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**DAY 23**

**Friday, November 4, 2022**

**Pages 1417 – 1462**

**Iqaluit**

**Speaker: The Honourable Tony Akoak, MLA**

## Legislative Assembly of Nunavut

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(Gjoa Haven)

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(Quttiktuq)

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Energy*

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*Deputy Premier; Minister of Education; Minister  
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**Adam Lightstone**  
(Iqaluit-Manirajak)

**Hon. John Main**  
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for Suicide Prevention*

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**Alexander Sammurtok**  
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**George Hikes**  
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Minister responsible for the Status of  
Women; Minister responsible for the  
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(Baker Lake)

*Minister of Justice; Minister  
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**Iqaluit, Nunavut  
Friday, November 4, 2022**

**Members Present:**

Hon. David Akeeagok, Hon. P.J. Akeeagok, Hon. Tony Akoak, Mr. Bobby Anavilok, Ms. Janet Brewster, Hon. Pamela Gross, Hon. David Joanasié, Mr. Joëlie Kaernerck, Ms. Mary Killiktee, Hon. Lorne Kusugak, Mr. Adam Lightstone, Hon. John Main, Mr. Solomon Malliki, Hon. Margaret Nakashuk, Ms. Karen Nutarak, Mr. Daniel Qavvik, Hon. Joanna Quassa, Mr. Alexander Sammurtok, Mr. Joe Savikataaq.

>> *House commenced at 8:59*

**Item 1: Opening Prayer**

**Speaker** (Hon. Tony Akoak) (interpretation): Good morning. Before we begin, Ms. Quassa, can you say the opening prayer, please.

>> *Prayer*

**Speaker:** Good morning, everyone. Ministers' Statements. Hon. Premier of Nunavut...oh. Minister Joanasié.

**Item 2: Ministers' Statements**

**Minister's Statement 109 – 6(2):  
Minister Absent from the House**

**Hon. David Joanasié:** Thank you, Mr. Speaker. I rise today as Government House Leader to advise members that the Hon. Craig Simailak will be absent from the House due to illness. Thank you, Mr. Speaker.

**Speaker:** Ministers' Statements. Hon. Premier of Nunavut, Mr. Pauloosie Akeeagok.

**Minister's Statement 110 – 6(2): New  
Greenland-Nunavut  
Memorandum of Understanding  
2022**

**Hon. P.J. Akeeagok** (interpretation): Good morning, Mr. Speaker. I say "good morning" to my fellow MLAs and Nunavummiut who are listening to the proceedings this morning.

(interpretation ends) Mr. Speaker, I rise today to inform my colleagues about the new agreement between Greenland and Nunavut.

Mr. Speaker, this past August, I joined Prime Minister Múte Egede in Nuuk, Greenland for the signing of a memorandum of understanding (MOU) between our two respective governments.

Nunavut and Greenland have a strong and long history and a common Inuit heritage, dating back to thousands of years. This shared historical, cultural, social and geographical relationship sets the foundation for joint work and cooperation between our two jurisdictions.

The first MOU between Greenland and Nunavut was signed in 2000. The general goals and objectives set out in the original MOU will still apply. Mr. Speaker, this new agreement further strengthens our relationship and facilitates future cooperation between our two jurisdictions.

Mr. Speaker, with this MOU, the Government of Nunavut and Greenland recognize the interest and aspiration to bolster our cooperation in key areas, including culture and arts, education,

travel and tourism, marine infrastructure, fisheries, and green energy. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Ministers' Statements. Hon. Minister of Health, Mr. Main.

**Minister's Statement 111 – 6(2):  
COVID and Influenza Vaccines**

**Hon. John Main** (interpretation): Thank you, Mr. Speaker. Good morning, my fellow MLAs.

Mr. Speaker, as the cold and flu season nears, I am encouraging all Nunavummiut to protect themselves and their communities from respiratory illnesses.

(interpretation ends) This year, protection is even more important as we continue to deal with the risks of COVID-19. With predictions of a new wave of COVID infections this winter, vaccines are our best tool for reducing the risk of severe illness, hospitalization, and death.

All Nunavummiut are eligible for a COVID-19 vaccine. Whether you are 6 months old or 106 years old, the vaccine works, it is safe, and it saves lives.

**An Hon. Member:** Hear, hear!

**Hon. John Main:** By getting both the COVID-19 and flu vaccines, we reduce the risk of widespread infections in our communities and ensure our health system is not overwhelmed. These steps not only protect our health but can help us avoid restrictive public health measures like the ones last Christmas.

(interpretation) Mr. Speaker, now is the time to prepare for winter. Make sure you are up to date on your vaccines. Call your health centre or public health unit to make an appointment.

Today I invite all MLAs and ministers to join me after the sitting in the lobby to lead by example and get our COVID and flu vaccines. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Ministers' Statements. Hon. Minister of Environment, Mr. David Akeeagok.

**Minister's Statement 112 – 6(2):  
Waste Oil Pilot Project: Arviat,  
Cambridge Bay, and Pond Inlet**

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. I rise today to inform the House that the Department of Environment has implemented a waste oil pilot project to assess the feasibility of waste oil backhauling throughout the territory by targeting one community per region, for a total of three communities: Arviat, Cambridge Bay, and Pond Inlet.

(interpretation ends) This pilot project was developed to provide estimates, training, and guidance to alleviate some the burden seen from stockpiled waste oil barrels in the communities.

Mr. Speaker, my department recognizes that waste oil management is an issue in community landfills. Waste oil is one of the most produced types of hazardous waste in Nunavut. Lack of storage and waste management has been a long-standing challenge for Nunavut. Efforts are being made to properly manage



waste drums to prevent spill and contamination.

Mr. Speaker, we have taken steps to demonstrate that legacy waste oils can be packed, stored, and disposed of in an environmentally responsible manner. This pilot project involved conducting a preliminary assessment and inventory of waste barrels in three community landfills.

Mr. Speaker, the project is on track. A drum inventory and assessment has been completed in three communities. In Arviat an estimated total of 64,000 litres of waste, which includes 187 drums and 20 tote tanks, have been shipped south for disposal. A preliminary assessment in Pond Inlet and Cambridge Bay has been completed during this year's field season and will be shipped for disposal in 2023.

Mr. Speaker, we are continuing to work with communities to ensure that the project addresses their needs and to reduce the impacts of waste oil across the territory. The pilot project will continue to be monitored and managed until its completion in 2023.  
*Qujannamiik*, Mr. Speaker.

>> *Applause*

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

**Minister's Statement 113 – 6(2):  
Department of Family Services'  
10-Year Anniversary**

**Hon. Margaret Nakashuk**

(interpretation): Thank you, Mr. Speaker. Good morning, fellow

members, and I welcome the visitors in the gallery.

Mr. Speaker, I am pleased to advise you that the Department of Family Services celebrates its tenth year as a department this year. I would like to express my deepest gratitude to all family services employees, particularly our frontline staff, who make a daily difference in the lives of Nunavummiut.

I would also like to commend our Inuit staff who support families and build strong communities through their work. The department currently has 100 Inuit staff, 61 percent of the department's workforce. Many Inuit are in leadership positions in the department, and others hold long careers in social services. I am grateful to each and every one of you.

(interpretation ends) Mr. Speaker, the department has a broad mandate and offers essential services and support to Nunavummiut with Inuit societal values providing the core foundation of our work.

Over the last decade, the Poverty Reduction Division has worked closely with Nunavut's existing shelters, opened new shelters, and funded a low-barrier shelter. We continue to support shelter service providers to improve service delivery.

The Income Assistance Branch continues to better address the needs of Nunavummiut by making reforms to the program. All income assistance workers are Inuit, providing critical bilingual language services for our Inuit clients.

The Family Wellness Division continues to provide services and programming to

address and enhance child protection and family safety and provides space for children and adults to heal and focus on well-being.

The Career Development Division has created several new programs, including the Skilled Trades Worker program, Getting Ready for Employment and Training program, the new *Apprenticeship and Certification Act*, the Piqataugitsi framework to expand training programs and services for persons with disabilities, and formed training partnerships with Inuit organizations and mining companies.

Mr. Speaker, we look forward to seeing what the next ten years will bring. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Ministers' Statements. Hon. Minister responsible for the Nunavut Housing Corporation, Mr. Kusugak.

**Minister's Statement 114 – 6(2):  
Tenant Engagement Program Pilot  
Project – Rankin Inlet**

**Hon. Lorne Kusugak** (interpretation): Good morning, Mr. Speaker and the people of Rankin Inlet.

(interpretation ends) Mr. Speaker, I rise today to speak to you about our first Tenant Engagement Pilot Program that was held in Rankin Inlet October 17 to October 21, 2022, this fall.

Mr. Speaker, as members will recall, during the spring session, I informed you of our progress developing the Tenant Engagement Program and that staff were looking forward to running a pilot

project this fall. I also committed to informing the House on how the pilot project turned out.

Mr. Speaker, I'm very proud to say that this program was delivered by Nunavummiut for Nunavummiut. The pilot program was facilitated by Iilitaqsinig, the Nunavut Literacy Council. Iilitaqsinig developed a Nunavut program with the help of a southern Canada non-profit organization specialized in tenant education and training to incorporate the needs and concerns of Nunavummiut to ensure the program reflects the housing structures in Nunavut.

Mr. Speaker, 13 participants took part in the pilot and they learned the importance of public housing tenancy and its connection to family and community well-being. While the 13 participants had an opportunity to discuss their housing challenges with each other and organizers, they also had an opportunity to discuss their challenges to the Nunavut Housing Corporation Board of Directors who took time out of their board meeting to attend one afternoon.

This program also supports the understanding of the public housing system, such as the wait-list and rent scales and subsidies, among public housing tenants and helps resolve common issues experienced by public housing tenants.

Mr. Speaker, in light of the success in Rankin Inlet, the housing corporation is encouraged to continue its series of program pilots in Iqaluit and Cambridge Bay in the near future. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Ministers' Statements. Hon. Minister of Education, Ms. Gross.

**Minister's Statement 115 – 6(2): New Inclusive Education Handbooks for School Staff in 2022-23**

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. Good morning to Nunavummiut and everyone here in the House today.

Mr. Speaker, I am pleased to share information about new resources available in our schools that support the education and well-being of all students.

The Department of Education has developed and released three new inclusive education resources. The first one focuses on supporting students with Down's syndrome, the second one focuses on supporting students with attention deficit hyperactivity disorder, or ADHD, and the third one focuses on supporting students with autism spectrum disorder.

Mr. Speaker, the Department of Education is committed to inclusive education in our schools and these resources provide additional support for our students to fully participate and learn. Our goal is to reach and teach all students by creating flexible learning environments with universal teaching strategies that enhance and support our students with the best practices.

Mr. Speaker, the Department of Education is committed to a holistic and supportive education system that is inclusive and responsive. With the ongoing development of meaningful

resources, we strive to improve the capacity of our educators and reinvest in education. *Quana*, Mr. Speaker.

>>Applause

**Speaker:** Ministers' Statements. Hon. Minister of Economic Development and Transportation, Mr. David Akeeagok.

**Minister's Statement 116 – 6(2): RV Nuliajuk Summer 2022 Season**

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. It is with great pleasure that I rise today to share with you that the Research Vessel (RV) Nuliajuk has recently completed another season of work in Nunavut waters supporting the sustainable development of our marine sectors.

This year the Nuliajuk supported research on offshore shrimp stocks, travelled to Grise Fiord to complete bottom mapping work, and completed inshore fisheries research in Pond Inlet, Pangnirtung, and Iqaluit. These research programs directly link to safer waters through mapping or more knowledge for decision makers on sustainable marine development.

(interpretation ends) Mr. Speaker, I proudly announce that more Nunavummiut were a part of the crew this year compared to previous years, and my department is working hard to promote the marine sector as realistic and viable job options for Nunavummiut. There are many opportunities for Nunavummiut to have rewarding and active jobs on the research vessels that work in our waters. Please reach out to our Fisheries and

Sealing Division for more information and contacts for training.

Mr. Speaker, I would like to take a moment and publicly thank Captain Bennett who, for over a decade, has been one of the primary captains sailing the Nuliajuk safely and effectively in our waters. Captain Bennett's commitment to the Nuliajuk showed through his skill, experience, and knowledge, and many research projects were successful throughout his time aboard the Nuliajuk. I would like to take a moment to say from Nunavut and my department: *qujannamiik* to Captain Bennett for his previous service and commitment. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Item 3. Members' Statements. Member for Amittuq, Mr. Kaernerker.

### Item 3: Members' Statements

#### Member's Statement 140 – 6(2): Sanirajak High School Graduates

**Mr. Kaernerker** (interpretation): Good morning and thank you, Mr. Speaker. Good morning to the people of Amittuq and members. Welcome to the visitors in the gallery.

The reason I rise this morning is that our power was finally back on and a graduation ceremony was held in Sanirajak. The graduates are:

- Junior Malliki
- Harry Gibbons
- Kelvin Gibbons
- Steven Gibbons
- Eugene Gibbons
- Demonica Hillary

- Iris Qanatsiaq
- Rose Pikuyak
- Kaylie Nowdlak
- Evie Nattuk
- Cassidy Evalak
- Elise Kaernerker
- Colby Uluiyarnak
- Matt Morgan
- Hailey Arnaqjuaq
- Leanne Arvaluk

I am very proud of these graduates of the Arnaqjuaq School in Sanirajak.

Now turning to Igloolik, I know that these students were already recognized, but I am so proud of the young people who completed their studies that I would like to recognize them again. They are:

- Tommy Junior Alorut
- Rhonda Sue Qamaniq
- Tony Tapardjuk
- Saniayuk Qammaniq
- Hunter Ungalaq
- Stacey Qamukak
- Clarence Uyarak
- Kaylen Ulayuruluk

I am very proud of these students, and I rise on their behalf today. They have completed their studies, and I encourage them to continue their education and keep learning. Even if you feel like your courses may not be going very well, don't give up, please keep trying, and strive to complete your education. Thank you for the opportunity, Mr. Speaker.

>>Applause

**Speaker:** Congratulations to the graduates. Members' Statements. Member for Rankin Inlet North-Chesterfield Inlet, Mr. Sammurtok.

**Member's Statement 141 – 6(2):  
Recognizing Two Constituents**

**Mr. Sammurtok** (interpretation): Thank you, Mr. Speaker. I rise today to recognize and express my pride in two Inuuk; one if from Rankin Inlet and the other one if from Chesterfield Inlet.

(interpretation ends) Mr. Speaker, the Rankin Inlet fire department has promoted Captain George Aqsaqjuaq to the role as their first career Deputy Fire Chief. I would like to congratulate George Aqsarqjuaq. The other person I would like to recognize is Vicky Tanuyak of Victor Sammurtok School of Chesterfield Inlet, who has joined the administrative group as school vice-principal. Congratulations Vicky. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker:** Members' Statements. Member for Iqaluit-Manirajak, Mr. Lightstone.

**Member's Statement 142 – 6(2):  
Qajuqturvik Food Centre**

**Mr. Lightstone:** Thank you, Mr. Speaker. Good afternoon, colleagues, Nunavummiut, and distinguished guests in the visitors' gallery.

Today I would like to acknowledge the tremendous work that is done by the Qajuqturvik Community Food Centre, its employees, board of directors, and community volunteers.

Mr. Speaker, Qajuqturvik has come a long way since it started serving soup and sandwiches in the 1990s. Today, Qajuqturvik provides over 400 hot meals

each day, with menus that aim to be nutritious, filling, and delicious. Their menus regularly incorporate local country food, including arctic char, seal, narwhal, and caribou. Qajuqturvik has expanded beyond serving nutritious meals and also provides community programming.

In 2018 the Qajuqturvik Community Food Centre launched its Pilimmaksartut Pre-Employment Training Program, which is an eight week course where participants are paid to learn the essentials of food security and develop life and professional skills necessary for a successful transition into the workforce. To date, over 40 Iqalummiut have participated in this program and gained skills to help them re-enter the workforce.

Mr. Speaker, during the water crisis, Qajuqturvik hired a full-time driver and delivered water to hundreds of Iqalummiut who could not get to the water distribution points themselves, while continuing to provide meals to even more people who turned to them for food when they could not cook with the water coming from their taps.

In addition, Qajuqturvik also provides a kids cooking club. This is a free after school program that teaches children basic foods skills, food systems and nutrition, while also teaching about how the food they eat relates to their bodies, their community, and food systems. Mr. Speaker, Qajuqturvik has done a tremendous amount of work, much more work.

I would like to request unanimous consent to conclude my statement. Thank you, Mr. Speaker.

**Speaker:** The member is asking unanimous consent to conclude his statement. Are there any nays? There are none. Please continue, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker and members.

Qajuqturvik also provides a program called “Food Fit” and this is a cooking class for guardians and their children to learn about nutritious foods and cook together. As well, there is an evening community cooking club for adults to come together over good food.

This past summer, Qajuqturvik offered their first ever on-the-land summer camp called “Mind Your Food.” Where youth went out on the land with local hunters, and using what they caught throughout the week, they held a community cookout and prepared the foods they had hunted and harvested together.

Their peer advocate assists community members to access support and services like mental health services, income assistance, and even resumé writing. The peer advocate also runs a weekly Inuit women’s support circle for women to support each other and spend time on the land. They also run many other workshops and events like the financial literacy program that is ongoing for the month of November.

Mr. Speaker, the most recent initiative launched by the Qajuqturvik Food Centre is the Piruqtuviniit and Inuliktait Food Boxes. The Piruqtuviniit Food Box Program is a weekly sale of produce consisting of fresh fruits and vegetables. Similarly the Inuliktait Food Box program is a bi-weekly sale of country food, purchased from hunters across

Nunavut. Both of these boxes are available on a pay what you can basis, to ensure that all Iqalumiit have access to fresh produce and nutritious country foods regardless of their income.

Mr. Speaker, I have volunteered at the Qajuqturvik Food Centre for a number of years and I have seen firsthand the efforts and dedication that they contribute to the community. I think it is important to show them our support and to help them in any way that we can.

Mr. Speaker, hunger is an important issue and we need to work together towards finding sustainable solutions. Again, I would just like to express my sincere appreciation and gratitude for all of what Qajuqturvik has done and I ask all members in the gallery, all the members to join me in expressing that appreciation. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Members’ Statements.  
Member for Tununiq, Ms. Nutarak.

**Member’s Statement 143 – 6(2):  
Happy Birthday Phyllis Kanayuk**

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. Good, beautiful morning. I just want to say “happy birthday” to Phyllis Kanayuk. She is my assistant when I am in Iqaluit. I want her to have a good day and be well. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Members’ Statements.  
Member for Arviat North-Whale Cove,  
Mr. Main.

**Member's Statement 144 – 6(2):  
Whale Cove High School  
Graduates**

**Hon. John Main** (interpretation): Thank you, Mr. Speaker. Good morning to the people of Arviat and Whale Cove.

Mr. Speaker, in the month of August, on August 27, there was a graduation ceremony in Whale Cove, and I am very happy that I was able to travel there and attend; the people of Whale Cove are always very welcoming. The graduates that I would like to recognize are:

- Henry Enuapik
- Phillip Ivviksaq
- Percy Jr. Kabloona
- Daisy Kritterdlik
- Brandon Nipisar
- Adena Panikak

I was able to have a conversation with these youth after their graduation and talked to them about what their plans are for the future if they have any plans to further their education, or were going to be applying for a job. It was great to be around these young people who are clearly very intelligent and full of potential. Now that they've graduated, there are many opportunities available to them, and some students haven't decided yet what their plans are.

I would like to recognize and thank all the workers in the Inuglak School, along with the local DEA and the Whale Cove Hamlet Council. You are all very capable people. I was happy to be able to meet with them personally, and so I thank them. The people of Whale Cove are always very welcoming, and the young people are very capable. So let's keep encouraging them. Grade 12 is not

the end of your education. There is so much more to learn after that. I believe that the students in Whale Cove are very capable of pursuing further education. Thank you, Mr. Speaker.

**An Hon. Member:** Hear, hear!

>> *Applause*

**Speaker:** Congratulations to the graduates. Members' Statements. Member for Cambridge Bay, Ms. Gross.

**Member's Statement 145 – 6(2):  
United for Life Summit**

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. Good morning to everyone in Cambridge Bay. I know it's an early morning over there, so whoever is listening, good morning to you, and good morning to everyone here.

This past week, Cambridge Bay hosted the United for Life Summit, and the theme was *Inuuqatigiit Uvagut: We Are a Community*. I would like to commend and thank everybody who organized the event, the community for hosting the gathering and for all those participants that came from across Nunavut, as well as the organizers in the community who were there; the businesses and everyone else who was there to support the youth and our young people who were all gathered this past week.

I want everybody to know that we are a community, and there is support out there if you ever need it. Reach out a friend, teacher, or loved one. We are always there to support you, and know that there is help out there, counsellors, people who are willing and happy to talk to you to work through whatever it is

you may be going through. Sending love out there to Nunavummiut and know that everyone cares for you. (interpretation) Thank you.

>>Applause

**Speaker:** Item 4. Returns to Oral Questions. Hon. Minister of Human Resources, Ms. Nakashuk.

#### **Item 4: Returns to Oral Questions**

##### **Return to Oral Question 190 – 6(2): Recruitment and Retention**

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Mr. Speaker, I rise today to supplement answers I provided on October 31, 2022 following questions from the Member for Iqaluit-Tasiluk, George Hicke.

Mr. Speaker, the Department of Human Resources is currently at 65 percent capacity. The vacant positions are filled with casuals until we can fill them indeterminately. There are presently 93 Government of Nunavut staff housing units identified for repairs. This number fluctuates every month as staff come and go from their units. Discussions concerning a compensation review are between the Departments of Human Resources and Finance. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit-Manirajak, Mr. Lightstone.

##### **Item 5: Recognition of Visitors in the Gallery**

**Mr. Lightstone:** Thank you, Mr. Speaker. I have the tremendous honour to recognize so many distinguished guests today. I have invited the staff of the Qajuqturvik Food Centre to come in be formally recognized for the tremendous work that they have done, and the amount of change that they have made in the lives of everyone who utilizes their programming. I would like to ask members to please stand when you are recognized:

Mr. Joshua Mark.

>>Applause

Nancy McPhee.

>>Applause

Bernard Naulalik.

>>Applause

Elisapee Pishuktie.

>>Applause

Stematis Papadopoulos.

>>Applause

Takialuk Peter.

>>Applause

Aman Marchand.

>>Applause

Nuka Fennell.

>>Applause

Joanne Manning.



>>Applause

Rachel Blais.

>>Applause

Jessie Hail.

>>Applause

Mr. Speaker, this is the first time that many of these individuals have been in our House, our Assembly, and viewed our proceedings, and I just want to give a warm welcome to all. Thank you, Mr. Speaker.

>>Applause

**Speaker:** Thank you for your help, and welcome to the Assembly. Recognition of Visitors in the Gallery. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. I think everybody would agree that we can't say the names often enough of those that are helping in our community, and that so many residents say their names on a daily basis and thank them directly. I would just like to also recognize the visitors in the gallery who play such an important role in filling bellies every day, giving everybody a better day than they would have, if it wasn't for you.

I would like to recognize Rachel Blais, Joshua Mark, Elisapee Pishuktie, Takialuk Peter, Nuka Fennell, Joanne Manning, Bernard Naulalik, Nancy McPhee, Stematis Papadopoulos, Jessie Hail, and Aman Marchand. Welcome and thank you from the bottom of my heart for the incredible work that you do every day. I send you strength and caring. Thank you. Welcome.

>>Applause

**Speaker:** Your help is so important to everyone. Welcome to the Assembly. Recognition of Visitors in the Gallery. Item 6. Oral Questions. Member for Amittuq, Mr. Kaermerk.

### Item 6: Oral Questions

#### Question 231 – 6(2): Search and Rescue Review

**Mr. Kaermerk** (interpretation): Thank you, Mr. Speaker. That was unexpected.

Mr. Speaker, my question is for the Minister of Community and Government Services. It is in regard to the questions I raised this past spring concerning emergencies, which an important issue. Considering that we are in the fall and that winter is coming, emergency preparedness is important.

I would first like to ask the minister for details on the review that you were going to perform concerning emergency preparedness. Can I have an update on this review? Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. I thank the Member for Amittuq for the question. While we visiting his community in Amittuq, we also discussed this issue. The review was carried out and a tender was put out with a contract being awarded on September 12, 2022. The contract is to conduct the study and to identify what actions may be necessary for improvement. The study is targeted

to be completed in January 2023. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. The study that you are conducting... Now, with relation to Sanirajak, it already has an airstrip, an airplane hangar, air terminal as well as a DEW line site, we called them “the opposite side”, and I can easily recite the overall length of our airstrip along with the width, but not necessary here.

Mr. Speaker, what I want to ask about in relation to this contract, as you stated earlier, this is operated via contract, hence my question is: who did you award the operating contract to when you were having this review of the emergency preparedness strategy? Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. This was dealt with when we were touring Sanirajak, and I recall there was work ongoing at the airstrip, upgrading the runway; they were actually resurfacing the gravel top layer, Mr. Speaker.

However, the contract holder is something I will have to return with later on, in order to relay the actual name of the contractor. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Speaker. As I have continually

expressed, Sanirajak is right in the middle of the Arctic Circle top echelon of Nunavut, it has access to the High Arctic, to the Kivalliq and Kitikmeot regions and it is almost in the middle of these regions.

I would like the minister to agree to commit by announcing in this House, and to the residents of the Amittuq riding, that in terms of emergency preparedness, if the minister can agree to have a conclusion via this thorough review, to appoint Sanirajak as being integral to emergency preparedness?

Perhaps I can verbalize it this way. (interpretation ends) Can I get assurance from the minister that Sanirajak...since Sanirajak is the geographical centre in Nunavut? I would like the minister to commit that Sanirajak will become a station when it comes to an emergency situation. (interpretation) Thank you, Mr. Speaker.

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

**Hon. David Joanasie** (interpretation): Thank you, Mr. Speaker. Also I apologize, as the answer to your secondary question was about the contractor, it is the WSP company... which is (interpretation ends) the WSP is the contract holder on this feasibility study.

Mr. Speaker, to his question around if Sanirajak can be identified, we are looking at options around what is available and this review also includes for example, national search and rescue practices, and looking at environmental scans and whatnot, as well as evaluation of the current available air assets in the

territory, as well as infrastructure that supports search and rescue. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Hudson Bay, Mr. Qavvik.

### **Question 232 – 6(2): Contaminated Sites**

**Mr. Qavvik** (interpretation): Thank you, Mr. Speaker and good morning to my colleagues. (interpretation ends) My questions today, this morning, are for the Minister of Environment.

As the minister is aware, one of the principles contained in our *Katujjiluta* mandate is Avatittinnik Kamatsiarniq (respect and care for the land, animals and the environment).

In his minister's statement, almost all Nunavut communities suffer from having contaminated sites within and outside of municipal boundaries. This includes my community of Sanikiluaq.

Mr. Speaker, the government's business plan acknowledges this fact. It indicates that "Many communities are burdened with abandoned wastes sites, some of which are contaminated." The Department of Environment's current business plan indicates that one of its ongoing priorities is to maintain the contaminated sites liabilities inventory for the Government of Nunavut.

When this issue was raised in the Legislative Assembly during our spring sitting, the minister indicated that there are over 270 sites in Nunavut and that he would look into tabling an updated listing in this House. When will this

important information be ready? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Environment, Mr. David Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. I thank member for questioning me on the contaminated sites. There are a variety of them and our department continues to work on it and once that report is done, I remain committed in tabling it, but it will not be tabled this session. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Qavvik.

**Mr. Qavvik:** Thank you, Mr. Speaker. We look forward to seeing that report.

The Department of Environment's current business plan also indicates that "The contaminated sites working group has been re-established in the year 2022..."

When this issue was raised in the House during our spring sitting, the minister indicated that this interagency group has been working on a number of initiatives.

Can the minister update the House today on what the Contaminated Sites Working Group has accomplished to date? Thank you, Mr. Speaker.

**Speaker:** Minister of Environment, Mr. David Akeeagok.

**Hon. David Akeeagok:** Thank you, Mr. Speaker. One of the critical things is that they have done the inventory throughout the territory. Currently that inventory is 277 sites that have been identified as contaminated sites. The work to develop

what and how we are going to do that, which will be in the form of a policy, the Contaminated Sites Working Group are drafting the policy towards it right now and that will give us ways of how to deal with the contaminated sites that are throughout our territory. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Qavvik.

**Mr. Qavvik:** Thank you, Mr. Speaker. During our winter sitting this year, the Legislative Assembly was informed that this working group has the responsibility to engage with the federal government in respect to determining which level of government will pay for the cleanup of contaminated sites in Nunavut. Mr. Speaker, can the minister provide an update today on the current federal position on this issue. Thank you, Mr. Speaker.

**Speaker:** Minister of Environment, Minister David Akeegok,

**Hon. David Akeegok:** Thank you, Mr. Speaker. For the federal government and their contaminated sites, that is still under negotiations through our devolution negotiations that are taking place. Contaminated sites for federal lands are in that as that as part of the negotiations. That one is still being worked on.

In terms of site-cleanups that are the responsibility of Nunavut and the federal government, those discussions are still continuing to try to identify who is responsible for the contaminated sites. Thank you, Mr. Speaker.

**Speaker:** Oral Questions. Member for Iqaluit-Sinaa, Ms. Brewster.

### **Question 233 – 6(2): Ethics Officer**

**Ms. Brewster:** Thank you Mr. Speaker and good morning Nunavummiut. My questions today are for the Minister of Human Resources.

During yesterday's sitting of the Legislative Assembly, the minister announced the retirement of the former ethics officer. I also extend my gratitude to Mr. Schnoor and wish him the best in his retirement.

As the minister will recall, the government issued a request for proposals in June of this year for his replacement. The request for proposals indicated that the new ethics officer was supposed to begin their term of office on November 1, 2022.

Mr. Speaker, today's date is November 4, 2022. Can the minister confirm who has been appointed to serve as the ethics officer? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Human Resources, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I would like to thank you for asking that question. With regard to the replacement of that individual, I am unable to publicly name this person as of yet, as the paperwork hasn't been finalized yet. It will eventually be released in the short term, but it will be released soon. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. I hope that the minister will make an announcement as soon as possible regarding who that is.

As the minister is aware, the former ethics officer recommended in his 2020-21 annual report to the Legislative Assembly that the *Public Service Act* be amended in respect to the ability of employees to make disclosures directly to their office rather than first having to go through an internal government process.

Can the minister confirm if and when she will be introducing a bill to implement this recommendation? Thank you, Mr. Speaker.

**Speaker:** Minister of Human Resources, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I thank the member for the question. The process the member alluded to related to the bill, and the recommendations on this matter, are issues I cannot place a timeline on, and further, with relation to the replacement appointment, we are looking at a better means of operational progress to deal with disclosures of abuse, but this will require a further review prior to being able to disclose the new processes, if they have been completed. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. As the minister will recall, the 2020-2021 Annual Report of the Office of the Ethics Officer was tabled in the

Legislative Assembly on March 16, 2021. When will the 2021-22 annual report be ready for tabling? Thank you, Mr. Speaker.

**Speaker:** Minister of Human Resources, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I can't tell you exactly when the annual report will be tabled, but I can tell you that it will be tabled in the House as soon as it's completed. Thank you, Mr. Speaker.

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

#### **Question 234 – 6(2): Chesterfield Inlet Community Learning Centre**

**Mr. Sammurtok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to direct my questions to the Minister responsible for Nunavut Arctic College.

Mr. Speaker, the Chesterfield Inlet Community Learning Centre is in poor condition. It is very small with only one classroom. In March of this year, the minister stated that the college's capital planner was going to visit the community and determine the next step.

Can the minister update this House on whether the college's capital planner has completed their assessment of the community learning centre's needs in the community of Chesterfield Inlet, and what their findings were? Thank you, Mr. Speaker.

**Speaker:** Hon. Minister responsible for Nunavut Arctic College, Ms. Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Speaker and *quana* to the member for the question. I would have to take that question as notice. *Quana*, Mr. Speaker.

**Speaker:** The question has been taken as notice. Oral Questions. Member for Uqqummiut, Ms. Killiktee.

**Question 235 – 6(2): Inuit  
Uqausinginnik Taiguusiliuqtiit**

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. Good mid-morning, to the people of Nunavut, and to my colleagues.

Mr. Speaker, I would like to direct my question to the Minister responsible for Languages. They concern the role of Inuit Uqausinginnik Taiguusiliuqtiit.

On May 30 and June 1 of this year, staff of Inuit Uqausinginnik Taiguusiliuqtiit visited Qikiqtarjuaq to conduct Inuktit language proficiency tests. (interpretation ends) The Government of Nunavut did not send out any information bulletin concerning the visit until close to the end of the working day on May 30.

My concern is that government employees in Qikiqtarjuaq were not aware of the visit until it was too late. I encourage the Inuit Uqausinginnik Taiguusiliuqtiit to ensure that it provides good notice in advance of its next visit.

(interpretation) I want to ask the minister (interpretation ends) if she can confirm her department is responsible for communicating when the Inuit

Uqausinginnik Taiguusiliuqtiit is planning to visit a community to conduct language proficiency assessment? (interpretation) Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Languages, Ms. Quassa.

**Hon. Joanna Quassa** (interpretation): Thank you, Mr. Speaker. I thank the member for the question. With regards to the testing for language proficiency amongst employees, there will be an advance notice sent prior to the visitation to the community, along with email notifications of employees who will receive the assessment testing.

They send the advance notices prior to their planned visits, but currently due to the shortage of staff the planned visits to Igloolik and North Baffin communities was deferred. I can't tell you of any replacement plans where they will again tour the communities to do assessments. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. Thank you for that information. You indicated that because of staff shortages you won't be able to attend to certain communities, and that is an issue worth addressing.

I will go on to another question. Mr. Speaker, (interpretation ends) earlier this week the Minister of Human Resources confirmed that 905 assessments were completed, (interpretation) and there were (interpretation ends) 610 applicants who still needed the assessment.

(interpretation ends) *Uqaqtittijii*, can the minister indicate how often the staff from Inuit Uqausinginnik Taigusiliuqtiit will be travelling (interpretation) even though you had already mentioned that there is a shortage of staff?

(interpretation end) My constituency of Clyde River and other smaller communities (interpretation) still need these assessments, (interpretation ends) these important assessments, during the remainder of the 2022-23 fiscal year. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Minister of Languages, Ms. Quassa.

**Hon. Joanna Quassa** (interpretation): Thank you, Mr. Speaker. I also thank you for asking another question on this issue. We have numerous requests of employees who wish to be assessed for language proficiency. Currently, they have awarded a contract to provide the testing process, nonetheless, this requirement includes the need for expert linguists to apply this proficiency testing, and these qualified people are in great demand already.

Due to these constraints, when they are available, then they are tasked with visiting communities to conduct these assessment tests on employees who have requested the tests previously.

As well, prior to being able to staff these language proficiency testing positions, we have had to contract this work out and if they were able to provide monthly tests, it would be a lot more effective, and yes, I do agree that we need to support our employees who have

requested this language proficiency testing.

We will continue to strive to provide these assessments, and this will not stop as we have quite a number of employees who will require further tests in the future, obviously, but right now, it depends on the availability of the testers but for now it is being handled by the Inuit Language Authority.

**Speaker:** Your second and final supplementary, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. Now, based on your response, contracts are currently used to provide this testing, or rather you have contractors who provide this testing and I wonder if this was taken into consideration, that I am adding here, and this relates to dialectal differences as well as having different writing systems.

Our enunciations are not the same throughout the northern territories as well, and due to these differences, I would like that concern reflected if it isn't already addressed. We have seen cases in hearing about employees who seem visually proficient but due to the regional variations, are not deemed as linguistically proficient, perhaps due to the testers and speakers not having the same dialect. I am just speaking to that concern.

Nonetheless, Mr. Speaker, section 23 of the (interpretation ends) *Inuit Language Protection Act* requires the Inuit Uqausinginnik Taigusiliuqtiit to produce an annual report. The Minister responsible for Languages is required to table the annual reports in the Legislative Assembly. The 2016-17

annual report was tabled in the House on May 31, 2018, and no other reports have been tabled since that time.

(interpretation ends) *Uqaqtii*, can the minister indicate when the 2018-19 and 2019-2020 annual reports will be ready for tabling in the Legislative Assembly?  
(interpretation) Thank you, Mr. Speaker.

**Speaker:** Minister of Languages, Ms. Quassa.

**Hon. Joanna Quassa** (interpretation): Thank you, Mr. Speaker. I also thank her for asking these questions, my esteemed colleague. Now, I wish to inform her that the reports she referenced, specifically the 2018-19, and the 2020-21 annual reports are currently in the works.

However, due to the difficulties we ran into when the Government of Nunavut's entire server systems crashed caused by malware and the reports previously posted in the memory banks were difficult to retrieve. This is why it ended up having to be redone, and as of now, they are still finding portions of previous reports in the server memory banks, perhaps it can be fully retrieved in the short term, and we anticipate providing these reports when we can.

Further, yesterday, the annual report for fiscal year 2017-18 was submitted previously drafted by the *Inuit Uqausinginnik Taiguusiliuqtiit* and which was tabled. Thank you, Mr. Speaker.

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

### **Question 236 – 6(2): Addressing Bullying**

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. Good morning to my colleagues and my constituencies of Naujaat and Coral Harbour. Mr. Speaker, I would like to direct my questions to the Minister of Education.

(interpretation ends) Mr. Speaker, bullying is harmful and toxic behaviour. I am aware that some children are refusing to go to school because they are being bullied at school, and, Mr. Speaker, this is not just happening in my constituencies; it is happening right across Nunavut.

Can the minister tell this House if she is aware of the extent of bullying in Nunavut schools and how this is impacting the school attendance?  
(interpretation) Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to our colleague for the question. Bullying is a serious issue and our schools do take it in serious regard when we work with the students to try to mitigate what issues are happening. We have to come together to maintain positive school communities, so there is support out there for our teachers, for our students, and for those who are involved.

We work and partner with the Red Cross. The Red Cross has a training manual called "Bullying Prevention Guide," as well as sometimes they come into our schools and they also work to create annual youth summit called



Nipivut, and they talk on much more than bullying; they also talk on coping mechanisms, healthy relationships, suicide prevention, and also positive self-care and for youth advocacy as well.

Bullying is an issue that we would like to see mitigated and wiped away. However, if there are instances of bullying in our schools, we have measures to respond to those needs if they're there. *Quana*, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. There are many students who no longer want to go back to school because of too much bullying in their school.

(interpretation ends) Mr. Speaker, our youth need the tools to resist taking part in bullying behaviour and to take steps to prevent it from happening to themselves, to their friends, and to their peers. Can the minister clearly describe what programs are being delivered in our schools to directly address the issue of bullying?

(interpretation) Mr. Speaker, even though there are programs available, I don't think the bullies face enough consequences and that's why it's still (interpretation ends) happening in our schools. (interpretation) Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to our colleague for that question. Bullying prevention is an area

where there are resources. As I mentioned, for this school year, we have the Makittianginnik Safe and Caring Schools Action Guide and resources for our school teams. We also have Teaching for Positive Classroom Behaviour Guide for teachers. We also advocate our schools to participate in Pink Shirt Day, with resources that include Ajunngittugut, a Pink Shirt Day resource and activity guide.

I understand where the member is coming from regarding attendance and we never want that to be the case for our students. We want them to be going to school in a positive and safe environment and to be felt supported, and I want our school communities to know that there is support within our schools to support any situations that are happening. We never want to see bullying happening, but if it is happening and if anyone knows of any cases of where that's happening, reach out. There are channels to go through within the schools to get the best support that they can and our schools work to resolve issues.

We have brought parents and teachers together to mitigate issues that arise in our schools because we do want our students to be going to school. People should always feel safe and know that our students have that support, and we look forward to making our schools as safe as possible. *Quana*, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Sometimes a person being bullied suffers a loss of self-esteem and turns to

self-harm, and even to suicide. Bullying can increase the level of their behaviour to commit violence. The end results are never good. We need to do better in preparing to address these harmful issues.

Will the minister commit to reviewing the amount of bullying that is happening in our schools and measuring the very real impact on the lives of our children and youth and will she report back to this House on the results of her review? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* once again for the question. I would like to add that our schools are equipped with positive mental health supports as well for our students, and we have a number of services that are available for the positive mental health. If anyone is going through a situation that brings them to a tough time, there are supports and we've been rolling out supports across our schools. We have currently 12 school communities that offer in-person and virtual school-based mental health support and services. We are continuing to roll out more.

His constituency, our colleague's constituency of Coral Harbour and Naujaat both have these supports in the community. We are looking to do more mental health related training opportunities, including trauma informed practice, applied suicide intervention, skill training or ASSIST training, and Our Children, Our Responsibility Training for our educators.

We also have a mechanism within our schools to track any instances that rise in our schools. We have a reporting mechanism for any incidents that occur and we do track those incidences, and yes, I can commit to bringing back an update when it is ready. *Quana*, Mr. Speaker.

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

### **Question 237 – 6(2): Number of Teachers in Schools**

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. I would also like to direct my question to the Minister of Education. I would like to ask about the staff in the schools.

(interpretation ends) Concerns have been raised with respect to the number of teacher positions which are vacant in our schools. Can the minister provide an update on how many teacher positions are currently vacant? Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to our colleague for the question on teachers and vacancies.

Mr. Speaker, the total number of filled positions, and I'll just give the percentage; in the Qikiqtani, 88 percent are filled. In the Kivalliq, 93 percent are filled, and in the Kitikmeot, 93 percent are filled. With the French school board, 83 percent are filled, with a total of 90 percent filled. Right now we have 85 vacant positions overall. *Quana*, Mr. Speaker.

**Speaker:** Your first supplementary, Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) The Nunavut Teachers Education Program was revised a couple of years ago to follow for students in the program to give a certificate after one year and a diploma after two years. These certificates would allow successful candidates to teach in our schools. To date, how many of these Nunavut Teacher Education Program certificate and diploma holders have been hired to work in Nunavut's schools? Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* again for the question. It's always great to have Nunavut Teacher Education Program students graduate and come work in our schools. This year we've had a number of graduates across Nunavut and we're very pleased to have hired students across our territory to work in our schools. I congratulate all those graduates who have gone through the program and are working in our schools today to make our schools a very positive space and we thank them for their dedication.

In terms of the number of hires, that's a piece of information that I'll have to get the particular details on. I do think that it is somewhere around 20, actually, that we have hired this year, but I can confirm with the member the particular details if that number is different.  
*Quana*, Mr. Speaker.

**Speaker:** Your second and final supplementary, Ms. Nutarak.

**Ms. Nutarak** (interpretation): Thank you, Mr. Speaker. Thank you, minister. (interpretation ends) I look forward to that.

The pandemic has shown us that education programs can be delivered online with some success. For those schools which have teachers' vacancies or where there is lack of teachers who can deliver specific academic courses, it should be possible to make arrangements for students to receive qualify education through online platforms.

Can the minister tell us what steps have been taken to ensure that the school courses are delivered online when there is no teacher available to teach in person and, if no steps have been taken to date, will she commit to looking into providing this option for our students? Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to the member for the question. In terms of our school vacancies and teacher vacancies, if there is no teacher hired, I would like to say that we are in the process of always hiring more and that number can fluctuate.

For the students who might be without a teacher at this time, we have teachers there that are on contract to fill like substitute teachers, and we do have distant learning available for our students. In some of our communities there is work from distance that is

happening. We are always looking to expand our education, and online learning is a great way to reach our students at times when particular teachers might not be available in the school or just different types of courses that we want to offer or our students want to take in our communities. *Quana*, Mr. Speaker.

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

**Question 238 – 6(2): Surusinut Ikajuqtigiit**

**Mr. Lightstone:** Thank you, Mr. Speaker. My questions today are for the Minister of Family Services and they are regarding the Surusinut Ikajuqtigiit, the Child Abuse and Neglect Response Agreement.

Mr. Speaker, on October 29, 2020 the Minister of Family Services of the day tabled the Child Abuse and Neglect Response Agreement. One of the intended aims of this agreement was to improve coordination and responses to cases of suspected child abuse and neglect.

The first question that I would like to ask is: can the minister confirm whether or not this initiative has improved the way suspected child abuse cases are addressed and, if so, can she provide some examples of how this agreement is working? Thank you, Mr. Speaker.

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

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I also thank you for asking that

question. (interpretation ends) That's a very good question indeed. With the National Child Abuse and Neglect Response Agreement that is between the stakeholders, it does continue and their work is underway. The handbook is still underway, but the staff in regard to the Nunavut Child Abuse and Neglect Response Agreement did meet in January of this year for a territory-wide mandatory training session which was held on duty to report, and that again is between the Department of Family Services and the stakeholders. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. I would like to thank the minister for that response and updating us today on the mandatory training that was provided in January on the duty to report. Mr. Speaker, I would just like to reiterate that that is a legal obligation that all service care providers, whether in education or health services or family services, have the legal obligation to report any instances of suspected child abuse or neglect. I'm glad to hear that that training was provided.

Mr. Speaker, section 9.1 of the agreement under the heading *Interagency Coordination*, states that:

“A Community Social Services Worker may share information to support a child's best interests, including:

- The fact that the child has been taken into care.
- Any change of the child's address or legal Guardian information.

• The name and physical description of any person who is prohibited to be in contact with the child;”

Mr. Speaker, in my discussions with teachers, they have raised concerns that they are not made aware of when a child has been taken into care or when a parent or guardian has temporarily been prohibited from being in contact with the youth.

Mr. Speaker, when a child is taken into care, there are ramifications in their education. Not sharing that information with their teachers will also have ramifications. More importantly, if a parent or guardian is temporarily prohibited to be in contact with the youth, then the school facility must be made aware in cases where the parent or guardian shows up to see the child.

I would like to ask: can the minister confirm that community social services worker have been made aware of their obligations to share this information with school staff when it is in fact in the child’s best interest? Thank you, Mr. Speaker.

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

**Hon. Margaret Nakashuk**

(interpretation): Thank you, Mr. Speaker. I also thank you for asking that question. It is not good to hear of such cases (interpretation ends) because there is a protocol in place for the staff, as well as the health professionals or the school staff to have that duty to report, especially that has to be an understanding for all people in that area, but yes, that is still in place and we do have that agreement between those

offices. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. I appreciate the minister’s response, but I have heard concerns from teachers that in fact the information is not being forwarded from the social workers to the school faculty when children are taken into care or when parents or guardians are prohibited from being in contact with the children. I would just like to ask the minister to maybe go back and just confirm if that is in fact occurring.

Moving on to my next question, Mr. Speaker, 9.2 of the Nunavut Child Abuse and Neglect Response Agreement Committee states that:

“Service providers will make a representative available for semi-annual committee meetings to review the Agreement’s process, service coordination, amendments and any conflict resolution matters.”

Mr. Speaker, it is all too common for requirements to be written and then forgotten.

I would like to ask: can the minister confirm that these semi-annual meetings have been taking place and that her department has made a representative available to participate in them? Thank you, Mr. Speaker.

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

**Hon. Margaret Nakashuk**

(interpretation): Thank you, Mr. Speaker. I also thank you for asking that question. (interpretation ends) I think, with the meeting that was held in January, it is pretty clear that there are meetings that are happening to ensure this kind of practice is not done. Again, I will certainly bring that forward to my staff to ensure that they continue to provide the safest environment for the children and agreements are in place. (interpretation) Thank you, Mr. Speaker.

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

**Question 239 – 6(2): New Inclusive Education Handbook**

**Mr. Savikataaq** (interpretation): Thank you, Mr. Speaker. To the people of Arviat, I say “good morning” to you.

(interpretation ends) Mr. Speaker, I would like to question the education minister on the Minister’s Statement: New Inclusive Education Handbook for School Staff in 2022-23.

Mr. Speaker, in the second paragraph it talks about “The Department of Education has developed and released three new inclusive education resources for Down’s syndrome, attention deficit hyperactive disorder, and autism spectrum disorder.” Are these handbooks how to teach these individual students with disorders or are they teaching material? If the minister can elaborate on that. Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to the member for the question on the new and inclusive handbooks for school staff to use as resources. These guides are there for sharing required information about the students and their safety, as well as how to work with them and using models from around the world that have worked to help support these students and support all of our students is what we want to do. These resources are available for our teachers to use to support them. *Quana*, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Speaker. If a student has either Down’s syndrome, attention deficit hyperactive disorder, or autism disorder, can the parents request a student support assistant when their doctor says that this student needs a student support assistant? Will the minister commit and ensure that these students will get a student support assistant? Thank you.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to the member for the question. Yes, we can commit to assessing the need of our students if there is a need and to work with them. We have gone into our schools and have learned of instances where our students need special assistance. The Department of Education’s support services is always happy to work with our schools and to work with the students and teachers and to look to see how we can best support our students. We have other

supports available for other needs as well.

We also work to support speech-language pathology, occupational therapy, physiotherapy, support for the deaf and hard-of-hearing services, American Sign Language, and educational psychology, so we have many supports out there that support our students and we want the support for them. Yes, we can commit to assisting and seeing what the needs are for a particular student. *Quana*, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Speaker. Maybe I'm not making myself clear; I do not understand the minister. I didn't ask for a commitment to assess these students. A doctor, normally a medical professional, will assess the Down's syndrome. A medical doctor will assess the attention deficit hypertension disorder, and a doctor will assess autism spectrum disorder. The doctor will make the conclusion whether this student does in fact fall into one of these realms. I didn't ask for students to be assessed. The best person to assess whether a student falls within these categories is a medical doctor.

So I'll ask the minister again: will she commit to giving a student support assistant to a student that has been assessed and has been certified by a medical doctor that they do have this syndrome and that that student will receive a student support assistant. Thank you.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* again for the question and the little bit of clarification.

Mr. Speaker, we need consent from the parents if a child does have a particular need for any of the areas like with Down's syndrome or attention deficit hyperactivity disorder (ADHD), or supporting students with autism spectrum disorder. We need the consent from the parents, and not all people with attention deficit hyperactivity disorder need a SSA, for example. It depends on the level of support required in the schools to support the child. The school team is always available to meet with the parents and work to assess the needs of the child. If the need is there, we have student support assistants to support the children or the child that needs that special attention. *Quana*, Mr. Speaker.

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

### **Question 240 – 6(2): Support to Local Housing Organizations**

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker, for giving me another opportunity and recognizing me. I would like to direct my question to the Minister responsible for the Nunavut Housing Corporation. My questions concern the importance of supporting Nunavut's local housing organizations and that is why I stand today.

(interpretation ends) As the minister is aware, the local housing organizations in Qikiqtarjuaq and Clyde River are both housing associations. I pay tribute today to their important work.

Mr. Speaker, it is important that members of the board of directors of local housing organizations be fairly compensated for performing their duties and responsibilities.

Can the minister clarify who has the authority to determine their remuneration and honoraria and can he indicate when the current amounts are expected to increase? (interpretation)

Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for asking that question on this matter. These rates are generally identified in legislation, specifically the honoraria for the committee members when they meet, and following these rates, the committee members are paid according to the policies of each community. Thank you, Mr. Chairman.

**Speaker:** Your first supplementary, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. Indeed, I want to reiterate the fact these rates have stayed the same for such a long period, and this overall reimbursement of \$19,000 per annum is very small considering many committees have between six and nine members appointed to it. They also deal with many confidential matters. They also arbitrate the selections of residents who will be residing in these units, and if they still retain that power, then they still make that determination to enter NHC housing units.

(interpretation ends) By saying that, Mr. Speaker, it is extremely important that local housing organizations have adequate resources with which to provide services to our residents.

The Nunavut Housing Corporation's current business plan indicates that one of its current priorities is to "enhance the capacity" of local housing organizations.

Can the minister provide some specific examples of work in this area?

(interpretation) Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. Now, as I alluded to earlier, these organizations are composed differently in each community, with some being branded as (interpretation ends) local housing association or local housing organization, (interpretation) denoting differences in their mandates.

Some are appointed to their seats by the minister's office, while others are duly elected and due to these organizational differences, as well as the slightly different mandates, there is an ongoing review on how we can make improvements and further, they are also reviewing the mandates to determine if we can standardize them, Mr. Chairman.

I do agree with the member that they indeed deal with very stressful matters. This is especially, when debating which residents will be allotted housing? Who will be evicted? These are mentally draining matters to discuss, and the



honoraria have remained unchanged for far too long.

Currently those are some of the things that are under corporate review. I will also direct the NHC staff to also review the remuneration and honoraria rates. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Ms. Killiktee.

**Ms. Killiktee** (interpretation): Thank you, Mr. Speaker. I also thank the minister for that, and to query him as he seems to want to confer the importance of changing or increasing the remuneration rates.

I believe this is indeed, something needing progressive change as smaller communities especially, such as our community, require more support to enact changes corporate-wise, and there needs to be conviction by the corporation to make these changes, as some people really wish to change the system, and this matter is one of the barriers, which is the longevity of certain members, who have been on the board for so long due to the lack of interest by other residents.

(interpretation ends) More like, there are people, our members, are losing trust to be a member as a director in our local housing associations. It's because of these facts.

For that, Nunavut Housing Corporation's current business plan also indicates that one of its current priorities is to continue to monitor and review the impact of collections, policy and procedures to reduce housing organization's arrears.

Mr. Speaker, I am very pleased to note in the Nunavut Housing Corporation's most recently tabled annual report that collection rates with Qikiqtarjuaq and Clyde River have been increasing.

Can the minister indicate how the Nunavut Housing Corporation is supporting local housing associations in this area? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Speaker. I completely concur with my colleague's assessment, as we need to deal with this in light of the myriad of intense duties required of them, and this current level of remuneration doesn't equate to the amount of stress experienced by members, and this impacts residents who no longer have any interest in running when elections are called, and perhaps more qualified people don't bother trying.

I am in complete agreement with your assertion in this regard, that this requires a comprehensive review, and it is good to hear that more residents are paying down their arrears, and what I see as well, is as more units are built and with more residents wanting to move to newer units, they are lowering their arrears as only tenants with no arrears can move to new units.

This will slowly fix itself, Mr. Speaker, and our employees at NHC are also working with communities whose tenants face mountains of debts, where they need to have collection notices sent

so the NHC staff work with the local bodies when they receive correspondence listing their interest in collecting more arrears and how to best resolve that in their community.

If the arrears are too large to immediately pay, then working with the Housing Associations to also make payment plans to reduce the amount that is owed is another avenue. The Nunavut Housing Corporation, the local housing associations work together to reduce their arrears. Thank you, Mr. Speaker.

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

#### **Question 241 – 6(2): Youth Crisis Shelters**

**Mr. Lightstone:** Thank you, Mr. Speaker. My questions today are again for the Minister of Family Services regarding the issue of youth crisis centres.

Mr. Speaker, I would like to follow up on an issue that I raised during the Fifth Legislative Assembly which is a need for youth crisis shelter in the community of Iqaluit. I would like to ask can the minister if she can provide an update on what specific youth crisis initiatives are currently being supported through her department. Thank you, Mr. Speaker.

**Speaker:** Hon. Minister of Family Service, Ms. Nakashuk.

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I also thank you for asking that question related to youth shelters or crisis centres for our children when emergencies occur, as the Department of

Family Services can collaborate with our department on youth shelters or the like.

There is one shelter currently in Cambridge Bay, but still not shelters here in Iqaluit, however, during emergency situations, the social service workers send the children to overnight emergency foster homes.

Furthermore, youth can receive assistance which is provided by service providers, especially mental crisis counsellors, and they work with the Department of Health to deal with these crises on a case-by-case basis. Thank you, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. The Department of Family Services current business plan shows \$900,000 is allocated under the Youth Support Services for contributions towards youth initiatives.

In the past, Arviat's Rise Up program received funding from this budget, as did the community of Cambridge Bay to operate its Okalik Youth Shelter. I would like to ask: can the minister tell us today how many other organizations have applied for youth initiatives funding, and how many programs have received funding to date? Thank you, Mr. Speaker.

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

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I also thank the member for the follow-up question on the issue of

funding. We have different funds allocated depending on the request and whether it is for youth or children services. These requests are submitted from various groups, not just here in Iqaluit, throughout Nunavut when it deals with youth or children crisis issues, as it can revolve around different types of services or programs. I am unable to delve into any of the specifics of these programs at this time. Thank you, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Speaker. I thank the minister and that is something that we can follow up during O&M review.

Mr. Speaker, there is an urgent and desperate need for safe space for youth here in the community of Iqaluit. Mr. Speaker, the Umingmak Child Advocacy facility is quite busy and it sees as many as 80 children a year who are going through serious incidents.

Mr. Speaker, there far too many youth suffering from abuse and neglect in this town. They have nowhere safe to go to escape their circumstances. As the nights get longer and the days get colder, the options for staying safe and warm are limited for youth whose home situation is not safe. I would like to ask if the minister if she will commit to working with local organizations to ensure that a youth safe shelter is open in Iqaluit as soon as possible. Thank you, Mr. Speaker.

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

**Hon. Margaret Nakashuk** (interpretation): Thank you, Mr. Speaker. I also thank you for asking those questions pertaining to that matter. We will continue to work in collaboration with all communities, irrespective of their regional affiliation.

Here in Iqaluit, there are lists of parents who are able to foster children in emergency situations intermittently or longer, but we continue to look for (interpretation ends) foster parents (interpretation) in every community, and I remind members that this is a critical need, so we want to hear from parents as we have requested more names.

Further, the department deals with other agencies during these emergency situations, and we look for better processes to deal with children and youth emergencies, to ensure there are no further dangers and that they will be safe.

There are foster parents in Iqaluit who work with the social workers in these areas, but also other agencies in our communities, but primarily here in Iqaluit, we work with them to look after those youth who have nowhere else to go. Thank you, Mr. Speaker.

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

### **Question 242 – 6(2): New Inclusive Education Handbook**

**Mr. Savikataaq:** Thank you, Mr. Speaker. I would like to continue questioning the Minister of Education where I left off.

Mr. Speaker, her last response was some parents might not want their child assessed, and if the minister was listening earlier I said “if the parents request for an SSA, and if the doctor has diagnosed the student with one of these handicaps.”

Mr. Speaker, I personally know a case where the student has been assessed with autism spectrum disorder and the parents have requested a student support assistant and were denied. Under what circumstances would this student be denied a chance to better their education; the department is willing to put out a handbook, but why would they deny the student, a student support assistant to give them the best possible chance for a better education? Thank you.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* to the member. I don't believe I said that parents who don't want their children assessed. I think I if that was said, I want to say that we do, if the parents do want their children assessed, then there is the opportunity for that to happen and we need the parent's consent to gather that information if the child has been assessed.

Mr. Speaker, I would like to highlight some new things that have happened this year. We have a new student-educator ratio formula, and we have new student support assistants that are created, and we have 42.5 positions that are spread across our schools based on needs of our students. If there is ever a need the department is always happy to help support the individual student and the families and the teachers to work

through what it is they might be going through.

For the particular details of the individual that he brought up, I would be more than happy to help support and look into the case further because we always want our students to feel and get the best support that they can. When our students are assessed and we know that they need support, we have individual student support plans and these individual student support plans help our students to overcome barriers to achievement, Mr. Speaker.

We always want our students to feel included and inclusive education is what we strive for as I indicated in our minister's statement about the department's work to create opportunity and supports for our students. So I look forward to working with our colleague if he brings that information to my attention, and I will be very happy to work to support the needs of the student. *Quana*, Mr. Speaker.

**Speaker:** Your first supplementary, Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Speaker. I thank the minister for the data that she provided about all the help that is there. I'll ask the minister again: will she commit to ensuring that if a doctor diagnoses a student with either Down's syndrome, attention deficit hypertension disorder, or autism spectrum disorder; if their parents request a student support assistant and a medical doctor has diagnosed that this student suffers from that handicap, will this student receive a student support assistant? Thank you.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* again for the question. We have many supports that are out there; not just student support assistants, and if a student support assistant is deemed necessary by the school team, then they can present that to the department and those needs will be looked at, and from there we can work to best support the student.

So, Mr. Speaker, we are always wanting to support our students, the teachers, parents' requests, and to work with any adjustments or modifications to support the accessing the educational programming. If a student needs a student support assistant, we are always happy to look and assess those needs on an individual basis. *Quana*, Mr. Speaker.

**Speaker:** Your second and final supplementary, Mr. Savikataaq.

**Mr. Savikataaq:** Thank you, Mr. Speaker. I believe the minister stated that the school team will decide whether a student needs... I'm not sure who is involved in the school team, but a school team will decide whether a person with a handicap will receive a student support assistant.

Which will trump one? If a medical doctor says "this student needs a student support assistant to give them the best possible chance to get an education to help this student out" will the medical doctor's letter saying this person needs a student support assistant, or the school teams recommendation? Which one will prevail? Thank you, Mr. Speaker.

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

**Hon. Pamela Gross:** *Quana*, Mr. Speaker. *Quana* for the question. Yes, the school team is always happy to work with the parents and their doctor with the Department of Education to get that support that they need if they need a student support assistant. *Quana*, Mr. Speaker.

**Speaker:** Members, be aware the time allotted for question period is now over. Item 7. Written Questions. Item 8. Returns to Oral Questions. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Responses to Petitions. Item 12. Reports of Standing and Special Committees on Bills and Other Matters. Member for Arviat South, Mr. Savikataaq.

### **Item 12: Reports of Standing and Special Committees on Bills and Other Matters**

#### **Committee Report 008 – 6(2): Bill 11, Miscellaneous Statutes Amendment Act**

**Mr. Savikataaq:** Thank you, Mr. Speaker. I wish to report that Bill 11, *Miscellaneous Statutes Amendment Act*, has been reviewed by the Standing Committee on Legislation, and that the bill, as amended and reprinted, is ready for consideration in Committee of the Whole. Thank you, Mr. Speaker.

**Speaker:** Thank you and Bill 11 will be on the order paper for November 7.

Item 13. Tabling of Documents. Hon. Minister of Health, Mr. Main.

**Item 13: Tabling of Documents****Tabled Document 063 – 6(2): Minister of Health’s 2021 Public Health Act Annual Report****Tabled Document 064 – 6(2): 2021-22 Annual Report on the Operation of the Medical Care Plan****Tabled Document 065 – 6(2): Chief Public Health Officer’s 2021-22 Tobacco Control and Smoke-free Places Act Annual Report**

**Hon. John Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I am pleased to table three reports, the first one being the Minister of Health’s 2021 *Public Health Act* Annual Report; the second, the 2021-22 Annual Report on the Operation of the Medical Care Plan; and the third being the Chief Public Health Officer’s 2021-22 *Tobacco Control and Smoke-free Places Act* Annual Report. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Thank you. Tabling of Documents. Hon. Minister responsible for the Nunavut Development Corporation, Mr. David Akeegok.

**Tabled Document 066 – 6(2): Nunavut Development Corporation 2021-22 Annual Report**

**Hon. David Akeegok:** Thank you, Mr. Speaker. I am pleased to table the 2021-22 Annual Report of the Nunavut Development Corporation.

Mr. Speaker, the Inuktitut version of the annual report will be tabled once the translations are complete. Thank you, Mr. Speaker.

**Speaker:** Item 14. Notices of Motions. Member for Aivilik, Mr. Malliki.

**Item 14: Notices of Motions****Motion 013 – 6(2): Admonishment of the Executive Council of Nunavut – Notice**

**Mr. Malliki** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I give notice that on Monday, November 7, 2022, that I will move the following motion:

NOW THEREFORE I MOVE, seconded by the Hon. Member for Rankin Inlet North-Chesterfield Inlet, that the Executive Council be admonished.

Thank you, Mr. Speaker.

**Speaker:** Thank you. Notices of Motions. Ms. Brewster.

Item 15. Notices of Motions for First Reading of Bills. Item 16. Motions. Ms. Brewster.

**Ms. Brewster:** Thank you, Mr. Speaker. I request unanimous consent to go back to Item 13, Tabling of Documents.

**Speaker:** The member is seeking unanimous consent to go back to Item 13. Are there any nays? There are none. Please proceed, Ms. Brewster.

**Revert to Item 13: Tabling of Documents**

**Tabled Document 067 – 6(2):**

**Exchange of Correspondence between the Standing Committee on Legislation and the Auditor General of Canada Concerning Sections 24 and 82 of the Financial Administration Act**

**Ms. Brewster:** Thank you, members. Thank you, Mr. Speaker. I have one document to table today in my capacity as Co-Chair of the Standing Committee on Legislation.

The document is the standing committee's recent exchange of correspondence with the Auditor General of Canada concerning sections 24 and 82 of the *Financial Administration Act*. Thank you.

**Speaker:** Thank you. Item 15. Notices of Motions for First Reading of Bills. Item 16. Motions. Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Item 19. Consideration in Committee of the Whole of Bills and Other Matters. Bills 4, 8, and 10 with Mr. Savikataaq in the Chair.

We will take a short 10-minute break.

Sergeant-at-Arms.

>>*House recessed at 10:59 and Committee resumed at 11:15*

**Item 19: Consideration in Committee of the Whole of Bills and Other Matters**

**Chairman** (Mr. Savikataaq): Good morning. I would like to call this

committee meeting back to order. We have Committee of the Whole to review bills and other matters. In Committee of the Whole we have the following items to deal with: Bills 4, 8, and 10. What is the wish of the committee? Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We wish to continue with the review of the main capital estimates for the Nunavut Housing Corporation, followed by the Department of Education and the Department of Finance. Thank you, Mr. Chairman.

**Chairman:** Thank you. Do members agree to first deal with Bill 10?

**Some Members:** Agreed.

**Bill 10 – Appropriation (Capital) Act, 2023-2024 – Nunavut Housing Corporation – Consideration in Committee**

**Chairman:** I would like to ask Minister Kusugak: do you have any officials that you would like to appear before the committee? Minister Kusugak.

**Hon. Lorne Kusugak:** I do, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Does the committee agree to let the minister's officials appear before you?

**Some Members:** Agreed.

**Chairman:** Sergeant-at-Arms, escort the witness.

For the record, Minister Kusugak, please introduce your officials.

**Hon. Lorne Kusugak:** Thank you, Mr. Chairman. With me today is President and CEO of the Nunavut Housing Corporation Mr. Eiryn Devereaux. Thank you, Mr. Chairman.

**Chairman:** Thank you. Just to remind members, we're here to deal with the Nunavut Housing Corporation's total capital expenditures of \$110,510,000. Mr. Anavilok.

**Mr. Anavilok** (interpretation): Thank you, Mr. Chairman. I have a question on your opening comments regarding Nunavut 3000. It identifies 20 housing units to be built in Kugluktuk. Are the leases for the land already in place for the housing units? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. We are in the planning stages right now for the lots of those housing units in the community he referenced. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Anavilok.

**Mr. Anavilok** (interpretation): Thank you, Mr. Chairman. In terms of the housing allocation, two years ago there were some allocations for the houses to be built in Kugluktuk and now there is just one allocated last year. The hamlet administration had inspected the leases for the allocation of the housing units. Now there is one housing unit that is allocated, but it is already in place and has been in use. For the \$4 million that you had mentioned, the \$4 million funding that is allocated, the houses

allocated, the two, are going to be used now or built? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. For that, based on my knowledge of this matter, the units slated for construction in Kugluktuk will most likely be administered by the Nunavut Housing Corporation as there will be over 20 units constructed and 10 other units will be specifically for staff housing. In total we are looking at 30 units that will be constructed in Kugluktuk.

The potential lots are being reviewed and we are working with CGS staff while we are investigating potential lots, along with the Hamlet of Kugluktuk, so we are working with them to ensure the lots are adequate for the units contemplated for construction, and when the building supplies land in Kugluktuk. That is our aim at the moment. Thank you, Mr. Chairman.

**Chairman:** Thank you. Going back to our capital. Nunavut Housing Corporation. Total Capital Expenditures. \$110,510,000. Agree?

**Some Members:** Agreed.

**Chairman:** Go to page L-2. Nunavut Housing Corporation. Total Capital Expenditures. \$110,510,000. Agree?

**Some Members:** Agreed.

**Chairman:** Do members agree that we have concluded the review of the Nunavut Housing Corporation?



**Some Members:** Agreed.

**Chairman:** Thank you. Minister Kusugak, any brief closing comments? Minister Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Very briefly, I want to thank Mr. Devereaux and NCC, and all the other staff that have been very instrumental, working tirelessly on the housing plan. Going forward, I really look forward to working with all the MLAs in the Assembly to ensure that Nunavut could deliver the best housing program. We have a lot of work ahead of us; huge commitments.

I look forward to begin tackling those very sensitive and important issues, Mr. Chairman. I have committed on a number of occasions to report back some numbers and details, through your Chairmanship. Mr. Chairman, I commit to doing that at the earliest convenience. Thank you again for your support of the Nunavut Housing Corporation. I'll leave it at that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. (interpretation ends) Sergeant-at-Arms, please escort the witness out. I ask members to stay in their seats while we take two minutes to set up for the Department of Education.

>>*Committee recessed at 11:23 and resumed at 11:24*

**Bill 10 – Appropriation (Capital) Act,  
2023-2024 – Education –  
Consideration in Committee**

**Chairman:** I would like to reconvene the committee meeting and welcome everyone back here.

I would like to ask Minister Gross if she has any officials that she would like to appear before the committee. Minister Gross.

**Hon. Pamela Gross** (interpretation): Thank you. (interpretation ends) Yes, I do. (interpretation) Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Does the committee agree to let the minister's officials appear before you?

**Some Members:** Agreed.

**Chairman:** Thank you. Sergeant-at-Arms, please escort the officials in.

For the record, Minister Gross, please introduce your officials, and proceed with your opening comments.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. To my left I have Deputy Minister of Education Rebecca Hainnu, and to my right, Barry Cornthwaite, Manager of Capital Projects. *Quana*, Mr. Chairman.

**Chairman:** Minister Gross, you can have your opening comments. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I am pleased to be here today to present the Department of Education's proposed 2023-24 capital estimates, which total \$47,730,000.

The 45 schools across Nunavut represent a significant capital investment and

commitment to education. Our schools host 10,389 students from Kindergarten to grade 12, with 1,956 in the Kitikmeot region, 3,245 in the Kivalliq region, and 5,188 in the Qikiqtani region.

Mr. Chairman, the following are the capital projects that will begin or continue during the 2023-24 fiscal year across Nunavut. Arctic Bay Inuujaq School requires a major renovation. Community and Government Services will be conducting a request for proposal to hire a design consultant for this project. The design phase will take place in 2023-24.

The design contract for the Sakku School project in Coral Harbour was awarded in August 2019. The project will give Coral Harbour access to a healthy and code compliant building, a large gym, and more services for young children and their parents. The tendering for this project is expected to occur in the fall of 2022.

The construction contract for Iqaluit's École de Trois-Soliels addition was awarded in May 2021. The school addition will eliminate the need for shared spaces at the Aqsarniit Middle School and Inuksuk High School. Construction is scheduled to be complete by the summer of 2023. The project will then be in its warrantee period.

Taloyoak's Netsilik School will continue to the design phase. My department wants to ensure the community and all the stakeholders are consulted. COVID had previously delayed local consultation, but I'm pleased to say it is now underway. The new high school will eliminate the current overcrowding at the school.

My department will be continuing to upgrade various IT infrastructure projects. There is a need to replace or repair intrusion alarms, CCTVs, paging systems, and telephone systems. There is also an additional need to replace Internet-capable devices, such as computers, modems, routers, small boards, and printers, to ensure they are capable of working with current software.

My department will continue with its ongoing lifecycle repairs. Lifecycle items include major components of a building, such as foundations, boilers, generators, roofs, siding, flooring, wall finishes, windows, and air handling units. These components require periodic repairs or replacement if they have met or exceeded their intended lifespan.

This budget allows us to prioritize our capital projects and those in collaboration with the Department of Community and Government Services. Additionally, this budget also prepares us for any needed repairs or replacements so we may minimize any potential impacts to the delivery of school programs.

Mr. Chairman, my department has various small capital projects which will continue in 2023-24. This budget not only covers projects that are often health and safety related but also small projects, such as wheelchair ramps, chairlifts, and mould remediation.

Lastly, each year, we review requests for school buses and departmental vehicles. In 2023-24 we will continue to prioritize the busing needs from across the territory.

I look forward to your questions and comments as we review the Department of Education's capital estimates for 2023-24. *Quana, qujannamiik*, thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Does the chair of the standing committee have opening comments? Ms. Brewster, please proceed.

**Ms. Brewster:** Thank you, Mr. Chairman. Welcome, minister.

I am happy to provide opening comments on behalf of the Standing Committee on Social Wellness as the Committee of the Whole begins its consideration of the proposed 2023-24 Capital Estimates of the Department of Education.

Mr. Chairman, the Department of Education's proposed capital estimates for 2023-24 total \$47,730,000 in funding for four community-specific projects in the communities of Arctic Bay, Coral Harbour, Iqaluit, and Taloyoak as well as four budgets to provide funding for various Nunavut-wide capital needs in such areas as maintenance, school buses, and information technology.

The Sakku School renovation project in Coral Harbour has been an ongoing project in the government's planning process for a number of years. This is a major renovation of the current school, which has experienced a number of environmental concerns. Members note that the proposed budget for this project has increased significantly since the minister appeared before the standing committee last month and would appreciate further details on what

specific factors have resulted in the increase in cost estimates.

This project will also include a new Nunavut Arctic College Community Learning Centre. It is not clear how the department has worked with Nunavut Arctic College staff to determine the design of the new community learning centre and to ensure that the community's adult learners will continue to have quality space for their programs during the renovations and construction phases.

The standing committee notes that the budget request for the Taloyoak school project, the only new school included in the government's five-year capital plan, has also increased significantly since members reviewed the department's draft capital budget last month. Members anticipate that further detail will be provided on current cost estimates and whether the project's timeline has been impacted.

Schools in a number of communities have experienced overcrowded conditions for several years, while other communities have seen changes in population and demographics. Members have been given to understand that 15 schools across Nunavut currently exceed the 85 percent utilization rate which is the threshold for requesting additional school infrastructure in a community. Members note that the department has been working on developing new capital standards for school buildings and anticipate that these standards, in addition to the new student-educator ratio formula, may impact capital infrastructure requirements in the future. During the minister's appearance before the committee, members were pleased to

learn that new school construction projects will not only include space for daycare but also for full-day kindergartens as well as industrial type kitchens.

It has been noted that the Department of Education has submitted a number of school projects for consideration in the government's capital planning process. Members look forward to receiving an update on which school projects will be included in the government's long-term capital plan.

The addition to Iqaluit's Trois-Soleils French School is in its final stage of construction and will provide additional classroom and gym space for students at the school as well as a new daycare. Funding is being requested for the warranty phase of the project.

Mr. Chairman, the Department of Education's capital estimates include four budget items for the 2023-24 fiscal year: small capital, ongoing lifecycle, school buses, and IT infrastructure. The ongoing maintenance of buildings and other infrastructure, as well as the upgrading of equipment is important to ensure a safe and healthy environment for Nunavut's students. Members have been given to understand that air handling units in all Nunavut schools have been evaluated and look forward to further information on how many units will be replaced or upgraded in the upcoming fiscal year.

Mr. Chairman, different communities face different challenges with respect to providing busing services. The lack of storage for buses to protect them from the elements and from vandalism has been raised as an ongoing issue.

Members encourage departmental staff to work more closely with district education authorities and municipalities to access funding under the Department of Community and Government Services' Parking Garage Program to address school bus storage needs.

Mr. Chairman, information technology is an integral component of educational programs and services across the territory. Members recognize the ongoing need to upgrade educational technology and related devices, including speech enhancement systems, as well as the need for closed-circuit television systems and intrusion alarm systems.

Mr. Chairman, that concludes my opening comments on the proposed 2023-24 Capital Estimates of the Department of Education. I am confident that individual members will also have comments and questions as we proceed. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Do members have any general comments before we proceed to detailed questions? Mr. Kaerner.

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. Good morning, minister.

I would like to speak to the opening comments. Perhaps I'll start off with saying that I'll refer to the small communities as outpost camps. (interpretation ends) Perhaps I should start saying these underserved communities. When I say "underserved," I'm saying small communities, Mr. Chairman.

In saying that, I just want to make the government understand that in the minister's opening comments here on page 2, for the Taloyoak Netsilik School, it says here, "The new high school will eliminate the current overcrowding at school."

(interpretation) In saying that, the matter of education is very important. Further, in Sanirajak the school is vastly overcrowded. Due to the space constraints, the older and younger students are in the same building, and as the member for Aivilik stated earlier, bullying occurs generally when the schools are too crowded.

Even as I speak to that Mr. Chairman, (interpretation ends) there's a desperate need of a new school. There is a want and a need, and it is a much-needed school in Amittuq; Sanirajak. It would be an opportunity for those students to be more successful. When I say successful, it's not a matter of luck. It is based on a good foundation. With the government's mandate, when it comes to this good foundation, it starts from the school.

(interpretation) This is generally the starting point for many success stories, the basis of a solid foundation within our community, and when discussing capital plans and assets, the focus should be on which communities are not receiving the new facilities. Communities that are not decentralized are seemingly the runt of the litter. Will we always remain overlooked?

I wonder what indeed is the overall gist of our vaunted planning cycles, when we represent ridings which are constantly passed over when allocating capital

projects, and although we have our own capital plans, it makes you wonder why the bureaucracy can override political decisions? When CGS staff review the capital plans, they use some sort of weird algorithm that seems to override local plans.

I can use the Aqsarniit School here as a prime example, which I believe is a newer facility, than even the school in Sanirajak, and it is already going to undergo a second or third renovation. Therefore, smaller ridings say the large ridings are developing at the expense of their plans, as they constantly see projects moved to larger centres like Iqaluit. What are we, the MLAs, saying wrongly to be deprived of our infrastructure plans?

It makes me wonder: am I saying politically incorrect sentences? Am I angering off the head honchos who control the public purse strings? I do not know what causes the bureaucracy to block my attempts to develop the Amittuq riding. When you, as a resident of a smaller riding, constantly see non-stop projects occurring in larger centres you complain to the government.

How can this government provide more tangible benefits to the smaller communities, as we too wish to develop our communities, especially us non-decentralized communities to have us develop along with the majority non-Inuit regional centres? When I am spouting off my frustrations, Mr. Chairman, this is not coming from me personally.

These are observations made by my constituents, and teachers in the school, let me rephrase that. When the school

principal noted the school student body, they remarked that the schools in Sanirajak were bursting at the seams, and if we look at others, we can probably make a comment such as this. In Sanirajak, the students from kindergarten to grade 4 aged from 5 years, and this assessment was made in 2001, there were 88 students in those classes.

This was in 2001 data collections, then in 2020, there were 164 students in kindergarten to grade 4, and they are now taking classes in our school, essentially doubling in numbers in just twenty years, and if you wish to see a picture, here is one you can view. I am using this as an example, and the figures were used to evaluate the feasibility of a new school by the Nunavut government infrastructure review panels on the increasing number of Nunavummiut.

I believe this should be the focus that leads to the insertion of community school replacement projects, the number of students attending classes in school. There are many students as well in Amittuq who are being shortchanged, and this, in my opinion, requires a revamping of the criteria and reasoning for earmarking new facilities.

I would like to be able to voice or verbalize all these thoughts, in a coherent manner, but I tend to get overly frustrated when trying to bring out the complaints about the dire situation we face in Sanirajak, perhaps I should be an apologist instead. Maybe I should apologize for representing my constituents, as I am voicing the issues brought to me as the representative.

This message needs to be heard loud and clear by the Department of Education honchos that our community of Sanirajak is facing burdensome challenges in trying to ensure their local students are succeeding, and I am flabbergasted in trying to find ways to better espouse and represent the views of my constituents. I am constantly brainstorming now, on what to say.

Perhaps, when we are conducting another review of capital projects, we need to be heard unequivocally, because this is a very important subject, and as I stated earlier, education is a key foundation in Nunavut, that can lead to success. This is what the government constantly rails about, that this is a key foundational basis.

As I voice these issues, just sounds like bullets hitting a torso...utter silence. Where are we trying to go towards? In my moment of silence, my heartbeat was so loud, it jolted me.

>>*Laughter*

Now, in conclusion, although this soliloquy is based on news that isn't conducive to our bureaucrats, nonetheless, the senior management circles need to hear the concerns clearly. This needs to be looked at in a very serious manner, especially those of us in Sanirajak and our dire need of getting a replacement school to house our students.

In the member's statement, I noted the fact there were a lot of graduates yesterday, I am proud of your commitment. I also thank you for giving me the opportunity to voice my thoughts, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you. (interpretation ends) Any more members for general comments? I hear none. I have no more names for general comments. We will now proceed with the page-by-page review of the department's estimates starting on page G-3. Corporate Services. Total Capital Expenditures. \$47,730,000. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. I will ask some questions regarding the need for a new school.

(interpretation ends) For those schools with a utilization rate of over 85 percent, how many are being prioritized for expansion under this capital plan? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. We have six schools that are on for future consideration for preplanning. We have three crowded schools and three schools in poor condition. The crowded schools are Kugluktuk, Kugluktuk High School addition; Arviat, Qitiqliq Middle School addition; and Sanirajak, Arnaqjuaq School addition; and the schools in poor condition are Kimmirut, Qaqqalik School major renovation; Baker Lake elementary school major renovation; and Kugluktuk elementary school major renovation. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) How

does the department weigh such factors as school age, school condition, and community population projections when determining whether a new school should be built? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. There are a number of factors that we go based on the school utilization and our schools go based on a number of factors that we have that give us the percentage of where a school is and the priority with the highest percentage being at the top. We use those numbers to determine which projects go into the preplanning phase and with that, we prepare a business case and with that business case, those are used to propose a future capital plan for the projects. We also use three factors and the factors that we use are the age of the facility, the condition and the utilization of the facility, and all of those measures go into a database and we use that database to support the project and get it through the preplanning phase. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Documentation provided with the departmental capital estimates shows that the estimated cost for a new school in Taloyoak has grown from \$50 million to over \$70 million. Major renovation projects in other communities are estimated to cost over \$65 million. How does the department determine cost effectiveness when deciding whether to

build a new school or to renovate an existing school? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like to ask Mr. Cornthwaite to answer the details of that question. *Quana*, Mr. Chairman.

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

**Mr. Cornthwaite:** Thank you, Mr. Chairman. Thank you for the question. Basically during the development of the business case that the minister spoke of, usually three options come forward. The options will come forward: do we build a new school, do we renovate the old school, or do we renovate the old school and add onto it? Our partners at CGS help us evaluate which is the best moving forward for the cost of the project as well as the money available in the budgets. We defer to the experts at CGS and our consultants to help us make the decision on which of the three situations in the business case are the best to move forward with. Thank you very much.

**Chairman** (interpretation): Thank you. (interpretation ends) I hope that Education has learned from the Gjoa Haven incident from years gone past. Mr. Malliki.

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Are you guys foreseeing that the supply chain will be an issue for this year? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. Yes, there are higher costs of materials that are likely driven by both higher demand and reduced supply as suppliers struggle to supply chains. For example, the cost of Gyproc has increased by 15 to 20 percent; the cost of lumber has increased by 30 percent; the cost of steel has increased by 20 to 25 percent; and the cost of insulation has increased by 22 percent. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. With all of those cost increases, will the funding that was requested be sufficient? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. For right now, what has increased from the recent standing committee asks is what is presented here in Committee of the Whole and we do have increases that are being projected. We're still waiting for those projects to go out to tender, so we're hoping that it will be enough. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Once the tenders are put out and the bids come in too high again,



will the projects be stopped? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. If the tenders come in higher than budgets, the Department of Education, working with the Department of Community and Government Services and Finance, will have to consider options on how to move forward with the projects and some examples that we could use are: ask for additional monies through the FMB process or delaying one project to be able to complete another project. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. If they are going to be stopping a project, which project are they looking at stopping? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The project that would likely stop as it's a newer project that has been in the capital planning process would be Taloyoak. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The department's 2023-24 draft estimates include funding for the second phase of the construction for Coral Harbour's Sakku School renovation project. The

amount of funding being requested has increased since members reviewed the draft capital estimates. What is the current status on this project? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. Community and Government Services will be tendering this project on November 21, 2022 and the tender will be closed on January 16, 2023. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) A number of questions have been raised with respect to new technology being employed to address water accumulation in the crawlspace under Coral Harbour's Sakku School. What progress has been achieved to date in testing the effectiveness of installing absorbent material and water proofing under the school? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like to defer the technical details of that question to Mr. Cornthwaite. *Quana*, Mr. Chairman.

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

**Mr. Cornthwaite:** Thank you, Mr. Chairman. Thank you for the question. The materials that were used for eliminating the water issues underneath the Sakku School have been extensively tested in other jurisdictions of Canada. We have been advised by the consultant as well as other experts in the field that the plan will work at Coral Harbour's school and it will eliminate any issues underneath the school that are currently present. Thank you very much.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Documentation provided by the department regarding Coral Harbour's Sakku School renovation project indicates that the current Arctic College Community Learning Centre will be impacted by the renovation. What steps has the department taken to work with Nunavut Arctic College to ensure that adult learners will continue to have learning space in the community? (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. Community and Government Services, along with the Department of Education and consultants, are planning for a visit to the community in mid-November to discuss the phasing. Also, Community and Government Services has worked with Nunavut Arctic College for the design of the community learning centre. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. The community learning centre for Coral Harbour is included in the budget for the renovation to the school, but I haven't seen any information as to how it will look physically. Has the department made any diagrams or something to show how big it will be or what it will look like? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. The design of the community learning centre is with Nunavut Arctic College. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. Looking at the documentation that was provided, it's not included in there at all. Can you explain why there is no documentation for that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. *Quana* to the member for the question. The Sakku School renovation/expansion, on the last page of the letter to the standing committee, it shows the floor plan for the community learning centre that will be a building just outside of the school. *Quana*, Mr. Chairman.

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. That is good to hear. I have not seen the design plans yet, so I have no idea how the building looks nor how large the footprint will be as I have not seen these plans.

That is why I had questions on the design of this building, since the government has a process, they follow when planning these buildings, and departments should have a complete set of details pertaining to their building, as to what will be included and left out. If this level of detail was included, many questions would fall by the wayside. It's just a friendly reminder.

The old Arctic College building, currently attached to the school, will it be torn down? Will a new college be built to replace that? That is my last question. Thank you, Mr. Chairman.

**Chairman** (interpretation) Thank you. Minister Gross.

**Hon. Pamela Gross:** Sorry. I missed part of the question. Can the member please repeat the question?

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

**Mr. Malliki** (interpretation): Thank you, Mr. Chairman. My earlier question related to the community learning centre slated for demolition, the adult education building and there is a teacher education program using the existing facility today, so will there be space to accommodate the students taking this teacher education program? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you. Minister Gross.

**Hon. Pamela Gross:** *Quana*, Mr. Chairman. I would like Mr. Cornthwaite to answer that question. *Quana*, Mr. Chairman.

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

**Mr. Cornthwaite:** Thank you, Mr. Chairman. What will need to be understood is when we do the visit that the minister spoke of earlier, and we will be going in the middle of November to Coral Harbour, that the project is going to be done in phases, similar to what we did in Gjoa Haven. We don't want to disrupt any students. The new CLC will be built before the existing CLC is demolished. The gymnasium will be used for classrooms when the other part of the school is being done. So it's going to be phased-in plan.

The gymnasium will be built first for the existing school. Classrooms will move in there. The CLC will be built before the CLC is demolished. So it will be done in a phased-in program. As I understand from the consultants, it will be done in three phases. Thank you, very much.

**Chairman** (interpretation): Thank you. I would like to recognize the clock now and report progress. Sergeant-at-Arms, please escort the witnesses out.

**Speaker:** Report of the Committee of the Whole. Mr. Savikataaq.

**Item 20: Report of the Committee of the Whole**

**Mr. Savikataaq** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Mr. Speaker, your committee has been considering Bill 10 and would like to report progress. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker:** There is a motion on the floor. Is there a seconder? Ms. Nutarak. The motion is in order. All those in favour. Opposed. The motion is carried.

Third Reading of Bills. Item 22. *Orders of the Day*. Mr. Clerk.

**Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that there's a meeting of the Full Caucus today at two o'clock in the Nanuq Boardroom.

*Orders of the Day* for November 5:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Responses to Petitions

12. Reports of Standing and Special Committees on Bills and Other Matters

13. Tabling of Documents

14. Notices of Motions

15. Notices of Motions for First Reading of Bills

16. Motions

17. First Reading of Bills

18. Second Reading of Bills

19. Consideration in Committee of the Whole of Bills and Other Matters

- Bill 4
- Bill 8
- Bill 10

20. Report of the Committee of the Whole

21. Third Reading of Bills

22. Orders of the Day

Thank you.

**Speaker:** In accordance with the authority provided to me by Motion 11 – 6(2), this House stands adjourned until Saturday, November 5, at 10 a.m.

Sergeant-at-Arms.

>>*House adjourned at 12:06*

