϛ <sup>ϳ</sup> >·.
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. As of today, are you satisfied with the structure of your office or are you considering any	<b>ݮᡃݢ৽</b> (Ͻᡃᡕᢣᠺᠡ᠍᠍᠍ᠨ᠋ᢗ᠄᠂ݸᢣᢩᢁᡤᢛ, ᠘ᡃᡟ᠙ᠵ᠋ᢗ᠅. ᠵᡃ᠋ᠴᡗ᠋ ᢩᡄ᠋᠋᠋ᡄ᠘ᢉ᠋᠕ᠵᠰ᠂ᢩᠯᢛ᠋᠋᠋᠙ᢞᠡᠴ᠘᠊᠋ᠧ᠖᠊᠋ᠬᡄᡃ᠕ᢣ ᢂᢞᠧᡱ᠅ᡠᡆ

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fundamental changes at your office in the near future? Thank you, Mr. Chairman.	᠌᠌ᡧ᠋᠈ᡃᡷᡃ᠋᠉᠊ᢗᡃ᠘ᠽᠵ᠋᠆ᡯ᠖᠘ᢣ᠘ᡃ᠋᠋ᢣ᠅᠋᠉ᢣᢄ᠋ᠬ᠖᠋᠉᠕ᢣ ᠈᠋ᠫᡔ᠋᠋᠆᠆᠘᠂᠖᠘ᢞᢁ᠆ᢑ᠋᠕᠋᠈ᡔ᠙ᡐᡄᢗ᠅
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>γ≪ϷϹ<sup>;ϧ</sup>: </b> L'α. Γ <sup>,</sup> <Δ <sup>ϲ,</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. At this time, structurally, I am satisfied with the structure of the office. Also, I say that considering that there is a fourth program that potentially will become operational. Yes, at this point in time, in anticipation of operationalizing that fourth program, I would be satisfied with the current structure as it is. Thank you, Mr. Chairman.	<Δ <sup>ᢏ</sup> (ϽϞϞΛͿϤ): ͽϭϧϫϼϳͽ, ΔͽϒϭϷϳͽ. ϳͼϼϷ;ͽ ϭͽϷͼͶͼͽϒͿϲϭͼϲͺϤϲϒϛ ϳͼϼ ϭϳͽϷͼͶͼ Ϥ·ϲ·ϐͼϹ. ϹΔϹϲ ϹΔϹ ΛϞϹͽϾ ϭϷϲϫϧϭͼϹ ϳͼϼϷ;ͼϲ σͺϷϹ·ʹϿϹ ϭϷϲϷϹϲͼͼʹͼϲϭϭͽϲϭͼ ΛϞϹϹ; ·ϭͿϧͼϲϳͼ, ΔͼϒϭϷϳͼ.
<b>Chairman</b> (interpretation): Thank you. Mr. Rumbolt.	<b>Δ•/ペÞርˤۥ</b> : L'ዉ. ℾʹϹ Ϛ <sup>ϳ</sup> ʹ>·.
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. With your office still, a large number of your cases will probably involve Inuit youth. I wonder if you can just inform us today or give us some information on the type of employment at your office. Are you adequately staffed to cover the Inuit language complaints that may come in and as well as the French language? Thank you, Mr. Chairman.	<b>ና፡&gt;፡</b> (ጋኣኦበJና): ፣dሃ°ዺ广ঁ <sup>®</sup> , Δ <sup></sup> ሃላጆኦር <sup>®</sup> . ርΔL ፈናርኛልረ ርቃdፈ ለታካላረ ረድ ዾወ <sup>®</sup> ጋና Δወ <sup>®</sup> σና L <sup>b</sup> d <sup>b</sup> ጋσ <sup>b</sup> ጋና <sup>®</sup> ሁና ጋቦ <sup>b</sup> , ጋና <sup>®</sup> ቦናጋዮሏ <sup>®</sup> ለበJ ጋና <sup>®</sup> ቦናጋዮሏ <sup>®</sup> ለበJና ጋና <sup>®</sup> ርቃdፈ Δ <sup>®</sup> bሏሪታ <sup>®</sup> በረ ፈ <sup>L</sup> L <sup>b</sup> b ጋፈ <sup>®</sup> ሩና ΔወΔና ኦናbኦረ <sup>®</sup> ቦበJና ፈ <sup>L</sup> L <sup>b</sup> ና <sup>®</sup> ቦጋσ ኦኖペ ኦላልበጋና ኦናbኦረናΓ <sup>b</sup> ? ናdታ <sup>®</sup> ሏΓ <sup>b</sup> , Δ <sup>b</sup> ረ «ኦር <sup>®</sup> .
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>ϛϧ</sup>: </b> L'œ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. Currently I have nine full- time staff at the office. All positions are filled; four are Inuit and five are non-Inuit. We have currently two of the staff members at our office speak Inuktitut and the intake specialist position is bilingual; it's a bilingual imperative and is full-time employed. Also, I should say that one of our staff is currently on a transfer assignment to Family Services, one of our Inuit staff, for capacity building. Also two of our staff are fluent in French as well, so we can provide those language services as required. Thank you, Mr. Chairman.	<Δ° () ήλη ος): 'σσα τ', Δναρό. 'σσα τ'ς () ήλη ος): 'σσα τ'ς Δναρία. 'σσα τ'ς Δαίτος τος Δ΄ το Δαίτος τος Δ΄ το Δαίτος τος Δ΄ το Δαίτος Δ΄ το Δαίτος Δ΄ το Δαίτος Δ΄ το Δ΄ το Δ΄ το Δ΄ το Δ΄ Δ΄ το Δ΄ το Δ΄ Δ΄ το Δ΄ το Δ΄ Δ΄ το Δ΄ το Δ΄ Δ΄ το Δ΄ Δ΄ Δ΄ το Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄

**Chairman** (interpretation): Thank you, Ms. Bates. (interpretation ends) I'll just follow up on Mr. Rumbolt's question regarding the office structure. In your current business plan one of the priorities in 2020-21 was "Continue to engage with communities and explore enhancing the office's presence across the territory." I wonder if you could update us on that priority item, which was from the last fiscal year. Ms. Bates.

**Ms. Bates**: Thank you, Mr. Chairman. In terms of engagement with communities, certainly the last fiscal year, the year that we're talking about, '19-'20, we go out on community engagement visits. We try to do that. We visited 11 communities and I think that's outlined on page 47 of the annual report. We see a direct correlation between community visits and referrals to our office. In terms of, obviously, this fiscal year with the COVID-19 situation, community visits were not possible and at the end of the fiscal year, the '19-'20 year, I believe two community visits had to be cancelled as a result of the COVID-19 situation.

In terms of community engagement, our social media platform has been launched this fiscal year, it wasn't in last fiscal year, to try to, again, widen out our ability to engage. I do know that there have been past questions about expanding out and creating another office in another community. That's certainly not something that's front and centre as part of our business plan simply for two reasons: there is a fourth core program, the critical injury and death program that I believe should be operationalized first, and secondly I think, again, we would put a business plan forward regarding staffing and those types of things, but at this time we're not considering it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Thank you. That

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concludes the Committee's review of the introductory section and before we move on to the next section, I'll call a 15-minute break. (interpretation) We will take a 15-minute break. Thank you.	Δ/ϲϓϚ ΛΓϤᅆႱჼჾႱჾ ⊲۸ႪdႶႽና ႾႽ 15 Γσ <sup>ϲ</sup> ഛႦႱႱሏႽႭႱჂჾჃናናር (ჂኣኑႶჂჇჾႦႦჂႦ) ഛႦႱႱႱႦႱჾჃናና 15 ΓσዋͲ. ႾႭ
>>Committee recessed at 15:19 and resumed at 15:42	᠉ᡔ᠋᠋ᠴ᠋᠉ᢑ᠋ᢐᡖ᠘ᢩᢁᡔᢗ᠋᠄᠋ᠮ᠋᠄᠄ᡗᢖ᠋᠕ᢀ᠋ᢕ᠋ᠴ ᡖ᠋᠊ᡧᡗᢉᢦᡰ᠋ᡃ᠖᠆᠋᠋ᢁ᠆᠋᠄᠄᠄᠄᠘᠘᠆᠕᠖᠆ᠴ᠋
<b>Chairman</b> (interpretation): The meeting will resume. (interpretation ends) When we left off, we just concluded the introductory section of the report, and we will move on to the 2019- 2020 annual report section, status of young Nunavummiut. For Committee Members, this section goes from pages 5 to 9 and I'll open up the floor for questions in this area. Mr. Rumbolt.	<b>Δ<sup>\$</sup>/&lt;\$C<sup>\$\$</sup></b> : bNLσ <sup>\$\$</sup> ΛΓ4 <sup>\$</sup> σς <sup>\$</sup> Γ <sup>\$</sup> L <sup>\$</sup> . (Ͻ <sup>\$</sup> ληjς <sup>\$</sup> D <sup>\$</sup> ) Δ <sup>\$</sup> b <sup>\$</sup> bD <sup>\$</sup> d <sup>\$</sup> ΛΓ4 <sup>\$</sup> <sup>\$</sup> U2N <sup>\$</sup> Γ <sup>\$</sup> σ <sup>\$</sup> α.Δα <sup>\$\$</sup> D2N <sup>\$</sup> Γ <sup>\$</sup> σ <sup>\$</sup> Dσ <sup>\$</sup> bc4ΓσP <sup>\$</sup> . b <sup>\$</sup> d <sup>\$</sup> C 2019-2020 4 <sup>\$\$</sup> dJCL <sup>\$</sup> d <sup>\$</sup> PNσ Dσ <sup>\$</sup> bc4Γσ <sup>\$</sup> Γ <sup>\$</sup> σ <sup>\$</sup> . <sup>\$</sup> bΔα <sup>\$</sup> Uc <sup>\$</sup> L <sup>\$</sup> UC L <sup>\$</sup> d <sup>\$</sup> D <sup>\$</sup> Δα <sup>\$</sup> ΓPCΔ <sup>\$</sup> . L <sup>\$</sup> ΛU <sup>\$</sup> Uσ C <sup>\$</sup> c <sup>1</sup> <sup>\$</sup> Uσ 9- <sup>\$</sup> UΔ <sup>\$</sup> . L <sup>\$</sup> Δc <sup>\$</sup> b <sup>\$</sup> 4ΛαJLJ <sup>\$</sup> C <sup>\$</sup> «σ. Γ <sup>\$</sup> C 4 <sup>\$</sup> > <sup>\$</sup> .
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. I'll start off with a question for the department of child and youth.	<b>ኖ፡&gt;፡</b> (ጋኣኦበJና): ፣d৮°ዺ广ঁ <sup>,</sup> Δ <sup>ϧ</sup> ፖ≪ϷϹʹჼ <sup>ϧ</sup> . ለቦ⊲ჼჼႦჇႶჼႦჼ <i>Ⴢ</i> ჼႱ ĽჼďჂ፞ዾና ഛርჼჼႦჅჼჂ ዖ <sup>ւ</sup> ႱჼჼჂ <u>Ⴍ</u> ኦ.
The "Status of Young Nunavummiut" section of your 2019-2020 annual report provides some baseline statistics in different areas related to services provided by different government departments. You note on page 2 of your report that the intention of this overview was "to provide baseline information that could be used by GN decision makers"	<sup>5</sup>
How did you determine what specific statistical information would be most relevant to the Government of Nunavut decision-makers? Thank you, Mr. Chairman.	<sup>ና</sup> የሥርሥረມ የኮጋጭ የኮዖት <sup>®</sup> σጭየረ የኮጋሪናጋና የናርረσፈጭርዮረዚና ፈጋበናክናσጭሩ ህሁንናኒኈίር ጋዉዎና ሀዲኒካሪዮዎ ፈጭየትዮረጋና? ናዕታ°ዉ广, Δዮረペዮርጭ.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>γ≪ϷϹ<sup>;ϧ</sup>: L'</b> ዉ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. How we determined what general statistics to collect as it relates to the status section is we actually looked at what was publicly available information from Statistics Nunavut and also we looked at similar information that's	<Δ <sup>ε、</sup> (ϽϞϷႶႱͼ): ·ϭͿϧͼϫϳͼ, ϪͼϒϭϷϹͼͼ. Ϫϳͼ ϭͼϼϒϲϷͼͻͿͼ ·ͼϧϫͼͻϭͼ Ϸ·ϲϲϒϭϭͼϹϷϒͿϲϭͼ ϫͼϲϼϫϿͿͼ ϲͼϷϷϞϲϲͼ ·ͼϼϲͻϭͼ ϲͼ ϲϲϲ ϲ

generally collected by responsible governments, what we would expect to see them collect, and we also looked at other jurisdictions in terms of what might be reasonable information.	ϼϤϹϷϟͼϧͺͺϧͺͼͺϫϲͺͺͺϫͺͺ ϼϤͼͶϟͺϿͱͳͺϫͺͼϲͺͺͺϫϧϲͺͺ ϼϤͼͶϟͺϿͱͳͺϫͺϲϲ ϲϫͺͺ ϲϫͺͺ Ͽϧϧϼϫͺͺϫϫͺϫϫͺϫϫͺ Ͽϧϧϼϫͺϫϫͺϫϫͺϫϫϫ Ͽϧϧϼϫͺϫϫϫ
What I want to say is that we were trying to collect information that would provide a holistic picture in terms of what's the population base; young people. When we looked at a department, what would be information that we thought would be relevant to describe the status and provide a holistic picture of what the experience of children, youth and their families are as it relates to government services.	ϿϤʹႶႱϟϟϞϞͿϚϿϤϿϲͺϳͺͽͺϽϷϟϷϽϧϤϚ;ϧϧ ͼϧϲͶϷϫϧϧ ͳϼͺϿϿϤϢϧϲϿͺϿϿϧϧϲͺϷϽϷϫϧϲ ͳ ϲͺϫϲϿϥ; ϫ ϲ ϫ ϲ ϫ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
I trust that answers the question. Thank you, Mr. Chairman.	᠙᠌ᢄᡩ᠕᠋᠆ᠴ᠋᠆ᡘᢛ᠋᠔᠋ᠮᢄ᠄᠕᠆᠆ᡆ᠋ᡄᢆᡟ᠋᠄
<b>Chairman</b> (interpretation): Thank you. Mr. Rumbolt.	<b>Δ<sup>ϧ</sup>ረኆϷር<sup>ናϧ</sup>։ L'</b> ዉ. ℾ <sup>៶</sup> Ϲ Ϛ <sup>ϳ</sup> ʹ>·.
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. In Ms. Bates' response, you mentioned other jurisdictions. I wonder if you could give us some information on how your office works with other jurisdictions of child and youth across the country. Thank you, Mr. Chairman.	<b>ና፦&gt;፦</b> (ጋኣትበJና): ናਰንድሏቸኑ, Δኑፖዊኦርናኑ. Γ· <Δ <sup>ς</sup> የኦነላበዮσ ፈፖዮቦ ሀዲኒቴኑልኦቲ ርΔናርናልቦና, ዉጋዉΔሊፈዖዮዉናኑየኦ ፈናሬ «ልፖ ናክወና ፈፖዮቦዮም ሀዴኒቴኑልኦቲም ለርጊናቴናርሥህተኒኒር ለርጊናክናኑታኒካኒኒኒር ክዉርኦና Δጋፈσ? ናਰንድዉጦኑ, Δኑፖዊኦርናኑ.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>: </b> L'œ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Our office is a member of the Canadian Council for Child and Youth Advocates. That's all the child and youth representatives across Canada. Currently Ontario doesn't have a specific representative office. That function has been absorbed into the Ontario ombudsman's office. Basically all of these representative offices, we all get together about twice a year, we talk about national trends, we talk about making statements about what may possibly We wrote a paper around suicide rates across the country.	<Δ° (ϽϞϷΛυϚ): ·ϭͿϒͽͺϹϳϷ, ΔϷϒϘϷϹʹϷ. ϭʹϲͺ«ϭͽϘ ΔϲͺΓϧϷ;ͼ ϷͺϲϹΓ ϷΛͺͰϫʹ·ΓͼͺϿϚ ΔϷ;ͼͱϟϷϷ; ; ; ΑϲͺϔϷ; ΔϷ;ͼ;ϟϷϷ; Δ ΔϷ;ͼ; Δ Ϸ ʹ

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Really, again, the council is, again, made up; they're all independent officers and we share information in terms of what our experiences are. We do have variances in our Acts in terms of our powers, but also in developing the office, let's say, like critical injury and death, we accessed another office in BC to look at their critical injury and death program. The benefit in terms of operationalizing an office, I think, has been incredibly beneficial. Thank you, Mr. Chairman.	4 L bnlኦ cካላ ΔιΓνό Λσλνω Chip bound Chi
<b>Chairman</b> (interpretation): Thank you. Mr. Rumbolt.	<b>Δካ/≪Þር∿</b> : L'ዉ. Γ'Ϲ Ϛ <sup>ͱ</sup> ʹ> <sup>ϲ</sup> .
<b>Mr. Rumbolt</b> : Thank you. Again, on the other jurisdictions in Canada, how does your department compare Nunavut to other jurisdictions? Are there any comparisons in any way or are most of the situations in Nunavut unique to Nunavut? Thank you, Mr. Chairman.	ና፡>< (ጋኣኦበJና): የሪታዲርኮ, Δνረዋኦርጐ. CΔĹኣረლႦዮσኈ ላ/ጐቦዮσኈ ሀዲኒቴክልኦላσኈ bฉCϷ< Δጋላσ, የbഛናር ለርኪልሃ ኣσርሲበናጋቦና ຼຼຼລ໑ዎና, ኣσርሲናበႱኣኦኦጵ ላ/ናበዮσ ሀዲኒቴክልኦላσኈ ዾሷይዮር ኦኖዲ ኃዮኇ ወሷይና Δኒ୮ዮሪና ላንኦቦታኦጐዮናርሲናበላ፣ኪሲ< የሪታዲርኮ,</p Δνረዋኦርኈ.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>γ≪ϷϹ<sup>;ϧ</sup>: </b> L'α. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. At the council we don't specifically talk about, let's say, individual cases, so I can't say that we get into that level of specificity, but I can tell you that we talk about more systemic or global trends in terms of, I'll give you an example, youth transitioning out of the director's care, so out of foster care. We talk about those types of bigger systems issues.	<Δ <sup>ϵ</sup> <sup>⋆</sup> (ϽϞϡΛͿϚ): ʹϭͿϧ <sup>Δ</sup> αͺϳ <sup>κ</sup> , Δ <sup>κ</sup> γ«Ϸͺϳ <sup>κ</sup> <sup>κ</sup> . bΛLϟϭ·ϽϹ ϷʹϧϷϟʹϧ <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>κ</sup> <sup>σ</sup> <sup>κ</sup>
Currently we have been talking about some concerns related to There's what's called interprovincial protocols that exist between the directors of child welfare that talk about how child welfare cases move between provinces and how provinces work together or territories work together to deal with issues. There have been some concerns raised about the inter- jurisdictional protocols.	Ϥ·Ĺ ΔϟĹϿՐϧϷϟϭ· ϷʹͽϷϒʹͽʹͼϲʹͼϟϹͱϓ ϷϼϹϷʹ ϤϐϚϽʹͼϟϹϭ·ϒϹ Ϥʹ·ϔͽϹϺϯͶϹϒͰϧͼ ; ; ͻϒϲͺϳͼ ͼϷͽϲϔ ͼ ͻ
In terms of are we similar to other jurisdictions,	ᡧ᠋᠋᠘᠂ᡧ᠋᠈᠆ᠺ᠆ᡱᠣ᠋ᢙᡦ᠘᠘᠋᠘᠆᠋ᡘ᠆ᡩ᠘᠆᠘᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

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<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>: </b> L'œ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
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<b>Δ•거ペϷϹና•</b> : L'ዉ. ΓʹϹ Ϛ <sup>ϳ</sup> ʹ>·.
<b>Ϛ<sup>ֈ</sup>`&gt;</b> <sup>•</sup> (ϽͺͻϷͺͺϿͺϫͺϫ Ϛ«ϘϲͺϹϷ <sup>ͺ</sup> <sup>6</sup> Ϥ <sub></sub> <sup>&lt;</sup> Λμ <sup>6</sup> μσ 6 Ϥ <sup>,</sup> ςϤϹϳ <sup>,</sup> <sup>6</sup> μν Ϸσ <sup>,</sup> <sup>6</sup> bc Ϥ <sup>,</sup> <sup>5</sup> Γσ <sup>,</sup> <sup>5</sup> σ Ϸ <sup>-</sup> c <sup>2</sup> σ Ϥ <sup>,</sup> <sup>6</sup> CP <sup>,</sup> CP <sup>,</sup> C <sup>-</sup> σ <sup>,</sup> <sup>6</sup> σ <sup>,</sup> <sup>6</sup> C Δ <sup>-</sup> σ <sup>,</sup> <sup>6</sup> σ <sup>,</sup> <sup>6</sup> bσ Ϥ <sup>,</sup> <sup>6</sup> CP <sup>,</sup> σ <sup>,</sup> <sup>6</sup> σ <sup>,</sup> <sup>6</sup> Δ <sup>-</sup> Δ <sup>,</sup> Δ <sup>-</sup> ασ 4d <sup>e</sup> σ <sup>,</sup> <sup>6</sup> bσ Ϥ <sup>,</sup> <sup>7</sup> 2019 4 <sup>,</sup> <sup>1</sup> L <sup>-</sup> <sup>5</sup> <sup>6</sup> Δ <sup>-</sup> Δ <sup>-</sup> ασ 4d <sup>e</sup> σ <sup>,</sup> <sup>6</sup> bσ Ϥ <sup>,</sup> <sup>7</sup> 2019 4 <sup>,</sup> <sup>1</sup> L <sup>-</sup> <sup>5</sup> <sup>6</sup> Δ <sup>-</sup> 2020. 4 <sup>-</sup> Ca <sup>,</sup> <sup>1</sup> Λ <sup>,</sup> <sup>5</sup> bCP <sup>,</sup> <sup>6</sup> σ <sup>,6</sup> <sup>5</sup> b bLP <sup>,</sup> <sup>5</sup> DP <sup>,</sup> <sup>-</sup> CΔ <sup>6</sup> d4 Ϥ <sup>,</sup> <sup>6</sup> σ <sup>,6</sup> <sup>6</sup> D <sup>,</sup> <sup>4</sup> C <sup>,</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> Δ <sup>-</sup> <sup>1</sup> <sup>2</sup> Δ <sup>,6</sup> <sup>1</sup> <sup>6</sup> baΔ <sup>,</sup> <sup>5</sup> <sup>6</sup> D <sup>,</sup> <sup>2</sup> Δ <sup>,</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup>

Chairman (interpretation): Thealt you Ma	<b>Δ⊳/ペÞር∿</b> : L'α. Γ'. <Δ <sup>ϲ</sup> .
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Currently there is no reporting requirement as it relates to violence in schools to the department. We were not involved in any of the incidents, to my knowledge, and/or resolving them. We obtained this information, again, when we requested the status section from Education.	<Δ° (ጋኣትበጋና): ነሳታ° ជ୮ଁ , Δካረ የኦሮ ነ።. ኦ ጋ Γ ኦ ነ። ኦ ኦ ም ኮ ኦ ሮ ኦ ሌ ላ ነ ኮ ና ም ሶ ና ነ ኮ ዮ ን ኮ ሬ ር ኣ ል ሬ ፕ ም የ ር Γ ወ ኦ ተ ወ ኮ ሬ ድ ም ላ ነ። ጋ ር ሌ ኦ ነ ው ር ኦ ነ ዶ ነ ሶ ሶ ላ ነ። ጋ ነ ላ ነ ም የ ር ኦ ተ ነ ኮ ም ና ጋ ላ ነ ኮ ሶ ሶ ሲ ነ ሶ ሶ ሶ ሳ ነ ን ኣ ኮ / ር ጋ ል ግ ም ና ን ነ ሃ ና ሲ ነ ሶ ሰ J ነ ኮ ይ ል ር <sup>*</sup> ບ ሮ ኒ ኑ ບ ር ግ ም ላ ነ። ጋ ር ላ የ ለ ር ኦ ነ ር ጆ ና .
We requested this information because it was prompted when I appeared before Standing Committee regarding the <i>Education Act</i> and I was asked a question about violence in schools and was I aware of it. It did cause me to ponder why because it seemed to be an issue. It was one of the reasons that I requested that information because clearly it was an issue that was identified at that particular Standing Committee. Subsequently when we received the information, clearly it's an issue that needs to be addressed.	૯૫૦ ૨٠ ૨٠ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤ ٤
In terms of our involvement in those, no, we have no involvement and there is no requirement to report those incidents. Thank you, Mr. Chairman.	ΛʹϷϹϷϪʹϷʹϷϲϹ·ϞʹϒϲϽͿͼͺͺϹ·ϫͺͺͺϤͱͺ Ϸϭ·ϷϲͺϘͺϭʹϷʹϭ·Ϸ·ϞϹϲͺͺϹΔͺϫϲͻϚͺͺϹ៶ϳͺϫͼ ʹϭͿϧ·ϥϹ·ϧͺͺϪϷϟϘϷϹʹͽͺ
<b>Chairman</b> (interpretation): Thank you. Mr. Rumbolt.	<b>Δ•/ペÞር</b> <sup>•</sup> »: L'ዉ. Γ <sup></sup> ር ዓ <sup>ϳ</sup> > <sup>ς</sup> .
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. I would like to ask a question now to the Department of Education and again, with the information on violence on page 6 of the Child and Youth Representative's annual report, the report indicated that the information is inaccurate. What are the reasons for the inaccuracies and what policies have been put in place to better record and address these types of incidents? Thank you, Mr. Chairman.	<b>Ϛͱʹ&gt;Ϛ</b> (ϽϤϡϒͿͿ; ·ϭͿϒϿϥϹϷ, ΔϷϒϘϷϹϾ. ΔϹϿϭϤͽϽϲͺϧϷϭϿͼ ϤΛͺͺϲͺϷͺ, ϹΔϷϭϤ ΛϞϨͿϿϷϿϽͼ Δϲ·ϞϐϤΓ ϤϿϭϷͶͺͼϷϾϚϭϷϟϭϷ ϾϷϭͿϫϿϿͼϿϲϹϫϐϤΓ ϤϿϭͼϿͶϲͼϷϲϟϭϷ ϹϷϭͿϫϿϿͼϿϲϲϫϐϤ ϚͽϿϽϤϲϲϿͼϧ ϒϲϿϫ ϒ ϤϤϤ ͼͺϞͼϷϹϷͶϥͼϭͼϞϿͼϿϲϭͼϞ Ϲ ͽϷϒϨϷϲϳͽ.
<b>Chairman</b> (interpretation): Thank you. Ms. Hainnu.	<b>∆⊳៸⋞⊳с∿</b> ։ L'௳. ℾ՝ ℍ⊲∆°൧.

**Ms. Hainnu** (interpretation): Thank you, Mr. Chairman. Thank you very much for asking that question. (interpretation ends) Thank you very much for the question. I fully appreciate it because this report, first of all, stipulates that there have been 885 violent incidents. For school staff, a violent incident maybe a fiveyear-old taking off their jacket and throwing it or it could be an eight-year-old running quickly and slamming up against a locker and running into a class. It could be two six-year-olds coming in from recess and pushing each other.

Violent incident reporting requirements were not in place when the requisition from the RCYO was put into the Department of Education. That's why it is said to be inaccurate because we captured swearing, running, disobedience. We call these violent incidents. In the future when we collect violent incidents, perhaps these could be better defined in terms of are they physical like punching, are they threatening in nature, but we didn't have that put in place in 2019-2020 reporting. Every incident report that has been captured on this is an incident report taken by a teacher and followed up with thorough action. Thank you.

I hope that answers your question. Thank you.

**Chairman** (interpretation): Thank you. Mr. Rumbolt.

**Mr. Rumbolt**: Thank you, Mr. Chairman. Just a follow-up question to that: you stated that that's the way it was in the past, but as of today, are your reporting requirements any different and, if so, how do you do it differently today? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Back to you, Ms. Hainnu.

**Ms. Hainnu**: Thank you. It's weird to be waiting for the light.

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**Δ°7<°C**<sup>50</sup>: L'a. Γ'C <sup>GL</sup>><sup>C</sup>.

**Δ<sup>ϧ</sup>/≪ϷϹ·ͽ**: L'៰. (Ͻ<sup>ϳ</sup>,Ϸ∩Ϳ·) Ϸ∩·ͻϹ ΔϹ°ϫ·, Γ<sup>៶</sup> Η⊲Δ°ϫ.

ΗΔ۹۵ (Ͻݩ،২∩ノכ): ٬۵۲۹ د.

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Thank you very much. The reporting system that we have come up with alluded to us by Jane Bates earlier is the reporting system that we have begun piloting. It is affiliated. We have worked on it with the NTA and it is digital, so it could be violence student on student, student on teacher, teacher on student, or administrator. Anyone can have access to it. It will be online. It is online. We are piloting it.	ేశారిసిగిదరాశాలులో, ఓంది శేశారిసిదిగిదరాశాలులో అది సిగిది సింహించింది సిల్లా విండిలి సింహింది సింహింది సింహింది సింది సింది సింది సింహింది సింది సింది సింది సింది సింహింది సింది సింది సింది సింది సింది సింది సింది సింది సింది సింది సి
With the incident reporting, we will continue to capture incident reports because they are action item reporting systems within a school and they are reported on a monthly basis for our RSOs, but territory-wise we are assigned with very specific data. Thank you.	ঀ <sup>৻</sup> L౨ Þరార్రరా
<b>Chairman</b> (interpretation): Thank you. Mr. Rumbolt is done with his questions. Mr. Akoak.	<b>Δ•/≪ϷϹና•</b> : L'Ⴍ. Γ <sup>៶</sup> Ϲ Ϛ <sup>ϳ</sup> ʹ>ና ⊲∧℠ⅆℍ∆℠ℍⅆ℠ℴℸեϲ. Γ <sup>៶</sup> Ϲ ⅆ℠ⅆⅆ℠.
<b>Mr. Akoak</b> : Thank you, Mr. Chairman. My question is to Ms. Bates. Information presented on page 7 of your annual report includes statistics on the number of nights young people spent at family violence shelters. Recently a youth overnight shelter has opened in Cambridge Bay, and funding is available for entities in other communities to open overnight shelters for youth. How has your office been involved in these initiatives? Thank you, Mr. Chairman.	<b>ἀ'dϤ'</b> , (ϽͺͻϸͺϿͺ;, ; ϤΛ <sup>®</sup> dΠΓσϤ <sup>®</sup> CϚ, Γ' <Δ <sup>c</sup> γͿς. CΔ <sup>b</sup> dϤ L'Λ <sup>®</sup> bU <sup>®</sup> 7-Γ ΠΠϚ <sup>®</sup> CϷγLζ Ϥ <sup>s</sup> άJCĹ <sup>®</sup> γϷΠ Ϸσ <sup>b</sup> b <sup>c</sup> , ἀ <sup>s</sup> <sup>®</sup> CϷγL <sup>®</sup> LC ϷΔϤ <sup>®</sup> L <sup>b</sup> d <sup>c</sup> <sup>C</sup> <sup>s</sup> PL <sup>®</sup> &J <sup>s</sup> b <sup>c</sup> C <sup>a</sup> <sup>®</sup> Γ <sup>c</sup> , L <sup>®</sup> αP <sup>3</sup> c <sup>*</sup> D <sup>s</sup> , γσ <sup>b</sup> C <sup>s</sup> δ <sup>L</sup> Γ <sup>b</sup> LDΔ <sup>®</sup> D <sup>s</sup> b <sub>c</sub> D <sup>s</sup> L <sup>c</sup> Δ <sup>s</sup> b <sup>3</sup> C <sup>3</sup> CΠ4 <sup>s</sup> Γ, 4 <sup>L</sup> L <sup>3</sup> P <sup>a</sup> αP <sup>s</sup> <sup>®</sup> C <sup>s</sup> <sup>®</sup> ΠCP <sup>2</sup> <sup>®</sup> α <sup>s</sup> <sup>†</sup> D <sup>b</sup> ΠΓP <sup>2</sup> <sup>c</sup> Ϥ <sup>2</sup> <sup>*</sup> Γ <sup>a</sup> Δ <sup>a</sup> α <sup>-®</sup> σ L <sup>b</sup> d <sup>3</sup> D <sup>3</sup> C <sup>3</sup> Y <sup>b</sup> C <sup>3</sup> C <sup>3</sup> C <sup>4</sup> C <sup>5</sup> C <sup>4</sup> C <sup>5</sup> C <sup>5</sup> CL <sup>b</sup> d <sup>3</sup> <sup>*</sup> U <sup>5</sup> DΔ Δ <sup>c</sup> Γ <sup>s</sup> D <sup>5</sup> DCP <sup>2</sup> Lσdδ <sup>c</sup> ? <sup>s</sup> d <sup>s<sup>a</sup></sup> a <sup>t<sup>b</sup></sup> , Δ <sup>b</sup> γ <sup>2</sup> <sup>®</sup> C <sup>5<sup>b</sup></sup> .
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>: </b> L'œ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. The short answer is we have not been involved in those initiatives. We heard the funding announcement at the same time as the rest of the Legislative Assembly did and the public did. We have not been involved in the formation or anything related to those. Thank you, Mr. Chairman.	<Δ <sup>ᢏ</sup> (ϽϞϷႶͿϚ): ·ϭͿϧͼϫϳͼ, ϪͼϒϘϷϹʹͼ. ϭͼϧ, ΔϲϷϟϹͼʹϒϚϽͿϚ ϹϹͼϥϫͼϧ, ϽϞϲϷϚͻϭͼϧϽ ϷϫϷϞϭͺϳͼͼ ϭϽϪͼϫϐͼϷͶϚͶϞϚ, ϹϲϦϲϷͼϐͼϚ ϹϹͼϫ ϹϪϹͼϫ ϫͻϫϪͼϹϷͶ·ͻͿ ϽϞϲϷͼϹϚͻϭϚͻϭͽϚ Ϸϟϭϭ ϪϲϷͼͼϒϚϽͿϚ. ·ϭͿϧͼϲϳͼ, ϪͼϟϭϷϹͼ.
<b>Chairman</b> (interpretation): Thank you. Mr. Akoak.	<b>Δ<sup>ϧ</sup>ϟ《ÞϹ<sup>ͼϧ</sup>: Ľʹ</b> ϥ. ΓʹϽ Ϥʹ·ϭϤϤ <sup>ͼϧ</sup> .

<b>Mr. Akoak</b> : Thank you. My next question is for Family Services. Information presented on page 7 of the Child and Youth Representative's annual report indicates that the department does not track information on the number of homeless young people in Nunavut. From your perspective, to what extent is homelessness a factor in young people who need the services from your department? Thank you, Mr. Chairman.	<b>ἀἰdϤ·</b> (ϽϞϷႶͿϤ): ·ϭͿϷ·ϫϹϳϷ, ΔϷϒϘϷϹʹϷ. Ϸϫ ϤΛ <sup>ͺ</sup> <sup></sup> ϷϤႶϾϷϐ·ϭ·ϭϤͼϔϧ ΔϿϲʹͺϷ <sup>ϧ</sup> Ϥϐ·Ͽ <sup>ϲ</sup> . ϽϞϷͺL <sup>ͱ</sup> ϞͺͶ <sup>ϲ</sup> ϤϽΔ <sup>°</sup> ϫͺϨ <sup>ͼ</sup> ϷϺϹϷϟͺͺϫ <sup>-</sup> Ϸ <sup>ͺ</sup> ͺϧ <sup>-</sup> Ϸ <sup>ͺ</sup> <sup>1</sup> <sup>1</sup> <sup>2</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup>
<b>Chairman</b> (interpretation): Thank you. Ms. Niego.	<b>Δ<sup>ϧ</sup>ረ«Þር<sup>ናь</sup>: L'</b> ዉ. ୮ <sup>៶</sup> ዉΔJ.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) You are correct; we don't track the number of young homelessness there is in Nunavut. There was a recent homelessness research study completed by the department in recent years there where some indication is. I can't recall the exact number for youth.	<b>ΦΔJ</b> : L'α, Δ <sup>ϧ</sup> /≪ϷϹʹ <sup>ͼ</sup> . (Ͻ <sup>ϳ</sup> ,ϷΛͿʹ) Δ΄, /ϲ;; άͺ\Δ·ϧϲϹʹ·ΓϲϽͿͼ ·ϧγϷͱLͺ·ϳϧ·Ρϲ LϧϤϲϽͼ Ϥ <sup></sup> ·Γ·Ϛ·ϧ <sup>ͼ</sup> ʹ·ΓϲϿϲ ϼͼͳΓ. ·ϧϷϷϞΔϲϷϚͻϤʹͽϽͿͼ L <sup>ͼ</sup> αΡͺͻϲϷ <sup>;ϧ</sup> Ͻ <sup>;ϧ</sup> , ·ϧγϲͺͺϷͱLͺͽͺϳͼ Δ <sup>;ϧ</sup> ϧϷL <sup>ͼ</sup> ʹϒϲϽ <sup>;</sup> ͺ, LϧϤϲϽϲ ·ϧγϷͱLͺͽͺϳϲ Ϥ <sup></sup> ·Γ·Ϛ·ϧ <sup>ͼ</sup> ʹϒϲϽͼ ϹLͽϤϤ ·ϧϷϷϞϧͼϹϷͶ·ʹͻͶϲ
The shelters in Nunavut are not run by the department. The majority of them are contracted out, so there are contribution agreements signed with non-profits or municipalities in the community. That's where the information may lie. (interpretation) Thank you, Mr. Chairman.	ϿႭዎ <sup>ͺ</sup> Γ ϹΔ <sup>ϧ</sup> dϤ ·ΡĹά· ΔϿϚͺϷϭϐϿ· ϤϷϲϹϷʹϒ·Ͻ·, ϐ·ϽϚͽͶͿ·Ϛ Ϥϒ·ͶϿ· ϤϷϲϹϷʹϷϚʹϤϹ, ϲϭͽʹϧ ϷϫϷϧϲϷϚ;ϤϺ·ϽϿ·, ΗϤ·ϲϧϤ·Ͽͼϭͼ ϤϷϲϹϷ·ϿͶͽ ϹΔϹͼϫ ϥʹͽϷϲ;Ϲ;ͺͺϽϞϷͶϳϨͼϭͼ·Ͻͼͽ) ϲʹϲ, Δͼ;ϭϷϹʹͼ.
<b>Chairman</b> (interpretation): Thank you. Mr. Akoak is done. (interpretation ends) Mr. Simailak, go ahead.	<b>Δ•/≪⊳ር·</b> ፦: L'៰ַ. Γነጋ ⊲ਂਾਰ⊲∿ כ∆ંL፣Lና. (ጋኣኑ∩Jና) Γነር γL∆⊆ь, ⊲∩.
<b>Mr. Simailak</b> : Thank you, Mr. Chairman. My first question is on page 6, the number of times a crisis response was required. If I can get a bit of clarification on what is actually a crisis because earlier when Ms. Hainnu was speaking, a violent incident could be a student throwing their jacket to the floor and I don't consider that violent. When I saw "violent," I thought these were fights. I'm wondering what constitutes a crisis response. Thank you, Mr. Chairman.	ΥLΔ - Φ (ϽʹϞ ΑΠ J G): 'd J બ Δ Γ΄, Δ ν Α Θ Ο Θ΄.

<b>Chairman</b> (interpretation): Thank you. Ms. Hainnu.	<b>Δ<sup>ϧ</sup>/«ϷϹ<sup>;ϧ</sup>: L'</b> ϱ. Γ΄ ΗϤΔ°ͺϼ.
<b>Ms. Hainnu</b> : Thank you. Thank you for the question. Thank you, Mr. Chairman. I am looking for my crisis response tab on my computer without finding it, but we have a crisis response manual that is with our Safety and Health Division and they look at when a child enters the school through a bus, how we function, how we operate, to when they get out of the bus and how they get into the school and how they are in the school.	₩Δ° Δ (ϽʹϞϷΛͿϚ): ϚϭͿϒ° ϤͺΓ·、ϚϭͿϒ° ϤͺΓ· Δ°/ «ϷϹʹͽ. ϹΔ° ϭϤ, Ϸ«σ ϚͽϚϧϷϒϐͼʹϽϚ ϚϼϭϚϿϤϚͽϤ, ΡረϤϭ ϷϚͽϲͺͺͺϤϲϷͽͼ/Ϲͺ ͼͺϿͼΔγΔγϹͺϥϭͼ ϷϿͼϽϚ ϷϿϲͺϤͼͺͽϽΓϲϚϒ;Ϲͺͽͺϲ; Δϲ·° σϤϚϐϲͿϚ Γ<br ϤϭυΓ ϚͽϿʹϿ ΔγϚͽϹϚ;ϹͺʹϳϚ Δϲ·° σϤϚϐϷʹͿϚ, Δϲ·° σϤϚϐϷʹϿ ΔϿϤϭ ϚϷϿΔϲϷϚϭʹϞυσͽ.
In the crisis response manual there are eight to nine different crises that have been identified and they are outlined a response as school administrators. Schools are outlined what to do in a crisis situation. Crises could be anything from a facility emergency and it could be a crisis response for sudden death in the community, sudden death of a youth; a suicide attempt of a student. It could be witnesses to traumatic events.	8, 9-స్ఫోట్ ఒుంది అంది అంది అంది అంది అంది అంది అంది అ
We have tried to come up with all types of crisis scenarios that our students might live through and come up with a response because, during a crisis, administrators and schools should not be left alone to figure things out. It should be already outlined. There should already be a plan. Someone should have already thought of them and so the crisis manual is what we try to do and we're always adding onto it.	CL <sup>b</sup> ddcL <sup>c</sup> ఒ౨ఒది <sup>5</sup> <sup>tb</sup> 7L <sup>5</sup> 9 <sup>c</sup> ՈՈና <sup>tb</sup> 7L <sup>c</sup> <sup>tb</sup> 2N <sup>b</sup> d <sup>c</sup> 2, <sup>tb</sup> 2 <sup>5</sup> 2 bLN <sup>5</sup> b <sup>2</sup> λ <sup>d</sup> <sup>5</sup> L <sup>5</sup> <sup>b</sup> <sup>2</sup> <sup>c</sup> b <sup>2</sup> λ <sup>d</sup> <sup>4</sup> <sup>5</sup> C <sup>5</sup> <sup>b</sup> 2 <sup>c</sup> , <sup>td</sup> <sup>5</sup> C <sup>2</sup> α <sup>5</sup> D <sup>1</sup> C <sup>5</sup> <sup>b</sup> 2 <sup>5</sup> d <sup>5</sup> <sup>c</sup> Δ7L <sup>c</sup> N <sup>4</sup> <sup>5</sup> <sup>2</sup> d <sup>5</sup> <sup>c</sup> , <sup>td</sup> <sup>5</sup> C <sup>2</sup> α <sup>5</sup> D <sup>1</sup> C <sup>5</sup> <sup>4</sup> 2 <sup>5</sup> d <sup>5</sup> <sup>c</sup> Δ7L <sup>c</sup> N <sup>4</sup> <sup>2</sup> d <sup>5</sup> <sup>2</sup> C <sup>5</sup> , α <sup>2</sup> αΔ <sup>5</sup> t <sup>3</sup> 7L <sup>c</sup> N <sup>4</sup> D <sup>5</sup> <sup>2</sup> C <sup>4</sup> D <sup>4</sup> <sup>2</sup> C <sup>5</sup> <sup>2</sup> d <sup>5</sup> <sup>2</sup> C <sup>5</sup> ΔL <sup>2</sup> α b <sup>5</sup> b <sup>c</sup> L <sup>1</sup> D <sup>4</sup> <sup>5</sup> d <sup>5</sup> <sup>2</sup> C <sup>5</sup> <sup>2</sup> d <sup>2</sup> .
CPHO school closures are also in the crisis response manual, by the way. Thank you.	ᢗ᠘᠘᠘ᡗᠫᡃ᠋ᢛᢗ᠋᠋᠋᠋᠋ᢑᡄ᠋᠁ᢄ᠂᠋᠘ᢞ᠋᠋ᢩᡆ᠋᠋ᡬ᠊᠋
<b>Chairman</b> (interpretation): Thank you. Mr. Simailak.	<b>Δ»/ペϷϹ</b> ና»: L'α. Γነጋ ረLΔ૯ <sup>ϧ</sup> .
<b>Mr. Simailak</b> : Thank you, Ms. Hainnu, for that clarification. To the RCYO, on page 7, nights young people spent at family violence shelters, 4,304, to my understanding, not every	<b>ሃLΔᡄ</b> Ϸ (ጋኣኦበJና): ናਰታ°ዺቮኑ, Δኑሃ≪Ϸርʹ፦. ናਰታ°ዺቮኑ, Γኑ ዘላΔ°ഛ, ር°ഘ ጋየፖ°ዺጭፖራLና, ቦ፡ႱጭጋΔኦϷና በበናናልላഛና. LኑለጭጋႱጭ 7-Γ, ▷°ഛላቴና ናየቪፖሬኄዮርናታዮቦና Lኑਰኮጋና. ጋየፖኦLσና Lლ֊ンJ, ርΔL°ഘ ናየቪልኄዮኈዮናጋና,

community has a violence shelter. Does that mean the number in Nunavut is actually higher than this 4,304? First question. Thank you, Mr. Chairman.	᠄᠙᠋ᡶ᠋᠋᠋ᠺ᠋᠄ᡃᡉ᠋ᢄ᠋᠕ᡄᢂ᠋ᢆ᠆᠆᠘᠂ᠴᡆᡄ᠆ᠺ᠋᠌᠌ᠥ 4,304-ᡄᠠ᠘᠘᠋ᠴᡏ᠋᠄᠘᠈᠊᠌᠌᠌ᠥ᠋ᠥ᠋ᠬ᠖᠆᠋ᠬ᠋᠌ᡔ᠆ᠺ᠘᠆ᡆ ᠈᠋᠀᠆᠆᠋᠋᠋᠋ᠬ᠆᠅᠂ᡏ᠘᠂᠖᠘ᢞᡆ᠋᠋᠆ᢣ᠋᠕ᢄ᠆᠘
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Mr. Simailak, do you want to maybe just reformulate your? I think I know what you're getting at, but maybe if you can just rephrase your question, Mr. Simailak.	<b>Δ•/ペϷርጭ</b> : L'ዉ. (ጋኣኦበJና) ፑና ፖLΔ르ϧ, ጋዮፖኈቭኈርናϷዉ
<b>Mr. Simailak</b> : Thank you, Mr. Chairman. This number, 4,304 nights young people spent at family violence shelters, that number is only calculated or put together using data for communities that have shelters. Is that correct? Thank you, Mr. Chairman.	<b>/LΔͺͺϷ</b> (ϽϞϷႶͿϚ): ჼdϧͽͺϲϳϷ, ΔϷϒϘϷϹʹϷ. Ϲ϶ͺ 4,304 ϲ./LͺϞϚ, ϟσϷϹͺͺͺϥ·ϷϽ&ϭϚ ʹͱΡͺͰʹ·ͺͻͶϷ, ʹͱΡͺϳͺϪ·ϿϚ. ʹͱΡͺϳͺϪϲ΅ϿϚ ΡϟϤϭ ϷϥϤ ϥϽͼ·ϽϚ? ϫͺϚϷϹϷϟϹͺϨϚͺͼϒϳͺϪͼϷϫϷʹϷϲϹ ʹͷϧͼͺϲϳϷ, ΔϷϟϘϷϹʹϷ.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>ϛϧ</sup>: </b> L'œ. Γ <sup>៶</sup> <Δ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. I think this is probably best answered by Family Services because that information came directly from them, so I would think they would be in the best position to answer that question. Thank you, Mr. Chairman.	<Δ° (ጋኣትበሀና): ናਰታ° ជቮኑ, Δνイ «ኦሮ። Δος ሲኦሮ ወና የኦታኦነሩና ለኦσናካላኦ ኦσ ፈናካሮ። ሮካሰፈ ካና ኮ ኦժፈ ሲላኦሰና. የኦናበፈናምናላኦቶ ሚናካሮምንና ኦሮኖ ና ናਰታ° ជቮኑ, Δνイ «ኦሮና።
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Ms. Niego, I believe what Mr. Simailak is trying to get at is: to what extent does this number, 4,304, reflect the actual need for shelter for young people in Nunavut, keeping in mind, as you mentioned, that not every community has a family violence shelter? Ms. Niego.	<b>Δ<sup>\$</sup>/ «ϷϹ·</b> <sup>\$</sup> : L'α. (ϽϞϷΛͿ <sup>\$</sup> ) Γ <sup>\$</sup> αΔͿ, Γ <sup>\$</sup> Ͻ <sup>7</sup> LΔϲ <sup>®</sup> ህα ϤΛΛαζ <sup>7</sup> <sup>\$8</sup> d <sup>\$</sup> L <sup>\$</sup> , Ϲ <sup>\$</sup> α 4,304-ϲ/Lէ <sup>\$</sup> <sup>\$</sup> , <sup>\$</sup> bΔΛΓ ας <sup>\$</sup> d <sup>7</sup> L«? <sup>\$</sup> PL& <sup>\$</sup> C <sup>\$</sup> b <sup>*</sup> DΔαϷ <sup>®</sup> Λ <sup>L</sup> LC L <sup>\$</sup> d <sup>\$</sup> DΔ <sup>\$</sup> ϽϚ <sup>\$</sup> Uלσ <sup>\$</sup> . ϷΔ <sup>\$</sup> σ <sup>\$</sup> <sup>\$</sup> \Σ <sup>\$</sup> d <sup>\$</sup> d <sup>\$</sup> <sup \$d <sup>\$</sup> αΓ <sup>\$</sup> . Γ <sup>\$</sup> , αΔJ.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) This information was obtained from the family violence shelters that we have agreements with. You have to keep in mind that they are not required to provide this information on a regular basis. It is not our information.	<b>ዉሏ</b> J: L'ዉ, Δካረዳኦርጐ. (ጋኣኦበJና) ኦժላ ምĽልጐም ፟ዹኣኦሰና ለዾኦኈርፇና, ላኈቦንበበሆ የረላσ ላኈቦኄበቦረLሃናበኈውና. ርΔLΔናጋሙ ፟ዹኣኦበም በበናሒላጋኈቦናጋና.
What we did gather as a result of the	

representative's office asking, it took hours of work to pull together some information. The number also is made up of, for example, a woman with two or three children coming into, in Iqaluit, Qimaavik and could spend two months. That's how many kids times how many nights and that adds up to a large number.	Ρ/Ϥσ ΡυυͽϽΔ <sup>ϳ</sup> ς ϹͺϷϭͿϿ <sup>ͺ</sup> ͺϳϧϿϲͼ ϽͽϟϚͼͺϲ, ΔϷͼϚϧͺϫͼ ϤͼϿͼ, ϲ; ϤͼϿͼ, ϲ; ϤͼϿͼ, ϲ; ϤͼϿͼ, ϲ; Ϸϳϫ ϷϿϤͼϧϲ, ϲϫ ϷϿ ϷϿ ϷϿ Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ.
I think that perhaps maybe the number you would be more favourable to is how many new intakes there are, which we do not have that information. (interpretation) Thank you, Mr. Chairman.	ᠴĊᠳ ᠕ᢗᡃ᠋ᡃ᠋ᡃ᠋ᡋᡃ᠋ᢄ᠊᠋ᢗ᠘ᡃ᠔᠊᠋ᡏ ᢂᡷᠣ ᡈ᠋ᡪ᠋ᡃᢛᢗᢂ᠋ᡃᡉ᠈ᡃᢣᢂ᠆ᠺ᠆ᠬᡗᠫ ᠘ᡃᠡ᠙᠙ᡄ᠋᠅
<b>Chairman</b> (interpretation): Thank you. Mr. Simailak.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>։ </b> L'α. ΓʹϽ ϟLΔϲ. <sup>ϧ</sup> .
<b>Mr. Simailak</b> : Thank you, Mr. Chairman, <i>Iksivautaq</i> . Going forward now, is there a plan in place to fully encompass all the Nunavut communities that do not have a shelter so that we can really look after our young people that might need these types of services? Is there something on the horizon or is there a plan? I hope that's understandable. Thank you, Mr. Chairman.	<b>ϟĹϪϲͺϷ</b> (ϽϞϷႶͿϚ): ϚϭͰϷͺΔϷϟϘϷϹʹ·Ϸ. ;ϒϿͿϤϷϚʹϲʹϤϹ·ϚͻϭͺʹϐͻϿ·ϷͺϚʹͼͺϤϟϷʹϷͱϟͰϐϟ ͽͺͼͺϿϲͺϳϲͺϚϷϳͺϐͺϚϷʹϿ·ϲͻϤϲͺͺͰͽͼϦͻͼ ͼͺϚ;ͼϹϷ;ϷϟϷϷϭϤϚϳϹϲͺϹϪͰϪϚϽϭ·Ϸ ϚʹͼͺϷϟϷʹϷϚʹϲʹϤϟͰϐϟʹͺϷʹϐʹϾʹϛϿϿϹʹϿϲϲ ϥʹ;ϷϼϪϨ·ϲʹϤϭϤʹϷͶϟʹ;ʹϭͿϧͼͺϲϳʹϷͺϪϷϟϘϷϹʹ·Ϸ
Chairman (interpretation): Thank you. Ms. Niego.	<b>Δ•/ペÞርጭ</b> : L'α. Γ' αΔJ.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think, first and foremost, our electronic database, the CIS system is most critical to gathering proper information. The reason for the ending of the first contract was because part of it is I wasn't satisfied with the information being able to be obtained from the system, hence the new contract upcoming to be more clear about the data that we require, which would then be applied to every single community where we have social workers in every single community.	<b>فΔJ</b> : L'a, Δ <sup>6</sup> γ «ÞĆ <sup>6</sup> . (ϽϞληͿ <sup>6</sup> ) ۲۶ <sup>-</sup> – <sup>6</sup> «לΓ <sup>6</sup> bΔ, CΔ <sup>6</sup> d4 <sup>6</sup> b <sup>-</sup> λ <sup>5</sup> <sup>4</sup> <sup>6</sup>
Until then, I have to rely on spreadsheets or anecdotal information, whatever our frontline can provide and whatever they can gather from	᠘᠍ᡰᡆᢪ᠋᠊᠋ᡰ᠂᠋ᢩᠣᡏᢗᢂᢞᠧ᠄᠋ᠮ᠋ᠴ᠋᠘ᡩ᠋ᠫ᠘ᢩᢞᡆᡗᠺᢋ ᠘ᠴᡄ᠋ᠬᢣᡃᡃᡆᢪᠦᡗ᠂ᠴᡏᢗᢂᢞᡕ

their partners, such as the shelters. This isn't our information; this was gathered by our staff who aren't supposed to be doing that kind of work, so it was an additional duty on top of.... (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Simailak.

**Mr. Simailak**: Thank you, Mr. Chairman. My last question for now, I believe: so whose job should it be then to gather that information? Is it your department? Your office? Health? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Ms. Niego.

**Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think, definitely for Family Services, anytime we come into contact with a homeless youth, there is a level of case managing and connecting the youth to services. It's not that those children are left out in the cold. That's not the case whatsoever. There are likely many instances where youth have been assisted and it's not captured in our systems. It is likely a duty of every service that comes into contact with youth. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Before we go to the next name, I would just like to give Ms. Bates a chance to comment on that statistic. Mr. Simailak, if you will allow, I would like to turn your question to the representative.

We look at that number, 4,304, as we sit here as decision-makers. How can we interpret that number? To what extent should we look at that number and say that represents the actual need for young people to sleep in family violence shelters, keeping in mind that we don't have enough shelters? We don't have them in every **△৬ᠠᡧ᠙▷ᢗ᠄ၑ**: L'ᡆ. ᠮᡃ᠌ᠫ ᠠ᠘᠘ᡄᡃ.

**ΥLΔͺͺϷ** (ϽϞϡΛͿϚ): ჼdϧ·ႭϮϧ, Δϧϒ≪ϷϹʹͽ. ϤϞͺͺϫ ዮህ·ϲʹͽϚͺͺϲʹ·ϫͿ. ΡϤ ϹΔL ΔʹͽϧϼϪϳϞͺϭ·ϤͽϚϷͽ? ϹΔLΔϚϽϲͺͺϧϹϚϧ<sup>ͼ</sup>ʹϒʹϚ. Λϲͺͺͺϐ៶ϒ·ϫϳͼ ϷϞႱʹͽϽΔϡʹ ΛͶϚʹϐʹϞϧ Ρͼ.?, Ρϧϐ·ϼͼ ϧϹϹϧϷʹ·ϫϤʹͽϚ? ʹϭͿϧ·ͼͺϹʹϧ, Δϧϒ≪ϷϹʹͽ.

**∆ﻩ/≪ﻩ⊂ﻩﻩ**: L'Ⴍ. ୮<sup>៶</sup> Ⴍ∆J.

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> 4,304 ረፖሬቲካ, ኦሮፓ ፊካፖጵናና Δፖሬሮ ካት የመንዝ ነው። አንድ የምስት የሰው የሚያስት የመንዝ ነው። አንድ የሰው የሚያስት የመንከት የሆኑ የመንከት መንከት የመንከት ከመንከት የመንከት የመንከት ከት የመንከት የመንከት የመንከት መንከት ከመንከት ከመንከ

community, as Mr. Simailak mentioned. When we look at this number, what kinds of things should we keep in mind, in your opinion? Ms. Bates.	<sup>ና</sup> የ⋵ልኁbኈጋΔ°ዺϷ°°ጦLC Lካውጋና. Ϸዺ ዺ፞፞፞\Ϸ∩ ርժ՟ጔበካታና, የረሙ ΔረLኄኮሊዻኄኮኈለር Ϸ«ዲኌዮጵና ኄኴጮጏ፞ሒዻኄኮኈለር? Γነ, <Δናኣ.
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Originally when we requested this number, the original number that was reported to us, just for clarity's sake, was that the original number was presented as 4,304 children, and then we looked at the number, went back to the department and said, "Are you sure that this is right?" That seemed like a very large number and so we went back and we said, "Are you sure that's not bed nights?" Because that would make more sense to us, and they did clarify and say it was bed nights, which again makes more sense, but when I look at this number and then again, family violence is considered to be a potential child protection concern and also, there are contribution agreements.	<Δ° (ጋኣትበጋና): ናਰታ° ជቮኑ, Δνረ የኦሮች. ሮካሪ
As I understand it, those contribution agreements that run the shelters or that Family Services has to run the shelters, again, I would come back to, you can't understand If you're not collecting data on who needs to access the shelter and you can't readily grab those numbers, it's difficult to interpret the data. This also doesn't include, I understand it, I am aware that there have been children and families who are in the territory in shelters; they have been sent out to access shelters. I don't know what that number is, but I'm aware through the work of our office that there is an additional group, however large, that is out in shelters outside of the territory.	<sup>\$</sup> ΡĹά <sup>\$</sup> Δος <sub>`</sub> λ <sup>\$</sup> d <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>\$</sup> Δος <sup>\$</sup> Ο
Again, what I come back to is it's very difficult This is concerning, but again, it's hard to look at this number and have a full understanding of what it means because, again, if you're not accurately tracking who is requesting shelter services and you're not accurately tracking those numbers, it's hard to understand need, magnitude of problem, and	Ϫ, Ϲʹ·ͺͻͺϪϲʹϳͺͺͻʹ·ͺͻʹͽϽʹͽͺʹϒϤϭͺϷͺϷͺͺϫͺͺϫϷϹ ϹϭʹͺϫͿͺϽϷϲϧϷϹϹϫ·ϲʹϿʹͽͺʹϧϼʹͽͺϽϷ;Ϸ;Ϲϫͺϳϫϧ ϹͼϭϥͺϫϧϷͼϹϷͺϭϲʹϲϤʹͽ<ϹͺϷϭͿϽϗʹͼͻͼ ϽϷϲϧϷͼϲϲ;ͽϽϲͺ;ϷϿϽϲͺ;Ϸϲ ;

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those types of issues, but certainly we were quite surprised by the high number.	۵٫ ۹۵ـ۵۵۴۵۲ کمانی مانه مانه دیکه ۲۵۹۵ ۲۵۱۵ دیکه ۲۵۵ دی
I hope that answers your question. Thank you, Mr. Chairman.	የኦႱჂ⊲ჼჼ<ናኄፚ ⊲ለჼݸሰና. ថៃᢣ៓ႭႠჼ, ᠘ᡟᢞ᠙ኦᢗᡝჼ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Maybe just for further responses, just keep in mind the need for the interpreters to keep up and I'll wave at you for a reminder. Moving on. Mr. Keyootak.	<b>Δ•/ペÞርጭ</b> : L'ዉ. (ጋኣ፞ኦበJና) Δ <sup>ι</sup> Lናb የኦቴታናσላንልና ጋኣ፟ትና ΔቴቴኦLσላጭ<በና ላኚLσላናLር ΔኣካልኦJልና ΔቴቴΔኣላበቦσላናልኦ <sup>ቴ</sup> . Γነር ናየላቴርጭ.
<b>Mr. Keyootak</b> (interpretation): Thank you, Mr. Chairman. I may be ahead here or we will get into item 16. Is it okay to ask now?	<b>৽ዮᢣᡃ᠈᠋Ċ৾৽ಀ</b> : ᠂dᢣ <sup>ᢩ</sup> ᠳᡅᡏᡃᡃ, ᠘ᡃᢣ᠙᠌᠌ᠵᡠ᠅ ᢣ᠋᠀᠊᠙ᢣᠴ᠍᠍᠍᠊ᡆᠳ᠅᠋ᡠᡪ᠋᠘᠋ᠬᢩᢪᠳᡆ᠋᠋᠌᠋᠌᠕ᢟᠳ᠋᠍ᢗᢟ᠆ᠴ᠙ᡏ᠅ Ċᢩᡄ᠂ᡆ᠕᠄ᡃᢦᡆᠰᡅᠦ᠋ᢦ᠋᠋᠅ᢗᡪ. ᠋᠋᠋᠋ᡋ᠆ᠮᡃ᠋᠋᠘ᠺ᠋ᢩ᠂᠘ᢩᡄ ᠂ᡃᡖᠴ᠘ᢩᢩ᠃ᡗᡊ᠋᠉᠄
<ul> <li>Thank you, Mr. Chairman. I understood some of the questions asked earlier and the responses on how people are serviced outside of Nunavut. I believe an MLA asked and a response was given, but I wanted to get further clarification. In the report, we have nine who were dealt with outside of Nunavut. I would just like to get some clarification here on page 16. We have a figure of nine who have been serviced outside of Nunavut and I just want to ask how they are cared for. Thank you.</li> <li>Chairman (interpretation): Thank you. Ms.</li> </ul>	$d^{+}a^{+}$ , $\Delta^{+}A^{+}C^{+}$ , $\Delta^{+}a^{+}$ , $\Delta^{+}A^{+}a^{+}$ , $\Delta^{+}A^{+}a^{+}$ , $\Delta^{+}A^{+}a^{+}a^{+}a^{+}a^{+}a^{+}a^{+}a^{+}a$
Bates. Ms. Bates: Thank you, Mr. Chairman. Actually	⊲∧ኈd≀∟b∆°ฉ२Lኑና. ՙd۶°ฉ广 <sup>ኈ</sup> . <b>Δь≀≪⊳ርኈ</b> : L'ฉ. Γ՝ <∆ና <sup>、</sup> .
I would like Lynn Matte to answer this particular question. <b>Chairman</b> (interpretation): Thank you. Ms. Matte.	< <b>Δ°'</b> (ϽϞϷႶͿና): ·ϭͿϧͼϫϹϳͼ, ΔͼϟͼϷϹͼͼ. Δϲͼ ϲͼ ϳͼ ϷϷ·ϭ<ͻͿ ϲʹϞϹͽϧ ϭΛͼͼϭͶϷϞͿͼ. <b>ΔͼϟͼϷϹ·ͼ</b> : μʹϥ. Γ΄ ϳ.
Matte. Ms. Matte (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. In reference to page 16 of the annual report under the individual advocacy section, the number "9" for out of territory refers to the number of individual advocacy cases that were brought to our office that were in regard to services out of territory. Some of	<b>Δογ ΚΡΟ</b> <sup>Φ</sup> : Ε.Δ.Τ΄ Ε <sup>Δ</sup> . <b>ἰ</b> -: <sup>1</sup> :

those services could have included a voluntary service agreement with the Department of Family Services for medically fragile children. It could have involved accessing mental health support out of territory. It could have also involved fostering out of territory, and I believe we had at least one case where we've had a family that required shelter services out of territory. (interpretation) Thank you, Mr. Chairman.	Δ <sup>L</sup> L <sup>i</sup> b Þdd <sup>i</sup> UJJ <sup>i</sup> <sup>b</sup> <sup>b</sup> CF <sup>i</sup> <sup>c</sup> CL <sup>b</sup> dd d <sup>i</sup> C <sup>b</sup> Dh <sup>i</sup> /L <sup>a</sup> σ <sup>b</sup> d <sup>c</sup> dP <sup>c</sup> <sup>i</sup> <sup>b</sup> / <sup>b</sup> <sup>c</sup> D <sup>b</sup> d <sup>c</sup> Ldd d <sup>i</sup> C <sup>a</sup> <sup>b</sup> D <sup>i</sup> J <sup>a</sup> <sup>a</sup> <sup>b</sup> D <sup>c</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> A <sup>c</sup> <sup>b</sup> <sup>c</sup> A <sup>c</sup> <sup>b</sup> <sup>c</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> A <sup>c</sup> <sup>c</sup> <sup>c</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> A <sup>c</sup> <sup>c</sup> <sup>c</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup> A <sup>c</sup> <sup>c</sup> <sup>c</sup> <sup>c</sup> <sup>c</sup> D <sup>c</sup> <sup>b</sup> <sup>c</sup>
<b>Chairman</b> (interpretation): Thank you. Mr. Keyootak.	<b>Δ৬/«ϷϹ·</b> Ϸ: L'Ⴍ. Γ <sup>៶</sup> Ϲ ·₽ᠵ <sup>៲</sup> ϷϹ <sup>;</sup> Ϸ.
<b>Mr. Keyootak</b> (interpretation): Thank you, Mr. Chairman. On the same page, page 16, we have a figure of 95 and we have the cases here; English is 95 and Inuktitut is only 2. What does that represent? Thank you, Mr. Chairman.	<b>፡ዮሩ፦</b> : ፡ଗታ°ዉ广፦, Δኮረ የኦር፦.
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ<sup>6</sup>γ<bc<sup>(6)</bc<sup></b> : L'α. Γ' <Δ <sup>c'</sup> .
<b>Ms. Bates</b> : Thank you for the question. Thank you, Mr. Chairman. I'm going to turn this over to David Korgak, the Manager of Individual Advocacy Services, to speak to it. Thank you.	<ዾና• (ጋኣትበህና): ናਰት°ዺ广፟፟ ላለጭਰበ°ഛ ናਰት°ሷርና። ወደኛ ርሏልና ናਰላናጭ የኦናਰσላናካਰ ርዮ ፈገና ፈገ°ጐሁሲላናኮጭጋσ bLትኦペርጋጭ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Mr. Korgak, go ahead.	<b>Δ▷/≪ϷϹ·</b> Ϸ: L'Ⴍ. (ϽϞϞႶͿϚ) ΓϞϹ ·ϭͿ⊲Ϛჼϧ, bϞłቦϚ.
<b>Mr. Korgak</b> : The information in that table represents the language that was used on an individual advocacy case. Out of the 98 individual advocacy cases, 95 were all English, two had Inuktitut that was used, and one was French. That represents times where maybe a client requested Inuktitut or Inuktitut was used in a portion of the advocacy case. We do have advocates and our intake specialists that speak Inuktitut and we have multiple people who speak French within our office, so language preferences are always respected and we make accommodations where necessary. Thank you.	<sup>•</sup> ἰፈና። (ϽϞϞΛͿϚ): ϹΔL Ϲ <sup>®</sup> Ϙσ ἁ ϞϷΛ <sup>¢</sup> Ϸ <sup>5</sup> ϷϷ/ <sup>®</sup> ϤϽ <sup>®</sup> ϹϷ⊀Γ <sup>®</sup> ϷΔ ϤϽσ Λϲ ~ Ϥ <sup>*</sup> ህϞϼ <sup>c</sup> 98- <sup>*</sup> ህϞσ <sup>c</sup> Ϲ <sup>i</sup> dd bL <sup>p</sup> ϷΡ <sup>i</sup> L <sup>4</sup> σ <sup>b</sup> 95 <sup>5</sup> <sup>b</sup> <sub>2</sub> αΔ <sup>j</sup> Δ <sup>°</sup> α <sub>2</sub> Ϸ <sup>5</sup> <sup>b</sup> <sup>c</sup> L <sup>i</sup> <sup>2</sup> <sup>b</sup> Δ <sup>°</sup> Δ <sup>i</sup> Ω <sup>*</sup> <sup>1</sup> <sup>6</sup> <sup>a</sup> <sup>a</sup> <sup>b</sup> <sup>i</sup> <sup>4</sup> <sup>b</sup> <sup>i</sup> 4CϷ <sup>j<sup>s</sup></sup> ϷΔάΛϽ <sup>c</sup> . CdΛ <sup>c</sup> γ <sup>9</sup> <sup>c</sup> <sup>5</sup> b <sup>i</sup> <sup>2</sup> Δ <sup>*</sup> σ <sup>i</sup> <sup>4</sup> <sup>1</sup> <sup>b</sup> Δ <sup>i</sup> <sup>2</sup> <sup>1</sup> <sup>b</sup> <sup>2</sup> <sup>1</sup> <sup>2</sup> <sup>4</sup> <sup>b</sup> <sup>2</sup> Δ <sup>b</sup> <sup>2</sup> <sup>b</sup> <sup>2</sup> <sup>2</sup> <sup>4</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>5</sup> <sup>2</sup> Δ <sup>b</sup> <sup>2</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>3</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>4</sup> <sup>3</sup> <sup>2</sup> <sup>2</sup> <sup>4</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup>
Chairman (interpretation): Thank you.	<b>Δ<sup>ϧ</sup>ϟʹϨϷϹ<sup>ϛϧ</sup></b> ; L'œ.

Mr. Keyootak.	۲٬۷ ٬۴۲۴٬۰۰
<ul> <li>Mr. Keyootak (interpretation): Thank you, Mr. Chairman. Based on his points, I do understand what is said, but perhaps is this because of lack of Inuktitut-speaking staff or the clients prefer to be dealt with in English? Is Inuktitut staffing a problem? Thank you.</li> <li>Chairman (interpretation): Thank you. Ms.</li> </ul>	<b>'Ρ&lt;''ບ</b> `'': 'd>'' ዺΓ'', Δ''/ Δ''' Δ'''' Δ''''' Δ'''''' Δ''''''''''''''''''''''''''''''''''''
Bates.	<b>Δ<sup>6</sup>γ<bc<sup>66</bc<sup></b> : L'α. Γ' <Δ <sup>c</sup> '.
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. I'm going to turn this again over to David Korgak to answer.	<b>&lt;Δ<sup>ϲ</sup>·</b> (ጋኣትበJና): 'dሃ°ዺ广' Δνረኛኦርኈ ላዛሬ 'dሃ°ሲΓ' ላለኈdበቦሃ°ഛና. ርঁ°ሲ ጋσቴbσናσፈናΓሁቴና ርΔልና የኦσፈናኈሁJ.
<b>Chairman</b> (interpretation): Thank you. Mr. Korgak.	<b>∆⊳/≪⊳ር∿</b> ։ L'௳ ℾՙር ˤd⊲ናኈ.
<b>Mr. Korgak</b> : As previously mentioned, right now we have four Inuit staff within the Representative for Children and Youth Office; two are fully bilingual. Our intake specialist is fully bilingual and one of our child and youth advocacy specialists is bilingual as well.	<sup>•</sup> d<ና፦ (ϽϞϡΛͿϚ): Ϸ·ϧϷϒϷ·ͼϷϷͱϹϚ ϟϹϹϷ·ϹϹ ΔϿΔϚ ΔͼϧͼϪϟͼϿϚ Ϸ·ϧϽͼϿϿͼϧ ϿϹͼϧϼͼ ΔϿϟϲϿͼ;Ͽ ͺͽϲϿϧϨͼͼ;ϟϭͼϿϹϻ ΔͽͼϽϽ;Ͽ ϭͰϹϿ Δϲʹ·ϧ ͽϹͼϧϲϫ;ϥϢͼ Ϲͼϭͼ ϧϹϟͱϹͶϷϞͺͺͺϷ;ϿϭϷϟϛͼϭͺ·Ͽϫ ϘϿͼϽϽ;Ͽ.
When it comes to the cases that are presented in this annual report, typically we accommodate clients. If they wish to speak Inuktitut, we are going to accommodate and speak Inuktitut. If English is their preferred [language], we will continue to do so. Thank you.	ϹΔL ĊŀdϤ bLſŀᢣϷᢣᡅᡧᡄᡃᡕ᠂ᡧᡃᡪᡬ᠍᠍᠍᠍᠍ᠯᢗĹჼŀᠯϷႶᢦᡃ ϷʹͽϷϟϷϞϭ· ΔLΔŀႱϞʹ>ჼኑ, LጋΔჼႱႶናႶჃჼႦናርჼჼႠዎና ΔͽናႶჂჇLJႶŀ ჼႦჼ_϶ႭϷϟჇLJႶŀ ϹΔĹናϹϷჼͱ ϷʹͽϷჇჼႱ ϤϽჼኮϽJ ϹΔLΔჼႭΔ.϶ჼႶჼႭჼσϤჼℾϞͿና. ჼdႸჼႭႠჼႱ
Chairman (interpretation): Thank you. Mr. Keyootak.	<b>Δ•/ペϷር</b> ና•: L'ዉ. Γ <sup>、</sup> ር ናዖᡪ <sup></sup> ċና•.
<b>Mr. Keyootak</b> (interpretation): Thank you, Mr. Chairman. I'll turn to another issue regarding family services. It was mentioned earlier by my colleagues that in the small communities, sometimes people are hesitant to talk with the social workers and counsellors, but they generally are more open to people coming from outside.	<b>۴۹ځەﺯﻧﻪ</b> : ﻧﯜﻟﻪﻣِﺪَﻝﻩ, এﻩᢣ᠙ᠵᢗ᠅. ᢣᠧᡃᠴ᠅ᡕ ᠘ᠴᡄ᠋ᠬᢣᡃᡆ᠋ᡗ᠊᠕ᡄᠬ᠗᠅ᡁᡷ᠊ᠴᠺ. ᢗ᠘᠘ ▷᠋᠄ᢧ᠖ᡃ᠑ᠮᢐ᠖ᢗᢗᡃ᠋ᢐᡃᠦᢑ᠘ᠮ᠘ᠺ᠘ᠸᠾᠧ᠌᠌ᠺ᠖ ᠖ᡣ᠘ᢣᢄ᠋ᡃᢐᡉᡩᡡ᠖ᡘᡄᡃᡆᡆᠴᡄᢩᡩᢋ᠋ᠶ, ᠘ᡄᡃ ᠖ᡣ᠘ᢣᢄ᠖ᡊᢌᠧ᠋ᡬ᠘ᡩᡁ᠘ᡩ ᠖ᡣᡘᡷ᠋ᡁᡩᡁ᠘ᡩ᠋ᠬᢋᡘᡃᡆ᠅ᠬᡅ᠘ᢗᠴᡆᢩ᠅᠖ᡢᡢᠶᠮᠳᠴᠺ, ᠴᡆᡄ᠅ᡁᢗᢗ᠋ᢋᡘᡆᠥᡊᡅᡷ᠖ᡘᡄ᠋᠈᠘ᠺ᠋ ᠘᠋᠘᠅ᡁᠣ᠋᠁ᢣᢑᠧᡤᠧ᠋᠋ᠴ᠕ᠺᢗ᠘ᡃᡆᡆ᠘ᡄ᠅ᡣᠺ ᢄᡃᢐ᠋ᡝ᠗ᠺᡪᢛᢣᢄ᠖ᡃᠧ᠁ᢗ
However, sometimes when we're in the same	⊐a‰pUĻc ∇çUr

community, some individuals don't like to speak with other individuals, even if they have a lot to say and some end up committing suicide, often because they are not communicating with counsellors or social workers, and young people in particular.

I believe every community has social workers. Does the Department of Family Services have any plans to perhaps find other social workers to visit the community? For example, the people at the Piqqusilirivvik centre come in and provide a lot of support in the community. Can we envision social workers from one community to pay visits to other communities? Is there any thought of that in the plans? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Department of Family Services, Ms. Niego.

**Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Especially this year with COVID in place, the department did secure an extra amount of money for extra social workers. I'm not sure if health and mental health workers were a part of that COVID relief package, but for social workers, there is this pot of sending in extra, almost like a rotating relief team to bring extra support. For example, Kinngait recently has had some youth issues, so this team's first task is to go into Kinngait and assist with the community. Next would probably be Arviat with some recent issues there.

Often when we have a vacancy, it's very sudden. Someone may be going on sick leave or completing their term or they have done their time in that community and have moved to another community. We're always looking for extra social workers. We have a large vacancy and being one of the newest departments in the whole of government, we still struggle to find office space and get our competitions seen. Even though we are considered a priority ΔͺͺʹϒͼϫϿϥͺͼϧͶͶϧͰͺϫͼͺϧ;ϿϤϧͳϲ Ϸ;ϷϧϞ;ϒϲϤ϶;ϿϽϗͺϿϲϧϿϽͼ Ͽϧ;Ϸͻϥ;ϿϽͼ Ͽ϶Ϟϲϓ϶ϝͺϷ;Ϸϧϒ; Ͽ϶ϞͼϽͼͺϒϿϤ;Ͽ;

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**αΔJ**: L'α, Δ<sup>β</sup>/«ϷC<sup>6</sup>, (Ͻ<sup>1</sup>, Δ<sup>1</sup>, Δ<sup>1</sup>

CΔL ΔLΔΦϿʹϷϚʹϞυ ϽϤϐʹឩϚʹϞυϚ Ϥʹ·ϭϘϭ·Ϟυϭ ΔʹϷϷͼϪϟͺͺϤʹϷϽʹϷʹʹϷʹϷϭϭ ϷʹʹϘϫ ΔʹϷϷͼϪϟΓϭϷ ϫͼϲ·ʹϚϫϫ ΔͽϲϲͺϷϭͼ ΔοϲͺͺϷϭͼ ϫϲ ΔΓϲϳʹϨϞͳʹϞͺLC ϫϹʹϞͿϭͽϹϷʹ϶ϽϹ υϨϹϷϭͼ ϲ ϭϲͺϫϼϞϧʹͽϲϾ·Ϸ϶Ϳϲ. ϤͰͺϫͺϹϷϭ ΔΡͼϽϚϷͶʹͼϸͶϚϫϿͼ

competition, it's still always a struggle with lack of housing as well. (interpretation) Thank you, Mr. Chairman.	ᡧᡃᡝ᠌ᢪ᠋᠊ᡆ᠘᠋ᠳᡆ᠋᠋᠄ᢣ᠋ᠺ᠅᠘᠋᠋ᡗ᠌᠊᠋ᡠ᠋ᡃᢐ᠋ᡃᠥ᠋ᢙ᠋᠆᠘ᠰ᠋ᢩ᠆ᢐ᠋ᠮᠮ ᠕᠆᠋ᠬᢣᠺᠬᢩ᠂ᠳ. (᠋᠋ᠫ᠋ᡃᢣᠺ᠋᠋᠋᠋᠋ᠯᢩ᠂ᡠ᠋᠋᠋᠋᠅᠋ᠫ᠋᠄ᡃᠥ) ᠘᠈ᡄ,᠘ᡃᡟ᠙᠋ᢂᢄ᠅.
<b>Chairman</b> (interpretation): Thank you. The Department of Health would also like to respond to your question, Mr. Keyootak. Ms. Stockley.	<b>Δ•/≪ϷϹ·</b> Ϸ: L'ዉ ₽ϷΗϷ⊲፣LC ⊲∧Ⴊਰ∩ቦ৮፣σь Γ·Ϲ ·የሎርʹ·Ϸ. Γ <sup>、</sup> イርϷϲ.
<b>Ms. Stockley</b> : Thank you, Mr. Chairman. Thank you, Yvonne. In response particularly to COVID, community mental health staff found creative ways to deliver mental health and wellness initiatives and services during the pandemic, and that was through different platforms: interactive radio shows were in some communities, social media presence, community contests, care packages, virtual interactions, and phone calls, just as you explained to have access to different people in a time of need. Thank you, Mr. Chairman.	<b>γ' ငံ ಀ –</b> () الم ۲ ال
<b>Chairman</b> (interpretation): Thank you. Mr. Keyootak is done. (interpretation ends) We're on the section titled "Status of Young Nunavummiut." Mr. Lightstone.	<b>Δ•/«ϷϹ·</b> Ϸ: L'ϱ. Γ·Ϲ ·የሎĊ·ͽ ϹΔͺͰίͰϚ. (ϽϞϷႶͿϚ) ·ϐϿΔ°σ°ΓϹ Ͽͼ͵Ϙ·ΓϷϹΔϚ ΔϿϟϚϽϚ. Γ·Ϲ ϲϪϚϟʹϽ·
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Before I get into my questions, I just want to follow up. I just have a few follow-up questions in relation to some of the responses that we've had so far.	<b>ϲΔናሃጏ፞፞</b> ᅆ (ጋኣ፞ኦበህና): ናdኦ⁰ዺቮኑ, Δኑሃ≪ϷϹʹჼ፡. ዻለ <sup>ፍ</sup> ነሰበ°ሷᡄϷ° <sup>ൣ</sup> ቦσ°σ
The first topic that I would like to question was an issue of children who age out of the director's care within the Department of Family Services. I was wondering if the department would be able to provide a brief breakdown or example of when a child would age out of care and what exactly does the Department of Family Services provide to those children after care. Thank you, Mr. Chairman.	/ዎ՟፫ዀ ፈለዀወሰቦ⊀L՟ጔህ ϷႪϷዖናቴዀጋዀ ወርዀይ ፈና፟፟፟፟፟፟ጏዸንጮ፟፟፟፟፟ይሏ እናጋቦና Ϸኖዺኌ Ϸናቴክሏኖዉንኖዉዀለበ ፈኑህጋናኌቦዀ፟፝፝፝፝፝፝፝፝፝፝ዾ ዾናጏበቦኆ፝፞፝፝፝፞፝ዹዀርበ ሥና ወርዀይና, ወርዀ፝፝፝፝፝፝፝፝፝፝፝ ይናዀ፝፝፝፝፝፝፝፝፝፝ዾኯኇ ይናዀ፝፝፝ ይናዀይጔ፝፝ ፈኊባዮር ዾዀበናጋቦና ናክውናሮ ልናለቦሪቦዊናለቦ ፈኊቦሩናበኦጔፈሮናፚ⊦Lር? ናወታኖዉ፫ኈ, ፚኑሪዳኦሮዀ.
Chairman (interpretation): Thank you. Ms. Niego.	<b>Δ•/«Þር</b> <sup>ւ</sup> »։ L'α. Γ΄ αΔJ.

**Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I believe you are referring to, on page 7, the number 15, young people who aged out of care. The subnote is young persons who turn 16 years of age while in the care of the director. Our legislation allows for care up to the age of 26 and so we call those extended service agreements. There are individuals, however, who do age out of care. Perhaps I can flag this with Arijana Haramincic on the line, if I may. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) We will go to Zoom. Ms. Haramincic, in terms of Mr. Lightstone's question.

**Ms. Haramincic**: Thank you, Mr. Chairman. Thank you for your question. What it actually means for the children to age out is basically for the department, when the child reaches the age of 16 and, in some situations, the age of 18, they are no longer cared by a foster home or a group home and with the same support that they had individually prior to the age of 16 or 18. We enter into the agreement with them at that age if there is no guardian or a parent or someone that could support them on an ongoing basis.

We provide support, emotional support, financial support, planning, educational support, and ongoing support for employment and independent skills. This is, as Ms. Niego said, up to the age of 26. We're the only territory or actually province and territory in Canada that supports young Nunavummiut up to the age of 26. Many have stopped any supports to youth at the age of 18 or the latest of 21. When they do reach age 26, exiting supports from the family services means that we are supporting them into the adult support services if this is required or support them to their independent living until they live independently or being self-sufficient. **Δ•/«ϷϹ·**•፡ L'ם. (ጋኣኦበJና) Zoom-ϳናጋር. Γ<sup>、</sup> ዘጳናΓ°ィ<sup>ϧ</sup>, የϷJ°α?ልϷ<sup>ϧ</sup> ϲΔና៸Ͻ° ϤΛ<sup>ͼ</sup>ͼͿበϤ.

I hope this answers your question. <i>Ma'na</i> , Mr. Chairman.	₽▷ᢣ᠌ᡃᡃ᠋৲ᠸᡫ᠋ᠴᢦ᠋᠋ <sup>ᢑ</sup> ᠵᡪ. Ľ᠌ᡅ, ᠘ᡃᢞ᠙᠌᠌ᢈ᠋ᡬᡃᡃ.
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•୵≪ϷϹ</b> · <b>•</b> ։ L'ჲ. ୮ <sup>៶</sup> Ϲ ϲ∆Ϛ៸Ͻ̂°.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. My next question is for the representative. On page 7 you identified a blank space for the total number of young people who received referrals and reasons for referrals. I've got two questions in relation to these two items. The first question is: why was this information included and secondly, what exactly were you trying to identify here? Thank you, Mr. Chairman.	<b>ϲΔ</b> <sup>ϵ</sup> <i>γ</i> <sup>†</sup> <sup>•</sup> (Ͻ <sup>ϳ</sup> , μη <sup>5</sup> ): <sup>6</sup> d <sup>μ</sup> <sup>6</sup> <sup>α</sup> , Δ <sup>μ</sup> /«Ϸ <sup>ζ<sup>6</sup><sup>μ</sup></sup> . ϤΛ <sup>66</sup> d <sup>66</sup> σ <sup>4</sup> <sup>6</sup> <sup>μ</sup> <sup>μ</sup> <sup>65</sup> <sup>4</sup> <sup>1</sup> , Δ <sup>μ</sup> /« <sup>1</sup> ) <sup>6</sup> <sup>1</sup> , <sup>1</sup> Δ <sup>1</sup> <sup>2</sup>
<b>Chairman</b> (interpretation): Thank you. Ms. Bates.	<b>Δ⊳៸≪⊳ር∿</b> : L'ዉ. ୮ <sup>៶</sup> <∆ <sup>ϲ៶</sup> .
<b>Ms. Bates</b> : Thank you, Mr. Chairman. The request for information was the number of referrals that the department received, so it's a general number. When I say the word "referral," what I'm referring to is the number of phone calls that says the child is in need of protection, requiring services. We wanted to know for a year how many referrals did Family Services receive.	<Δ <sup>ᢏ</sup> (ϽϞϞႶͿና): <sup>;</sup> dϧ <sup>®</sup> ϼϮ <sup>Ϸ</sup> , Δ <sup>Ϸ</sup> ϒ≪ϷϹʹ <sup>ͼ</sup> . Ϲ <sup>Ϸ</sup> dϤ Ͻ <sup>Ϸ</sup> ϒϚϷႶልσ <sup>ͼ</sup> ϧ> <sup>c</sup> <sup>·</sup> δ <sup>γ</sup> <sup>κ</sup> <sup>°</sup> ϽσϧϷσά <sup>®</sup> LC ἀ、ϷϺ <sup>c</sup> <sup>;</sup> δ <sup>γ</sup> <sup>κ</sup> <sup>°</sup> ϤϹ <sup>®</sup> Ϲ <sup>°</sup> C <sup>°</sup> Ϲ <sup>i</sup> dϤ ϽσϧϷ <sup>®</sup> <sup>i</sup> σ <sup>5</sup> Ϳ <sup>c</sup> Ϸ <sup>,</sup> δ <sup>μ</sup> δ <sup>*</sup> δ <sup>*</sup> <sup>°</sup> , Ϸ <sup>,</sup> δ <sup>2</sup> Δ <sup>0</sup> <sup>-</sup> <sup>1</sup> <sup>2</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup>
The second part of that number is what the reason was for referral. In most jurisdictions, this information is collected. If someone calls in to Family Services and says "I'm reporting suspected child abuse," it would be logged and they would code it as alleged sexual abuse.	۵۷۵۵ ۵٫ ۵۵۵۷ ۵۷ ۵۷ ۵۰ ۵۷ ۵۰ ۵۰ ۵۰ ۵۰ ۵۹۶۵ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۹۲۵ ۵۰ ۵۰ ۵۰ ۵۰ ۵۹۲۵ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۵۳ ۵۰ ۵۰ ۲۰۲۰ ۵۰ ۵۰ ۵۵۲ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۵۲ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰ ۵۰
Those two sections, that's what that's referring to, and the reason that we included it is we thought it was concerning that the Department of Family Services doesn't keep track of the number of referrals for the year and the reason for the referrals. I trust that answers the question. Thank you, Mr. Chairman.	Ċŀdd C&& U&Lŀdº Ċʻ\/ΓጐU ÞʻbÞ/ჼŀbጐUơŀ C&&ơ Λʻb/ÞՈϲϷჼჼC୭º Λ'⊀ՈՐ՟ചJ Δ/LՐϲϷϚ·ՈͿ. Δ/ൎLϿϥʹϭʹϔΓº ΔϿϲჀϷ·dº ĊŀdσጐU ʻbÞÞL&՟ϲϤϥ/ኀbናCጐՐၬLC diĠjś ΔϿϤϭ, ʻbϿΔ <sup>ֈ</sup> L՟Ͽ ϽϭϷጐὑኁϭ·՟Lና. ΡϷᢣᡰᡃ៶៱υϿϤჼͰ<ና. ʻdᢣ°ϥϹ·, Δŀ/&ϷϹʹჼ.
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•ィペϷϹ·</b> Ϸ: L'α. Γ <sup>៶</sup> Ϲ ϲΔϚ៸Ͻ·.

<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. My next question is for the Department of Family Services. As it has been indicated that other jurisdictions do maintain a log to track the number of referrals that are received, my next question is: why is it that our Department of Family Services does not? Thank you, Mr. Chairman.	ϲΔናϟϽ· (ጋኣትብሪነ): ՙdታ°௳广৽, Δ৽ϟ≪ϷϹʹ· <sup>6</sup> . ⊲ለናካሰቦቴ ΔϿϲჀትჾϐ·ϿϚ, Ϥϟʹዮና Ⴑ≪ԼናቴናልϷϟና Ϸናቴናትሬኒሬር ናቴϷትሬ≪ϲϥϟʹϞͿͱͺϹ ϽσϞϷʹϧʹͼͽϽና ՙቴϞϟና Ϥለናካሰቦቴዮϭናͽ. ՙቴϿΔͱͺϿϥϤ ΔϿϲჀትͽϭ ϹΔͺΔϲϷናቴናር∿Րϲና? ՙdᢣ°௳广ϧ, Δνϟ≪ϷϹʹ·ϧ.
<b>Chairman</b> (interpretation): Thank you. Ms. Niego.	<b>Δካ⁄≪⊳ር</b> ⁰። L'α. ℾ՝ α∆J.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the question. The CIS project I was speaking of earlier, the information database, this is exactly one of the reasons why I was not satisfied with the information coming out of the system. We could not get what we wanted out of the system, which unfortunately is a project that I inherited and have been trying to work with to make sure that we get the right information to make better, sound business decisions. (interpretation) Thank you, Mr. Chairman.	<b>ΔΔJ</b> : L'۵, Δν/«ϷϹʹͽ. (ϽʹϞλΛϳϲʹͽϽͽ) <sup>5</sup> d۶°۵Γ <sup>i</sup> Δ ΑΛ <sup>5</sup> dΛ <sup>5</sup> Δ <sup>c</sup> . CΔ°۵ Ϸ <sup>5</sup> bΡλ <sup>c</sup> <sup>5</sup> bΡ <sup>5</sup> ϷϤ <sup>c</sup> Λ <sup>4</sup> <sup>6</sup> C <sup>6</sup> α <sup>5</sup> bΡ <sup>2</sup> L <sup>6</sup> <sup>c</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup> Λ <sup>2</sup> <sup>6</sup> α <sup>5</sup> d <sup>5</sup> C <sup>6</sup> α Λ <sup>3</sup> <sup>4</sup> Λ <sup>c</sup> <sup>2</sup> <sup>6</sup> C <sup>4</sup> Λ <sup>2</sup> <sup>6</sup> <sup>2</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> P <sup>2</sup> <sup>c</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> L <sup>5</sup> <sup>5</sup> <sup>2</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> Λ <sup>2</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>6</sup> <sup>5</sup> <sup>1</sup> <sup>2</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> Λ <sup>2</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>5</sup> <sup>5</sup> <sup>4</sup> <sup>5</sup>
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ•/ペÞር</b> ••: L'α. Γ <sup>៶</sup> Ϲ ϲΔና/Ͻ°.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Thank you, Ms. Niego. Along the same lines of questioning with regard to tracking information, there was previous discussion about how the department has created a quality assurance team made up of a quality assurance specialist and a senior compliance analyst to try to correct some of these issues. I was wondering if the department would be able to provide a little bit more information on the quality assurance team and specifically these two different positions and provide a bit of an update on what they have been working on and any accomplishments that they have made in that field. Thank you, Mr. Chairman.	<b>ϲΔ</b> ϚγϽ° (ϽϞϒΛͿϚ): ϞͿϒϿͺϹϷ, ΔϷϒϘϷϹʹϷ. ϞͿϔϿͺϾͺϷ, Γ <sup>+</sup> ΔΔJ. ϹϹϽͿ <sup>*</sup> ͺϧϤϹΔ <sup>*</sup> Δ, Α΄ ϤΛ <sup>*</sup> ϷϤΛΓ <sub>-</sub> ϽͿ <sup>*</sup> ΔͿ <sup>*</sup> ϷϷϒͰͺϘ <sup>*</sup> ϹϤ <sub>Δ</sub> <sup>2</sup> <sup>*</sup> Φ <sup>*</sup> <sup>*</sup> Δ <sup>*</sup> ϷΛσ <sup>*</sup> Ϸ <sup>*</sup> Ϸ <sup>*</sup> Ϸ <sup>*</sup> Ϸ <sup>*</sup> Ϸ <sup>*</sup> <sup>*</sup> <sup>*</sup> <sup>*</sup> <sup>*</sup> Λ <sup>*</sup> C <sup>*</sup> <sup></sup>
<b>Chairman</b> (interpretation): Thank you. Ms. Niego.	<b>Δ<sup>ϧ</sup>/«Þር</b> <sup>ւϧ</sup> : L'α. Γ <sup>៶</sup> αΔJ.

**Ms. Niego** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The quality assurance team is really the team that we rely on to respond to all the RCYO requests on a regular basis. It's almost daily there are informational requests on frontline files and then there are the systemic requests as well.

I think that the team involvement has also assisted in digging down into some of the cases where there has been information lacking. We have been able to exhaust what information we can mine from what has been a broken system. They provide guidance. When they are asking the questions, they provide guidance to the frontline social workers and of course always remind frontline workers of the policies and legislative obligations in place.

Actually I would like to turn to Arijana for further detail. She has overseen this new team. They are an unfunded part of the department and so I've had to squeeze money elsewhere to create those two positions, *Iksivautaaq*.

**Chairman** (interpretation): Thank you. (interpretation ends) We will go to Zoom again. Ms. Haramincic.

**Ms. Haramincic**: Thank you, Mr. Chairman. I thank you for the question. This quality assurance team implementation was initiated in the fall of 2019, so it is very new and we are still developing a framework and our approach is quality improvement rather than quality assurance because we're looking at improving the quality of the services and using this as teaching moments or an opportunity for future learning and future improvement of knowledge and skills for all our staff.

One of the first things that have been done is looking at a really broad picture of what the services are and what are the greatest needs and where can we do some best implementation of some of the good practices. We're scheduling **ΦΔJ**: L'α, Δ<sup>ϧ</sup>/ «ϷĊ<sup>ͼ</sup>. (ϽϞϷϽϳϲ<sup>-</sup><sup>ͼ</sup>Ͻ<sup>ͼ</sup>) ϹͼϤϤ ΛϷႱͻϤ<sup>ͼ</sup>L<sup>°</sup>ՆϹ <sup>κ</sup>ϷϷͰͺ«ʹϲϥϲ*μ*ͼϮ ΛϲͺͼϷϽ ϹͼϤϤ Ͻ<sup>ͼ</sup><sup>°</sup>ՆϐΓ<sup>ͼ</sup>Ϥ<sup>ͼ</sup>C<sup>3</sup> Ϸ<sup>ϧ</sup> Ϸ<sup>ϧ</sup> Ͻ<sup>ϧ</sup>/ <sup>κ</sup><sup>3</sup> <sup>5</sup><sup>γ</sup> <sup>5</sup><sup>γ</sup> <sup>6</sup><sup>4</sup> <sup>6</sup><sup>4</sup> <sup>6</sup><sup>4</sup> <sup>6</sup><sup>4</sup> <sup>1</sup><sup>4</sup> 
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 regular file audits and we started with Iqaluit and, Iqaluit being our largest office, provided us with a really good view and a really good sample of where our files are, documentation, and where the issues are. As a result of the audit, we also prepared the work plan that goes back to the office or goes back to the community where the audit was taken, and then there is follow-up and expectation that there will be some training sessions, that there will be some educational supports provided to staff.

Also, our quality assurance team has been updating and reviewing the standards manual, adding the ISVs and also adding some examples, some actual practise examples of how do you practise those standards and how do you acknowledge the standard and make it better in order to be able to comply with those standards.

Finally, something that is quality assurance that came up is that every few months we do have a Q tip, which is a quality tip that is shared with all staff based on the audits or some of the ideas for the staff to be able to provide better service to young Nunavummiut. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Chairman. Before I continue on the topic, I just wanted to state that of course I do have the utmost admiration for social workers. I understand that it must be a very difficult job, providing that type of assistance to vulnerable children, but the issue of quality improvement, quality assurance, as well as the capacity issues that have been brought up on several occasions: state of constant change at all staffing levels, high turnover and retention rates, and excessive workloads.

My next question for the Department of Family

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Services is in relation to the capacity levels of itself at the social worker level. I was wondering if Ms. Niego would be able to provide some figures as to the total number of social workers, CSSWs, and as well as a summary of how many of those positions are filled indeterminately. Thank you, Mr. Chairman.	CLDJ <sup>\</sup> U Δ <sup>\sub</sup> bab <sup>\sub</sup> N <sup>\sub</sup> PC Λςηξ <sup>4</sup> α <sup>\sub</sup> A <sup>\sub</sup> <sup>6</sup> Δ <sup>\sub</sup> ΔΔςηδ <sup>\sub</sup> Δ <sup>\sub</sup> A <sup>\sub</sup> <sup>\sub</sup> A
<b>Chairman</b> (interpretation): Thank you. Ms. Niego.	<b>Δ<sup>ϧ</sup>ረኆϷϹ<sup>;ϧ</sup>։</b> L'ዉ. Γ՝ ዉΔJ.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) In a minute I'll turn again to Arijana, but initially part of the reorg involved, because the department has a broad range of programs, family wellness is only maybe one-quarter of my department, in the regions, regions were headed by one regional director, which involved three of the core programs and so to provide that better support to the frontline, through the reorg, we streamlined and created an extra regional director and split Baffin into two.	<b>ΔΔJ</b> : L'α, Δ <sup>6</sup> γ «ÞĆ <sup>6</sup> . (Ͻ <sup>5</sup> , ኦ∩ ϳ ϲ <sup>6</sup> , <sup>5</sup> ) Þ «ሰ ۹۶ ሰ ۹ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵
We have four new regional director positions for family wellness alone versus three directors with three different programs each, and that way you specialize a little better. On top of that, we have regional managers as well for family wellness.	
Now I have lost the question, so I'll bring it over to Arijana. (interpretation) Thank you, Mr. Chairman.	ϹΔL ϤΛჼၑϤՈჼ·Ⴑ >ΔͿሲϚჼͼͿ ΔϷͺϲϧϫͺͳ ϽͲϷϪͼͼͼϤϲϲͼͼͿͺ (ϽϔϧͶϳϿͼϣͼͻͽ) Ϲͺ ϪͼϞϭϷϹͼͼ
<b>Chairman</b> (interpretation): Thank you. Ms. Haramincic.	<b>Δ•/ペレርጭ</b> : L'ዉ. Γ <sup>、</sup> ዘላናΓ°~ሥ.
<b>Ms. Haramincic</b> : <i>Ma'na</i> , Mr. Chairman. Thank you for your question. If I understand the question correctly, how many social workers are indeterminate and how many there are vacant positions, we have 25 communities, there are eight social workers in Iqaluit and in any of the regional offices there are two to three	ዘ <b>ፈናг°?</b> (ጋኣኦበJና): የժታ°ฉ广ঁኑ, Δኑረ᠙ኦርና።. የժታ°ฉ广፞ጏ ላለጭdበጐ፞፞ዾና. ጋዖረናበላዖነታ ላለጭdሰና የቴነረ Δዾ፫ሲት Δናቴካልሪታፊ°ዒናምንና የቴነረናጋ Δ° ዾዮርኦረጊዮርሩና. 25-ም ዾዒርና የሰናትናናር, 8 Δወ፫ሲትና ይዒሮዮ ላዛሬጋ ላልቅጋጭረደላም ደናንዮም ለኈህረጋና

social workers and other smaller communities will have one social worker.	᠕ᠴᡄ᠋ᡅᢣᢗᡃᡃᡠ᠋ᡃ᠋᠋᠘ᡃ᠂ᠴᡆᡄᡪ᠋ᡄᡃᢆᡃ᠋᠋ᡰᠣ᠋᠋ᡃᢛᡃ᠋᠕ᡩ᠂᠋᠕ᢗᢄ᠋᠋ᠮᡃ
In addition to social workers, there are family resource workers and foster care coordinators. We have also added the homelessness coordinators to regional offices. There are more than social workers; there is also we are developing a team that will be able to support the community in a better way. There are also case aids and what we call peer support or case aids type of positions too, which will inform our ability and a team approach to support the families and to support families to safely care for their children.	Δος λ <sup>5</sup> δ <sup>5</sup> σ <sup>6</sup> Δος λ <sup>2</sup> δ <sup>5</sup> ς 4 <sup>2</sup> <sup>6</sup> <sup>6</sup> Δς <sup>1</sup> <sup>5</sup> λ <sup>6</sup> <sup>5</sup> <sup>7</sup> ς Δς <sup>1</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>7</sup> <sup>6</sup> <sup>5</sup>
At any given time, we probably have about a 30 percent of the turnover and vacancy rate, which is very high. We have been able to fill a majority of the vacancies with CSAs, casual staffing assignments, but there have been some communities such as Arctic Bay that it has been very difficult to have consistently a social worker in place.	<sup>5</sup> b <sup>5</sup> bDΔ <sup>6</sup> a <sup>5</sup> d <sup>6</sup> 30%-Γ <sup>6</sup> α/ <sup>3</sup> λ <sup>55</sup> <-c-4 <sup>5</sup> P <sup>6</sup> a <sup>5</sup> LC Δ <sup>6</sup> a <sup>5</sup> γL <sup>6</sup> P <sup>6</sup> D <sup>5</sup> C <sup>6</sup> a > <sup>5</sup> <sup>5</sup> D <sup>4</sup> L <sub>0</sub> D <sup>5</sup> L <sup>6</sup> C <sup>6</sup> dd αΓ/σ <sup>55</sup> δ <sup>6</sup> Δ <sup>6</sup> a <sup>5</sup> CP <sup>4</sup> L <sup>6</sup> P <sup>6</sup> Dσ <sup>5</sup> Δ <sup>6</sup> a <sup>5</sup> D <sup>4</sup> C <sup>5</sup> C <sup>5</sup> D <sup>5</sup> D <sup>4</sup> C <sup>6</sup> dd Δ <sup>55</sup> baΔ <sup>5</sup> <sup>50</sup> D <sup>5</sup> D <sup>6</sup> C <sup>5</sup> D <sup>5</sup> D <sup>4</sup> C <sup>6</sup> dd Δ <sup>55</sup> baΔ <sup>5</sup> <sup>50</sup> D <sup>5</sup> D <sup>6</sup> C <sup>5</sup> D <sup>5</sup> D <sup>4</sup> C <sup>6</sup> dd Δ <sup>55</sup> baΔ <sup>5</sup> <sup>50</sup> D <sup>5</sup> D <sup>6</sup> C <sup>5</sup> D <sup>5</sup> D <sup>4</sup> C <sup>5</sup>
I hope that answers your question. <i>Ma'na</i> , Mr. Chairman.	₽Þᢣᡃᡃᠲ᠋ᡅᡶ᠋ᠴᢦ᠋ᡃᢛ<ᡪ.᠂dᢣᢩ°᠌ᡅᡏᡃᢆ᠂᠘ᡟᠡ᠙᠌Ϸᢗ᠋᠅
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Before I go back to you, Mr. Lightstone, I would like to give Ms. Bates a chance to comment. When we come to the interaction between Family Services and your office, what has the effect been that you have seen in your experience of the staffing situation in terms of high turnover and issues around vacancies? Ms. Bates.	<b>Δ•/«ϷϹ·</b> •: L'α. (ϽϞϷΛϳϲ·ͽϽ·ͽ) ϷΛ·ϐΛϲϷ <sup>ͺ</sup> ዮͼͼͼ ΓʹϹ ϲΔϚʹϽ·. Γʹ <ΔϚ Λϐ·ϐ·ϷΛϷΔ <sup>ͼ</sup> αʹͼϭϤϚ·ϥ, Ϸʹϐ·ϐͼʹϐϽ <sup>ͼ</sup> ͼͼϷϹ϶ ϲ ϲ Δ
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Certainly staffing has always been and is always an issue. One of our concerns is, as I understand it, a high number of the positions are filled with CSAs as opposed to indeterminately, and there may be several human resource reasons for that. However, what it doesn't promote is stability. It doesn't	<Δ <sup>ͼ</sup> (ϽϞϡΛͿϤ): ·ϭͿϧͽϲϳϧ, ΔϧϞ≪ϷϹͺͽ. ΔͼϧϼϿϟͽͶϿ ϘͼϿϧϞͼϲͼͼϗ Ϲͼͼ ΔϞϳϿͽϪͼͽϷϧ;Γͼ ΔϞϳϿϧϧͼር Ϫϲʹϧϲͼ ϽϧϞϷͳϧͼͼ ϲͼϥα ͲͼϼϿϿͼ ϪϹʹϧ ΔͼϧͼϭϷͼϽϿͼͼͼͻϿͼ ΔϹϞͼ ϘͼϿͼϹϷͼϞͳϝϹ ϒ;ϤͺͽϷϧͳϹ ͼϷϧϞϷͼͼϿϤͼͼ Δͼ

promote consistency. It also creates a situation that if you have CSSWs coming and going out of communities, your reliance on ensuring your documentation is up to date and being completed is all the more important because if you have a new CSSW coming in on a CSA and there is no documentation present, they have nothing to work from.

I would also say in terms of the quality assurance...I just want to speak to the quality assurance team. That was formulated just shortly after I had arrived in July and we definitely saw some improvement or we saw some, I would say, improvement in terms of actually some of the responses that we were getting.

There has been a child welfare specialist position that has been in existence for, I believe and certainly the department can speak to this, quite a number of years. According to its job descriptions, one of its primary functions is file audits, clinical supervision, and those types of things. That position was filled for a significantly long period of time up until, I want to say, November 2020 and that should be figured into the mix because that is one of the primary functions, as I understand it, of the child welfare specialist, to provide that additional oversight, to do the file audits, to do those types of quality assurance functions in addition to the quality assurance team.

I think that absolutely and in child welfare this is generally an issue around staffing. It is difficult to keep staff and certainly in a northern situation and in remote communities it can be very difficult, but when you see the number of temporary CSSWs, again, I think it lends to instability and it lends to not being able to.... People don't become part of the community and you're having people coming and going, which jeopardizes the quality of your services. ۹۴ــ ÞˤÞʰb°ᢏ͡ᠫ ৬ ᡬᢀd ᡬᢐᡆᠫ᠖ ٨ϷᲡ೨٩٤ـ٩٤ Δ৽৽ঢ়ঽৢৢ ዮህᢏᡗᠬᠯᡆᠴᠯ᠖᠘᠆ᢣ᠌Ϸᡪᡬᡗᠬᠯᡗᡝᡱ᠖ᡶᡄ᠘ᠮ ᢗᠯᡄ᠌᠌Ϸᡪᠴᠯ᠉ᠫ᠖᠕Ϸᢣᢤ᠆ᡄ᠉᠋᠋ᠶᠮ Ϸᠮᢧᢪᡆ᠉ᠫ᠌ᡅ᠘ᡄᡗᠬ᠋᠋᠋᠘᠂ᡬᢐᠯᠯ᠙Ϸ᠈ᢣᢗ᠌᠌Ϸᡶᠣ ᠕ᢤᡄᠯᡧ

I trust that answers the question. Thank you, Mr. Chairman.	₽⊳⊰ኻ∿∟ጏ⊲ኈ<. ፞፞፞፞፞dታ፝፞፞ዹኵ፟, ∆ካ፞፞፞፞፞ጞ፟፟፟፟፝ዼዾ፟
Chairman (interpretation): Thank you. (interpretation ends) Mr. Lightstone, back to you.	<b>Δ•/ペϷϹና•</b> : L'ϥ. (ϽϞϷ⋂ͿϚ) Γ·Ϲ ϲΔϚłϽ·, Δϲ·ͽͼ ϷႶ·ͻϹ.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Thank you, Ms. Bates, for that explanation.	<b>ሬሬናታን</b> (ጋኣኦበJና): ናժታ°ዺቮካ, Δዞፖペኦርጐ. ናժታ°ዺቮካ, Γካ <Δናካ ዉጋዉΔኈጋΔሁልና.
Going back to the department on the matter of temporary social workers in communities, I'm sort of curious how the department is able to find casual social workers, given the diploma in social work or degree in child protection experience is a requirement. Are these casuals being with these requirements being found in territory or are these CSAs being found out of the territory and brought in? Thank you, Mr. Chairman.	ϷΠ·ϐ«·Ϸʹ·ͻʹ·υ ΑϲϲͺͺͺϫϷϲϤϤ ΔϿϲϲͺͺϷϲ Δ <sup>66</sup> ϷαΔ Ϸ ϷΔ <sup>6</sup> Δ <sup>6</sup>
<b>Chairman</b> (interpretation): Thank you. Ms. Niego.	<b>Δ<sup>ϧ</sup>ረኆ⊳ር<sup>ናь</sup>: L'</b> ם. Γ' ם∆J.
<b>Ms. Niego</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Pretty much all of them are being brought into the territory. (interpretation) Thank you, Mr. Chairman.	<b>ዉΔͿ</b> : Ľʹዉ, ΔϷϟ≪ϷϹʹϷ. (ϽϞϡͰͶͿϚ) ⊲Ϲʹ <sup>ϧ</sup> ϒ<ϽϚϷ ϼͼ͵Ϸ·ͿϚ ͶΡͶϹϷʹϷϚϹʹϷϽϚ ϟϲͺϹϭͺ (ϽϞϟͶͺϳϨ··ϭ·ͽϽͽ) Ľʹឩ, ΔϷϟ≪ϷϹʹϷ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Just to remind the Committee that we're on the "Status of Young Nunavummiut" section. Mr. Lightstone.	<b>Δν/≪ϷϹ··</b> ·: L'ϱ. (ϽϞϷႶͿϚ) ΔϚ·ϧΔͶΓϤϽΔ΅ͼͺ·ͻϟͺϹͼʹͼʹϧͼϹͺΓͼϥϲϽϭͼ ͼϷϿϪϲͺϧϤϲͼΓͼϳϹͺϿͼϿϧͺϹͺͺϲϭϲϟϽͼ
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. I'll move on to my next line of questioning. On page 8 under health services, one of the unidentified figures is in relation to births out of territory. My first question to the representative is: why was this information requested? My second question to the department is: why was this information not tracked or included? Thank you, Mr. Chairman.	<b>ـΔ<sup>ϵ</sup>ۥ'ڬ<sup>ٟ</sup></b> (ϽϞϷϦͿϚ): <sup>ϵ</sup> d۶ <sup>ϵ</sup> <sub>α</sub> Γ <sup>ϵ</sup> , Δ <sup>ϵ</sup> ν «ϷϹ <sup>ϵ</sup> ». «אָלָם מוֹרָלָב <sup>,</sup> <sup>ϵ</sup> <sup>ϵ</sup> <sup>ϵ</sup> , L <sup>ϵ</sup> λι <sup>+</sup> ισ 8 « <sup>↑</sup> <sup>ϵ</sup> σ <sup>4</sup> <sup>ϵ</sup> <sup>6</sup> <sup>ϵ</sup> <sup>ϵ</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> , Δ <sup>ϵ</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> , Δ <sup>ϵ</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> , Δ <sup>ϵ</sup> <sup>6</sup>
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) That's a first. It's a two-	<b>Δ•/ኆϷር</b> ኈ: L'ዉ. (ጋኣትበሀና)

part question to two different people. Are you	⊲∧∿≫ሁ Γເጛ፞፞፞፞፞፞፞፞፞ ዾ፞፟፞፦ ዾ⊃⊂ኈሁርሀዮ∖ብሪላሪያ
trying to confuse me?	
>>Laughter	<i>እን∆ၬ</i> ᡄৢ <sup>₽</sup> Ͻϲ
Ms. Bates.	$\Gamma^{i} < \Delta^{c_{i}}.$
<b>Ms. Bates</b> : Thank you, Mr. Chairman. I thank you for the question. The reason that we included that is because we know there are a number of births out of territory which contribute to the population in territory. We believe, in order to give you a holistic picture of the population, we felt it was an important statistic to understand.	<Δና (ጋኣትበJና): ናਰታ ሲኮ, Δνረ ሞኦር የ. ሮ ሲ Δ ແ ዮ በ ແ ኮ የ የ ሪ ም የ አን ተ በ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ የ
I trust that answers the question. Thank you, Mr. Chairman.	᠙ᠵ᠋ᠾᠴᢦ᠋᠋ᠬᢑᡆ᠋ᢤ᠋ᠾ᠋᠋᠄᠔ᡃᢞ᠌ᢩ᠘᠋ᠮᡃ,᠘ᡃᡟ᠙ᠵᢗ᠋᠅
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Now for the Department of Health, Ms. Stockley.	<b>Δ•/ペϷϹ·</b> Ϸ: L'ዉ. (ϽϞϷႶϳϲ·ͽϽͽ) ϹΔL Ϥ°σϤͽϹΔϲϲϲϷͼϤϚͺϹϒϹͺϟϹͼϲ.
<b>Ms. Stockley</b> : Thank you, Mr. Chairman. There were a number of items, as you can see by page 8, that were left out and are just represented by question marks there. Some of that were issues with regard to capacity with the way that information is transferred from one system to the other and some data processing was delayed due to COVID. Some of it was some miscommunication between the Department of Health and the representative along the lines of information being requested from the Department of Health rather than from the coroner, for example, and some of it was missed deadlines on behalf of the Department of Health.	<b>/Ċ</b> • (ϽϤϡϷϽͿϚ): ͽϭͿϫϿϫϳϷ, ΔϷ/ϘϷϹͼϷ. L<Λυ <sup>5</sup> υσ δ-νυσ Δ Δ μ Δ μ Δ μ Δ μ μ Δ μ μ μ α μ μ μ α μ μ α μ μ α μ α μ α μ α μ α μ α α μ α 
I'm happy to say that we've got that straightened out now. All of the required data, as far as I'm aware, has been now provided to the representative and we have a process for future annual reports. There are a couple of letters that I have sent to the representative since I have been here, one dated June 4, which	<sup>5</sup> రిశిళిసోల్ స్రించిందిని స్రించిందిని సంగా సింగా సి

provided most of the information in its allotted table, and then we had another follow-up exchange and we had a proactive meeting last week.	Ͻየၩᡃᡃ᠋᠖ᠳᡒ᠋ᡝᡄ᠋ᡶ᠍<ᠫᡨᠣ᠂ᡆᠴᡆ᠋᠘᠋᠋᠋ᡃᡃᢒ᠋ᡗᠺᡝ᠋ᡱᡃᠫᡨᠦ ᠋᠋᠋᠋ᠮᡃ᠋᠔ᠺᠬᡄᢂ᠋᠅ᢣ᠘᠊᠋ᢞ᠋᠂᠋ᢄ ᠕ᡆᡕᡃᡆ᠌᠌᠌ᡒᠯᢄᡄᢂ᠋᠄᠋ᢄᡣ᠋᠋᠘᠄᠋᠘᠋ᡗ᠖᠋᠘᠅᠘᠘
Just so I'm clear, are you looking for the actual number of births out of territory? It's just going to take me a second, Mr. Chairman, to find that in this series of spreadsheets.	᠌ᡆᢣ᠌᠌ᢦᡣᠴᠣᠯᠯ᠄ᠻᠦ᠋ᡃ᠋᠔ᢨᡆᡪ᠋ᠴ᠋ᡏᡪᡃᢪ᠋ᡗ᠂᠌ᠣᡆ᠋᠅᠂᠘᠆ᡬᠥ ᠘᠋᠋᠋ᡋᠯᡲᡃ᠋᠋ᢛᢗ᠋᠋ᡏᡠᡃᡕ, ᢂᡩᠬᡆ᠌᠌᠌᠌ᢓᢦ᠘᠄ᠻᠦ᠋ᡃᡉ᠋ᡘᢁᡱᡄ᠋᠍᠍᠘ ᠕ᡃᠡ᠙᠙ᢄ᠅᠂ᢂ᠙ᠣ᠂᠋ᡅᠴᡆ᠘᠋᠋᠋᠉᠋᠋᠋ᡔᡗᠺᢇ᠋ᡱᢣ᠋᠂ᠳ ᢂᡄᢩ᠈ᡶᡠᡃ᠋᠘ᠺ
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Yes, I think it would be appropriate if you provide that to the Committee at a later date in writing just in terms of making best use of our time here today. Ms. Stockley, is there anything else you wanted to add to that? Ms. Stockley.	<b>Δ•/«ϷϹ·</b> Ϸ: Ľ.ሬ. (ጋኣኦ∩ϳϲ·ͽϽͽ) ·ϭϧͼϥϹϷ. Ϲͼϫ ϷϤ·ႶϤჇჾϐͼ ႶႶ·ͼϧϲʹͺϳͼϫͺϪϗϷͼϭϥ·Ϲͱϲϲͺͺϒͺϒϲͼϲ, ΔϲϹϤϨͰϗϷͼͺϲͼϫͺͺϹͼ
<b>Ms. Stockley</b> : Thank you, Mr. Chairman. No, that's it and we could actually, if it's okay with the representative, we could provide a copy of the letter that was sent, if it's okay. Thank you, Mr. Chairman.	<b>ϟϹ·ϲ</b> (ϽϞϞႶͿና): ·ͼͿϧ·Ͽϲϳ·, ΔͱϟϘϷϹʹ·ͽ. ϭͰϧϭϲ, ϹʹʹϘϽϭ·ͽ. ·ϧϿΔϞϧʹ·Ͼϧϒ Ϸ·ϧͽϽΔ;϶· ϭ;ϫͼͼ ϭϷ·ϲͺͼͷϹϷϞϞϹͼ. ·ͼͿϧͼϿϹͼ, ΔͱϟϘϷϹʹͼ.
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Thank you for that. Committee Members will never say no to an additional document to review. Mr. Lightstone.	<b>Δ•/ペÞϹˤၑ</b> : L'௳. (ϽϞϞΛͺϳϲ·ͽϽͽ) ϧΛͰϟͼ ϭϳ·ϳϲͺϷʹͽϟͿϫϧʹϷϲϽͼ Ϛϭ;ϲϷͼϥϫϧ Ͻϭ;ϟϷͿϹͿϭϹͼϹ. ϚʹϹͺϲϪͼϟϽͼ.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. Thank you, Ms. Stockley, for committing to follow up on that matter.	<b>느Δና/ጏ፞፞፞</b> (ጋኣ፞ትበJ <sup>ር</sup> ): <sup>ና</sup> dታ°ዺቮ፞፟ <sup>ኈ</sup> , Δ <sup></sup> ዮረኞኦር፞ዀ. <sup>ና</sup> dታ°ዺቮናርኦኈ, Γ <sup>、</sup> ር ረር፞፞፦.
My next question is for the representative. There are a number of fields here with relation to youth on medevacs or travelling out of territory, I guess, while in care. My next question for the representative on the topic of youth travelling out of territory for medical reasons or being stuck in an isolation hub, for instance, have there been any occurrences that have been brought to the representative's attention where youth on medical travel or stuck in an isolation hub where they have been put at risk? Thank you, Mr. Chairman.	Ρ <sup>6</sup> ປ <sup>+</sup> - <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> ۹Λ <sup>6</sup> <sup>+</sup> d∩ <sup>-</sup> <sup>-</sup> P <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> 24 <sup>5</sup> <sup>-</sup> CAL <sup>6</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> 24 <sup>5</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> 24 <sup>5</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> 24 <sup>5</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>-</sup> <sup>2</sup> <sup>-</sup>

<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Keeping in mind that we are focusing on the 2019-2020 fiscal year report, which mostly excludes the current pandemic situation, I'll give you a chance to respond, Ms. Bates.	<b>Δ•/ペϷϹ</b> ና••: L'α. (ጋኻትበϳ፫ጭጋጭ) Ċხਰኇሁ 2019- 2020 ϷσϷϧϲϤΓσኖቦͼσ ϧበLϷበ·ϧϚ·Ϲ Ϥ <sup>L</sup> ഛペʰႭˤϞϤጭϹʹϧϲϷʹϷͶͼϼͿ ĊϷϭϤ ϤϽͽϲϷϭʹͼϧϹ. Γʹ <ΔϤ, ΡϷΠͿͼϫͽϹϚ.
<b>Ms. Bates</b> : Thank you, Mr. Chairman. Thank you for the question. To your point, we received no referrals with respect to concerns in the 2019-2020 fiscal year. I can tell you that we are currently reviewing a matter with respect to one referral at this moment in time, in this current fiscal year. Thank you, Mr. Chairman.	<Δ° (ጋኣትበጋና): ናਰታବୁଇ୮ଁ, ፊዮፖዊϷርʹჼ. ናਰታବୁଇ୮ଁናርϷ՞ «ላሊሬሬና ርሏሬም. ናይሏናበታዮፖሬንና ልፖሬጋቦታዮታም 2019-2020-Γ. ዮፖላσ ሬ° ለሮሲላናክናጋላኈጋንና ሬ°ዉሮኣዮσ՞ዮኣዮሪሆ ናይሏርዮፖሬተዮ ርኖዊσ ላናናንናበዮσ. ናਰታବୁជ୮ঁ, ΔዮፖዊϷርʹჼ.
<b>Chairman</b> (interpretation): Thank you. Mr. Lightstone.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>։ L'</b> ϱ. Γ <sup>៶</sup> Ϲ ϲΔ <sup>ϲ</sup> ϟϽ̂ <sup>ͼ</sup> .
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. I'll move on to page 9, young people in the justice system. In some of the previous responses, it has been indicated that statistically across the world or in Canada, 93 percent of child sexual abuse never gets reported. Meanwhile, there is still a significant amount of registered sexual offenders in territory with about half of the registered sex offenders who have committed crimes or have been convicted of crimes against children.	<b>ϲΔ</b> ϔʹϽ <sup>ʹ</sup> (Ͻ <sup>΄</sup> ϞΑηυς): <sup>·</sup> · · · Αν Αν Αν Αν Αν Δο <sup>ς</sup> Δη Α <sup>ς</sup> Δ <sup>,</sup> υ Γ Αν Δ <sup>,</sup> υ Αν Δ <sup>,</sup> <sup>·</sup>
Lastly, it has been indicated that convictions are very low. It's very difficult to get a conviction for a sexual crime against a minor. This has been an issue that I have been bringing up repeatedly over the years. I recall that I had previously asked a question to the Minister of Justice either orally or through a written question about the rate of court cases in Nunavut for charges of sexual crimes against children, and the Minister was unable to provide, I think, any sort of statistical information on that.	ϤϤϤϤϤϷͽϫϤϤϿϿϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤϤ
My question to the Department of Justice is: since that topic had been brought up in the past, has the Department of Justice started tracking	᠘᠆᠋ᠾᡄ᠋᠌ᠬᢣᡃᡆᠴ᠆᠆᠂ᡏ᠕᠋᠋᠋᠋᠉ᡃᡆᡣᠾ, ᢗ᠘᠘ᢩ᠉ᡃᠾᠳ ᢂ᠋ᡃᢧᢣ᠘ᢑ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

that sort of information? Thank you, Mr. Chairman.	ᢗ᠘ᡃ᠔ᠯᡇ᠈᠂᠔ᡃ᠆ᢩ᠘ᡏᡃ᠕᠘ᡃᡟ᠙ᢂᡬ
<b>Chairman</b> (interpretation): Thank you. Mr. Mansell.	<b>Δ•/≪Þርጭ</b> : L'ዉ. Γ'ር L፞°구⊲ <sup>ﺩ</sup> .
<b>Mr. Mansell</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The question marks on page 9 are related to, if you see the questions, they say matters before the court regarding youth, we struggled to respond to some of that because of the broadness of "regarding youth." However, in the most recent, 2020-21, we have been able to respond to the numbers with respect to specific Criminal Code offences against children. We're able to pull that information when we have that specificity and we have supplied that to the advocate for the next report. (interpretation) Thank you.	<b>ἰ-γἰ-γἰ-γἰ-γἰ</b> -γ <b>ἰ</b> -γ <b></b>
<b>Chairman</b> (interpretation): Thank you. (interpretation ends) Mr. Lightstone, you might have time for one more question. Go ahead.	<b>Δ•/ペÞርጭ</b> : Ľሬ. (ጋኣትበJና) ୮ነር ሬሬና/ጋ°, ଏርኮ/୭bσና୮ኈbፊ ଏለሲልነኣኄኬንጋበና. bללכתና.
<b>Mr. Lightstone</b> : Thank you, Mr. Chairman. For my last question, on the bottom of page 9, footnote 17 states that "Young people arrested and held in cells until sober, as they were not able to care for themselves due to their level of intoxication, or there was no safe place for the young person to stay where an adult could care for them." That's in relation to itemsorry. At the top, 109 young people picked up for alcohol and drug related reasons.	<b>ϲΔ<sup>;</sup>γʹϿ</b> <sup>•</sup> (ϽʹϞϷͶͿϚ): ϚϭͿϷʹϿͺΓϷ, ΔϷϒϘϷϹʹϷ. ΡʹϞͿʹ·ϹʹϷʹϚʹͺͻͺͻͿ ϤΛʹϷϭͶͶ. ͺϷΛʹϞͺϾʹϞͺϿ ϤϹϭ 17- Γ ͺͼͺͺͺϒϷͶϲϫ, ͺϷϭͿʹϿΔϚ ͶͿ϶ϷϞϪϚ ϤϼʹϲͺʹϒϤʹϞͿʹϐϲϹʹϷϽΔϚ ϥʹϞͺϦ϶Ϸʹϭ·ϷϒϤʹϞͿʹ·ͻͶϷ ϥʹϞͺϦϧͻϤʹϭϲͿϛ ϤʹϞϹͼϚϭϟϧϷϘͼʹϞϹͱͺϹ Δϭʹ៶ϚϐϷϺϹϷϘͼʹϚϲͺϹͻ ϤϒϤϭ ΛϒϹ϶ϷϽͼ ϫϿϹ ΔͼͺͼʹͿϚ ΑϒϹϚͶϪϷϽͼͺϫϿϹ ΔͼͺϛͺͿϚ. ϹʹͼͺͺͺΛϞϟϹϳʹϐϷϽϛϲ, ϥʹϧϹϪϷϤϲ ͶͿϧϲ;.
My question for the department is: is there any way that the department can provide any sort of assistance or referrals to these youth so that they would not have to be held in cells until they sober up? Thank you, Mr. Chairman.	<ul> <li>ላለ<sup>ጭ</sup>dበሀር ለርኪል<sup>L</sup>J<sup>c</sup>, ር<sup>°</sup>ሲ ለርኪልኦላ<sup>ጭ</sup></li> <li>Δb</li> <li>Δb</li> <li>ጉ<sup>°</sup> ነው ነው ጋΔ<sup>°</sup> ሲ<sup>®</sup> ኦ<sup>°</sup> ሮ<sup>°</sup> L<sup>b</sup>d<sup>°</sup> ጋσ<sup>c</sup></li> <li>ጋσ<sup>c</sup>? በ<sup>c</sup> b<sup>°</sup> δ<sup>°</sup> δ<sup>°</sup> δ<sup>°</sup> δ<sup>°</sup> δ<sup>°</sup> δ<sup>°</sup> δ<sup>°</sup> δ</li></ul>
<b>Chairman</b> (interpretation): Thank you. Mr. Mansell.	<b>Δν/«ϷϹ·</b> »: L'α. ΓʹϹ L <sup>°</sup> ィ⊲ <sup>c</sup> .

Mr. Mansell (interpretation): Thank you. (interpretation ends) In most of those situations when they are released, if necessary, we alert the social worker and work with the social worker in the community. If a young person is put in a cell, they're put in a cell on their own. We're not sort of mixing them with adult offenders at any time. If they're put in a cell, it's for generally their own safety, but the detachments in the communities do have a working relationship with Family Services and do involve them as much as they can, but in some instances there are young people. Generally we're talking 16 to 18 that are put in a cell in a detachment when they are severely intoxicated and posing a danger. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you, Mr. Mansell. I believe we have to recognize the clock at this time. We had quite a few heavy subjects covered today, although it's difficult to do in some respects. I believe we all remember that we are meeting on behalf of the children and youth and we will continue, as the theme of our meeting is very important.

Our meeting will resume tomorrow morning at nine o'clock. Enjoy your evening and we will see you in the morning.

(interpretation ends) Thank you, everybody. Have a good evening.

>>Committee adjourned at 16:56

**Δν/ «>C**<sup>•</sup>: L'α, Γ'C Ĺ<sup>°</sup> / 4<sup>°</sup>. CΔL <sup>6</sup>b>H4Þ<sup>°</sup> Δς C ( Λ<sup>4</sup><sup>6</sup>b - <sup>6</sup><sup>4</sup>d<sup>5</sup> ) L<sup>°</sup> α P <sup>4</sup><sup>9</sup> b C Lσ<sup>6</sup><sup>5</sup>b - <sup>5</sup> C P<sup>6</sup>dLΔ<sup>6</sup> ) D<sup>6</sup> b<sup>6</sup>b HΔ<sup>6</sup><sup>6</sup><sup>6</sup> - <sup>2</sup> C P<sup>6</sup> ) A<sup>6</sup><sup>6</sup> ) C C L<sup>°</sup> α 4<sup>7</sup> α <sup>5</sup> 3 4<sup>6</sup> C - <sup>5</sup> A<sup>6</sup><sup>6</sup> ) C C L<sup>°</sup> α 4<sup>8</sup> α <sup>5</sup> 3 4<sup>6</sup> C - <sup>5</sup> A<sup>6</sup><sup>6</sup> ) C - <sup>5</sup> C L<sup>6</sup> α 4<sup>8</sup> α <sup>5</sup> 3 4<sup>6</sup> C - <sup>5</sup> A<sup>6</sup><sup>6</sup> ) C - <sup>5</sup> C - <sup>5</sup> A<sup>6</sup> C - <sup>5</sup> A<sup>6</sup><sup>6</sup> ) C - <sup>5</sup> A<sup>6</sup><sup>6</sup> ) C - <sup>5</sup> A<sup>6</sup> + <sup>2</sup> A<sup>6</sup> + <sup>5</sup> + <sup>5</sup> A<sup>6</sup> + <sup>5</sup> + <sup>5</sup> A<sup>6</sup> + <sup>5</sup> + <sup></sup>

▷ና፫<sub>₽</sub>ዋሬ ን-ገፈ<sub>ም</sub>ሩር የሀΓዉሆኑኤር የፋዘ∇ዉፈ<sub>ም</sub>>ም. ▷₅፬ያዮአፈኒውፈ<sub>ም</sub>>ዘ∇ ፈ∇, ▷ና፫<sub>₽</sub>ዋር▷<sub>ው</sub>.

(ϽϞϷ∩ϳϲ·ͽϽͽ) ᠂d৮৽ℶ广 Δͺ϶·ϲ៸. Ϸ°ᠴ᠋᠋᠖ᡊ᠋⊲σ⊲ᢑd៸.

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