Standing Committee on Oversight of Government Operations and Public Accounts Review of the 2013 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut – Education in Nunavut Iqaluit, Nunavut April 2, 2014

## **Members Present**:

Tony Akoak Pat Angnakak Joe Enook George Hickes, Chair David Joanasie Steve Mapsalak Simeon Mikkungwak Allan Rumbolt Joe Savikataaq Isaac Shooyook Alexander Sammurtok

# **Staff Members**:

Siobhan Moss Nancy Tupik

### Interpreters:

Andrew Dialla Blandina Tulugarjuk Mary Nashook

## Witnesses:

Michael Ferguson, Auditor General Ronnie Campbell, Assistant Auditor General Michelle Salvail, Principal Jo Ann Schwartz, Director Kathy Okpik, Deputy Minister of Education Brad Archambault, Director of Policy and Planning David Lloyd, Assistant Deputy Minister of Education

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**کنہٰد**: خک ۵۹۷ حکام کے اُنجہ آمرہ م

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>>Committee commenced at 9:00	>>b∩Lr/r⊲™つ< 9:00F
<b>Chairman</b> (Mr. Hickes): Good morning, everyone. <i>Ullaakkut</i> to all Nunavummiut that are watching this on television and listening on the radio. I would like to start off with an opening prayer. Mr. Shooyook.	<b>Δۥ۲&lt;, ۲۵.</b> (ΗΔ, ) (ϽϞϷႶͿና): Ϸ·ċͺϷϭϳͼϧ<< Δͺ϶ͼͺϫͺ. "Ϸ·ċͺϷϭϲ" ͺϼͺϫͺϿͺΓϷ· ϹϷϽͽϽ· ϹϲͺͺͺϫͺϫͺͼͺϷϽ·ͺͻͺͺϫͺϲϷͿͳͽͺͺΛΓϤϨͶϚϧϨLUL LϽΔϨͶʹϐϭͺϿϹͺͺϽͱϟϭʹϭͼϷϭ·, Γ·ϽͺͺϟͺϞ. <i>&gt;&gt;ϽϧϟϤʹϭ·</i> ͽ
>>Prayer	
<b>Chairman</b> : Thank you, Mr. Shooyook. I would like to thank everyone for joining us on our second day of proceedings.	<b>Δ•/«ϷϹ·</b> • (ጋኣንብሪ፡): 'dን°உቮኑ, Γነጋ ሥ፟ጜ. 'dን°உቮኈርΔ°உሲ⊀L≪ና/ Δ૯Ϸ⊀°உናና/ Ϸ·ʹϳ ጋኮϲ⊲σ bበLσኄኈዀበ·ʹϳር.
I would like to welcome Mr. Ferguson and his team, and Ms. Okpik and her team as well.	Ͻ·ʹ·ϧϲͷϲϫ;ϫ ϒϲϫ϶ϼ;ϫ ; ; ; ;
I am going to ask all Members to try to keep their questions concise and get to the point, and ask that all witnesses respond to the questions directly and try to keep your answers concise as well. We have a lot of material to go through today.	bበLትႠĹና ÞናbÞበ⊀L≪b ላለጭdበኊዮኇ ዹፚዹ፞ኁጚ፞Γቦላናኇጏዮና ÞናbbÞበቦቦላናbናርናኇጏኯና ፚለĽቦኑ୮σቴ, ላዛ∟ጏ ላለጭለሁቅጚ የÞ՟ጏላናለናናጏበያ ላለጭdርÞጚσያ የÞነኛበለጏ ዹፚዹ፞ኁጚ፞Γዹለጭርናጏቦና ዾጏዀጏ፞፞፞፞፞፞፞፞፞፞፞፞ዸር ዾኁጏΓ bLቦታጛ፟፟፟፟፟፟፟፟፟፟፟፟
I will get started with the paragraph-by- paragraph review of the 2013 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut titled "Education in Nunavut." Yesterday, we left off at the introduction and today, we will begin on paragraphs 10 through 18, the 2008 <i>Education Act</i> . Do we have any questions from Members? Ms. Angnakak.	└°
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. My question is for the department. I would just like to ask: in your view, how long do you think it is going to be before we can offer true bilingual education? Thank you, Mr. Chairman.	<b>ፋናሴ•bና•</b> (ጋኣኦበJና): ናdታ°ሲቮኑ, Δኑ/ペኦርጭ. ላለጭdበႱሮ ጋናና፦ጋ፦ Δሮ°σላ፦ንሮሊሥਰግና. ላለሊՎLጋΔ°ሲ፦ጋጐሁ: Δ«ል ΔለLጐሁJና, ናbውበሰዮσላናለበልኦ ላጋΔ°ሲናሁ፦በናለርΔ°ሲሮናታናσበዮσ፦ ሲLናበላ፦ጋ୮፦ ኦናԵኦለናው፦ Δሮኣኦበና৮ዮናዮን ናਰታ°ሲቮኑ, Δኑ/«ኦር፦.
	<b>△৬୵≪⊳⊂</b> ᠬᢩ• (ϽϞ২∩Jና): ᠮdᢣᢩᢁᡤᢆᡃ, ୮ᢣ ⊲ᠮᢩᡅᡃᡉᠮᡃᢩ᠉.

<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	Γ <sup>ν</sup> ⊳ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess there are going to be a lot of factors that we will have to look at. One of the biggest challenges that we have right now is getting enough Inuktitut-speaking educators. We are going to be working very closely with Nunavut Arctic College with the work that we are going to do for our projections.	<b>Ϸ·</b> Λ <b>ಀ</b> : <sup>5</sup> d৮ <sup>a</sup> c <sup>i</sup> , Δ <sup>b</sup> / «ϷC <sup>5</sup> . (Ͻ <sup>i</sup> , ϷΠJ <sup>c</sup> ) Δ <sup>i</sup> d <sup>b</sup> Ϸ <sup>a</sup> <sup>b</sup> <sup>1</sup> L <sup>c</sup> 4 <sup>c</sup> )4σ <sup>6</sup> b <sup>2</sup> <sup>b</sup> <sup>1</sup> L <sup>c</sup> <sup>5</sup> P <sup>c</sup> <sup>2</sup> C <sup>4</sup> <sup>5</sup> b <sup>5</sup> σ4 <sup>5</sup> C <sup>5</sup> . CΔL Δ <sup>2</sup> <sup>b</sup> <sup>c</sup> L <sup>b</sup> <sup>2</sup> <sup>1</sup> T <sup>2</sup> σ <sup>b</sup> 4 <sup>c</sup> d <sup>2</sup>
Once the review of the Act takes place, I think we will be in a better position to be able to state when we think bilingual education, but if things continue the way they are right now, we will not meet our mandate by 2019. (interpretation) Thank you, Mr. Chairman.	Δ/Lጚጐሁ ርL°ዉ ፡ዖΓናንσ ነው ፡፡ የይናን ፡፡ ፡፡ ፡፡ ፡፡ ኦነው ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡ ፡፡
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/≪ϷϹ</b> ናኈ (ጋኣ̀ኦ∩Jˤ): ˤdᡃᢣᢩ°Ⴍ广ᡝᢆᡃ, Γነ ▷ʰ∧ʰ. Γካ ⊲ˤႭʰbˤʰ.
Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that. The 2008 Act states that one of the major challenges is to provide additional support to help students stay engaged. Can you tell us how this has worked out so far? Thank you.	<b>ϤʹϤϷϧ·Ϸ</b> (ϽϳϟϒϽͿϲ): ʹϭͿϧͼϫϹϷ, ΔϷϒϘϷϹ·Ϸ. ϤͰLͻ ΡϷϞϤϚͽϲ ʹϭͿϧͼϫϹϷ. 2008-Γ LϲυϷϞΓ Ϸʹϧϐ·ϷϒLϞʹϐϛʹLͼ ϤϷϔϨͼϫϭ·ϷϚʹϞυϹͺϳʹϷ ΔϲʹϞυͼ ΔϧϥϫϿΔϞϥϚϳϷϧϐͼϭϲϥϭϳϐϳϭͼʹϧϭͼ ΔϲͼϭϥʹϷϽϭϷ ΔϲϷͼϒͼϫϲϽϥϛϳͼʹϿϲϲ. ϷʹϧϷϷϽϞͼϫϷϒϽͿͼ ʹϧϫͼ ϹϹͼϫ ΛͼͼϲϥϒϹϲϛϹϞϳͼ ϹͼϫͿϫϲ? ʹϭͿϧͼϫϹϷ.
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>∆⊳୵⋞⋗⊂</b> ᠬ╸ (ϽϞϡ∩ͿϤ): ᠂dϧ∝ႭϹϧ, Ϲ <sub>ʹ</sub> ⊲₅ϭͽϧ. Ϲ <sub>ʹ</sub> Ϸϧ√ϧ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Student engagement is really important for us. As part of our parental engagement campaign and with the tag line that I provided yesterday, we will be working with the students. (interpretation ends) Thank you, Mr. Chairman.	<b>ኦ•ለ•</b> : የժታ°ഫ广•, Δ•/«ኦር።. (ጋኣኦበJና) Δሮ°σላ <sup>™</sup> በσ <sup>™</sup> ለሮኪ <sup>5</sup> ህበ <sup>5</sup> 5 <sup>™</sup> ኦ«ናበ° ໑ <sup>ና</sup> ለዛሬሲላጏዛሬና. ርሏሬሬዛሬና Δሬርዮ አንድስማ Δሬኦበና የፈለግ መኪንናር, Δናናካና <sup>™</sup> ኦና አንድስ አንድር ኦሮጋ <sup>™</sup> አዮባና ለ <sup>6</sup> ໑ <sup>r</sup> , ለሮኪ <sup>5</sup> ህበ <sup>5</sup> ለ <sup>6</sup> ዓ <sup>r</sup> , ለሮኪ <sup>5</sup> ህበ <sup>5</sup> አ <sup>6</sup> ዓ <sup>r</sup> , Δ <sup>6</sup> አ <sup>6</sup> አ <sup>6</sup> አ <sup>6</sup> (ጋኣኦበ <sup>5</sup> አ <sup>6</sup> ) የժን <sup>™</sup> አ <sup>6</sup> አ <sup>6</sup> አ <sup>6</sup> አ <sup>6</sup> (ጋኣኦበ <sup>5</sup> አ <sup>6</sup> ) የժን <sup>™</sup> አ <sup>6</sup> አ <sup>6</sup> አ <sup>6</sup> (ጋኣኦበ <sup>5</sup> <sup>6</sup> ) የժን <sup>™</sup> አ <sup>6</sup> <sup>6</sup> <sup>6</sup> (ጋኣኦበ <sup>5</sup> <sup>6</sup> ) የժን <sup>™</sup> አ <sup>6</sup> <sup>6</sup> (ጋኣኦበ <sup>5</sup> <sup>6</sup> ) የ <sup>6</sup> <sup>6</sup> ( <sup>5</sup> <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>5</sup> <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ) <sup>6</sup> ( <sup>6</sup> )
Chairman: Thank you very much for	<b>Δ৬/≪ϷϹናゅ</b> (ϽϞϞႶͿϲ): ᠂dᢣᢩᢁᡏᡃᢆᡃ, ᠂᠋ᡐ᠈᠆ᡘᠴ ᠙ᢂᢣᠯᡣᢩᠣᡄ ᡏᡃ ᢂ᠕᠂ᠺ᠂᠘ᡩᢩᡅᡃ᠋ᡖ᠋ᡃᢛ.

that response, Ms. Okpik. Ms. Angnakak.	
<b>Ms. Angnakak</b> : I know that your department has a process where they recognize elders to be qualified to teach in the schools. Can you explain what that process is to us? Thank you, Mr. Chairman.	<b>ፋና쇼৽bና•</b> (ጋኣትበህና): ር፡፟፟፟፟፟፟፟፟፟፟፟፟ לכ፝ድ፝፝፝፝፝፝፝፝፝፝ ፚ <sup></sup> ፟ጜፙ፞ኇ፟፝፟፟፟
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δﻪ/ペϷርናኈ</b> (ጋኣኦ∩ህና): ናਰኦ≏ዉ广Ϸ, ୮ኁ ⊲ናႭϷႦናϷ. ୮ኁ ▷▷ለϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The process for hiring elders is a DEA responsibility. We have provided a guidebook for them that they can follow. They can choose to get the elders certified or they can hire them without going through that process as well.	<b>Ϸ·</b> Λ <b>・</b> : <sup>5</sup> d۶ <sup>°</sup> αΓ <sup>i</sup> , Δ <sup>6</sup> ν Δ <sup>6</sup> <sup>6</sup> bαΔ <sup>5</sup> <sup>6</sup> ΠC <sup>6</sup> <sup>6</sup> , Δ <sup>6</sup> ν Δ <sup>6</sup> <sup>6</sup> bαΔ <sup>5</sup> <sup>6</sup> <sup>6</sup> ΠC <sup>6</sup> <sup>6</sup> <sup>5</sup> Δ <sup>6</sup> <sup>6</sup> bαΔ <sup>5</sup> <sup>6</sup> <sup>6</sup> C <sup>6</sup> C <sup>6</sup> <sup>6</sup> Δ <sup>6</sup> <sup>6</sup> bαΔ <sup>5</sup> <sup>6</sup> <sup>6</sup> C <sup>6</sup> <sup></sup>
We have put \$1.6 million into <i>Innait</i> <i>Inuksiutilirijiit</i> . They can use part of that money as well if they need administrative support in terms of getting the criminal record checks done, filling out the forms, identifying what expertise they have been titled, if it's either child rearing or working with caribou, storytelling, and those types of things. They interview the elders and then the information is sent to us. We have a registrar here in our office and so the certificates are done up.	\$1,600,000-σ <sup>6</sup> \σ <sup>5</sup> &Δ/L <\c/c Δ <sup>6</sup> Δ <sup>5</sup> σ <sup>6</sup> Δ <i>Δ<sup>6</sup>/P</i> Λ <i>C</i> Λ <sup>2</sup> θ <sup>6</sup> Δ
That's basically the process, but the DEA can hire elders without having to go through that certification process. (interpretation) Thank you, Mr. Chairman.	ᠻᠡ᠊᠌ᠯᠣ᠋ᡆᡄ <sup>ᢐ</sup> ᠦ᠘ᡄ <sup>ᢩ</sup> ᠣ᠋ᠯ᠋ <sup>ᢛ</sup> ᡔᠧᡅᢣᡃᠥ ᡃ᠋᠘᠘ᢣ᠋ᢩᡷᡣ ᡬᡃᢐᡰᠬ᠋᠋᠋ᢆ᠘᠅ᢉᡃᢐ᠋ᠴ᠍ᠺᡃᢛᠬᡝ᠊ᠴᡣ ᠘᠋᠋᠋᠋᠋᠋ᢐᠦ᠘ᢣᢛ᠋ᠬᠻᢣᢪᡆ᠄ᡃᠫ᠋᠄᠘ᡷᡆᢩ᠂ᠦᡃ ᠋ ᠋᠌᠌᠋᠘᠋ᢩᢣᠺ᠋᠋᠋᠋ᡁ᠅ᢉᡄ᠋᠋᠋ᠵ᠋ᢛ᠋᠋᠋᠄᠂ᡁᢣᢛᡅᡏᡃ᠋᠄᠘᠈ᢣ᠙᠌ᢂ᠋ᡬ᠅
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ∘៸≪ϷϹ</b> ናኈ (ጋኣ̀ት∩Jና): ናdᢣ°Ⴍ广҆ӄ, Γኁ Ϸ⁵∧ӄ. Γኁ ⊲ናႭჾႱና₀.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. You've gone into what my next question was going to be and, that is,	<b>Ϥ·ႭϷϧ·Ϸ</b> (ϽϞϷႶͿϚ): ʹͼͿϧͼͺϹϷ·, ϪϷϒ≪ϷϹʹ·Ϸ. Ϫͼͺ ϤΛ·ϷͼͿͶϒͺͿϲϭϤʹϷϹϚͺʹϷϫϾͼͺϪͼ ʹϷϷϹͺϹͼϧϲϷͶͼϒϲ; Ϫϲ·ϐϭϤʹϗϚͺϪϫͿϭϲ;ͺʹͼͿϧͼͺϹϷ;ͺϪͼϒͼϷϲϳ·Ϸ.

what role does the elder play on a daily basis in a school setting? Thank you, Mr. Chairman.	
Chairman: Thank you. Ms. Okpik.	<b>Δ•/ペÞር</b> ᠬ• (ጋኣኦበሀና): ˤdদ॰Ⴍ广ʰ. Γኁ ▷ʰᠰʰ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) To clarify, the elders are not certified as teachers. They're certified as <i>Innait</i> <i>Inuksiutilirijiit</i> . So therefore, they would never take a class by themselves. They always have to be with a classroom teacher.	>•ለ•: ናdታ°ฉ广°, Δ°/«ኦሮና°. (ጋኣኦበJና) ጋየረፈ°ራ/በቦላ°bσና ጋJ Δ° αΔና ΔςኣΔኦኦσና Jና α_αΔ°dርናъ°ዮናጋና CΔኦኦራና Δ° αΔንናъናር°ዮናጋና Δ° αΔና Ċ°dላኣΔ° αኦ°ዮናጋና Δς° σላናልና ላ°፥በርኦናъናር°•ጋና ላጚ°ዮ° σ° ሀ Lcʰ ጋዮና.
Programs set it. You can have different elders come in during different parts of the year, depending on the expertise. If they decide they want to use these elders for a spring camp, then they would hire the elders for that amount of time. It depends on the school programs, themes, and the units that the schools have set up. Typically, that's how it's done. They are not hired for the whole year and it is usually set by school program. (interpretation) Thank you, Mr. Chairman.	
<b>Chairman</b> : Thank you very much, Ms. Okpik. Ms. Angnakak.	<b>Δ•/≪ϷϹና</b> Ϸ (ጋኣኦ∩Jና): ናਰኦ≏ሏ፫Ϸ, Γኁ ϷϷ∧Ϸ. Γኁ ⊲ና፞፞ዹ <sup>ϧ</sup> ϧ·ͽ.
Ms. Angnakak: No, that's it. Thank you.	<b>⊲₅⊾₽₽™</b> (ϽϳϞϒ∩טና): ⊲ႱႱ, Ϲ∆ĹႪϽჾႱ. ថלץםרׂש.
<b>Chairman</b> : Thank you. I have no more names on my list. Mr. Enook.	<b>Δ•/ペϷϹና</b> Ϸ (ϽϞϷႶͿና)։ ናd৮°உ广 <sup>Ϸ</sup> . ϤႶናdႶናbϷϨ·ϭϚL. Γ <sup>៶</sup> Ϲ ΔϷ.
Mr. Enook (interpretation): Thank you, Mr. Chairman. Good morning. I have a question on No. 10, Mr. Chairman. It states here that they can include anyone here and one of the four bullets states, "direct roles and responsibilities for elected District Education Authorities." I would like further clarification	Δ.Δ. <sup>6</sup> : 'd> <sup>6</sup> Δ. <sup>6</sup> , Δ. <sup>6</sup> /48 Δ.Δ. <sup>6</sup> : 'd> <sup>6</sup> Δ. Δ. Δ.Δ. Δ.
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regarding an issue that Ms. Okpik brought up. She indicated that they had some problems about the district education authorities where they have taken on too many responsibilities. My question: why is that the case?

The district education authorities have to be included in the education system, and I do agree with you. If we're going to include the district education authorities, we have to define their roles and responsibilities. They're not given enough resources to handle their roles and responsibilities. They're given more roles and responsibilities, but they don't have the resources to carry them out. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Enook. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Regarding the district education authorities, it has been included in the policy and we do have guidelines. For example, they have guidelines on *Inuuqatigiitsiarniq*, attendance, and we also identify the options that they can take on. If they're going to be doing interviews, for example, these are the guidelines that they would follow. We have set up guidelines that they can follow depending on which roles and responsibilities they're handling and a reporting system.

Once there is a review of the policy, again we will include the reporting that is required of them because they have to do a lot of reporting, for example, *Inuit Qaujimajatuqangit*, attendance, other roles and responsibilities, and a selection of which language they are going to be using as the language of instruction. We have identified what is required in a year,

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in five years, and so on. Over and above	ᡏ᠋ᠳ᠋ᠴᡩ᠋᠅᠋᠘ᡏ᠋᠖᠕ᡄᡅ᠋ᠯᡳ᠕᠋᠋᠋᠋᠋ᠬᢑ᠋
that, since the policy came into place, we	ᡆ᠋ᠴᡆ᠘᠋᠋᠋᠉ᠫᢛᠠ᠘ᡗ᠋ᡣᡏᢛᢗ᠌᠀᠄᠂᠋᠕᠋᠋᠋᠋᠆᠄ᡶ᠋᠉ᢕᢧ᠋ᡰᡉᠳ᠉
give them 53 percent of the money for	Ρ̓ᡆϷᢣᠣᡃ, ᢗ᠘᠘ᢩ᠉ᡃᠾᠣᢩᡕ ᢗ᠋᠋᠅ᡅ ᡏ
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We have also been told that when the	ᡏ᠋ᢂᡔᡄ᠈ᡃᠯᡣ᠋᠋ᡰᢣ᠋ᡊ᠋᠋ᡗᢞ᠋ᡅᡄᠺᢣ᠋ᢛᢗᠲ᠋ᠴᡏ᠋᠅ᡥ᠋᠆ᠳᢣ
review time comes, they identify what	
they would like to take on. That's what	ᢄ᠋ᡃ᠋ᢣᢄ᠈ᠳᢝᡊ᠅᠘ᡩᠴᢗ᠂᠕ᢞᢉᢁᠳᡄ᠘ᢞᡆ
we have heard from the outlying	᠄᠋᠋᠋᠋ᠻᠮ᠄᠌᠌ᡔ᠋ᢣᢄ᠆᠋᠅ᠴ,᠂᠋᠋᠋᠋᠋᠋᠆ᢤᢄ᠆ᡬᠣ᠋ᡃ
communities. Regarding the financing for	
operations and maintenance, we have	ᢄᢞ᠋ᠺᡙ᠆ᠣᡄ᠘᠘ᢄᠴᡆ᠙ᠴ᠋ᢄᡔᠧ᠘ᠼ᠉
also helped them in setting up their	᠆ᡏᢄ᠆ᡩᡆᠴ᠋᠘᠆᠆᠘᠆ᡩ᠘᠆ᡩ᠘᠆ᡩ᠘᠆
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If it's okay with you, Mr. Chairman, I	᠕ᡄᡨ᠋ᠣᡏᡑ᠋᠋ᡔᡄᡅᠣ᠋ᡝ᠋᠘ᡄ
would like to refer this question to my	
official so that he can give you further	<sup>sb</sup> Δ <sup>Δ</sup> <sup>ch</sup> <sup>b</sup> dδ <sup>c</sup> , C <sup>a</sup> <sub>c</sub> CLσ <sup>s</sup> bNP <sup>b</sup> <sup>c</sup>
details on what the DEAs do in the	
communities. Thank you, Mr. Chairman.	
	ዾዹሮ <sup>ቈ</sup> σ. ፞፞፞፞፞፞፝፝፝
Chairman: Thank you, Ms. Okpik. Mr.	<b>Δ•/ペÞር</b> ጭ (ጋኣኦበJ፡): ‹d৮°உ广ঁ•, Γ' ኦ•ለ•. Γ'ጋ
Archambault.	
Mr. Archambault: Thank you, Mr.	<b>ፈላኑሩሩ</b> (ጋኣኦበሆ): <sup>ເ</sup> ፈንድዉቮካ, Δካረペኦርጭ. ፖርቲጭ
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put together a draft DEA administration manual, which basically attempts to provide guides and supports to DEAs, a plain language guide on all the requirements, roles, and responsibilities of the *Education Act* and the regulations under the *Education Act*.

The final piece to that are the materials that are produced at headquarters here at Education and this includes guides, plain language guides again, templates, specifically where it concerns reporting requirements and policy requirements. As Ms. Okpik mentioned, the DEA is required to produce a number of policies, one of which is on attendance and registration, the other on *Inuuqatigiitsiarniq*, a positive, safe, and welcoming school environment. We provide resources to help the DEA with these initiatives. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Archambault. Mr. Enook.

**Mr. Enook**: Thank you, Mr. Chairman. As per your advice, I will be precise and to the point.

(interpretation) We want the DEAs to be involved. Have you given them enough resources to deal with all the responsibilities that you have given them? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Enook. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As Mr. Archambault mentioned, we have provided those types of supports, the templates, and documents to the DEAs. With the draft manual, that will go a long

CLo Ac°od®Jch26 ጋናርነል°ບo  $L \subset \Gamma \triangleleft^{\varsigma} b^{\varsigma_b} < ^{c} C^{\circ} \Gamma^{\circ} \sigma^{\circ}$ . Calea  $\Gamma^{\varsigma} \triangleright^{\circ} \Lambda^{\circ}$  $P^{b} D^{L}$ , Dac'  $\Delta C^{a} \sigma A^{b} C c h^{b}$ ᠵ᠋ᢉᢦ᠋᠋᠋ᡃ᠋ᢑ᠆ᡩ᠋᠆᠆᠘᠆ᡨ᠕᠘ ϹϪϧϷϞͽ ΔϫͼϧͶϧϲϞϥͽϘͽ ϘϧΤϲϞϥͽϘͼϽϲ ⊲℃Ⴍ∿ጦጋ⅃ℾʹ\_ン ႭႵႱჼႦႢ⊲ჼႦ゚σჼ⅃ና ΔႠႹჼልჼჾ. ᢗᡃ᠙᠂ᡏ᠋᠘ᢑᢛ᠐ᡷᡞ᠖᠉᠆᠕ᡆᠵᡃᢆ᠒ᡊ᠆ ∆<sup>⊾</sup>୵≪⊳⊂<sup>₅ь</sup>.

**Δν/ «>C**<sup>(ν</sup> (ጋኣኦበJ<sup>c</sup>): <sup>ና</sup> ሪታ<sup>e</sup> α. Γ<sup>i</sup> Σ. άνιζ<sup>c</sup>. Γ<sup>i</sup> Σ. Δ.Δ<sup>b</sup>.

**ΔΔ<sup>6</sup>** (ጋኣት∩Jና): <sup>ና</sup>dታ°ዺ广<sup>ኈ</sup>, Δ<sup>6</sup>λ'≪ϷϹ<sup>ና</sup><sup>6</sup>. CΔĹ<sup>6</sup> Ϸ<sup>s</sup>bϷ<sup>i</sup><sup>2</sup>ዮ⊲<sup>6</sup><sup>6</sup>bϷႱል<sup>c</sup> Ϲ<sup>i</sup><sup>2</sup>λ<sup>6</sup><sup>-</sup><sub>2</sub>⊲<sup>c</sup><sub>c</sub><sub>d</sub><sub>2<sup>6</sup></sub> ⊲ለ<sub>Δ</sub>°<sup>3</sup>ປ<sup>μ</sup>><sup>6</sup><sub>6</sub>.

(ϽϞϷႶϳϞዮናጋႪ) ለϲሒϞ<del>ረ</del>ႶຩϞ<sup>ϧ</sup>ዮ<sup>®</sup>σϷ ϽσϟĽናႶϭናചϭ<sup>Ⴊ</sup>ለႶͿ ለϲሒϞ<sup>®</sup>ႭናႶϭჼϭͰʹϿϚ ለϲሒላϷϞሲჼϭϷϞʹϒ<sup>®</sup>σϷ? ჼϭͰ<sup>®</sup>ႭΓϷ, ΔϷϟ≪ϷϹʹϷ.

**Δ•/≪Þርና•** (ጋኻት∩Jና): ናਰ⊁°ႭႠႦ, ୮୯ ∆... ▷ሌ∿.

way in assisting. We will be meeting again with all DEA chairs to in-service the document with them. Again, with the review of the <i>Education Act</i> , we need to take another look at their roles and responsibilities. (interpretation) Thank you, Mr. Chairman.	Δლ°σϤ <sup>Ⴊ</sup> ϽϲͺϧϷϭϤΔϷϒϘϷϹϲͺͺͰϫϼϤͺϾϷϭϭ ϷʹϷϲͺͺϳϛϲϼͼͺϫϿͼϪͼ;ϟͼϒϥͼϫϿϹͺͺΛ;ϹͿϫͼϼͼ ΔͺϫͺͼϫϿϲͺͺϭϫϳϫ ΔͺϫͺͼϫϿϲͺͺϭϫϳϫ Ϥϲϧϫ ͼ ͼ ͼ ͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you, Ms. Okpik. I'm going to take the luxury of asking a question as this point. I usually wait until the end, but it's related. I would like to ask Mr. Ferguson how the DEA's role played into the audit. What kind of information did you gather from DEAs in the school districts that you concluded your audit on? Thank you. Mr. Ferguson and I like your tie today.	<b>Δ•/«ϷϹ·</b> • (ϽϞϷႶͿϚ): ·ͼͿϧͼͺϹϧͺͺϹϫͺϷϧͺ ϹΔL ͼϤϚϭ·ͽ ϤΛϲͶϧΔͼͼ·ϞͿϲϧϧL. ΓʹϹ Ϸϧ ϤΛϲϧΔͼͼϿͰϧϚ ·ϧϿͼ ϹͼͿϤ Ͽͼϲͼ ΔϲͼσϤͼϽϲϲϫͼϭ ϧϲͼϭϤͼϽϲϲϫͼ ϷϽϲϲϫͼ ϲ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
>>Laughter	
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. Thank you for the tie.	<b>፟ቃしኣ</b> ॰ (ጋኣትበJና): ናਰታବሏ፫፦.
I will start with a few broad comments again, and then turn it over to Ms. Salvail for the details.	$\Lambda$ Γ 4 2 $\Lambda$ 5 6 $\Delta$ 5 6 $\Delta$ 6 5 6 $\Delta$ 6 5 6 $\Delta$ 5 7 $\Delta$ 7 $\Delta$ 5 7 $\Delta$ 7 $\Delta$ 7 $\Delta$ 5 7 $\Delta$ 5 7 $\Delta$ 5 7 $\Delta$ 5 7 $\Delta$ 7 $\Delta$ 7 $\Delta$ 5 7
In terms of the district education authorities, obviously, in the audit in paragraph 10 where we are, we noted that direct roles and responsibilities for the district education authorities was one of the major changes included in the Act.	ለ՟ചቦናሮ ር《ዲஏ, ር፡L%ነLጚ%ነዖዀርϷቐፑኇኯ፝ኇ ዺኣ፞Ϸር 10-ኈሁσ ርሏኑϷነLቲና ለሮሲላቴቴናኈሁር, ለሮሲላኁቴኈሁርሏሬ፦ ሏሬ፦ያና ላነዖኈነLጚቃና ር፟፝፝፝ ሏሬቦኑϷናሬሲ <sup>ւ</sup> Lና Lሮሁናፑ ഛርፑ ር፦ዲø ለኈሁጘላø ይበኈሁዾዀጋው በበኈ፟፟፟፟፟፟፟፟፟፟፟
In paragraph 83 of the report, we include district education authorities as one of the important factors that affect the implementation of the <i>Education Act</i> . At the time that we did the audit, the authorities told us that they had concerns about understanding their roles and responsibilities, about training, and that type of thing. It's obvious that the department is trying to take some steps to address some of these concerns.	ϷʹϷͽϞͺͺͺͺͺϷϲ ϷʹϷͺϫͺϫ Ϸ Αν Δ Ϸ Δ Ϸ Δ Ϸ Δ Ϸ Δ Α Α Α Α Α Α Α Α Α Α Α

In terms of exactly what conversations that we had with district education authorities, I will ask Ms. Salvail to elaborate on that, if I may.	▷᠋᠋ᡃ᠋᠋ᡦᢐ᠋᠘᠋᠆ᡩᡄ᠋ᠺ᠄᠖ᡃᢗ᠋᠋᠄ᠳ᠘ᢣ᠋᠅ᡥ᠊᠋ᠳ ᠕ᡃᠴᠡ, ᡏᡃ᠋᠋᠋ᡃ᠅ᡩ᠙᠘᠂ᡆᠴᡆ᠘᠋᠋᠋᠋᠅ᠫᢪᡆᠺ᠋ᢝᢗ᠅ᡥ ᠋ᡃ᠋ᢐ᠋ᠴ᠘᠆᠌᠌᠌ᡔᡧ᠋᠋᠋᠋᠋᠋ᡶ᠅ᢆᡝᢗ, ᡏ᠕᠋ᠬᢞᡆ᠌᠌ᢪᡕ᠋
<b>Chairman</b> : Absolutely. Thank you, Mr. Ferguson. Ms. Salvail.	<b>Δ•/ペϷርጭ</b> (ጋኣኦበJ፡):
<b>Ms. Salvail</b> : Thank you, Mr. Chairman. Just to mention that we didn't audit to the extent to which the DEAs fulfilled their roles and responsibilities. That was not part of the audit.	<b>ኣ·≪Δ</b> (ጋኣትበJና): ናਰታ°ዺቮካ, Δካፖ≪ϷርʹႪ. ሮካਰ ርዛሬማረዚማሪዮርሲድϷ <sup>∿</sup> ዮ°ዉናበJና Δሮ°σ፟፟፟፟ ሻናንግሬማሪዮር አሮሲያዮር ለናፖልማሪኪኈ፟፝፝፞፝፞፝፝፝፝፝፞
Having said that, as Mr. Ferguson mentioned, in paragraph 83, we did talk to DEA members in each of the communities we visited. Basically, as said in paragraph 83, they really felt that they were unable to perform their duties and they felt that they need more training and more support. We also spoke with people from the DEA coalition and they echoed the same concerns. Thank you, Mr. Chairman.	Γ'C ອໍປປ <sup>®</sup> ϷʹϧϧϚϹʹ <sup>®</sup> ປ <sup>©</sup> Ϸʹϧ <sup>®</sup> <sup>™</sup> L <sup>®</sup> L <sup>®</sup> Ϸ <sup>®</sup> <sup>®</sup> <sup>®</sup> Ϸ <sup>®</sup> <sup></sup>
<b>Chairman</b> : Thank you very much, Ms. Salvail. I'll relinquish the floor. Mr. Enook, are you done?	<b>Δ•/ኆኦርጭ</b> (ጋኣትበሀና): 'dኦፈ广ና፞ጔ•, ୮ኁ ኣናኆሏ. ርΔL Γ <sup>、</sup> ር Δ_ው, ለኦሲኈዖና?
Mr. Enook: Yes.	<b>∆_ש</b> • (רֹרִרֹכ): בֹ.
Chairman: Mr. Savikataaq.	<b>ΔϷϟ≪ϷϹ·</b> Ϸ(ϽϞϞႶͿϤ)։ Γ <sup>៶</sup> Ϲ ϞልϧϹ·ͽ ϹΔL.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. My question is to the department. On page 5 on No.10 there, one of the bullets says, "bilingual education for all students by 2019"	<b>ኣልᲮር๋ჼ</b> (ጋ፟፟፝ኣትበJና): ፣
I know you stated earlier that you might not meet the goal, but according to the Language of Instruction Regulations, a person will need a minimum of 35 Inuit language credits to graduate, which is fine and dandy if you come up the	<p><p><p><p><p><p><p></p></p></p></p></p></p></p>

system. What if someone comes in from other jurisdictions, are they going to be able to graduate if they don't speak Inuktitut, because they have to have these credits, according to the regulations, to graduate? Thank you, Mr. Chairman.	L፦∿ሁჼኌσ ርΔL፫ ሏውበጋ፞፞፞፝፝፝፝ን፝፝፝፝፝፝ኯጚጞ ለታሲ፞፝፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ኯ፟ኇኯርዾሁ፟፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝ Lඌጏቦና ሏውበጋ፞፟፝፝፝፝፝፝፝፝፝ዾጜኇ የ፝፝፝፝፝፝ኯ፟፞፞፞፞፞ጞኇ፟፟፝ዹና፝፝፝፝ ፟ቔ፟፟፝፝፝፝፝፝ኇዹዀ፟, ፚ፝ዸ፟ጞ፝፝፝፝፝፝፝፝፝፝ዾፘ፝ዀ፟
<b>Chairman</b> : A very good question. Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ኆϷርጭ</b> (ጋኣኦበJና):
<b>Ms. Okpik</b> : Thank you, Mr. Chairman. Right now, that is not a current requirement. I would like Mr. Archambault to elaborate. Thank you.	<b>▶৽⋏৽</b> (ጋኣ̀ᢣ∩Jና): ᠮᠯᢣᡨᡅᠭᡃᢆᡉ, ᠘ᡃᡟ᠙᠌Ϸᢗᡬᡃᢆᡃ᠄ᡫᡨᡅ ᢗᡃᠲᡅ᠂ᡏᢗᡩᡄᠬ᠅ᡣᠻᠫᢛ. ᠮᡠ᠋᠋᠋ᡬ᠊᠙᠘ ᡆ᠋ᢖᡆ᠘ᠬᡧᡃᡃᡉᡨ᠋ᡶ᠋ᢞᢗ᠅᠋ᡶ.ᠮᠯᢣᠲᡅᠮᡃᡃ
<b>Chairman</b> : Absolutely. Mr. Archambault.	<b>Δ•/≪ϷϹ·</b> • (ጋኣኑ∩Jና):
<ul> <li>Archambault:</li> <li>Mr. Archambault: Thank you, Mr.</li> <li>Chairman. As Kathy mentioned, that portion of the Language of Instruction Regulations is not yet implemented, but when it is implemented, there is a provision within the Language of Instruction Regulations that allows an exemption to be made to a student. These are exemptions that are made on a case-by-case basis and they are made for reasons like this specifically.</li> <li>I should say that there's a committee that would have to hear a case brought before</li> </ul>	<
them and then they would make a determination as to whether or not it would be appropriate and in the best educational interest of the student to exempt them from the provisions of the Language of Instruction Regulations. Thank you, Mr. Chairman.	∆ሮ°σ√ነσኪታѷႱϿና ለነႦለኦበታኦነ₫ѷቦჼჂIJ Δ⊃ሮኪታϷጚ⅃ና Lሮቦ⊲ሮ°σ⁰ ΔሮኁϷበϷታኪ⊲ሮၬℾ⁰ ϷነႦϷለነℾ⁰ LሮႱና≟ჇለነΓ. ነថታ°Ⴍℾჼ, Δჼለ≪Ϸርናჼ.
<b>Chairman</b> : Thank you for that response, Mr. Archambault. Mr. Savikataaq.	<b>Δ•/≪ϷϹ·</b> • (ጋኣትበJና): <sup>ና</sup> d۶°உ广 <sup>ኈ</sup> , የ▷ <sup>;</sup> ⊀በ°-ഛና Γነጋ ∢ኣ୳≺ና. Γነጋ ኣልᲮር <sup>·</sup> ፦.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. Would this exemption only apply to other students that come in from	<b>ᢣ᠋ᠺ᠋᠌ᲮĊ৾<sup>ᢏ</sup>ᡃ</b> (Ͻᢆᡃᡪᢣᠺ᠋᠋ᠨᡗᡃ᠈᠂dᢣᢩᠲᡄᡤᡃᡃ, ᠘ᡃᡟ᠙᠋ᢦᢄ᠋᠋᠂ᢄ᠘ᡨᡆ ᠕᠋᠂ᡃ᠋᠋ᡖᢣ᠋᠅ᡥ᠆ᠳ᠋᠂ᡦ ᠘᠆ᡨᡆ᠋᠋᠋ᠬ᠋ᠳᡄ ᠕ᠡ᠋᠋ᠬᡥᠳ᠂ᡏ᠕ᠺᠫ᠋᠋᠋ᠬᢣ᠘᠊ᡶᡠᡨ᠋᠅ᢆᡅ᠉ᢖᢍᡃ᠌᠌?᠂ᢂᢞᡇᠴ,

other jurisdictions or it's applicable to any student in Nunavut? Thank you.	ᡏ᠋ᠫ᠕᠄ᡃᠣᡘᢁᠼ᠅᠆᠙ᡆ᠋ᠫᡘᡱ᠋ᢩᡆ᠋᠄᠋᠘᠆ᡷᠥᡏ᠅᠋ᠬᢂ᠆ ᠴᡆ᠌ᢁᡃ᠋ᡏ᠋?᠄᠂ᡃᠯᢞᡆ᠋ᡤᡃ
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/&lt;Þር</b> ጭ (ጋኣትበJና): <sup>ና</sup> dታ°ዹ广፞•, Γ <sup>、</sup> ጋ ኣልbር፞ጭ. Γ <sup>、</sup> Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you. (interpretation ends) I would like Mr. Archambault to answer, please.	<b>ϷϧΛͽ</b> : ˤdᡃᡷᢩᢁᡤᢛ. (ϽϞϷႶͿͼ) ᠙ϷჼdσϤϚϧϥ ϹͱϽ ϥϞͱ<ͼ, ϤϞ;Ͳͼϧϧϧͺ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Archambault.	<b>Δ<sup>ϧ</sup>ϟʹϨϷϹʹ·</b> ͽ(ϽϞϞႶͿϚ): ʹͼͿϧͼͺϲϹϷ͵ͺϹʹͺϷͽϪͽ.ͺϹϞϽ ͺϭϳϞͱͺϚϲ
<b>Mr. Archambault</b> : Thank you, Mr. Chairman. It is available to all students in the territory, so it's not a necessary condition that they be from an outside jurisdiction. Thank you, Mr. Chairman.	<b>ዻ፞ኁኯሩ፞፞፞፞</b> ሩ (ጋ፟፟ኣኦበJና): 'dሃ°ዉቮኑ, Δኑፖペኦርኈ. ዻጋΔ°ዉኦጚኈ ዾ፫°σ፟፝፝፝ኆማበ፝፝፝፝፝፝፝፝ኯ፟፝፝፝፝፝ኯ፟ኯኯ፟፟ ፖርሮኇኇ፝፞፞፝፝፝፝፝፝፝፝ኯ፟፟፟፟፟፝፝፝፝፝፝ ፚኑፖペኦርኈ.
Chairman: Thank you for that response. Mr. Savikataaq.	<b>Δьዳኦርናኈ</b> (ጋኣኦበJና): ናਰኦ॰፬፫ዮ የኦኦ‹ብ°_፬ና. Γነጋ ኣልbርናኈ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. To go to page 6 on your organizational chart there, the DEAs are on par with the DM and DEAs, I think, are more community orientated. Do they have the same equal say or influence to the Minister as the DM? Thank you.	<b>\&amp;bĆ<sup>(*)</sup></b> (ጋኣኦበJ <sup>(*</sup> ): <sup>1</sup> / <sub>1</sub> / <sub>2</sub> ሬታ <sup>+</sup> <sub>2</sub> , Δ <sup>1</sup> / <sub>2</sub> Δ <sup>1</sup> / <sub>2</sub> L <sup>&lt;</sup> Λι <sup>5</sup> ιδ <sup>-1</sup> / <sub>2</sub> Δσ <sup>+</sup> ω <sup>-1</sup> / <sub>2</sub> Δ <sup>-1</sup> / <sub>2</sub>
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペϷር·</b> • (ጋኣትበJና): <sup>ና</sup> d৮°உ广ঁ•, Γነጋ ኣልbĊ <sup>ና</sup> •. Γነ ዾ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Their roles are very clearly laid out. They can liaise directly with the Minister and communicate directly with the Minister, but I will have Mr. Archambault elaborate on the legislative piece. Thank you.	<b>&gt;•</b> Λ•: ፣dታ°ฉ广, Δ•ረ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Archambault.	<b>Δ•/«Þር</b> ጭ (ጋኣኦበJ <sup>ር</sup> ): <sup>ና</sup> d۶°உ广 <sup>ь</sup> , Γ' ▷•ለ•. Γ'ጋ ዻ፞ኣ <sup>ຼ</sup> ֊<ና
Mr. Archambault: Thank you, Mr.	<b>র্ব৲৸৾৾৾</b> (ϽͺͻϷͶϿ;;ͺ;ϥϧͼͲͺϷͺͺϘϧϭϫ ϪϿͺϲͺϧϿϧϤϧ;;ͺ;ϥϧͼͲϳͼ ϫͷϧϧ; ͺͺͺͺͺͺͺͺͺͺͺ Ϸ;Ϸϧ៶Ϥͺϲ;ϲ;ͳͳ ͺͺͺ

Chairman. The reason the flowchart is
shown as it is, is because, as Ms. Okpik
just mentioned, the lines of
communication are such that on certain
topics, the DEA may go directly to the
Minister. One example of such a topic
concerns the recommendation to appoint
or reappoint principals or vice-principals.
The Minister acts on a recommendation
of the DEA on such a matter. That would
be an example of where the DEA would
be communicating or liaising with the
Minister directly.
-

I should point out, however, that does not mean that the department, be it the Deputy Minister or the regional school operations offices, would not be involved in that process. It is just that, ultimately, the recommendation comes on the part of the DEA directly to the Minister. Thank you, Mr. Chairman.

**Chairman**: Thank you for clarifying that. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. Still with DEAs, on page 7, paragraph 16, it says, "The authorities are also responsible for monitoring school plans and providing direction to principals on how to administer schools." Can the department just clarify exactly what that means? Thank you.

**Chairman**: Thank you, Mr. Savikataaq. Ms. Okpik.

**Ms. Okpik**: Thank you, Mr. Chairman. If I can get clarification as to what page we're on.

Chairman: Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr.	ጘ፞፞፞፞፞፞፞፞፞፞ጜኯ ኯ
Chairman. I did state "page 7, paragraph	₽⁵Ხ๎๎๎๎๎๎๎๎๎๎๎
	4LNO

ΡΥΦσ, ΡΊδιο Ρίδον ΡΑδι, ΟΡΊδΥ ΥΓΟῦ ἀἀ ΔΔCCCLLLCVCCCCCSCCC<p

**Δ•/ <> <** (ጋኣኦበJና): ናਰኦ॰ <br/>
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**Δ•/ « Þ C ·•** (ጋኣኦ ∩ J ·): <sup>ເ</sup> d ኦ ° ໑ 广 <sup>•</sup>, Γ <sup>·</sup> Ͻ ኣል b Ϲ <sup>·•</sup>. Γ <sup>·</sup> ▷ <sup>b</sup> Λ <sup>•</sup>.

▶•∧• (ጋኣጉ∩Jና): የਰ⊁≏ዹ广், ∆ьፖ≪ኦርና. ጋየፖ∩ርኦና⁄⊲ア°ዹアL ዹ⊂⊲°♂ь L<∿Ⴑናር?

**ƥ/ペ⊳ር∙•**: ୮<sup>、</sup>ጋ հልbĊ⁵•.

**ኣልᲮር๋ጭ** (ጋኣኦበሆን): 'dታ°ዺቮኑ, ፊዮ/«ኦርኈ. ኦናьኣናചላኈ>∿ሁ "Lናለሁኄታ 7, ዹኣኦበታ 16." 'dታ°ዺቮኑ.

16." Thank you.	
	<b>∆ﻩ/≪⊳сﻩ</b> (ϽϞֿᢣ∩Კና): ੶ਖ਼ਖ਼°ႭႠ҅৽, Ⴢየł∩ናł∩⊲ናልና.
Chairman: Thank you for that	 □ ▷ ▷ ▷ ▷ □ · , □ · · · · · · · · · · · · · · · ·
clarification. Ms. Okpik.	
	▶•∧• (כוֹקארוטלי): כייפ שפר״ס
Ms. Okpik: The DEA has the	
responsibility to implement policies and	ᡏ᠋ᠴ᠆ᡧ᠘ᠴ
to do an extensive consultation with the	⊳ۥ₽ۥ₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽₽
community. Those policies that we talked	ᡏ᠋ᠫᢦ᠋᠋ᡰ᠘᠋᠋ᠺ᠋᠈᠋᠖᠘ᢣ᠉ᡩ᠄ᢄᡔᡬᢄ
about were the attendance policy, the	᠘᠆᠆ᠳᡐᡃ᠋᠖᠂ᡏ᠘᠆᠘᠖᠘᠘᠘᠘
positive school environment policy, and	ᡆᢣ᠋᠋ᡰ᠋ᡃ᠋ᠮᡃᢧ᠋ᠮ᠘᠆᠆ᠳᡐᡝ᠋᠕᠂ᠳ᠘ᠴ
the attendance and registration policy.	᠘ᠸ᠋ᠳᠣᡏᢛ᠋ᡗᡄ᠋᠌᠌ᠵ᠆᠈᠆ᡣᢄ᠘᠘᠘᠘᠘᠘᠘᠘
We work very closely with them. We	ᡏᢕᡄᢂ᠋᠖᠆᠘᠘᠘᠕᠙᠙᠖᠆ᡆᠴ᠂ᡏᢕ᠋ᡏ᠙
	᠕᠆᠋᠋ᡊ᠖᠋ᠬᠻᠺᡆ᠋ᡃᢛ᠆ᡩᢗᢟ᠋ᠺ᠋᠂ᡆ᠋᠘ᡱ᠋ᡆ᠋᠋᠖᠋᠋
have provided them with templates. We	LCJ°Q%CT°G~. <\\\\
have in-serviced the DEAs on several	
occasions over the past few years.	$\Delta C^{\circ} \sigma d^{\circ} D c L^{\circ} \Gamma^{\circ} \sigma^{\circ}$ .
Some DEAs struggle more than others,	
and we acknowledge that not all DEAs	᠘ᡄ᠋᠋᠅ᡴᡄ᠘ᡄᢩᠣᢦ᠋᠖᠋ᡔᡅᢣᢂᢣᡕ
are able to meet their roles and	ᡧᠡ᠌ᡝᢪ᠋ᡆ᠋᠋ᡔᡃᢆᡆ᠋᠋ᡠ᠋᠋᠋ᢛᡃᡪᢂ᠋ᡃ᠖ᡩᡄ᠋᠋᠅᠘ᡩ᠔ᠥ
responsibilities currently. Again, we	᠘᠆᠋ᢗ᠋᠋᠋᠋ᢛ᠆᠘᠆ᡩ᠊᠋᠕᠆ᡩ᠘᠘᠘
	᠕ᢞ᠋ᡆ᠋᠋᠘᠋°ᡆ᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋ᢞᡄ᠋᠘᠆ᡁ᠘᠋᠋
would like to really examine their roles	٥٤ـ٢٢٩<-٢٦ μ٩عـ٥٠ ٤ د٥٢٩ ه. CΔLΔ۲٤
when the Act is reviewed. We have	᠄᠋᠋᠋᠋ᠻ᠋ᡏ᠈ᡏ᠘ᡶᢣ᠋᠀ᡩ᠂᠋᠋᠋ᢧ᠘ᠫᠣᢑ
provided office manager training in the	᠕᠆᠋ᡅ᠋ᠺᡏ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
spring of 2013. That was very helpful for	᠘᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠋᠘᠆ᢣ᠋ᡗ᠋᠋
them in providing assistance to their	∧⌒└Ĺኣʰ∩ᡩĹᢣᢟ᠂2013-逊∩՟ጔJ ▷∧∿Ⴑኣℾ.
DEAs. (interpretation) Thank you, Mr.	۵۵۲° σ٬۵٬۵٬۰٬۵٬۰٬۵٬۰٬۵٬۰٬۵٬۰٬۵٬۰٬۵٬۰٬۵٬۰٬۵٬۰
Chairman.	$\Delta C^{\circ} \sigma d^{\circ} ) \subset L^{\circ} d^{\circ} b \cap L^{\circ} C^{\circ} \sigma d^{\circ} ) \subset L^{\circ} d^{\circ} b \cap L^{\circ} C^{\circ} \sigma d^{\circ} ) \sigma$ .
Chairman: Thank you, Ms. Okpik. Mr.	(ϽϞትႶႱჼჽႺჂჼჼ) ჼݸჄჼႭႠჼ, ΔჼჄペϷϹჼჼ.
• •	
Savikataaq.	<b>Δ•/ペÞርጭ</b> (ጋኣ̀ት∩Jˤ): ˤdንᅆႭ广ʰ, Γነ ▷ʰ∧ʰ. Γነር
	∽ახĊ <sup>₅</sup> .
Mr. Savikataaq: Thank you, Mr.	
Chairman. Do the DEAs have a role in	<b>ኣልьር፞ኈ</b> (ጋ፟ኣትበJና): <sup>ና</sup> d۶°ዺቮካ, ΔካፖペϷር፞ዀ. ር፞ካd⊲
what the curriculum is when they say,	᠕᠆᠆ᠣᡏᡃ᠋ᠫᡄᡅᢣᡃᡆ᠋ᠮ᠊᠋᠋᠔ᢕ᠘ᢣ᠋᠋᠅ᢕᢆ᠕᠆ᡕ᠕᠆ᠬ᠘᠋ᡃᢐᡅ᠙᠋
"provide direction to principals on how to	᠔ᡄ᠋ᠳᠳᡐ᠋᠋᠋ᠺ᠋᠆ᡔᢑ᠋ᡏ᠋ᠮ᠋ᢄ᠘ᢩᡰ
administer schools"? Is it talking about	
the curriculum or the hours or number of	۲۵٬۳۹۲ ۵ ۵٬۳۵۶ ۵٬۳۵۶ ۵۵٬۳ ۲۵٬۳۹۲ ۵ ۵٬۳۹۶ ۵٬۳۵۶ ۵۵٬۳
days the school is open or is it the	۸٬۵٬۳۰. ۸٬ <sup>ψ</sup> μα Ϸ««ב <sup>-</sup> σ Δς-\۵Ϸ<
•	
curriculum too? Thank you.	
	ᢄ᠋ᢛ᠋᠔ᢂᡷ᠘ᠿ᠋ᢩ᠆ᡆᢄᡁᢤ᠕ᢙᢄ᠄᠙᠘ᡔᢘ᠘᠆ᡎ
Chairman: Thank you, Savikataaq. Ms.	
Okpik.	<b>∆•ץ&lt;⊳⊂י•</b> (כ <i>י</i> לארטי): ילש⁴בדׂי, דיכ ג&טכֹיּי.
	Γ <sup>\</sup> ▷ <sup>b</sup> ∧ <sup>b</sup> .
Ms. Okpik (interpretation): Thank you,	
Mr. Chairman. (interpretation ends) With	<b>▷৽∧৽</b> : ᠂᠔ᢣᢩᢁᡤᢛ, ᠘ᡃᢣ᠙᠌ᠵ᠋Ċ᠋᠄ᢩ᠃. (Ͻᡃᡪᢣᢕ᠋᠋᠋᠋ᠶ
	᠕᠆᠋ᠣᢦᠺ᠋᠋᠋ᠺ᠘᠋ᠧ᠕᠋᠆ᠴᢉ᠂᠋ᡏᠣᡃᢗ᠕᠋ᡃᢞ᠙ᡣᡅᢣ᠌᠌᠌᠉

respect to curriculum, the Minister is the	
one who determines the curriculum. We	
send out the approved curriculum course	
list every school year. What DEAs can do	ϷΠͰϞͽϚͼ ͼͼϫϫϫϫϫϫϫϫϫϫϫϫϫϫ
is look at local programming. There is a	ᠴᡆ᠆ <sup>ᢐ</sup> ᢍ᠋᠋᠋ᡃᢑᠫᢦᡃ᠂ᠴ᠋᠋ᢩ᠆᠋᠋ᠴ᠋ᢩ᠆ᡷᢑ᠋᠅᠋᠋ᠴ
process in place for local programming	
specific to their community.	· · · · · · · · · · · · · · · · · · ·
On the legislative piece, I would like Mr.	ϷσϷϳϷσͼͿϞϚ. (ϽϞϷ∩ϳʹϞϹͼϽͼϷ) ͼͿϞ϶ͺϲϳϲͽ,
Archambault to elaborate more.	∆ºᠠ᠙ᢈĊᡪᡅ.
(interpretation) Thank you, Mr.	
Chairman.	ALAR COL (DI ) O (C) SHI & TH TH NHAR THE
	<b>∆•/≪Ϸርጭ</b> (ጋኣ̀ት∩Jˤ): ˤdদ°൨广ঁʰ, Γʻ ▷ʰ∧ʰ. ΓʻC ⊲̈́ኣኣ-<̈́<.
Chairman: Thank you, Ms. Okpik. Mr.	٩٦ <sup>ـ</sup> <.
Archambault.	
	<b>ዻ፞ኁኍሩ፞፞፞</b> ሩ (ጋ፟፟ኣኦበሀና): <sup>ና</sup> dታ <sup>ຼ</sup> ፞፞ዹ广፞፟ <sup>ዀ</sup> , Δ <sup></sup> ዮረ «ኦር <sup>ና</sup> ». Γ <sup></sup> ኦኦለ»
Mr. Archambault: Thank you, Mr.	
Chairman. As Ms. Okpik mentioned, the	2 <sup>50</sup> μ <sup>50</sup> μ <sup>50</sup> μ <sup>20</sup>
curriculum is set at the ministerial level	ΔCCCCCCCCCC
and all curriculum that is taught in	Γσ <sup>4</sup> CP <sup>4</sup> Δ <sup>4</sup> C
schools in Nunavut has to be approved by	مـــمـ∆ <sup>6</sup> ۲/۱۵ <sup>C</sup> <sup>6</sup> <sup>6</sup> ۵مـر <sup>م</sup> <sup>6</sup> ۵۲ <sup>C</sup> <sup>6</sup> ۵۲ <sup>C</sup>
the Minister. Kathy has identified that	6017~LC 20 700 2000 2000 2000 2000 2000 2000 2
DEAs are allowed to make modifications	۵۲٬۵۰۷ مولاد کې
to curriculum and/or additional pieces to	Δ <u>α</u> <sup>™</sup> μ <sup>-</sup> σ <
it, and this is done by the local programs,	
as Ms. Okpik mentioned.	
	ር°ჲႠ, ΔႠኣልϷ<
Additionally, the principal of the school	᠘᠋ᡄ᠋ᢣ᠋᠋᠕ᢂ᠋ᡬ᠂ᠺ᠋ᡆ᠋ᡅ᠋ᠺ᠋ᠬ᠋᠘᠋ᠴ
is required to develop a school program	᠘᠆᠋᠋ᢣᢣ᠌᠌ᠵᡆ᠋᠉ᠫᠣ᠋ᢦ᠂ᠺᡆ᠋ᢩ᠔ᡣᡗᠣ᠋ᡏ᠋᠉ᢗ᠅᠘ᡔ
plan. This program plan is basically an	∩∩ჼ₺⅃ჼჄჂႫჼႦჇჼĊჼჃ┥∆Ⴀჽ∩ႠჂႫჃჼႱჼႱႠ
operational document that sets out how	ϭ·ϚͿϲͺΓ ΔϲͺϞϷϷσϭ·ͺϧ·ϳϚ ϭ·ϚͿϲͺΓ
the school program will be delivered over	᠔ᡄᡥᠣᢦ᠋᠋᠋᠉ᠫᡄᡅᢣᡃᡆᡃᠴ᠖ᡅ᠘ᢣᡲᡥ᠋ᠴ
the course of the year and this program	₫℉℠ℂϷϧᡅᆀᠻᢐ᠉Ͻϭ.᠘ᢆᢩ᠕ᡪᡬ᠍᠍᠍᠍᠍ᠯᡄ᠋᠘ᢆ
plan has to be approved by the DEAs. So	Δᡄᢂ᠋ᡃ᠖ᡃᡄᢁ᠋ᠴᢄ᠂ᡆᢣ᠋ᠲ᠋᠘᠆ᢣ᠕᠋᠆᠘᠘
they are involved in that process. Thank	
you, Mr. Chairman.	
	<b>∆•ץ&lt;⊳⊂י•</b> (כ <i>י</i> לארטי): יטליםדי, די⊂ אֹגי<י.
Chairman: Thank you, Mr.	୮ <sup>៶</sup> ୦ ୮୧°୰ଏ <sup>ଊ</sup> .
Archambault. Mr. Mikkungwak.	
Mr. Mikkungwak: Thank you, Mr.	
Chairman. (interpretation) Thank you	()、シーンション・シーン・シーン・シーン・シーン・シーン・シーン・シーン・シーン・シーン・シー
very much. On page 5, paragraph 10, the	10, ር፟°ዉ Δሮ°σላኈጋርሲσϷ<
<i>Education Act</i> of 2008 is what we are	ᡣᡄᢆᡅᡐᡅ᠋᠋᠐ᡣᡄᡅᡧᢣᡄ᠉ᡃᠲᢦᠥ᠋᠋᠋᠋ᡣᡳᡄᡅᡧᢦᠵᠴ᠈ ᡏ᠕᠋ᠬᢞ᠘ᡬᠴ᠋᠋ᡷ᠋ᡅ᠄ (ᠫᡃᡕ᠋ᢆᢣᠺ᠋᠋ᠠᡗᡝ)᠋᠋᠋ᡷᢧ᠋᠖᠋᠋᠘ᢨᡆ
looking at. I would like to ask the	۹///۲۳/۲۰۲۵ (۲) ۵۵% ۲۲ ۵ ۹۰۵۸ (۲) ۹۰۵۸ (۲) ۹۰۵ (۲) ۹۰۵ (۲) ۹۰۵ (۲) ۹۰۵ (۲) ۹۰۵ (۲) ۹۰۵ (۲) ۹۰۵ (۲) ۹۰۵ (۲)
department: (interpretation ends) how	٢٠٦٢% L-C ΔC-σ٩٢١٢% م)%CP%Dσ ל'>CF%i%Dσ. CΔi%

does this impact the current education curriculum which we are using right now, the Alberta curriculum, when we are making various adjustments in the <i>Education Act</i> ? Thank you.	۹ <sup>۹</sup> ۵٬۹۵۹مکنه۵٬۹۵۰ ک۵ ۵۵٬۹۵۵ ک۵ ۸٬۹۶۲۰۶ ٬۹۶۹۵۲۰ ۵٬۹۹۹ (۲۰۲۵ ک۵۲۰ ک۵۲۰ ک۵۲۰ ک۵۲۰ ۵٬۹۹۹ (۲۰۲۹ ک۵۲۰ ک۵۲۰ ک۵۲۰ ک۵۲۰ ک۵۲۰ ک۵۲۰ ک
<ul> <li>Chairman: Thank you, Mr. Mikkungwak. Ms. Okpik.</li> <li>Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The Act is different than the curriculum set out. The Act does refer, though, to curriculum and assessments, and I would like Mr. Archambault to elaborate on the legislative piece on that. (interpretation) Thank you, Mr. Chairman.</li> </ul>	Γ΄ Ρ <sup>6</sup> Λ <sup>6</sup> . <b>&gt;</b> <sup>6</sup> Λ <sup>6</sup> : <sup>5</sup> d۶ <sup>6</sup> αΓ <sup>6</sup> , Δ <sup>6</sup> ν «ΡΟ΄ <sup>56</sup> . (Ͻ <sup>5</sup> , Α <sup>1</sup> )Ο <sup>(2)</sup> Ϲ <sup>6</sup> α Λ <sup>5</sup> d۶ <sup>56</sup> Δ <sup>4</sup> <sup>5</sup> P <sup>2</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>5</sup> <sup>4</sup>
<ul> <li>Chairman: Thank you, Ms. Okpik. You're getting your floor time today, Mr. Archambault. Please proceed.</li> <li>Mr. Archambault: Thank you, Mr. Chairman. As Ms. Okpik mentioned, the Act basically sets out that the Minister is the one who sets the curriculum and assessments. Further to that, the Act also stipulates that the curriculum and assessments provided in our schools must be consistent with the curriculum and assessments that are set by the Minister.</li> </ul>	<b>Δ-Υ ΨΕ</b> <sup>Δ</sup> (Ο ΑΡΤΟ). ΟΥ ΔΕΥ, ΤΥ ΡΥΛΥ, ΤΥ ἀ\-<' Ριδιο Ο Αντικό, ΟΥ ΔΕΥ, ΤΥ ΡΥΛΥ, ΤΥ ἀ\-<' Ριδιο Ο Αντικό Διάτου Αναρομάτου Διάτου Αναρομάτου Δια Δια Δια Δια Δια Δια Δια Δια
With respect to the Alberta curriculum, if the Minister were to adopt the Alberta curriculum, as they have, then that is, of course, the curriculum that the Minister has agreed to use in the schools. Thank you, Mr. Chairman.	Γσ <sup>、</sup> ር፫ ዻ፟ <sup>·</sup> >ርርϷʹ Λ <sup>、</sup> Ⴑσ <sup>ϛ</sup> ⊲ጋዖ <sup>⊥</sup> L <sup>&lt;</sup> ሩ ⊲Ͻ <sup>、</sup> ႱርΔ <sup>֊</sup> ሬ <sup>™</sup> ዻጋዖL <sup>、</sup> ይ <sup>C</sup> <sup>™</sup> Եር Γσ <sup>™</sup> CϷ <sup>&lt;</sup> ርΔL የረላσ ⊲ <sup>、</sup> ቦ <sup>™</sup> ረL <sup>、</sup> LJ ⊲ጋ <sup>™</sup> CϷ <sup>、</sup> ይ <sup>C</sup> <sup>™</sup> Δ <sup>−</sup> \&Ϸ <sup>&lt;</sup> Δ_⊐⊲σ. <sup>ና</sup> d৮ <sup>°</sup> ፬ <sup>™</sup> , Δ <sup></sup> <sup>™</sup> ረ <sup>™</sup>
Chairman: Thank you, Mr. Archambault. Mr. Mikkungwak.	<b>Δﻪ/≪ϷϹ</b> ናϷ (ጋኣኦ∩ህና): ናd৮°Ⴍ广Ϸ, Γ·Ϲ ʹἀኣ⊦<ʹϚ. Γ·Ϲ ΓΡ°℃ህ⊲ኈ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. On the same number again, on the third bullet regarding the district education authorities. Earlier, it was	<b>୮P°ኈJላኈ</b> (ጋኣኦበJና): የሪታ°ዺ广፟፟፟፟, Δኦፖ≪Ϸርና። C°≪ምናኣΔ°ዺ ዹ፞ኣኦበ∿Ⴑም ለኈႱჃላም ር፝°ዺ በናርፈ_୬୮ናጋኈ Δሮ°ምላኈጋሮሲኦነሪና bበLኦኈቦናር ለሮሲላናኣሮቪኈቦ°ም ኦናbϷፖሮት. ርΔL ላቲሲናፖሏንጚበΓኮ ኦናbሮቪႱናኣናb°ምናΔናbϷႱል°

mentioned that the orientation manual is still in its draft stages. How long will that be in the draft stage for the DEA members, considering the fact that they are elected individuals also? How long is the draft stage going to be for the orientation manual? <b>Chairman</b> : Thank you, Mr.	፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ አውድ የምድም የምድም የምድም የምድም የምድም የምድም የምድም የም
Mikkungwak. Ms. Okpik.	Γ' ▷▷∧▷.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The manual is what we call a working draft, so it would be continuously updated and improved. Right now, we're at the formatting stage and also translation. We hope for in-serving and implementation at the start of the next school year. (interpretation) Thank you, Mr. Chairman.	<b>Ϸͽ</b> ΛϷ: ͽͿϧͼͺϳͼ, ϪͽϒϘϷϹʹͽ. (ϽϞϷϦͿͼ) Ϫ, Ϲͼϫ ϷͽϧϲͺϳϦͼϧͼ, ϫϫϷϘͼϲϥϫͼ ϫϹͼ··ͿͼϧϹϷϾϲϥͽϧͼͼϧϧϫϿͼ, ϳͼϫ ΑϧͺͼϹϷϾͼϲϥͼϧϲͼ;ϿͿϲϿϥͼ, ΔϫϧϽϲͼϦϹϷϾͼϲϥͼϫϿϲͼϿϲϿ ΔϲͼϧϽϲͼϧϹϷϾͼϲϥϲϫϿͼ ϒϥͼϷͼϲͼϲ;ϲ Δε
Chairman: Thank you, Ms. Okpik. Mr.	<b>Δ•/ペÞር</b> ጭ (ጋኣትበJና): ናਰታ°ዉ广ঁ৬, Γ' ▷•ለ <sup></sup> •. Γ'ጋ Γዖ°ኄປ⊲ኈ.
Mikkungwak. <b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. On the fourth bullet there, "additional support to help students stay engaged and succeed in their education (including more teachers and other staff)," I understand there are incentives for staff to stay and teach in Nunavut. What incentives do we have for students to stay in school?	<b>ΓΡ°ϞͿ⊲ʹ·</b> (ϽʹϞϷͶͿϚ): ʹϭͿϷʹϿͺΓϷ. ʹϭͿϷʹϿͺΓϷ ΔϷϟϘϷϹϚϷ. ϿͺϿͺϿΔϷϭϹʹʹϧ Ͷͺϳͺϭ ΔϷϟͼͽϽΔϷϷʹͼϭϝϒϥϫ ΔϲͺϷϫʹϒͼϫϲϥϫϳϗ ΔϲͺϷϫϒͼϫϲϥϫ Δϲϫ ϭϫ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•ታኆϷϹ·</b> Ϸ(ϽϞϞ∩ͿϤ: ·ϭͿϧͼϼϹϷ, Ϲ·Ͻ ϹϷͼ·ͽͿ⊲·ͽ. Ϲ៶ Ϸͽ∧Ϸ.
<b>Ms. Okpik</b> : Well, I think the incentive is to graduate and to get an education, but when we look at the Department of Education, we do look at the type of programming we're going to be offering. For example, for young men, we have been taking a look at the type of programming we have and how we have	<b>Ϸ·</b> Λ• (ϽϞϷႶͿϚ): Δ/LϞʹႱϲ, ΛϧάͼϧϭϤϷϭͼ ϹͼϫϷϞͼ ϤͰͻ ΔϲͼϭϤͼϧͰϲϭͼϧϭ϶ͻ Ρ/Ϥϭ, ϹϐϫϷϚͶͿ ΔϲͼϭϤͼϽϲϫϷϐϲ ͼϷϲͽϲϿͼ Λϲϫϐͼ ϤϽΔͼϫϐͼႶϚϟͿϧ;Ϲͼϲϲϲϲͼϫ ϤϽΔͼϫϐͼ ΛϲϫϤϧϲͽϲϲͼ ͼ ϐͽΔϲϿϭͼ ΛϲϫϤϧϛϐ;Ϲͼϧϲϲ ϶ ϤͼϷϷϤϫͼ Ϥ ʹ ͽ Ϸ Ϥ Ϥ

to adapt it and change it to be able to make sure that we meet the needs and interests of our school population.

The other big thing that we're doing is that we're investing in technology, SMART Boards, and those types of things. When we went to school, we didn't have those things. So it's just a matter of course for young people right now, so those types of supports, things like sports, sporting groups. Our teachers do a lot of volunteering after school hours for different types of clubs, skills clubs.

We have Skills Canada, Skills Nunavut, I mean. There are a lot of things happening. We have different types of additional supports that we provide to outside organizations, such as the Nunavut Youth Abroad Program, the Outward Bound Program, things that we do with the National Arts Centre, for example. Those are just to name a few of things that are incentives for students. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you for that response, Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. My next question will be in reference to No. 11. "It was also recognized that implementing a key feature of the *Education Act*, bilingual education, would require efforts not only the Department of Education but also by parents, students, and the community." With that being, my question here would be: how has this impacted the graduation numbers or has it improved the graduation level? Thank you.

Chairman: Thank you, Mr.

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**Δ•/ペÞር**ጭ (ጋኣኦበJና): <sup>ና</sup> ሪታ°ፈቮካ, የኦንረበቦን°ഛ Γነ ኦኦለካ. Γነጋ Γዖ°ኂነ⊲<sup>ጭ</sup>,

**Δ•/<>Cና•** (ጋኻኦበJና): የਰት°ႭႠь, ΓνϽ ΓΡ°°ህ⊲ና•. Γν Ϸሌሌ.

Mikkungwak. Ms. Okpik.	
<ul> <li>Ms. Okpik (interpretation): Thank you,</li> <li>Mr. Chairman. (interpretation ends) The current legislative requirement right now is kindergarten to grade 4. So we will see, hopefully, the true impact by 2019 in terms of bilingual education. <i>Qujannamiik</i>, Mr. Chairman.</li> <li>Chairman: Thank you, Ms. Okpik. Mr.</li> </ul>	<ul> <li><b>Ϸ·</b>Λ<b>・</b>: <sup>5</sup> ປຯ<sup>e</sup>Ⴍ广<sup>i</sup>, Δ<sup>i</sup>γ</li> <li><b>Ϸ</b><sup>i</sup>Λ<sup>i</sup>, <sup>5</sup> ປ<sup>i</sup>γ</li> <li><b>Δ</b><sup>i</sup>γ</li> <li< td=""></li<></ul>
Mikkungwak.	<b>୮₽°∿J⊲∿</b> (ጋኣኦ∩Jና): ናժታ°ዺΓ፞ <sup>ኈ</sup> . L<∧しናΓ 6,
<b>Mr. Mikkungwak</b> : Thank you. On page 6, No. 13, "The Department's duties and responsibilities under the Act are carried out by officials in three Regional School Operations" My question here is: is there a year-by-year performance appraisal or evaluation on the regional school operations to ensure that they are meeting the goals and mandates? Thank you.	ά\ΡΛ <sup>\</sup> \\Lindow 13. "Δc <sup>\u005</sup> σd <sup>\u005</sup> D <sub>\u005</sub> C <sub>\u005</sub> A <sup>\u005</sup> d <sup>\u005</sup> A <sup>\u005</sup> C <sub>\u005</sub> A <sup>\u005</sup> C <sup>\u005</sup> A <sup>\u005</sup> C <sub>\u005</sub> A <sup>\u005</sup> A <sup>\u00</sup>
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϞ∩Ϳ·): ·d৮°Ⴍ广Ϸ, Γ·Ͻ ΓΡ°℃Ϳ⊲·Ϸ. Γ· ϷϷΛϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) All senior managers do receive a performance appraisal, but that's different than, I think, what you're talking about.	<b>Ϸ৽Λ৽</b> : ናdታ°ዺ广፟፟፟፟፟፟፟፟፟, Δ <sup>ϧ</sup> ረペϷርጭ. (ϽϞϷႶͿϚ) ርLነΓ ϤʹዮረጭϷϷႶϚ ቴLϷϷϞϚ ናቴΔናϟϷϘϟ·ϞህϞϚ ΔʹዮናϚናϟϤʹͽႶቦϭʹዮϹ ናϷΓናჇϭϷϟLϞϭͽ, ϷϟϤϭ, ϹL°ዹ ϤʹϷϨΓ°ʹϚΓϞͺͿ Δ <sup>«</sup> ϐ ϷናቴϷϟሊዲፈϤʹͽϳʹͽϹʹ·Ⴑϭ·
Starting last year, I introduced a mandate letter to all senior staff within the Department of Education. Their goal is to meet that mandate and it included a lot of the work that we're currently doing right now. We do review the work that they're doing and looking at certain aspects of the Act that they are required to implement.	ላናና ለቦላጭጋህ, ᡪႪሶቦላጭሁሬኦႪሃዚሀይ በበႪხጦ ላጭቦሩႪኦቡስኦታናርውና ልሮው ላጭጋሮሲኦ። ልጋላσ. ርልይ ርሥዊ ጋናሁቴጭኦና ላህይናታውቦና ርይጋደጭሁና ለሮሲላႪአዮናታዮ ላዛይጋ ለቴዮኦቡብሃይሬኦጭጋσ ላΓሃው ኦናጋቦኦሮጭጋጭ ለሮሲላሲሮጭር∩ዮው. የቦናንኛውጋላጭጋሆ ለሮሲላሲኛውርጭቦና ርልካሪላጋ ላጋሮጭርሲላናቴጭርጭቦና.
Having said that, at the headquarters level, the next piece of support that we	ϹΔͰΔႱͻ⊲ႪႶჼͻͿ, ⊲ჀႱႵႪႦႱႭჁჄႶႱ ΔႠჼႫჃልჼჲ ៶ႪႼႶჼႶჁႭჃႦႪ>Ⴑჼ LdႫჀႱ ჃႵႭႠჁႵჼႭႪϽႫჼ. Ⴢ៶ჇႶჇჂჄႭჼ ႦႶႠჁႵႱჅჀႱႠ ჃልჼჂႪႵႱႵႫ

need to provide to the regional school	ol ∆⊂°ס∢&°ס.
operations is to provide such things	as <pre>d~b+~bibianjcca~ardib~~rcoac clbd</pre>
common templates. A lot of informa	
is housed at the regional school leve	
it does not necessarily make its way	
headquarters. So we will be develop	
some common templates for the regi	•
1 0	
school operations to use to provide u	
that information. (interpretation) The	ank <b>Δ•/ペÞር</b> ጭ (ጋኣኦበJና): ፣ የታ°ሷቮ•, Γ' ኦኦለ•. Γ'ር
you, Mr. Chairman.	
<b>Chairman</b> : Thank you, Ms. Okpik.	Mr.     <b>Γቦ°ኂላኈ</b> (ጋኣኦበሀና): ናਰታ°Ⴍ广, Δዮረዋኦርኈ.
Mikkungwak.	
Mr. Mikkungwak: Thank you, Mr.	
Chairman. In reference to No. 14, m	$y$ $(bDAL+D)(b^{CC})$
next question (interpretation) is with	
regard to <i>Inuit Qaujimajatuqangit</i> .	
Our elders are passing on and they a	re ΔΓ <sup>i<sup>a</sup></sup> <sup>h</sup> C <sup>ib</sup> <sup>c</sup> <sup>c</sup> <sup>d</sup> <sup>h</sup> C <sup>a</sup> <sup>i</sup> LC CΔ <sup>d</sup> d
reducing in numbers in our commun	ידיאן וביא ב־אַבא ינייקשבע יניקשאר אישר אין אידיי
Those who know the traditional way	
life are passing on. Have additional	
principles of <i>Inuit Qaujimajatuqang</i>	<sup>™</sup> సాల ⊲ిగ్∪ి⊲ిన ⊳ింసం
been identified by educators or elder	
within the education system? Are we	
behind in teaching <i>Inuit</i>	
e	ک°≪≟° P°ט≪۲<۸C CL۲۲۳۰ L'a.
<i>Qaujimajatuqangit</i> or are we on targ	
Thank you.	<b>Δ•거≪ϷϹ·</b> • (ϽϞϷႶͿና): ·ϭͿϞ°ႭϹϷ, Ϲ·Ϲ ϹϷ°·ͽͿ⊲·ͽ.
	Γ <sup>\</sup> ▷ <sup>b</sup> ∧ <sup>b</sup> .
<b>Chairman</b> : Thank you, Mr.	
Mikkungwak. Ms. Okpik.	
	$\mathbf{P}^{\mathbf{b}}\Lambda^{\mathbf{b}}$ : 'dን°ዉቮ', Δካ/ペアርጭ. (ጋኻትበሆ) ርL°ዉ
<b>Ms. Okpik</b> (interpretation): Thank y	
Mr. Chairman. (interpretation ends)	This ۲۴٬۰۵۲ ک۲۵٬۵۲ مالک که که ۲۴٬۰۵۲ مالک ک
is an area that we are working on to	
capture the history and the culture.	
Maybe just to provide a little bit of	᠘᠋᠋᠋᠉ᡃᠣᡆ᠘ᡃᢆᢣᡃ᠋᠋᠋ᢣ᠋᠋᠋ᢐᠲᠴᡏ᠋᠋᠉᠋ᢓ᠋᠋᠃᠘ᢞᠣ᠋ᡗ
information with respect to elders, w	e do ۲۵۵۲۲۵. کد∿۹۰ت ב™b<۲۰۲۵ کo
have PY positions available in Arvia	at as CLbdダ Lンムッレニッシー ショック・レーション
our elder advisors. Again, some of the	
are retiring, so those positions becom	
open.	
We also have a Nunavut-wide elder	᠙ᡃ᠋᠋᠋ᡰᢑᢛᠫ᠘ᡩ᠊᠘ᡄᢩᡷᡄ᠋᠋᠋᠋᠋ᡄ
	᠈᠋᠂᠋᠋᠋ᡃᢦ᠖᠘ᡩᡔ᠕ᡩᠴᢀᢗᠥ

advisory committee and they just met last week in Arviat. There is representation from all across Nunavut and they have direct input into our philosophy documents.	⊃°∿⊍ልቦᢣϷ൞ጋσና በበዀbল⊲∿൞ርበ°σ. Űஉ⅃ና, <i>Δ౨∆ና ℔⋗ትLጋ℔℃</i> Ր°ഛና ጋ°∿⊍ል⊦⅃ና
So far, we have an <i>Inuit</i> <i>Qaujimajatuqangit</i> foundation document. We have an <i>Inuglurijaittuq</i> foundation document that talks about inclusive education, and then we have a third one, an assessment foundation document. We take a lot of the elder knowledge from that, but at the same time, we look at western research and they mirror each other when it comes to each one of those areas. When we look at the stages of learning, for example, and how children learn, the elders have identified all of those stages. This is one area where made-in-Nunavut curriculum would make sense.	ΟΠ <sup>56</sup> δ <sup>5</sup> Γ <sup>4</sup> J <sup>4</sup> . Δ <sup>6</sup> <sup>5</sup> Δ <sup>6</sup> <sup>6</sup> Δ
We have done other things like working with the National Film Board and providing monies to them to digitize the Netsilik series, for example, as one example. Right now, we are working on getting it digitized in Inuinnaqtun with Inuinnaqtun voice-over. I think this is one area, though, that I think that we are going to have to work a lot harder at in capturing. We do have a lot of material in our curriculum and school services, different types of tapes and stuff like that.	Ϥ;ϞͲͼϭϲϷͽ Λϲͺͺ៸ͺͰͰϯͺϟϤͺͺϟͼͺ ΛϲͺͺͼϧϽϔͺϿϔ ϷϿϷ;ͽͽϧϹϿϔͼͺϛͼϧϲϷͽ·ϳϤʹͼϧϲͼ Ͼ; ϛϫϲϫϲ ͼ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ ϛ
I think it has to be a bigger government role and not just Education because the loss of elders will impact us all, all across government and different program areas and departments. (interpretation) Thank you, Mr. Chairman.	Ρረবσ፫ ႱペLჼd ለ፫ႢσჼჼኣϷσჼႦჼልቦታႢላჼႦჼჼႺჼႱ Δ፫°σላჼኦጋ፫ႢჂჼdჂჼჼቦናጋჼ፥ ራჼቴΔჼL ፈረϷትσዎና Δ°ႢჼdႶናႶჼσና ፈናጋΔσჼႦჼσፈናLር ႱペL፫ĹႶJና. (ጋኣჂჼdჇჼႦჼႦጋჼ፥) ჼdታ°ႢႠჼ, ΔჼረペϷርჼჼ.
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Mikkungwak.	<b>Δ•/ペÞር፣•</b> (ጋኣ፞ትበJ <sup>ເ</sup> ): ፣d৮°உ广்•, ୮ <sup>、</sup> ϷͽለϷ. ୮ <sup>、</sup> Ϲ ୮ዖ°ኄህ⊲ <sup>·</sup> Ϸ.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. My colleague had already asked a question on the last exhibit. Do the DEA elected individuals review this issue? I am sure that the new elected members of the DEA do not understand exactly what rights they have. That's my question under your (interpretation ends) organizational chart. (interpretation) Do you provide orientation programs to the newly elected DEA members?

**Chairman**: Thank you, Mr. Mikkungwak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I said previously, we've had several inservicing sessions with district education authorities. Even when it is no longer a new Act and it is beyond implementation, this will always be a reoccurring theme, especially after an election.

One of the roles of the DEA development officer is to ensure that there is inservicing and training on the roles and responsibilities of DEAs, their financial roles and responsibilities, as another example. Having that DEA manual, which.... If anybody cares to see it after or during break, we have it right here. This will assist in ensuring that their roles are there.

The other thing that we're working on is to ensure that a lot of this information is available online through a website. We are developing a learning object repository, for example. The other thing was training the office managers as well so they have a greater understanding, for example, in terms of DEAs spending money. When they spend money or accept things, they have to do it by way 

of motions and documenting the motions, for example. That training to the office managers was very helpful.	᠘᠆ᡨ᠋᠊ᠣ᠊᠋᠋ᠬ᠋᠋᠉ᠳᢑᢄᡩᡄ᠖᠋᠆ᡘ᠄᠖ᡩᡄ᠉᠋᠖᠆ ᡣ᠋ᠺ᠋᠋ᠬ᠋ᢄ᠋᠉᠆᠆᠆᠂᠘᠋ᢣᡘ᠋᠋᠋᠋ᠮᢄ᠆ᡄᡄᢄ᠉᠋᠌᠉᠄
The other thing that we may consider in	ϹΔL°ႭϹϷʹϧϪͺϟϿϭϧϞϽϹϭͺϟʹϿͺΗϤϞϹϲϧϥ
the future is similar to how the MTO	ΔϹͼϭϥͽϽͼϧϧͼϲ;Γ
training takes place. We may start to look	ϹΔLΔ°ႭΔϚϽϭʹͽϧϪͺϥͼϧϲϞϹͿͶϧϟϿϽϧ
at a similar model in terms of training for	ΔϹͼϭϥͽϽϲϹϧϧϥͺϷͶϹϧͽϹͼϫͺϹ
DEAs. (interpretation) Thank you, Mr.	ϒͼϭϲ;ΓϹ. (Ͻ;ϞϽϽͼϧϲͻͽ)ͺ;ϥϧͼϭϳͼ
Chairman.	ϘϧϞϭϷϹͼ
Chairman: Thank you, Ms. Okpik. I	<b>Δν/«ϷϹ·</b> ͽ(ϽϞϷႶͿϲ): ·ϭͿϧͼϫϹϷ, Ϲʹ ϷͽΛͽ.
think all this talk of elders' contributions	ΔͼϿ·ͽϷϟϭͼ ΔϲϷϺͽϟͼϷͼʹͼͼ
to education has intrigued our sitting	ΔϲͼϭϭͽϽϲϲϭͼͿͼ ϷͼϷϒϲႱͼႶͿ ϹʹϹ ϟ;ͽ
elder. Mr. Shooyook.	ϭ·ϲϿϹͽͼϳϲ; Ϲʹϲ
<b>Mr. Shooyook</b> (interpretation): Thank you, Mr. Chairman. I have a concern in regard to the elders. When we reach the issue of elders being involved, I will be talking about my concerns. I'm sure that Ms. Okpik can understand me in regard to elders, who have never gone through the formal education system in the past.	ϟϞͽ: ʹϭͿϧͼͺϹϷ. ʹϭͿϧͼͺϹϷ, ΔϷϒϘϷϹʹϷ. ΔϲͿͺϿϹͿϷϧͳϹͰͺͺϹϷϼͼ·ϿϤϚͺϷϚϷϷϲϲͺͼϷϷϧϧͺϿϲϷ. ϹϹϷͽͺͺϪͼͺϽ;ϷϛͺϼϲͺϹϲ; ϹϹϷͽͺͺϪͼͺϽ;ϷϛͺϼϲͺϹϲ; ϹϹϷͽͺͺϫͼϷϲ ϒͼϷϲͳ϶ϲ ϫͼϷϲ ϫͼϷϲ ϒͼϷϲ Ͽϲ Ϸ ϲ Ϸ ϲ ϲ
We used to have elder advisors in the schools, but they were just providing advice on traditional skills and traditional knowledge. In the past, the elders used to visit the schools to talk about traditional skills and ways. I'm quite concerned because the elders are passing on at a very rapid rate. For example, I went to Grise Fiord and there are no more elders living there. The elders who used to work at the school have passed on. There are two individuals who are way younger than me and they're the elders in the community of Grise Fiord.	Ċ°ฉΔċ°Δ°ฉጋʻbΔ°CΔ°d4Ldσ°υ Δc°σ4ʻ&°J°Cd/Lና∩4°Γ°L൨ናጋ°σCΔbσ ¡PL°Lʻ%Cና∩°σΔc°σ4ʻσʻJ°CL°dΔ°υ ▷ʻb°c⊃'>ờ~U°Γ°Λ4°Lሊ°Γ°ጋσ°ΔΔΔ° Δσ\ΔλΔ°D°\%Γ°Λ4°Lሊ°Γ°Dσ°ΔΔΔ° Λ <sup>\$6</sup> d?°Γ°σ°SDALYDʻSb°Γ°σ°CL°dσ°υ. CΔbσΔc°σ4ʻ&°σ▷ʻb°c´b°Cʻ°r/L°LC P°Jσ°Li°Ω°σ.i°aCL°aΔ/L⊃a°°/°L°▷°⊃Γ Δ°αΔ°Δ°J′< <c~d~°lc°acalta°fc. Δ°44°Γ°σ°SDALYDʻSb°°C°° Δ°44°Γ°σ°SDALYDʻSO° CΔ°dσ°UΔc°σ4°Δ°JΓΔ°a°°CʻSP°σ°°D° CΔ°dσ°UΔc°σ4°&amp;°J°SDAL°ΓΩ4°D°σ° Λςα<c>°20Δ°Δ°Δ°Jσ°Δ°Δ°J°CΔα°°C°5°°C°° Λςα<c>°20Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ°Δ</c></c></c~d~°lc°acalta°fc. 
For that reason, I am very concerned	CΔLΔ <sup>c</sup> ϽΛ <sup>c</sup> ϿJ Ϲ <sup>e</sup> ᡆ Δ <i>r</i> ĹϿ <sup>s</sup> α <sup>c</sup> ϲ <sup>c</sup> Ϲ <sup>c</sup> ίL <sup>c</sup> ΔϿΔ <sup>c</sup>
about the fact that Inuit traditional	<sup>s</sup> bPትLታϽ <sup>s</sup> b <sup>s</sup> U Λ <sup>se</sup> dវ <sup>s</sup> b <sup>s</sup> L <sup>c</sup> CL <sup>e</sup> dd <sup>s</sup> b <sup>c</sup> Ͽά <sup>c</sup>
knowledge and skills are very different	Λ <sup>se</sup> dវ <sup>s</sup> UC Ϥ <sup>s</sup> λΛ <sup>s</sup> Υ <sup>c</sup> ΛϤ <sup>L</sup> L <sup>c</sup> C <sup>s</sup> Uσ <sup>b</sup> . ΔLΔ <sup>c</sup> ϽΓ <sup>b</sup>
from the western civilization. We do need	ΔϿΔ <sup>c</sup> <sup>s</sup> bPትLታϽ <sup>s</sup> b <sup>s</sup> Λ <sup>c</sup> Ϲ <sup>e</sup> α Ρ <sup>e</sup> <sup>s</sup> iLa <sup>c</sup> c <sup>c</sup> ር <sup>s</sup> L <sup>c</sup> .
and require Inuit knowledge and skills,	ΔLΔ <sup>c</sup> Ͻ <sup>c</sup> Ͽσ Ϥ <sup>s</sup> αΔ <sup>c</sup> Ϥ <sup>s</sup> UΛ <sup>c</sup>
especially when the males and females	Ϥ <sup>s</sup> <sup>2</sup> Λ <sup>se</sup> d7 <sup>s</sup> Γ <sup>b</sup> Ϥ <sup>s</sup> αΔ <sup>c</sup>

had different roles and responsibilities. They taught males what they should be learning. We no longer teach the roles and responsibilities for the different genders. I believe we need to incorporate that and implement that.

Do you have any plans about documenting all this traditional knowledge, such as child rearing? Do you have any plans to document those? I will ask another question and just leave it at that for now. Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Shooyook. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Regarding the elders, it is a concern of the local education authorities.

Right now, we have set aside some funds specifically for hiring elders and it will be up to the schools to identify what kind of programs the elders are going to be teaching, whether it's going to be for the males or the females, and these monies are going to be used specifically for outings and Inuit-specific programs. They also do fundraising to go on spring outings in the communities and to document the *Inuit Qaujimajatuqangit* so that they can be utilized in the schools as teaching material. That is the plan we have in our department.

We have also set up some programs that are specific for the higher grades. We have also set up some programs, for example, male-specific building igloos and current technology courses. Some of those have been produced already, but we will have to do some further work on those types of programs. Thank you, Mr. ᡃ᠋ᢐ᠋᠌᠌᠌᠌᠌ᡋᢣ᠘ᢣᡕ᠌᠌᠊ᡏᡃ᠋ᢐᡃ᠋ᡃᡊ᠅ᢉᢪ᠆ᡔ᠌ᠥ᠅ᢕᢪ᠊ᠥᡃ᠋ ᡧᡃ᠋ᢆᡶᡗ᠅᠋ᠴ᠋ᢩᠣᢄ᠆ᡘ᠆᠅᠖᠋᠌᠌᠌᠌ᢄ᠘ᡷᡆᢩ ᠕᠋᠋᠋᠋᠋᠅ᠳ᠘᠙ᡄ᠉ᠮ᠘ᢄ᠆ᠴ᠋᠘᠘ᢞᡆᢩ᠕᠋ᢓᢪ᠋ᡩ᠋᠋᠋ ᠕᠆᠋᠋᠋᠋᠁ᡙᡄᢦᡃ᠖᠆ᠴ᠋᠘ᢗ᠆ᡅ᠘᠘᠋᠘᠆ᡄ᠂ᢗ᠋ᡬᠲ᠘

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**Δ•/<>レ**(ጋኻኦ∩ጋና): የሪታ°ႭႠႦ, Γъֹ) וּלילים. רי ⊳∿∿.

Ϸ•Λ•: ·ϭͿϧͼͺϳ·, ϪͼϒϭϷϹͼ. Ϲͼϥϭ ϷͼϷϒϲϳϫͼϹϭͼ ϪͼϭͼϷͼͼϭͼ ϫϿͼϪͼϹϷϞϹ;ϷϘͼͶͼϿͼ ϤϤ ΔϞϳϿϹϷϞϹʹϿϭ ϷͶϹϒͼͶͼϿͼ

ᡏᡩ᠋᠋᠋ᠠ᠋᠘᠆ᢩᠣ᠋᠋᠆ᡏᢛᢕᠵᡆ᠋ᡐ᠋ᢄᡔᡆ᠖ ۵،۵۰۹ ۵،۹۰۹ ۵،۹۰۹ ۵،۹۰۹ ۵۰۹ ۵۰ ۵۰ የረጋΔ°ሚ`ഛና ସናወ∆ና b∩°∿ບ\_ጋ∩ь ۲ۥ٫۹٫۹٫۲٫۹٫۲٫۲ Lda βαργρραστορώ ασασαραγηγης ር₻ፈው∿ሁ Ե∩L≻ውና. የረ⊲σ. ΔΓσና⊂⊳ኈ ና₽₽₽₽₽. CL₽d₫ ና₽₽ ₽₽₽ የ₽₽₽₽₽ የ  $\Delta C^{*}d/^{*}C$   $A C^{*}C$   $\Delta C^{*}d^{*}A$ \4LU\_04°b)JC.

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Chairman.	<b>Δ₽/&lt;ΡC%</b> (ϽϞϷ∩Jና): ˤdদᠲᢩႭᡤϷ, Γᢣ ▷▷∧Ϸ. ΓϞϽ ¿ᡪᢐ.
<ul> <li>Chairman: Thank you, Ms. Okpik. Mr. Shooyook.</li> <li>Mr. Shooyook (interpretation): Thank you, Mr. Chairman. I have another concern that I would like to bring forward. Regarding Inuit traditional knowledge and values, I know that they are documenting traditions in the schools. Some of the programs have been left out that should be put in the schools.</li> <li>There are different ways of child rearing. A young girl brought up by their grandparents will be taught what her roles and responsibilities are in the family structure. Water fetching and tending of children were taught to the girls, and the boys were taught by their grandfathers by going out hunting with them. When they started going out dog teaming with their grandparents, their learning started visually, by raising dogs and learning how to handle them.</li> </ul>	<ul> <li>γ'</li> <li>γ'</li></ul>
It is not written here and we do not have Inuit societal values documented; child rearing, different roles and responsibilities of different genders. If you're a girl, you help your in-laws. If you're a boy, you help your father-in- law. Those were the traditional rearing practices. We don't have gender specific roles and responsibilities today. It seems like everyone is treated like a man. I think that it is very important to include the teachings of roles and responsibilities of different genders and family structure. I think, by teaching the role and responsibilities, we will get on track in today's society. That's one of my main concerns. Thank you, Mr. Chairman.	<ul> <li><sup>5</sup> ΕΡΑLUΓ<sup>6</sup> ΛγαΡ<sup>68</sup></li> <li><sup>6</sup> Θ ΛΠς<sup>69</sup>/L<sup>6</sup>Γ<sup>4</sup>L<sup>6</sup> C<sup>6</sup>α. ΔΔΔ<sup>6</sup></li> <li>Δά/σα<sup>3</sup>/<sup>6</sup> Δ<sup>4</sup>/<sup>6</sup> Δ<sup>5</sup></li> <li>Δά/σα<sup>3</sup>/<sup>6</sup> Δ<sup>5</sup>/<sup>6</sup> Δ<sup>5</sup>/<sup>6</sup></li> <li>Δ<sup>6</sup> Δ<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup> Δ<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup></li> <li><sup>6</sup> Δ<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/<sup>6</sup>/</li></ul>

<b>Chairman</b> : Thank you, Shooyook. Ms. Okpik.	<b>Δ•/ペϷር·</b> • (ጋኣኦበJና): <sup>ና</sup> ժታ°圶广҆ <sup>ͱ</sup> , ΓʹϹ <i>ἰ</i> Ϟʹ፦. Γʹ Ϸ <sup>ϧ</sup> ΛϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. It's something that is very important to our department. We have documented the elders' words of wisdom in research and <i>Inuit Qaujimajatuqangit</i> . Those are the basic foundations that we have documented. We also use <i>Inuuqatigiitsiarniq</i> in the school structure. Some of what you have identified is already documented in there.	Ϸ•Λ•: ·ϭͿϧ·ϿϲΓϷ, ΔϷ/ «ϷϹʹϷ. ϹϹ·ϿΔϲϷ ΛϤͺΔϷϤϲ ϤϤ Ϸ«·ϚϿϲ ΛϤͺΔϷʹϿϭ ϹϹϷϭϭ Δ° ΔΔ ΔϤ ΔΥΔΥϷϚ Γ΄ ΛΟΓϚͼϒͿϫ ϷϷϷ Ϸ·ͽϷϷϒϲͺͼϷϷϷϞͼͼϫ Ϸ·ͽϷϒϲͺͼϷϷϷϞͼ ·ͽϷϷϒϲͼϷϭ ΔΔ Γ ΦΑ ΔΔ Δα ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ ΔΞ
I can't exactly say if they're taught in the schools, but I indicted earlier that we do have funds available to be used for Inuit- specific programs in our schools. Thank you, Mr. Chairman.	የአምድር የተገኘ የ አንድር የ ላ የ የ በ የ የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድር የ አምድ
Chairman: Thank you, Ms. Okpik. Mr Shooyook.	<b>Δ•/ペÞርናゅ</b> (ጋኣኦበJና): <sup>ና</sup> ժኦ°உ广 <sup>ኈ</sup> , Γ' Ϸ•۸ <sup></sup> ኦ. Γ'Ϲ <i>֊</i> ፞፞፞፞፞ጘ <sup>ኈ</sup> .
<b>Mr. Shooyook</b> (interpretation): Thank you, Mr. Chairman. This will be my last comment. It's very important to have those integrated into the school system regarding family structures and roles and responsibilities. It was very different back then compared to today. We had to respect the elders.	<i>ἰ</i> ᡪۥ: ϹΔͺͺΔ, Δ, ΨΑΡϹʹͽ Ρ, Ψ, ϲͼ, Α ·ϭͿϧͺϹͼͺ ϹΔͺΔ, ϲϲϲϲͺ ϒϿϭ·Ϛͼ ϲ ΔϿΔͼ Λ, ͼ, Δ,
Today, the children are talking back, which was forbidden a long time ago. Once we regain that in today's society, it is going to make a big improvement. Maybe not tomorrow, but some time in the long run, we are going to regain our respect for the family structure, culture, and so on. If there are funds available, I would definitely like to see those integrated into the school system. Thank you, Mr. Chairman.	ϷʹϿΓ ϤϞϟℙʹ·Γ·ϚϤϤϲϲϲʹͰͿ Ϲʹ· Lϲϧ LϲϧͻͿ Δ° ͽʹσϷ ϤΡLϞ° ͽʹϞλʹͰϹ σ°ʹϞυϷLϿΛ·Ͽ ϷʹϧϷʹʹ϶ Δ΄ ϷʹϧϷʹϫ Δ΄ Ϸʹϧ Ϸ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ΄ Δ
<b>Chairman</b> : Thank you, Mr. Shooyook. I didn't really hear a question there, but if	<b>Δ•/ペÞርጭ</b> (ጋኣትበJ፡): 'dታ°உ广், ୮ነር ፖዛም. বለጮਰዛፑና ጋኣጮbኦኈ°உL Γነ ዾ•ለኈፚ σ·ϲ-ዖLペ.

	,
Ms. Okpik wanted to comment.	
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. When we have another meeting of the local education authorities we can bring this issue up and include it in the discussions. We do make funds available for use for Inuit-specific programs, and we will bring that up at the regional meeting. Thank you, Mr. Chairman.	Ϸ•Λ•: ናdታ°ฉ广Ϸ, ΔϷረ≪ϷϹϚϷ. ϹϷϭϤ ϷΛͰϟϲͺͰϚ ϷΛͰͼϷͶϲϛͳͿϚͶͿ ϹͰ°ϫ ϷʹϐϷϟͺϧ·ϷϐϭϿ°ϫʹͼϭͺϤʹϷϹϿϚ ϹΔϷϭ. ϹͰϷϭϤ ϷʹϐϷϟͺϧ·ϷϐϭϿϿʹͼͺϭϫͼϹϿϚ ϹΔϷϭ. ϹͰϷϭϤ ϷʹϐϷϟͺϧͺϷʹϚͺϤ·Ͱͺ ϹϪϷϭͿϫ ϷʹϐϷϟϷϷϐʹͼϲϛϔϹϿϚ ϹϪϷϭϫ ϷʹϐϷϟϷϷϐͽϭϲϛͳϫϽϷ ϷͶͰϲͼͳʹ<Ϲ. ʹϭͿ϶ͼϫϹϷ, ϪϷϟ≪ϷϹʹϷ.
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Akoak.	<b>Δ•/ペϷϹናゅ</b> (ጋኣ̀ኦ∩Jና): ናਰኦ≏ჲ广ঁ∘, Γኁ Ϸ⁵∧ჼ. ΓϞϹ ⊲ናਰ⊲ናჼ.
<b>Mr. Akoak</b> : Thank you, Mr. Chairman. Good morning to the people of Gjoa Haven and Nunavummiut. Good	<b>4ናਰ4ና</b> • (ጋኣኦ∩ህና): ናਰታ°உ广், ∆ካፖ≪Ϸርʹ፦. ⊲⊦∟⊃ Ϸ·≟·ϭϚ Ϸና⊳ፖኈጋናΓϷርΔና ഛୁ୭⊦୮Ϸና⊃ Ϸ·≟·ϭና. Γነ Ϸ·Λ· ⊲ၬ∟ͻ Γነር ቃυኣ°.
morning, Ms. Okpik and Mr. Ferguson. This is again in line with my dialect of Nattilik. <i>Inuit Qaujimajatuqangit</i> is involved all over, including Nattilingmiut. Yesterday, I was told that all documents or resources were not translated into Nattilingmiut. Now you talked this morning of Nattilik series being translated into other dialects. I am happy about that. Would you be able to now say that the resources that we get in other dialects can now be translated into Nattilik? Thank you, Mr. Chairman.	<ul> <li>Δ<sup>c</sup>γ~<sup>*</sup>ΓϷ<sup>c</sup> Ϸ<sup>s</sup>bϷλ<sup>*</sup>υ Ċ<sup>a</sup>Δ</li> <li>σ<sup>c</sup> ⊂ Ϸ∩ቦ<sup>b</sup>b<sup>*</sup>σ<sup>2</sup>Lυ<sup>b</sup>d. Δ<sub>D</sub>Δ<sup>c</sup> <sup>s</sup>bϷ<sup>k</sup>L<sup>k</sup><sup>3</sup>S<sup>b</sup><sup>k</sup>U<sup>c</sup></li> <li>Δ<sup>c</sup> ⊂ <sup>k</sup><sup>b</sup><sup>k</sup>C<sup>k</sup>L<sup>k</sup><sup>c</sup> Δ<sup>c</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup><sup>k</sup></li></ul>
<b>Chairman</b> : Thank you, Mr. Akoak. I believe Ms. Okpik answered that yesterday, but I'll allow her to respond.	<b>Δ•/ペϷϹ·</b> • (ጋኣትበJ፡): 'd৮°Ⴍ广ঁ <sup></sup> , Γነጋ ላ'dላ <sup>ጭ</sup> . Γነ ▷•ለ▷< ርL°Ⴍ ዖኦኈዕረ▷ኈርና_ጋላጐႱ, ዖłላσ ለል'ቴኈበσላኈ<ና ዖኦ«ልናቴናሪ-ጋነ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) We were very excited to work with the National Film Board with the Tuktu series and the Nattilik series. They originally had English voice-overs and when we got them digitalized, we hired an individual to do the voice-over again in Inuktitut to bring it back to its original	<b>Ϸ·Λ・</b> : ʹͼͿϷʹϿͺΓϷ, ΔϷ/«ϷϹϾϷ. (ϽϞϷΛͿϚ) ʹͼͿϐϤϥͰϤͺϲͺϷϿϿϤ ϹʹϲͺϷϷϒϷϿϤ ϹʹϲͺϷϷϒϷϿϺϷϐʹ· ϹʹϫϷϷ; ʹ ΔϷϒϥϿϥͰͿϲϭϷʹϿϽΓϷʹϤϤͺϼϚϒϹϷ ʹ

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When we do documents, we look at the four official languages of Nunavut: Inuktitut, Inuinnaqtun, French, and English. Again, as I said yesterday, it is very costly to have to provide teaching material in all dialects. Whoever we hire and whatever their dialect they are using, that is the dialect we typically use. We have done some work with respect to the Nattilik dialect coming out of our Kitikmeot office. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Chairman. Thank you very much for the answer. I think the staff in Gjoa Haven are pretty lucky. They have people who do understand other dialects because some of them have ancestors from the Cape Dorset area. I'm happy with that. This is just a comment. I would like to thank the Deputy Minister. Thank you.

**Chairman**: Thank you, Mr. Akoak. Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is going to the DM in regard to page 5, bullet 10. I am just wondering: do you happen to have any inventory of bilingual teachers in Nunavut and/or in all communities? (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Sammurtok. Ms. Okpik.

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**Δ•/≪Þርኈ** (ጋኣ̀ኦ∩Jና): ⁵d৮°உ广҆ь, Γኁጋ ኣ└⅃℉ጋႪ. Γኁ ▷▷∧▹.

▶•∧•: ናਰት°ฉ广•, △•୵≪▷ርና•. (ϽϞ̀ት∩Jና) Ϲ°ݛ ݛ\_ͻϥΔና•ϹϷィL⊀ና• ለኦጚϹϷィLσ°ບσ•. ŰϥϷ⊀ና• ℴ\_ͻϥΔη,է°ϥና•ϽͿና Δና•ϷϥϪϧና•∩∩°σ• can identify our employees by beneficiary and non-beneficiary. At the regional level, at the school level, each school is responsible for developing a staffing plan. That staffing plan is sent to the regional school operations. We are in the process of developing a common template for reporting up. The other thing that we're doing right now is developing a comprehensive database that would identify language levels.

For example, under the teachers association, there are four different levels of competency. They get their bilingual bonus based on that level of competency. I just want to advise that we can identify by bilingual bonus. So whoever gets the bilingual bonus, we can determine the number of Inuktitut speakers. However, even with the number of Inuktitut speakers, it doesn't mean that they're actually teaching Inuktitut in the school system. They may be assigned to a class where they're speaking in English.

In the future, with this comprehensive database and the teacher certification upgrade, we hope to be able to better track the number of teachers who are actually teaching Inuktitut and by percentage within the communities and grades. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Mr. Chairman. (interpretation ends) What is the department doing to keep these bilingual teachers? Is the department giving them staff housing at all, besides bilingual bonuses? (interpretation) Thank you, Mr. Chairman.

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Chairman: Thank you, Mr. Sammurtok.	۲۲ ⊳۵∧۵.
Ms. Okpik.	

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think bilingual educators are in high demand for other jobs within government and outside of government. Teacher staff housing is not part of the collective agreement. We do understand that housing is a serious issue for us. In some communities, we are not able to hire when it comes to teacher staff housing. The staff housing component is crossed out of the collective agreement.

We know, for example, if we have student support assistants and language specialists, typically they have housing within the community. It's typically teachers that we hire to actually.... They are either from the south or from different communities or even from within the community themselves. We put out positions for competition, but a lot of teachers are sharing staff housing out in different communities. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. I just have a question when we are talking about 10 to 13 regarding the bilingual issue. In the audit report, it also notes that it is a major undertaking for the department, as identified by the Auditor General in their report.

My question here is, seeing that bilingual education will be a strong foundation in the *Education Act* and, as we all know for us individuals who are bilingual, fluency and understanding in Inuktitut and English, whether it be in oral or in **ϷϧΛϷ**: 'd৮° ໑΄Ϸ', ΔϷ/ «ϷϹʹϷ. (ϽϞϷΛͿϚ) L'ΡΔσϷ ϷʹϷϷ/°σϷ ϤϽΡ° ໑.<sup>4</sup> Ϸ΄ Δ ϲ° σ Ϥ<sup>4</sup> Ϸʹ</sup> ϲ Ϲ ໑.

<sup>6</sup>b>λL<20, <sup>λ</sup><sup>6</sup>, <sup>λ</sup><sup>6</sup>, <sup>λ</sup><sup>6</sup>), <sup>λ</sup><sup>6</sup>) <sup>Δ</sup>C<sup>4</sup><sup>6</sup>, <sup>λ</sup><sup>6</sup>), <sup>λ</sup><sup>6</sup>, <sup>λ</sup>

**Δ•/ኆ⊳ርና•** (ጋኣ̀ኦ∩Jና): የਰአ≏ୁ୮፞•, ୮<sup>,</sup> ⊳•∧•. ୮<sup>,</sup> ୮ዖ°\*ህ⊲ና•.

**ΓΡ°·ϞͿϤʹ·**Ϸ (ϽϞληͿϚ): ʹͼͿϧʹϿϲϳʹϷ, ΔϷϟϘϷϹʹ·Ϸ. ϤΛʹ·ϷϭͿͶϷϚʹϷϽΔ°ϿʹϷϽʹ·υ 10-ΓϚ 13-ΓϚϽσϷ ϷʹϷϷϟʹϷϚΔυϚϹ LናʹϷʹϭ·Ϸ ϷʹϷϷϟʹʹϭ·Ϸ ϤϽʹͻϽϷ Δϲ·ϞͶϷϟϭ·ϚϷ ϹʹϐϘϭ Ϲ·LʹϷϟͰϟʹϷϟϷʹϷϽΔϚ ϷϭϷʹϷϲϭͿϚϭʹʹϔϭ ϷʹͽϷʹϷϟͰͺϞϹ ϹϹ°Ͽ ϤʹϔϯϟϤͻ·ϲͿϳʹϷ ΛϲʹϲͺϤϥϹϥʹ·υ.

writing, my question here is to the department. Under the Government of Nunavut's hiring mandate, a certain percentage is trying to be met to hire Inuit people who are bilingual. Are we following that hiring policy also with the Department of Education? Thank you.

**Chairman**: Thank you, Mr. Mikkungwak. It is a little grey area, it is kind of an HR issue, but I will allow Ms. Okpik to answer that.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Anybody, if they are bilingual or not, there is a staffing process. For example, any NTEP graduates still have to go through an interview process to be considered for employment. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you very much, Ms. Okpik. I will note that there is a specific section on bilingual education a little bit later on in the report, starting at paragraph 36. Mr. Mikkungwak. Mr. Savikataaq.

**Mr. Savikataaq**: Thank you, Mr. Chairman. My question is to the department. Just for the clarity of everyone here and everyone watching, what is the department's definition of an elder? Is it someone who has lived out in the land? Is it age? Just for clarity, what is an elder? Thank you.

**Chairman**: Thank you, Mr. Savikataaq. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We haven't defined an elder. It's not our role to define who an elder it. At the ϤΛኪϞ<sup>®</sup> ΔϹ<sup>®</sup> σϤ<sup>®</sup> Ͻϲͺλ<sup>b</sup>d<sup>®</sup>σ<sup>c</sup>. Δα<sup>k</sup> υペμ<sup>b</sup>d<sup>®</sup> C Δ<sup>w</sup>baΔ<sup>k</sup><sup>®</sup> Δ<sup>k</sup>σ<sup>s</sup> ϤϽϤυ<sup>®</sup> C μ<sup>c</sup>u<sup>®</sup> CΔL Δ<sup>k</sup>L<sup>®</sup>aσ<sup>b</sup> Δ<sup>w</sup>baΔ<sup>k</sup><sup>w</sup> ΠĊϚ<sup>k</sup>C<sup>w</sup>d<sup>c</sup> ΔΔ<sup>e</sup>σ<sup>b</sup> L<sup>s</sup>P<sup>e</sup>σ<sup>b</sup> δ<sup>s</sup>bP<sup>k</sup>C<sup>®</sup>σ<sup>b</sup> ϤϽϤυ<sup>®</sup> C<sup>b</sup>dσ<sup>®</sup> U μ<sup>c</sup><sup>k</sup><sup>2</sup>σ<sup>b</sup> ϤϽϤυ<sup>®</sup> C<sup>e</sup>σ4<sup>w</sup> Ͻϲ<sub>k</sub><sup>b</sup>d<sup>c</sup> Δ<sup>w</sup>baΔ<sup>k</sup><sup>k</sup><sup>w</sup>Ċ<sup>w</sup> Δ<sup>k</sup>σ<sup>s</sup> L<sup>s</sup> ϤϽϤυ<sup>®</sup> C<sup>b</sup>. <sup>s</sup>d<sup>k</sup>ac<sup>k</sup>.

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**Δ•/ «ϷϹ·**•• (ጋኣት∩Jና): <sup>ና</sup>ሪታ° ዉՐঁ•, Γ<sup>、</sup>ር ኣልbር<sup>-</sup>ኑ. Γ<sup>、</sup> Ϸ<sup></sup>^•.

**ϷϧΛϷ**: ነdϧͼϫϳϷ, ΔϷϒ≪ϷϹʹϷ. (ϽϞϷႶͿϚ) α\_αΔ<sup>™</sup>/L<sup>\*</sup>Γ<sup>κ</sup>CϘ<sup>ς</sup> Δ<sup>e</sup>αϽ<sup>s</sup>b<sup>®</sup> Ρ<sup>i</sup><sup>L</sup><sup>\*</sup>U<sup>c</sup> CL<sup>e</sup>α Λϲ<sub>Λ</sub>α<sup>c</sup>λ<sup>i</sup><sup>\*</sup>Γ<sup>e</sup>α<sup>c</sup>Ω<sup>j</sup><sup>c</sup> CΔ<sup>b</sup>d<sup>4</sup>c Δα<sup>c</sup><sup>\*</sup>σ Δ<sup>c</sup><sup>\*</sup>σ<sup>4<sup>w</sup></sup>Ͻ<sup>c</sup><sup>\*</sup>Δ<sup>b</sup>d<sup>5</sup> bΩL<sup>\*</sup><sup>\*</sup><sup>c</sup> Δ<sup>e</sup>αϽ<sup>s</sup>b<sup>2</sup>σ<sup>s<sup>w</sup></sup>CΓσ<sup>b</sup> Δ<sup>e</sup>αL<sub>Λ</sub><sup>2</sup><sup>o</sup>σ<sup>s<sup>w</sup></sup>CΓσ<sup>b</sup>

community level, by the district education authority, they determine in their communities who their elders are. We respect that, so we have not imposed a definition. At the community level, by the DEAs hiring, they are the ones who determine who their elders are. (interpretation) Thank you, Mr. Chairman.	ᡣᡃᠳᡆᠯ᠋᠅ᡣᢣᢣᡃᢟ᠄᠂ᡬ᠊ᢆᡆᠧ᠊᠑᠙ᡬᡃ᠋᠅ᡣ᠘᠋᠅ᡣᢗᢟ᠂ᡆᡃᡏᠦᡃᡃ ᠴᡆᡄᢇ᠋ᠴᢩᢀ᠋ᡠ᠂ᠴᡆᡄᢩ᠅᠋ᠦ᠅᠘ᢩ᠋ᡆᡃᠮᠦᡃᡃ ᡏ᠋᠅᠙ᡃᢗᡄ᠋᠋᠋ᡃ᠖ᠧ᠅᠋ᠫ᠅᠘ᡱᡆ᠋ᢗ᠅ᡔ᠘᠋᠅ᠥᠺ᠅ᢕᠧ ᠘ᡱᡇ᠋ᠫᠻ᠋᠋ᡠᠯᡣᡏᡟᠦ᠂ᡆ᠋ᠴᡆ᠘᠅ᢣ᠘᠋᠋ᡩᢄ ᠋᠋᠋᠊᠋ᢕ᠋ᢤᡗᡊᠫ᠋᠅᠋᠋ᠶ᠅᠔ᡃᢞᡆ᠋᠋ᡏᡃ,᠘ᡃᢣ᠙ᡐᡄᡬᡃᡃ
<ul><li>Chairman: Thank you, Ms. Okpik. Mr. Savikataaq.</li><li>Mr. Savikataaq: Thank you, Mr. Chairman. How do you determine who is on your elders' board or elder advisors that are in Arviat if you have no definition of an elder? How do you get screened in? Thank you.</li></ul>	Δ•/«>>C <sup>4</sup> (ϽϞϡΛͿϤ): <sup>4</sup> d۶ <sup>6</sup> Δ <sup>4</sup> , Γ <sup>4</sup> Ϸ <sup>6</sup> Λ <sup>6</sup> , Γ <sup>4</sup> <sup>4</sup> Δ <sup>6</sup> C <sup>4</sup> <sup>4</sup> Δ <sup>6</sup> C <sup>4</sup> <sup>5</sup> Δ <sup>5</sup> C <sup>4</sup> <sup>6</sup> Δ <sup>5</sup> C <sup>4</sup> <sup>6</sup> Δ <sup>5</sup> D <sup>5</sup> C <sup>4</sup> <sup>6</sup> Δ <sup>5</sup> D <sup>5</sup> C <sup>4</sup> <sup>6</sup> Δ <sup>5</sup> D <sup>5</sup> C <sup>4</sup> <sup>6</sup> D <sup>5</sup> D <sup>5</sup> C <sup>4</sup> <sup>6</sup> D <sup>5</sup> D <sup>5</sup> C <sup>4</sup> <sup>6</sup> D <sup>5</sup> <sup>6</sup> D <sup>5</sup> C <sup>4</sup> <sup>6</sup> D <sup>5</sup> C <sup>4</sup> C <sup>4</sup> C <sup>4</sup> <sup>6</sup> D <sup>5</sup> C <sup>4</sup> C <sup>4</sup> C <sup>4</sup> <sup>6</sup> D <sup>5</sup> C <sup>4</sup>
<ul><li>Chairman: Thank you, Mr. Savikataaq. Ms. Okpik.</li><li>Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The employees that we had in Arviat were elders.</li></ul>	<b>Δ<sup></sup><sup>1</sup>/«ϷϹ<sup>(1)</sup></b> (ϽϞϷϹͿϤ): <sup>(</sup> <sup>1</sup> / <sub>2</sub> <sup>4</sup> ) <sup>2</sup> <sup>4</sup> <sup>4</sup> , Γ <sup>(</sup> \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
It is a really hard question to answer.	᠈᠈᠘ᡃᡄ᠊᠋᠉᠊᠋ᡔ
>Laughter I was not specifically involved in their hiring. Again, with respect to the elders' advisory committee, when I go there and I have been there, they are elders. I can't provide a definition. (interpretation) Thank you, Mr. Chairman.	ΔϲϷϲϷ <sup>ͺ</sup> ϔϷͺͺͺͺͺͺͺͺͺͺͺͺͺͺ Δ·ϷϲϪ;ͽʹϾ·ͽͶ·ͺϿϔͼϘϒϤϭϲ·ͺϪͼͺͺϿʹϧϪͼ ϷʹϧϷ;ϞͶϤͼ·ͶͼͺϷͶϹϫͺϔϲͺϫͺϫͺ Δ°ϷϿ;ϷϷϘ·ϹϹ ϪͼͺϲͳϲϷϘ·ϹϹ ͺ ϫϿϫϪϨͼͺϫͺͶϲϹϚϲͺͺϷϲͱͳͼͺϪͼϫϽ;ϷϷϭϲ;ϲϲͽ. (ϽϔϟͶͺϳϫϹϲϿͼ)ͺ;ϤϟͼϫϹϷ,ͺϪͼϒϘϷϹʹͼ.
<ul><li>Chairman: Thank you, Ms. Okpik. Mr. Savikataaq.</li><li>Mr. Savikataaq: Thank you, Mr. Chairman. The reason I bring this up is because you have to have a definition of an elder, I would think. It's mentioned in</li></ul>	Δ•/«ϷϹ·Ϸ (ϽϞϷϹͿϤ): ·ϭͿϧͼϫϹϷ, Ϲ· ϷͽϭϷ. Ϲ·Ϲ ϞϭϷϹʹ·Ϸ. · ʹϭϭϷʹʹ·Ϸ (ϽϞϷϹͿϤ;): ·ϭͿϧͼϫϹϷ, ΔϷϟͼϷϹʹϷ. ϭϭϫͺϞϧ ϭʹϫϿͺϳϲͼϫͺϽϷͼϷϫϭͼϧϧϲ ϽϷϹͼͽϹϲϷϟϹϥͼϧϧϲ ϲϫϧϷͼϧϲϲͼϧ ϭϲϿͼϷͼ Ϫͼϫϲϲϫ. ϭϹ;ϥϭͼϬϤϿϷ.

the Act about alders in many accessions	CAL 50 석·ና්J· 석ơJ%/L~'T< <c< th=""></c<>
the Act about elders in many occasions.	
About 50 years from now, an elder is	
going to be quite different from what we	۵۰۵٫۵۵۶ ۲۵۰ ۲۵۰ ۲۵۰ ۲۵
have now. If you can't define an elder,	۲ <sup>۵</sup> ۳۰۵٬۶۷۲ من <sup>۲</sup> ۵٬۶۷۲ من <sup>۲</sup> ۵٬۶۷۲ من <sup>۲</sup> ۵٬۶۷۲ من <sup>۲</sup> ۵٬۶۷۲ من
when an elder's job comes up, when they	᠂ᡃᠣ᠋ᠴ᠋᠉᠂᠘᠋᠋ᢆᡃᡑ᠘ᢣᢛᢗᠲᢣᡆᠧᠲ᠘ᡃ᠘ᢗ᠂᠕᠈ᢣᡕ᠋ᢂ᠋ᡏ
send in their resumé, do you ask for a	᠕᠋᠕᠘ᡧ᠕ᢅᡝ᠘ᡱᡆ᠋ᠫ᠋᠄᠖ᢂᢣ᠋᠋ᢁᠴ᠋
picture? Thank you.	
	୬୬∆ <sup>ᡅ</sup> ᡄ <sup>ᢐ</sup> Ͻ
>>Laughter	
<b>Chairman</b> : Thank you, Mr. Savikataaq. That might be something that we might want to look at during the review of the <i>Education Act.</i> I'll allow Ms. Okpik to comment.	<b>Δ৽/《Þርና•</b> (ጋኣትበህና): ናdታ°உ广•, Γነር ኣልხር፞ኈ. Δ፫°σላኈጋ፫ቢσና፝፝፝፝ ጋና ሲኇ፝፞፝ዾ ለናdታኈ ናዖΓናዖታϷ፫ናኈbና ርL°ዉ ϷናbϷ៸ϷJ°ዉċኈጋናbΔ. Γነ Ϸჼለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Often these elders are referred by other elders. (interpretation) Thank you, Mr. Chairman.	<b>▶•٨•</b> : ቫታ°உ广ঁّଜ, ᠘ᡃᢣ᠙᠋ϷĊ᠅ᢆۥ (Ͻኣᢆᢣᠺᠠ᠋᠋ᠨᡗ) ᡤᢐ᠋ᡆᡆ ᠘°ዲᡃ᠘ሲና ᠌ᠯᡘᡃᡘᡴᡱ᠋ᢩᠣᡗ᠋᠊᠘°ዲᡃ᠘ᡣϷᠮᡃᡉᠺᡥᢨᠴ ᡏ᠕ᠬᡙ᠋ᠬᢄᠴᢑ᠕ᢣ᠋᠕ᢣᡁ᠘᠖᠘°ᠼᡃ᠘ᡣϷᠮᡠᠺᡥᡗᢪᠳ. (Ͻᡃᡪᢣᠺ᠋᠋ᡁᠯ᠙ᡗ᠋ᠫᡅ)᠄ᠯᢣᢪᡄ᠋ᡬ᠂᠘ᡃᡟ᠙Ϸᢗ᠋᠅.
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list.	<b>Δϧϟ≪ϷϹ·</b> Ϸ(ϽϞϞႶͿϲ): ·ϭͿϞ <sup>ͺ</sup> ໑ϲϹϷ, Ϲ <sup>ͺ</sup> ϷͽΛϷ. ϹΔL ϤͶ·ϭͶ·ϷϨͼϭϚL.
I have a couple of questions for Mr. Ferguson. As Ms. Salvail mentioned earlier, there was some discussion with DEAs during the audit process. Was the Commission Scholaire Francophone du Nunavut in Iqaluit here consulted during the audit process? Mr. Ferguson.	ϤϹϷ៸ <sup>ͺ</sup> ʹͺͺϒ·ϽϹϷ ϤͺΛ <sup>ͺ</sup> <sup></sup> <sup>1</sup> <sup>1</sup> <sup>2</sup> <sup>1</sup> <sup>2</sup>
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. I'll ask Ms. Salvail to give you the details on that.	<b>ጵυኣ</b> (ጋኣኦበJና): የժታ°உ广ካ, ΔካፖペϷርናው. Γኣ ኣናኆል ርĽ°உ உጋஉሏኈጋን°உኈርኈሁ.
<b>Chairman</b> : Thank you very much. Ms. Salvail.	<b>Δ•거≪ϷϹ·</b> • (ጋኣ፞ትበJና): <sup>ና</sup> dታ°Ⴍ广 <sup>ኈ</sup> . Γ <sup>、</sup> ኣ՟≪Δ.
	<b>፟ኁ፞ኆቒፚ</b> (ጋ፟፟፟፟፟፟፟፟፟፟፟፟ጏኯ፟፝፞፝
Ms. Salvail: Thank you, Mr. Chairman.	ዾ᠈₽₰₽₽₼₽₽₽₽₽
Yes, we did speak with the people from	᠘᠆᠋ᠣᡏ᠋᠋᠉ᠫᡄᡅᢣᡃᡆᡄ᠋᠑᠋᠘ᡏᡒᠾ᠋
Commission Scholaire Francophone du	ϘͼϷϷϞͼϼͼϹϥϥϘϲ
Nunavut, and they told us about their	᠕ᡃᡃ᠋ᡰ᠋᠋᠋ᡄ᠋᠋᠉ᠫ᠋᠋᠉ᢣ᠋᠌ᢄ᠂ᠳ᠘᠋᠋᠋᠋
challenges and concerns. However, the	ᢗᡃ᠋᠋᠋᠋ᡶ᠋᠋᠋᠋ᡦᢛᠡ᠋᠋᠌ᢂᡩᠣ᠋᠋᠘ᡱᡐᡄ᠕ᠴ᠋᠘ᡕᢄ᠙᠋ᢧᢄ
focus of our audit was on the Inuit	Δ <u>ლ</u> \ΠνσιΓί Λνηνδημές. CΔναας
rocus of our addit was on the mait	ϹၬĹͽϞͿϹϥͽϞϦϲϹͽϲͺϷϨϣϝϤϲ

language of instruction, which is a major key component of the Act. They were not included as part of this audit. Thank you.	ΔϲՐᢣϷϲϷ <sup>ͺ</sup> ʹͱϲͻͼͺʹͼͿϧͼͼϳͼ ϹͱͳͼϞͳʹϧϧϧϲͼϢϧͼϲͺ;
<b>Chairman</b> : Thank you, Ms. Salvail. Ms. Okpik, along the same lines, the Department of Education, through the <i>Education Act</i> , realizes the responsibilities that DEAs and the CSFN take and have in the role of educating our children. What kind of oversight is provided by the department on disputes or concerns within the community on the role that the DEA or CSFN is taking in the community? Ms. Okpik.	<b>Δ•/ &lt; &gt; &lt; :</b> Δ•/ < < < : Δ•/ < < < : Δ•/ < < < : Δ < Δ < Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ 
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Can you elaborate: the DEA or the CFSN or both of them, all of them? (interpretation) Thank you, Mr. Chairman.	<b>▷ﻩ∧ﻩ</b> : ˤdᡃᡪᠲᡅᡤᠤ᠘ᢑᢣ᠙ᠵᢗ᠅. (Ͻᢆᡃᡕᢣᢑᡆ᠋ᠺ) ᡆᠴᡆ᠘ᡕ᠋᠕᠆ᢩᡆ᠄ᢦᡬᢆᡕ᠊᠊ᠴᡆᡄ᠊ᠲᠣ᠘ᠸᠲᠦᡏ᠕᠆ᡔᡆᡘ᠕᠆ᡔ ᠵ᠋᠙ᠽᡱ᠆ᡠᡄᢄ᠘ᢤᠡᡆᡄ᠋᠋᠆ᠺ᠆ᡷᡆᡬ᠅ᢕ (Ͻᡃᡕᢣᢧᡆᠯ᠌᠌ᢟᡠ᠄ᠣ᠋᠋ᡔᢑ) ˤdᡃᠶᠲᡅᡤᠣ,᠘ᢑᢣ᠙ᠵᢗᠬᠥ.
<b>Chairman</b> : I'm looking at both. I realize there are some differences according to the <i>Education Act</i> . I think I'm partially looking to highlight some of those differences on the oversight. I am mainly curious on both, how oversight is accomplished from the Department of Education on the roles of DEAs and the CSFN. Ms. Okpik.	<b>Δ<sup>\$</sup>/«ϷϹ·</b> <sup>\$</sup> (ϽϞϞΛͿϚ): ϹͺͰͽϷ. ʹͽϷϟͺͺϧϭͼϿ·ϧ ϤʹϞϷ <sup>ͼ</sup> ·Ϸʹ·Ϸʹ·ϷʹϞͿϲ ͺϲ·ϷϽͿ. ϹͺͰͽϷ Ϲϭͼͺͼ·ϽϹϷͺϤʹϞϟϹ·ϤʹͼϽϚϲ ϤʹϞϟϹϒϤϚϹϷ Λʹ; ϒͼͿϫϳ Ϲͼʹͼ ϭϤʹͽϽϲͺϧϷϭͼ ϼ ϲ ϲ ͼ Ϥ Ϥ ϲ ϲ ͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The CSFN is its own French school board. We do have, within the Department of Education, a division of French services that works very closely with the CSFN.	<b>▶•∧•</b> : ናdታ°ዺ广 <sup>ኈ</sup> , Δ°r/«ኦርና <sup>ኈ</sup> . (ጋኣኦበJና) ር <sup>ኈ</sup> dd ኦΔል <sup>ኈ</sup> dና Δሮ°σd <sup>ኈ</sup> ጋሮሊኦ <sup>ኈ</sup> dና bበLኦ <sup>∿</sup> ቦና Δϲ <sup>ኈ</sup> d <sup>ኈ</sup> し๙ <sup>֊</sup> ሮ. bበLኦኦ <sup>°</sup> ጋቦ <sup>ኈ</sup> Δሮ°σd <sup>ኈ</sup> ጋሮሊσና <sup>1</sup> s. ኦΔል <sup>ኈ</sup> dና bጋንኦናbበሰናbኦ <sup>i</sup> Γ <sup>i</sup> LCኦ <sup>ኈ</sup> ር <sup>ኈ</sup> dσ <sup>ኈ</sup> Ⴑ ለሮሲናbበናb <sup>i</sup> σ <sup>ኈ</sup> .
With respect to the legal part, I'll have Mr. Archambault answer. For all DEAs, there is a dispute resolution mechanism. I would like him to elaborate on that. (interpretation) Thank you, Mr. Chairman.	Ċ°ႭႠ ႾႠႱჼჼႶႱჼ ႭႠჃ ჃヘჼჾႻႶჁႽĊჼჾႠႭჼ ႠჼႠ ჃႱჂჼႦႭ ჇႦႵႭჼႦႠჼႱ ჃႦჼჾႱჼჁႠჂႨႦჼႣჼႦჼ ჃჼჁჼႦႶႶႱჅႭჼჁჂჼႦႠჼႣჼႦႦჼ ჼႦႭჼჾ ለታႦႶჃჼႦႺჂჼႾႱႱ (ჂႱႦႶႱჼჁႺჂჼႦ) ჼႻჂჼႭႠႦ, ΔჾჍႳႦႠჼჼ.

Chairman: Mr. Archambault.	<b>Δ•/ペÞርˤ•</b> : ୮ <sup>៶</sup> ር ፈ፞ኣ <sup>ຼ</sup> .
<b>Mr. Archambault</b> : Thank you, Mr. Chairman. As Kathy mentioned, there is a dispute resolution process that's actually embedded in the Dispute Resolution Regulations. This process does apply equally to DEAs and the CSFN.	<b>ዻ፞ኁ<sup></sup>፡ሩ</b> (ጋኣኦበJና): 'dታ°ዺቮኑ, Δኑረ «ኦሮጐ. b ኦቴፍርጐሁና ርሏL ፈኈዮናፖLሩቴፍርኦበቦሩኈ ፈጋፈሁናም ፈኈቦናbበቦJ°ዺሏርተናዮኇጭይና ፈጋፈኈርኦቦፈቴፍናኑኈጋም ሮቴፈፈ ርሏĹና ጋፈናረፈኈ ሏርኆኇፈኈጋሮሲኦቴር bበLኦጋሏ°ዺኈቦ°ഛና ኦሏልቴሪ bበLኦግዮ՞ഛና ፈኦኦሶም ለሩ°ዹኦበናቴኈበርኦተና.
In terms of how the government exercises oversight, there are provisions embedded within the Act that allow the department, the Minister specifically, to investigate the operations and the affairs of a DEA as well as the CSFN and, if ever it is warranted, the Minister, with cabinet approval, can invoke trusteeship. Now, of course, this is always a last result and before it ever would come to this, the department would work with the DEA or the CSFN to remedy whatever issue was ongoing.	C°&σ Λ'd>> Δ_>dσ d <sup>\$6</sup> PG/L+ <sup>5</sup> bCDDP+ <sup>5</sup> Γσ <sup>5</sup> C <sup>5</sup> bP> <sup>5</sup> AdP <sup>6</sup> a <sup>5</sup> DP <sup>6</sup> dP <sup>5</sup> cσAP C <sup>5</sup> /L Δς <sup>5</sup> AP <sup>5</sup> d <sup>4</sup> L <sup>6</sup> CP CALΔP4 <sup>5</sup> bPσ Γσ <sup>5</sup> C, Γσ <sup>5</sup> Ca <sup>6</sup> d <sup>6</sup> P <sup>6</sup> CP <sub>2</sub> σ LD/J <sup>6</sup> a <sup>5</sup> LA <sup>5</sup> D <sup>5</sup> CALΔP4 <sup>5</sup> bcP <sup>5</sup> P <sup>6</sup> L+ <sup>2</sup> F <sup>5</sup> P <sup>6</sup> D <sup>2</sup> d <sup>5</sup> . P/dσ CALΔσP <sup>5</sup> +4d <sup>5</sup> c <sup>56</sup> b <sup>6</sup> Δσ <sup>6</sup> σ4 <sup>56</sup> D <sup>2</sup> CA <sup>5</sup> d <sup>6</sup> bDL> <sup>5</sup> P <sup>6</sup> σ Γσ <sup>5</sup> C d <sup>5</sup> P <sup>5</sup> bD <sup>5</sup> bG <sup>7</sup> dAd <sup>5</sup> b <sup>5</sup> cA <sup>6</sup> C <sup>5</sup> D <sup>5</sup> . L <sup>6</sup> aP+ <sup>5</sup> c <sup>7</sup> , CL <sup>6</sup> a, P <sup>3</sup> U <sup>5</sup> CPU+ <sup>4</sup> L <sup>6</sup> DPcP <sup>56</sup> P <sup>6</sup> aJ <sup>5</sup> b <sup>6</sup> c <sup>7</sup> , Δσαδ <sup>8</sup> bDL>σ <sup>8</sup> Δ <sup>56</sup> baΔ>bD <sup>5</sup> b <sup>5</sup> d <sup>5</sup> D <sup>56</sup> C <sup>5</sup> d <sup>5</sup> DJ.
Just so you know, there are provisions within the Act to address those types of disagreements should they occur. Thank you, Mr. Chairman.	᠊᠌᠌ᢦ᠋ᡰ᠋ᢄ᠉ᡨᢕᡄ᠋ᢂᡔᢋᡄ ᠆᠕᠋᠋᠆ᢄ᠆᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
<b>Chairman</b> : Thank you, Mr. Archambault. Further to that, in section 17, it talks about the parents' role in accountability and attendance for the education of their students, yet I believe that there has been some media coverage in the past 18 months or so on some of the pushback that some schools or principals have provided to parents trying to organize parental committees. What kind of role does the Department of Education play in making sure that these parent committees are recognized and can work with the DEA or the CSFN? Ms. Okpik.	<b>Δ</b> •/ <b>《</b> Þ <b>C</b> <sup>•</sup> (ϽϞϷ∩J <sup>6</sup> ) <sup>•</sup> d <sup>5</sup> <sup>°</sup> Δ <sup>−</sup> <sup>†</sup> , Γ <sup>•</sup> C <sup>−</sup> d <sup>4</sup> <sup>-</sup> C <sup>4</sup> Δ <sub>−</sub> C <sup>4</sup> <sup>°</sup> J <sup>−</sup> C <sup>4</sup> T <sup>-</sup> <sup>*</sup> U <sub>σ</sub> , C <sup>®</sup> <i>Q</i> <sup>σ</sup> <sup>−</sup> d <sub>2</sub> <sup>°</sup> Δ <sup>−</sup> D <sup>6</sup> δ <sup>-</sup> <sup>6</sup> D <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> C <sup>4</sup> Δ <sup>−</sup> C <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> C <sup>4</sup> Δ <sup>−</sup> C <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> C <sup>4</sup> Δ <sup>−</sup> C <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> C <sup>4</sup> Δ <sup>−</sup> C <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> C <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup> C <sup>4</sup> <sup>†</sup> D <sup>4</sup> <sup>†</sup>
Ms. Okpik (interpretation): Thank you,	▶•⋀•: ʿdᢣᅆᡆᡤᢆᡃ, ᠘ᡃᡟ᠙᠌Þᢗ᠅. (Ͻᡪᡝᢣᠺ᠋ᠨᡗ) ᢗ᠘ᡃᢦ᠔᠋ ᠍᠕᠋ᡶᠡ᠅ᡠᡅᢣ᠌ᢣ᠘ᡃᠺ᠕ᡩ᠋ᠴᡤ᠊ᡄ᠘ᡄᡨᡆᡧ᠈ᡔᡅᢣᡃᡆ

Mr. Chairman. (interpretation ends) Ultimately, it's the district education authority that has the authority over the school, but we find that it's in the best interest for DEAs to work with parent committees. In Iqaluit, we have several. They have no authority other than going right through the DEAs.

Like I said, a lot of the parent committees assist with volunteering and fundraising. We have encouraged our principals to support parent committees and they are normally possibly a subcommittee of the DEAs. So I think it's always best to work with parents because they have a significant impact within the school environment. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. I agree with you for all the concerns that we have on parental engagement, not persuade parents coming forward and working towards better education of their children. I have no more names on my list. I will move on to paragraphs 19 through 21, Focus of the audit. Any comments or questions? Ms. Angnakak.

**Ms. Angnakak**: I just got it in time. This is for Mr. Ferguson. I'm just wondering, when we look at "Focus of the audit," No. 19, if you can just explain a little bit about how you came about to select these key elements that you decided to audit. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Ferguson.

**Mr. Ferguson**: Thank you, Mr. Chairman. Again, what we were doing was looking at the overall implementation of the Act and we tried to identify.... We couldn't look at all ԵΠLϷϞͲϚ ϹΔL ΛϞϐϫϷΠʹͽϧϞυϹ ϤʹͽϷϭ·ͲϚ Ρ/ϽΔϐϫϳϭϚ ΔϲϞϫϚ ΛϞϥΠϚͻͿ ϤϫϫϷͼͿϚϷϘϟΔϚ ϷΠLϷϚϫϿϔϐϭ ΛϲͺͼϧΠʹͽϧͼ ΔʹϐͻϿϐϭ ϹΔLΔϚϽʹͽϧʹϧυ Ϊϐϫ. Ρ/Ϥϭϲ ϷΠLϷϚϫϚ ϤϫϫϷͼͿϚϷϒ ϷʹͿϷϷ;ϷΓϤϨϐϫͼʹϷϽϧͻϤ.

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**Δ<sup>ϧ</sup>/ «ϷϹ<sup>;ϧ</sup>**: (Δ<sup>ϧ</sup>/ «ϷϹ∩Ϳ<sup>ϲ</sup>) <sup>;</sup> dϧ<sup></sup><sub>°</sub> <u>Δ</u><sup>ϧ</sup>/ «ϷϹ<sup>;</sup>». Γ<sup></sup><sup></sup><sup></sup><sup></sup><sup></sup><sup></sup></sub> <sup>−</sup>

**ጵυኣ** (ϽϞϷႶͿϚ) ʹͼͿϫͼϫϾϷ, ϪͼϒϘϷϹʹϷ. ϹΔϹ ϤϽϲʹϷͶϹϷϭϲͺϳϫϧ ΔϲͼϭϤʹϭϲϲͺϭϫʹͿϚ ΛʹͼͿϫΔϚ ϹͿͼϫϚ;ϲϫϷϚͼϚͿ Ϸ;ϲͺϳϛϫͼ ʹϷϹͼϿϤϿͼϫϫͼ ͼϼϫϫϫͼ; ͼϼϫϫϫͼ; ϲϷͼϫϲ aspects of the Act, so we needed to identify some key elements to review. It would have been done partly through our original, sort of what we call, survey phase of the audit, when we talk to people and try to understand the situation to focus in on what areas we thought were most important. Also, we would have tried to look at areas that had some overlap. For example, dealing with bilingual education and also dealing with curriculum development, one would have an impact on the other. It would have been those couple of factors that we used in settling on these six key elements.

**Chairman**: Thank you, Mr. Ferguson. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Thank you for that. My follow-up question to that, it makes a statement here that "We did not audit the quality of education in Nunavut." Yet those six elements, I think play a real part in the quality of education. I'm just wondering why you didn't go further than what you did because they all have an impact on the delivery or everything about it. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Ferguson.

**Mr. Ferguson**: Thank you, Mr. Chairman. Again, what we wanted to look at was how the department was implementing the Act. I agree that, obviously, this is the foundation for developing a good system of education and a quality education.

I think there would be a couple of reasons why we didn't go further. The first one being, in any audit, we have to try to make sure that we put a scope that is

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manageable so that we can deliver the audit within the timeframe. I think the other thing is that it would have been too early to be able to say whether the quality of education, as it exists right now, had been impacted by the new legislation. I think, really, those were the two reasons why we didn't try to get down into the actual quality of education.

Of course, in the audit, we have indicated a couple of important indicators, such as graduation rates, testing, and comparable results across the country. Those are just some indicators, but we didn't audit the actual quality of education.

**Chairman**: Thank you, Mr. Ferguson. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Thank you for that. I would like to ask the same question to the department, what their opinion is in that the Auditor General's Office did not go further and look at the actual quality of education. Do you think that would have helped the upcoming review, in your opinion? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect to the audit that was done, defining quality is a challenge because quality means different things to different people. With respect to this audit, I could say that we provided a significant amount of documentation, even before the scope was defined, just to assist them for them to define the scope of the audit. When an audit like this takes place, it takes a significant amount of time from employees to be able to provide that type

ఒ౨ఒిళిగ్రాశ్ శరి>నదిగ్రార, ఒుఒదిశినిని శరి>శినిత్ నిపెందరా స్ప దిరోరాగింల్ నిపెందరాశ్ ద్రారాశ్లు తిందింద్ గిలరిశ్రంలు తిందింది ద్రారాశ్లు ది, శరింగింది ద్రారాశ్లు గిరింగింది.

**ϤʹϤϷϐʹϷ** (ϽʹϞϷϹͿϤ): ʹͼͿϷʹͼͺϹϷ, ΔϷϟϘϷϹʹϷ. ʹͼͿϷʹͼͺϹϷʹͺͿʹϤϫϿϤ ϹΔLΔϚϽϞΔʹͼϥ<ϿϤϹϷ ΔϹʹͼϭϤʹϭϲϲͺϷϷϐʹϼϚ ʹϷϼͽϷ ΔϟϹͼϷͼʹͿϾ ϹϤϲͽϟϹϫϿϷϘͽϺϤϲϫ ʹϷϷϷϞϲͺϤϷϷʹͼϲϷͼʹϔϤϹ ΔϲͼϭϤʹϭϲϲͺϭϷϚ ΛϷϭʹϞͿϭϷ. ϹΔϹΔͼϭϷϚϹ ΔϷϞʹϭʹϷϚϞϲϷͽ; ʹϷϹͼϿϭϣϿϹϷ? ʹͼͿϷʹͼͺϹϷ. ΔϷϟϘϷϹʹϷ.

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▶•Λ•: <sup>5</sup>d۶° α, Γ΄, Δελαρος<sup>6</sup>. (Ο΄, Α) CLOΓ°, CLL<sup>6</sup>ν/L4<sup>6</sup>ν/Ρ<sup>5</sup>σΡον<sup>6</sup><sup>6</sup>, Λα Λρσρι<sup>2</sup>, <sup>1</sup>/α Λρσρι<sup>2</sup>, <sup>1</sup>/α Λρσρι<sup>2</sup>, <sup>1</sup>/α Αρσρι<sup>2</sup>, <sup>1</sup>/α Ορ<sup>6</sup>δ<sup>6</sup>(CP<sup>6</sup>)<sup>6</sup> (<sup>1</sup>/α<sup>6</sup>)<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> Ορ<sup>6</sup>δ<sup>6</sup>(CP<sup>6</sup>)<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> ΔΟΔ° α, 2Δ<sup>6</sup>δ<sup>6</sup>(C<sup>6</sup>)<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> ΔΟΔ° α, 2Δ<sup>6</sup>δ<sup>6</sup>(C<sup>6</sup>)<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> ΔΟΔ° α, 2Δ<sup>6</sup>δ<sup>6</sup>(C<sup>6</sup>)<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> ΔΟΔ<sup>6</sup>α<sup>6</sup>δ<sup>6</sup>α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> Δ<sup>6</sup>δ<sup>6</sup>δ<sup>6</sup>α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>)<sup>6</sup> Δ<sup>6</sup>δ<sup>6</sup>δ<sup>6</sup>α<sup>6</sup>, <sup>1</sup>/α<sup>6</sup>, of information and to answer the questions.

With respect to what my opinion on the quality of education is, right now, with the use of assessment tools, we will be in a better position to be able to report on where students are. That measurable data will be important for us. Previously, all we had and what we currently have is graduation rates, marks by grades 10, 11, and 12, for example. The benchmark assessments that come in, the guided reading level, where you can actually determine reading levels for students, will assist us in determining where that quality in education is. (interpretation ends) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. I don't want to put you on the spot or anything, but it seems like when you talk about what the department has been doing, you have done a lot of work. I think there are a lot of real, hardworking teachers that you have in the department. It seems like this audit has brought out a lot of the challenges that you're facing. I'm wondering: have some of these challenges been brought to light because of the audit or were these the things that you have been working on behind the scenes? Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This audit has taken, I think, over a year.

It's quite interesting that you ask that

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quastion consciolly with respect to sofe	᠋᠄ᡃ᠋᠋ᡋᠵᢣ᠋᠋ᢁᡃᠣᡄ᠋ᢂ᠅ᠳ᠘ᡩ᠘ᢋᢛ᠘ᡓᢛ᠋
question, especially with respect to safe schools. We had started that work way in	ᢄ᠘᠋ᢩ᠘᠋᠉ᡃᠣᡆ᠘ᡃᢛ᠋᠋ᡣᡤᡄᢂ᠋᠅᠘᠘ᡃᢈ
advance of being audited. We hired a	᠘᠋᠋᠋᠅᠋᠋ᠣ᠘ᢣ᠋᠘ᠳᡆ᠂ᠳ᠋᠘᠅᠑ᡔ᠋ᡗ᠄᠙᠋᠋᠋ᡏ᠄᠌᠌᠌᠌ᢄ᠆᠅᠘ᢣ᠘ᠴ
full-time person. We looked at our crisis	᠋᠄ᡃᠣ᠋ᠴ᠋᠋᠅᠋᠋ᠣᢄ᠆ᡩ᠘᠅᠋᠘ᢗ᠆ᢣ᠋᠅᠋᠋᠋ᢣᢄᡩᠬᢤ᠋
response manuals and those types of	ᡧ᠈᠋ᢞᡄ᠋᠋᠉᠑᠋᠊ᡄ᠂᠘᠘ᢞᡆᢩ᠕᠈ᡃᠯᡣᡗᢇᡃᠴᡥ
things. When we present on the audit	ᡏᢗᡆ᠘ᡃ᠋᠋᠖ᡄ᠘ᡃ᠘ᢣᡅ᠋᠋᠋ᡏᢑ᠋᠋ᡩ᠋᠋᠃᠋᠘᠆ᡨᡆᠮᢤᡕ
with respect to safe schools and child	
care facilities, we will be able to	
elaborate on the work that we have done.	ᡝ᠋᠄ᠴ᠘᠋᠋᠋᠉ᡃ᠋ᡖᡆ᠘ᢣ᠋᠋ᡃ᠋᠖ᡃ᠋ᢗ᠅᠘᠘ᡄᢗ᠂᠋ᡧ᠋᠋ᠬᢛ᠆ᠴ᠋ᢕ᠋᠋᠋ᠮ᠄
A lot of the work around adapting and	ᢗ᠋᠋᠘ᡃᢐᡰᡆ᠘᠆ᢣ᠘ᡃᢣᡘᠬᡃᢣᢄᡔᡆ᠋᠋᠋᠋᠉᠆ᡘᡆ᠋᠆᠘᠂ᢣᡘ᠋ ᠘᠋ᡃᢐᡰᡆ᠕᠆ᠧ᠋᠋᠋᠋᠋᠋ᠵ᠖ᡃᠧ᠋᠁᠘᠆ᡩ᠘᠆᠘᠂᠘᠋᠋
adopting curriculum, for example, has	᠘᠆᠖ᠯ᠕᠄᠘᠂᠘᠂᠆᠘᠅᠘᠅᠘᠘᠘᠂᠘᠘ ᠘᠆ᢩ᠈᠆ᡏ᠕᠅᠙᠘᠆᠘᠅᠘᠘᠘᠅᠘
been in the works for quite a while. A lot	
of the <i>Education Act</i> amendments	>50>15 (1100) 1 20 0 00 0 00 0 0 0 0 0 0 0 0 0 0 0 0
included many of the same issues,	᠘ᡄᡃ᠘ᠣᢦ᠋᠋ᠻ᠋ᡶ᠅ᢆᡝᢗ᠂ᠴᡆᡄᡃᡊ᠘ᡄᡨᡆᡐ᠑ᠸᠬᢣᡃᡃᠣᡝ
language of instruction, for example, and DEAs. We have been doing a lot of work	ᡖ᠋ᡣ᠘ᡷ᠋᠋᠅ᡗᡄ᠕᠆ᡣᡘ᠖᠕᠆᠕᠆᠕᠆
behind the scenes before the audit took	᠈ᡃᠣ᠌᠌ᡔᢣ᠋ᢞᠣᢕᢛᢩ᠘᠆ᡩ᠕ᡱᡆ᠘ᠼ᠉ᡩ᠘ᡁᡷᡆᢕᡄ
place. (interpretation) Thank you, Mr.	᠕᠆᠋ᡣᡅᠯᡏ᠋᠆ᡁ᠘ᠴᡆ᠘ᠺ. (ᠫ᠋᠋᠋ᡃᡪᢣᢐ᠋ᠯ᠌᠌ᢪ᠋ᡩ᠋᠉ᠫ᠉᠂᠋ᢃᡃᢞᡄ᠋ᡏᡃ,
Chairman.	∆୳ୖ୶⊳C <sup>™</sup> .
<b>Chairman</b> : Thank you, Ms. Okpik. Ms.	
Angnakak.	<b>Δ•/≪ϷϹ·</b> • (ጋኣ̀ት∩Jና): ·dታ°Ⴍ广ֿי, Γ՝ ▷•∧•. Γ՝ ⊲ናႭ⊧bናჼ
8	ଏ <sup>™</sup> ଘ°b™.
Ms Angnakak: Thank you Mr	
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman If I can ask a question to Mr	<b>√₅∿₽₲₅₽</b> (ϽϳϞ≻∩Jና): ჼd৮°ႭႠ₽, ∆₽Ⴤ≪₽⊂ና₽. ∆ႾႱჼb
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Chairman. If I can ask a question to Mr. Ferguson. You made a comment that it was too early to really tell whether or not the implementation of the new Act,	Γ'C ダレッキ ϤΛϲϞͰϧͻͿ. ϷʹϷϔϷϷϞͰϚ, ʹየϹͺϫͺͻϤʹϭ΅ϷϷϞͰϧͺϳͺʹϷϷϟϧͺϥϷϧͺͺϹʹϫ ϤϽϹʹϷͶϹϷͺϘʹϲϭϤϭͺϧͺϼϹʹͽͺΛʹͼͿϟʹ;ϥϭͽ. ΡϷͿϧͻϤʹ;ϹϫϳϾͽͺͶϷϫʹͲϷϧͻϥʹ;ϹϫϳϾ ϪϲϧϪϞϥͶϷ;ϞͺϪϲͰϽϪ϶ϫʹͽϽͼͿϲͺϹϷͿϤͺΛϭͼϧʹͽ
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what information is available to measure whether those actions have been put in place and what impact they are having.	Ϸ·ϽϚϷϹϷϭͺϤʹͽϽϚͺϤϷϲͺ·ϧͽϹϷϟͰͺϞʹͺϤϽʹϽ·ͽ·ͰͺͽͺϳϹ Ϥ·ϽΔϟͰͱͳͽϳϹϿͺͺϷϟϭͼ
For example, what this audit is indicating is that some of the key milestones for this Act to have the impact it is intended to have are not being met, for example, the bilingual education in grade 3, and then the bilingual education in grade 4. If the key milestones in the implementation are not being met, then, obviously, it's not to have the impact as quickly as you would expect it to have. I think that's the importance of what we're bringing here.	ϷϚϽՈՐϿͿ, Ϲ·L·ͽϟLϞʹͽϟϷʹϭϲϲϷʹͽϹՈ·ϼ ʹͽϷϷϞΔ·ϿϹ Δϲʹʹ·ϚϿϚʹႱϧʹΔϚ ϹLͽϤϤ ΛΡϹϷʹͽϲϚͽϿϚ ΛʹͼͿϧʹ;ϞϥϚ ϥʹͼϷϷʹϟϧϥϲͺϲ ϽϚͿϧϞΔϚ ΛΡϹϷϞϲϥϲϲ ϤʹϞͿ·LΛϷϷʹʹϒϿϥʹͽͶ·ϿϚϲʹ϶Ͽ LናϷʹϭϧ ϷʹͽϷϷʹͼϭͼ ϤϽ·ϿͶ· ΔϲͼϭϥϚϲϚϐʹͼϿϲ ͿϚΔϚ 3-ΓϚ, LናϷϿʹϿ ΔϲͼϭϥʹͼϭϧϿϽϹ ͿϚΔϲ- Γ. ϹͽϤϤ ϽϚͿϧϞʹ·ϿϥϹʹϒϚ ϤʹϞͿ·LΛϷϷʹͼϒ< CΔLϲ ϤϚϽΔϭʹϧϷϷϽΓϲͰϷʹϭϥϭϲϧϲͶϲ·ͻϒϷ ΛΡϹϷϧ϶ʹϔϲͺ
Certainly, the department has been working on many of the issues that we're raising. I think it's important for the legislature to understand where the department is in terms of all of that implementation plan because, for the Act to be successful in the purpose for which it was put in place, those actions have to be put in place according to that timeframe.	ΔϚ <sup>®</sup> σϤ <sup>®</sup> Ͻϲͺλ <sup>ͽ</sup> ϭ <sup>©</sup> ϷϿ <sup>®</sup> ϽϤϿ <sup>®</sup> σ Δ <sup>®</sup> baΔ <sup>5</sup> 2Π <sup>6</sup> b <sup>6</sup> b <sup>6</sup> CϲϲϷ <sup>®</sup> Ͻ <sup>°</sup> Λ <sup>3</sup> <sup>4</sup> Πσ <sup>°</sup> <sup>5</sup> <sup>®</sup> P <sup>2</sup> L <sup>5</sup> <sup>°</sup> Π <sup>6</sup> σ Λ <sup>4</sup> L <sub>0</sub> Ϸ <sup>3</sup> <sup>®</sup> Lc <sup>b</sup> c <sup>5<sup>®</sup></sup> Λ <sup>6</sup> <sup>7</sup> <sup>®</sup> P <sup>2</sup> Δ <sup>®</sup> P <sup>2</sup> L <sup>1</sup> C <sup>1</sup> Λ <sup>4</sup> b <sup>6</sup> L <sup>2</sup> C <sup>2</sup> <sup>7</sup> <sup>8</sup> P <sup>2</sup> C
I couldn't say on such-and-such a date, you will know whether this Act is being effective or not. I think what you've got to do is look at what are the things that need to implemented to make the Act successful. Are they being implemented? As they're being implemented, then you can see what the impact is on students up to grade 3, what's the impact on students up to grade 4, and do all of those	> 5 b 2 ° a ° r ° D ° b AL°a Λδ b ని ° d d ° < 5 b b > L c ' σ 4 ° c / ΔLΔ° a Δ c b 2 ° a ° r ° D J. 5 P r ? a ° J C P / σ ° 4 D c ° h C b > a 4 ° b 5 L ° b C, 4 D c ° h C b & c ~ 4 N J ° L ° D ° J C 4 ° a ° h A C ° b a ° 4 ° D Δ ° r σ 6 ° 6 ? Δ c ° σ 4 ° N Δ ° J ° Δ ° 3 - J ° Λ P J J Γ Δ ° 4 - J ° Λ P J ° r ° 5 Δ Λ Γ 4 ° D Δ σ 6 b ° D ° 5 b b > h 2 · J ° C 6 P ° P r ? a ' J ° Λ & c ~ 4 σ 6 ° h ° L ° C Δ L ° a.
assessments along the way. Chairman: Thank you, Mr. Ferguson. I believe Ms. Okpik has a comment as well on that question, Ms. Angnakak. Ms. Okpik.	<b>Δ•/ペÞር፣•</b> (ጋኣኦበJና): 'd৮°உ广், ୮ <sup>、</sup> C ጵሀኣ°. ୮ <sup>、</sup> ኦካለ፥ σ <sup>ͺ</sup> ֊ϲንĽჼ፥ἀ·Ľና Γ <sup>、</sup> / ላናჲ·፟፟፟፟ነኝ, ላለኈዕበቦናርኈርኈႱ <sub>ው</sub> . Γ <sup>、</sup> ኦካለ <sup></sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I	▶७⋀७: ˤdᡃᢣᢩᢁᡤᡃᢆᡃ, ᠘ᡃᡟᢞ᠙ᢈᢗ᠅.

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respect to the implementation of the	
<i>Education Act.</i> It's not fully implemented	᠕᠈ᡃ᠋ᠯᢣᡝᡧᡏ᠋᠈᠊ᢧᢄ᠂ᡏ᠋ᠫ᠆᠋᠖᠆ᡘ᠆᠋᠉᠆ᠺ᠆᠁ᠺ
yet.	
To date, we have implemented 11 out of the 15 sets of regulations. We have Planning and Reporting Regulations, we have Student Records Regulations, we have Home Schooling Regulations, Staff Certification and Private School Regulations that are still under development. We're looking up to the 2016 timeframe to be able to fully consult with DEAs and people who are on the registrar with respect to these regulations. Those are the outstanding regulations that we still have to do before	Ċ° Δ Λ <sup>1</sup> ΥΛΠ <sup>1</sup> ΔJ ΔΟς <sup>16</sup> Π <sup>1</sup> Π Δ <sup>1</sup> Δσ <sup>1</sup> 15- <sup>3</sup> <sup>1</sup>
the Act is fully implemented. Within three years after coming into force, the Act was scheduled for a review. In the Act, it clearly states that every five years, it could be reviewed. So that stipulation is in the legislation. (interpretation) Thank you, Mr. Chairman.	۹٬څاد ۸۵،۵۰ ۸۵،۵۰ ۵۰ ۵۰ ۲۰۵۷ ۹٬۶۵۲ ۵۵ ۸٬۵۲٬۹۵۰ ۹۰۹ ۲۲۰۵۰ ۹٬۹۵۰ ۸٬۵۲٬۹۵۰ ۹۰۹۵٬۹۲۲۰ ۱۳۶۹ ۹۰۵٬۹۵۰ ۲۰۱۹ ۹۰٬۹۵۰٬۹۵۰ ۲۰۱۹ ۹۰٬۹۵۰٬۹۵۰ ۱۹۹۰ ۵۰٬۹۵۰ ۲۰۱۹ ۹۰٬۹۵۰٬۹۵۰ ۱۹۹۰ ۵۰٬۹۵۰ ۲۰۱۹ ۹۰٬۹۵۰
<b>Chairman</b> : Thank you, Ms. Okpik. We have already committed to reviewing that legislation during this mandate. Mr. Mikkungwak.	<b>Δ•/ペϷር·</b> • (ጋኣትበϷና) <sup>ና</sup> dታ°ዉ广ঁኑ, Γ' Ϸͽ͵ϔϷ. ϹϷϭϭ ϭჼዮሲᡄϷϚናበJ ናዖΓናንዉ°σϭናናበJ ለናਰታናፈላጭ ርዞペσ σንላጭርϷረLσናበ°σ. Γነር Γዖ°ንህላጭ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. My question will be to the Auditor General of Canada, No. 19. Earlier, he answered one of my colleague's questions regarding the six key elements and the rate of graduation. My question here is on the six key elements and the rate of graduation. Seeing that he has identified and worked on the six key elements, attendance, student assessment, bilingual education, inclusive education, curriculum, and parental involvement, what is his level of	<b>ΓΡ° ϞͿ</b> ϤʹϷ (ϽͺͻϸͺϿͺϲ ϤΛͺͼϥϽͺϹϫ ϤΛͺͼϥϽͺϹϫ ϤΛͺͼϥϽͺϹϫ Γ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ

concern regarding those six key elements while he was doing his audit?	<b>Δ•/ペϷር</b> ና• (ጋኣኦበJና): ናਰኦ≏ፈቮ•, ୮ኑር ୮ዖ°ъ̀վ⊲ኈ.
Chairman: Thank you, Mr. Mikkungwak. Mr. Ferguson.	Γ <sup>·</sup> C <sup>·</sup> >Ⴑኣ°.
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. Paragraph 19 in the report is explaining the purpose, essentially, of the audit. The overall purpose of the audit was had the Department of Education adequately managed the implementation of the <i>Education Act</i> . That was essentially the question that we were trying to answer, and then later on in the report, you will see that our conclusion says that we feel that the department had not adequately managed that implementation.	<ul> <li>&gt;υιν (Οίλρησι): 'dy αίτ, Δναρό: 19</li> <li>ά Νρηνις Ο αφός ο στός αιρ στός αρούς αρούς αρούς αρούς αρούς αρούς αροφοροίς</li> <li>Αναηρίας αροφοροίς αροφοροίς</li> <li>Αναροφοροίς αροφοροίς</li> <li>Αναροφοροίς αροφοροίς</li> <li>Αναροφοροίς</li> <li>Αναροφ</li></ul>
When we were trying to answer that question, we focused on these six areas. As you go through the whole audit report, there are comments on each of them. For example, we raised a concern about attendance and it's in paragraph 3 about the overall attendance, and then it's again later on in the report as well where we talk about attendance again.	ΡΡα/ <sup>μ</sup> ンΠJ <sup>c</sup> ϤΛ <sup>5</sup> bdc k <sup>5</sup> Ċbdo b 6- <sup>5</sup> Jdo ϤϷ <sup>-</sup> <sup>3</sup> <sup>3</sup> <sup>2</sup>
There's a whole section in the report on bilingual education. Again I think we have talked a number of times over the last couple of days about the challenges that the department is facing there and the fact that it's not going to meet its 2019- 2020 target on bilingual education.	ϷʹͽϷϒʹͽͽʹϺʹͺϿϹͺϪϹ΅ϭϤʹͽϤͺͿϲ ϷϚͽϷϲϹͺϤ;ͽϷϿϭͽͺϹ;ϟͼϭͼͺϷ;ϷϷϷ;ͼϫͺϤϽ;ϿϹ ϷϭͼϿϪͼϧϲϲͺͼϧϽϹͺϷ;ϷϷϒϥͺͼϷϲϹͼϒϹ Ϸ;ϿϪͼϧϥϲϲͼϧϿϹͺϷ;ϷϷϒϥͼͼϲͼϧϥϹϲͼ Ϸ;Ͽ ϫͺϫ ϫ ϲ ϫ Ϥ; Ϥ; Δϲϧ Δ <sup>;</sup> Δ
There's a section in the report also on inclusive education and some of the challenges that the department is facing there, particularly in making sure that educators are trained on the differential education approach. We have said that the department has made some progress in curriculum, but there is still much	Ρ <sup>6</sup> dcĹ <sup>c</sup> ΔϲϷΛϹϷσ <sup>%</sup> Γ <sup>c</sup> Δc <sup>*</sup> σϤ <sup>6</sup> <sup>6</sup> Dc <sub>2</sub> σ <sup>5</sup> J <sup>c</sup> Ϥ <sup>6</sup> ν <sup>2</sup> 9Ϥ <sup>6</sup> <sup>7</sup> <sup>6</sup>

work to do in terms of putting in place the curriculum.	
I think, probably to sum it up, again what we were trying to answer was the overall question. We focused on these six areas and, I think, as you go through the audit, you will see that we have concerns, really, about the progress in all six areas. While things are happening in all six of those areas, I think, at the end when you sum it all up, we have concerns in all six of the areas.	Δ/Lξ <sup>6</sup> υς Δ <sup>L</sup> L <sup>6</sup> b αΔά <sup>5</sup> J, ΡΡα/cΡ <sup>6</sup> J <sup>C</sup> αΛ <sup>6</sup> bdNPt <sup>C</sup> αΡ <sup>5</sup> ΔΛ <sup>5</sup> ΔΛ <sup>5</sup> J αΛ <sup>6</sup> bdNPt <sup>C</sup> 6- <sup>6</sup> Jt <sup>C</sup> C <sup>L</sup> <sup>6</sup> r <sup>2</sup> νPσ <sup>5</sup> d <sup>C</sup> <sup>5</sup> bP <sup>3</sup> ΔΛ <sup>6</sup> J <sup>C</sup> . Δ/L <sup>5</sup> Λ <sup>6</sup> C <sup>6</sup> α J <sup>4</sup> <sup>6</sup> σ <sup>5</sup> bcP <sup>5</sup> L <sup>6</sup> Λ <sup>6</sup> C <sup>6</sup> σα Δ/L <sup>5</sup> <sup>6</sup> C <sup>6</sup> b <sup>5</sup> dd 6- <sup>6</sup> <sup>3</sup> U <sup>4</sup> <sup>C</sup> Δ J <sup>4</sup> σ <sup>5</sup> b ΔC <sup>6</sup> <sup>6</sup> U <sup>4</sup> C <sup>6</sup> C <sup>6</sup> dd Δ/c <sup>6</sup> Λ <sup>6</sup> J <sup>6</sup> C <sup>6</sup> <sup>3</sup> U <sup>4</sup> <sup>C</sup> C <sup>6</sup> b <sup>6</sup> d <sup>2</sup> Δ Δ <sup>2</sup> C <sup>6</sup> C <sup>7</sup> C <sup>4</sup> C <sup>6</sup> Δ/L <sup>5</sup> Λ <sup>6</sup> b <sup>6</sup> δ <sup>6</sup> b <sup>6</sup> DΔ <sup>6</sup> αPU <sup>4</sup> C.
Chairman: Thank you, Mr. Ferguson. Mr. Mikkungwak.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϷႶͿና): <sup>ና</sup> d৮°亟广 <sup>ϧ</sup> , Γ·Ϲ ອໍしຯ°. Γ·Ϲ Γዖ°∿Ϳ⊲ <sup>·ϧ</sup> .
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. In stating that, would you consider that a minor level of concern, moderate, or critical or would it vary by each bullet? Thank you.	<b>ΓΡ°ϞͿϤ·</b> Ϸ(ϽϞϷͶͿϲ);ͺ·ϭͿϧ·ͽϲϳ·ϧͺϪϧϒͺϘϷϹ;ϧ ϹΔϹͼͻϪϲϲϲϷʹͽͶϚϿͶϚϷϚͽϽͼͼͼ; ϪϲϳϹϿͶϹϧϞϒͺϤʹϚϲϒϚϚϤϤͼϭϲϒͽϚϷͼϭ; Ϫ;ϥϥ·Ϳϭ;ͺϷͼϭϲϫϧϧϳͼϧϲϲϫ ϳͼϷϷ·ϞͿϤϥͻϪϲͺϹϲʹͻϹϲ;ͺ·ϥϧͼϲϳϧ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Mr. Ferguson.	<b>Δ•거ペレር፣</b> • (ጋኣኦበሀና): <sup>ና</sup> ሪታ°፞፞፞血广፞•, ୮ <sup>、</sup> ር ୮ዖ°ኄህ⊲ና፦. ୮ <sup>、</sup> ር <i>ቅ</i> しኣ°.
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. Well, again, I think I would refer to the conclusion of the whole audit, which is in paragraph 84 and directly answers the question of the focus of the audit. What we say is that "We concluded that the Government of Nunavut's Department of Education has not adequately managed most aspects of implementation of the <i>Education Act</i> ." I think that's a very direct answer to the question.	<b>ອົບኣ°</b> (ϽϞϞΛͿϚ): 'dϞ°ႭϮϧ, ΔϧϞϘϷϹʹͽ. Ϟϲϲϧ, Δd∿υ CdrϤʹdϟυϟͽ>∿υ Ͽ°ϞͿΛϤϿϚ ἀ、ϷΛ∿υ 84-Γ Ϸ·ͿϟʹϧϾϚϷΛΓͰϛ ϤΛʹͼϞϤΛΓϟͽυϿς. ʹϧϷϟϲϷʹͽϽͿϚ ϿαϿϚ υϘͿϷϭϞዮͼ ΔϲʹͼϭϤʹͽϽϲͺϫϧϤϚ ϹϷϤϤ ϹͿͼϤϭʹ·υ ϤϽϲʹͽΛΛϚϤϘϲͰϲ ϤϽϲʹͽΛΛϚϤϤϲ <i>LcuϚ</i> Γ. Ϲ°Ⴍ αϿαΔʹͼϟϞͿϛʹ Ρ·ͿϟϷϟʹͽ ϤΛʹͽϤͶϷϟͿϚ.
We are being quite definitive that up to the point in time that we looked at and given the weaknesses that we saw, the management of the implementation of the Act to that point was not adequate. Again, the fact that we noted that the department, and the Deputy Minister has	<ul> <li>۵.۵«Δ<sup>6</sup><sup>6</sup>γ/L<sup>c</sup>Πd<sup>6</sup><sup>6</sup>DJ<sup>c</sup> Ϸ<sup>c</sup>DTJ<sup>c</sup> ΠΡ<sup>c</sup><sub>2</sub>J</li> <li><sup>6</sup>PΓ<sup>3</sup>PacϷ<sup>5</sup><sup>6</sup>CØ<sup>c</sup> <sup>4</sup><sup>6</sup><sup>6</sup><sup>6</sup>σ<sub>4</sub><sup>5</sup><sup>6</sup><sup>6</sup><sup>6</sup> Λ<sub>c</sub><sup>4</sup><sup>6</sup><sup>6</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>4</sup><sup>6</sup>D<sub>c</sub><sup>4</sup><sup>6</sup><sup>4</sup><sup>6</sup> ΔD<sup>c<sup>6</sup><sup>6</sup></sup>Π<sup>c</sup>Πσ<sup>5</sup><sup>1</sup><sup>6</sup></li> <li>Γ<sup>4</sup>σ<sup>6</sup><sup>6</sup><sup>4</sup><sup>2</sup>(Λ<sup>4</sup><sup>6</sup>)<sup>4</sup><sup>1</sup>LC Λ<sup>5</sup><sup>4</sup>δ<sup>4</sup><sup>4</sup><sup>4</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>4<sup>5</sup></sup>D<sup>c</sup><sup>4</sup><sup>6</sup><sup>4</sup><sup>4</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>4<sup>5</sup></sup>D<sup>c</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>4<sup>5</sup></sup>D<sup>c</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>4<sup>5</sup></sup>D<sup>c</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>5</sup><sup>6</sup><sup>5</sup><sup>4</sup><sup>5</sup><sup>6</sup><sup>5</sup><sup>6</sup><sup>5</sup><sup>5</sup><sup>6</sup><sup>6</sup><sup>6</sup></li> <li>Δ<sup>c<sup>6</sup></sup>σ<sup>4</sup><sup>5</sup><sup>6</sup><sup>6</sup><sup>6</sup><sup>5</sup><sup>6</sup><sup>6</sup><sup>6</sup></li> </ul>

said herself, is not going to meet the 2019-2020 target for bilingual education, I think all of that means that overall, our level of concern is significant. It's not a minor concern, certainly. If you tried to go through all six areas, again, it's very clear in terms of bilingual education, I think we're very concerned about the attendance level. I think the Deputy Minister has said that as well.	ΔϲʹϒϷͶϷʹϒͿϾ. Δ/ͰͺͺϫϿϿϷ, ϹͰʹͼͺ Δͺ϶ʹͼͺ ϹϭͰʹ϶Ϳ Δ/ϳͺϳϳ ΓΡϾϿϭϳ϶ʹϒϾϽϿϷ Δ/ϳͺϳϹϷϭ·Ϟͺͺ ͼͺͻͼͺʹϒϾϽ ϹͰϷϷϚ៸ϷϭϭϚϾ ϐϞͿϟϪϚ ϹϷϭϤ. ៸ϲϲ, ͼͺͻͼͺʹϒϾϒϭϷϿϷ, ͰϚϷʹͼ ϷʹϷϷϒϳͼʹϭϷ Ϫϲ·ϒϪϞ;;ϒϐͽͼϿ Δ៸ϳͺϳϽϚϷͰͰͺϗʹϚϽϾ ϷϾϒϷͶϒϘͼ·ϭϓϾϭϷ. Ϲʹͼͺͼϳ ͼͺͰͳϭ·ϷͺϹϹϽϹͼʹϧͺϤϾϹϷʹϷͺϷʹͼϷͼϞ;ϫϭ.
The student assessment, again I think that we were quite concerned about that. I think the Deputy Minister talked about some of the plans to try to move on student assessment issues. Overall, I would have to say that our level of concern is significant in terms of all of the areas that we raised.	ΔϚ <sup>°</sup> σϤ <sup>\$</sup> <sup>6</sup> Πσ <sup>-</sup> <sup>2</sup> <sup>\$</sup> PΓ <sup>\$</sup> PσϷϞ <sup>\$</sup> , /Ϛ, Δ/LΔ <sup>\$</sup> D <sup>\$</sup> Δ/Ĺ. <sup>2</sup> Π <sup>-</sup> 24CcϷ <sup>\$</sup> <sup>6</sup> C <sup>4</sup> D <sup>\$</sup> Γς <sup>\$</sup> <sup>6</sup> Ϸ <sup>5</sup> bϷ/ <sup>\$</sup> bcϷ <sup>\$</sup> Γ <sup>4</sup> <sup>\$</sup> / <sup>9</sup> J4 <sup>\$</sup> <sup>2</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> Δς <sup>°</sup> σϤ <sup>\$</sup> <sup>6</sup> <sup>6</sup> <sup>5</sup> PLσ <sup>\$</sup> Γσ <sup>\$</sup> < <sup>\$</sup> ΔΡΠϷ <sup>4</sup> Γ <sup>\$</sup> Δς <sup>°</sup> σϤ <sup>\$</sup> <sup>6</sup> Γ <sup>\$</sup> <sup>5</sup> P <sup>5</sup> b <sup>5</sup> b <sup>5</sup> C <sup>5</sup> σ <sup>*</sup> Γ <sup>°</sup> σ <sup>*</sup> . C <sup>1</sup> <sup>4</sup> Δ <sup>2</sup> <sup>5</sup> Cd <sup>5</sup> 2J Ϸ <sup>5</sup> b <sup>5</sup> σ <sup>\$</sup> <sup>5</sup> <sup>4</sup> ϷΔ <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> bΔ <sup>5</sup> b2 Δ/Ĺ <sup>2</sup> σ <sup>9</sup> <sup>5</sup> Ϥ <sup>5</sup> /b <sup>5</sup> <sup>2</sup> <sup>1</sup> <sup>6</sup> Δ/LΓ <sup>5</sup> 2Γ <sup>6</sup> CL <sup>1</sup> Γ <sup>b</sup> \ <sup>5</sup> P <sub>2</sub> Ϸ <sup>5</sup> <sup>6</sup> C <sup>9</sup> <sup>6</sup> Λ <sup>5</sup> 2Γ <sup>6</sup> .
<b>Chairman</b> : Thank you for that response, Mr. Ferguson. Mr. Mikkungwak.	<b>Δ•/ኆϷር፣•</b> (ጋኣኦበJና): ፣d৮°ዺቮ የϷ <sup>ϧ</sup> ⋞በቦ৮°ഛና, Γነጋ ቃቦሥ. Γነጋ Γዖ°ኄህ⊲ኈ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. I'll ask the department now. In listening to all the responses and seeing that the <i>Education Act</i> and with the six key elements being a work in progress and being worked on a year-by-year basis, does this impact the rate of graduates in the schools across the territory?	<b>Γየ°୬Jላጭ</b> (ጋኣኦበJና): የժታ°ዺቮঁኑ, Δኑሃ «ኦርጭ. ለርሲ <sup>®</sup> ልኦቲያ ላለሲርንጊጭbΔ, ሲርርኦጭ ኦቦና ዖኦሀበኦቲርቪና ርժርጋσጋ Δሮዮσላጭጋሮሲσናያና Lሮሁች ላዛሬጋ ሮኮđላ ላናልσሮና ለናጋላርኦቲና ለሮሲላንዊኖሮላምዮር ለሮሲላንሀምዮርጋ, ላናፍሀርቪና ርժናጋσ, ርĽካሪላ ላኮጋΔσናኮጭ<ና የኑናኦቦበዮ«ዮምዮም ለኦሲጭ/«ናጋም Δሮዮσላናልዮσ ወሲቃጋናርΓ?
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽʹϞት∩Ϳና): ᠂d৮°Ⴍ广Ϸ, Γ·Ͻ ΓΡ°°୰⊲ʹϷ. Γ· ϷϷ∧Ϸ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I said previously, we're in the K to 4 portion of bilingual education. With some of the immediate steps that we're taking where we're focusing strongly on assessment and the balanced literacy portion, where we will have the guided reading and the guided writing, I think those are going to be some of the	<b>Ϸ·</b> Λ <b>ν</b> : <sup>1</sup> ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ · Δ <sup>1</sup> / · <sup>2</sup>

significant impacts that we're going to be looking at because they are supports for students that we need to provide.

Even though the Act is the driver, the legislation for how it's to be done, when we actually look at it, it's what are we doing at the school level to ensure that we're having student success. Some of the initiatives that we're doing right now, I'm confident that it will be providing more supports, more interventions for our students. That's the goal and the focus that we have at the department right now. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. I'll rephrase my question here. At the time when I was in school, in order for me to get my graduation, one of the requirements was a certain percentage in my bilingual education or in my exams. What is the percentage right now in reference to that to get your diploma or your certification in the bilingual education aspect? Thank you.

Chairman: Thank you, Mr.

Mikkungwak. I believe that section of the Act is not in force as of yet. I believe Ms. Okpik answered that earlier. If you want to rephrase your question.

**Mr. Mikkungwak**: Thank you. What I want to know is: with this new Act that's being worked on and being a work in progress, the bilingual education aspect, does the credit system vary from the past to the new one? I guess that's what I'm really trying to find out. In order for me to graduate, I needed 10 credits on the bilingual aspect at the time in order to get

Lcu<sup>®</sup> 4>><sup>®</sup>>ΔJΛ<sup>2</sup>, 4<sup>®</sup>C>U, 4<sup>®</sup>Λ<sup>2</sup>, 4 Lcu><sup>4</sup><sup>2</sup> <sup>6</sup> Δ<sup>2</sup>, 4<sup>2</sup>, 4

**Δ•/ኆ⊳ርና**• (ጋኻኦ∩Jና): ናਰኦ≏Ⴍ广ゥ, ୮<sup>,</sup> ⊳▷∧▷. ୮<sup>,</sup>ጋ ୮ዖ°∿J⊲ና₀.

**ΓΡ° J4** (Ο΄, ΑΠJ Γ): 'd۶° α΄ Γ΄. Γ΄ αΡ< >PrJL <sup>6</sup> d΄ Γ΄ Δ <sup>6</sup> C° α L σ Ρ σ<sup>6</sup> Λ σ α<sup>4</sup> J « σ α τ α δ α΄ σ α δ α΄ σ α΄ > 'b P γ <sup>6</sup> b° σ <sup>5</sup> Δ σ α α΄ δ α΄ σ α΄ > 'b P γ <sup>6</sup> b° σ <sup>5</sup> Δ σ α α΄ > 'b P γ <sup>6</sup> β α΄ σ α΄ > 'b P γ <sup>6</sup> β α΄ σ α΄ > 'b P γ <sup>6</sup> β α΄ σ α΄ - (α γ α΄ - (α γ

my diploma. Is there a drastic change in that aspect to get your diploma with this	Ϥϲϲ⊀ <sup>ۥ</sup> ʹϾʹ·ϭϤϽϤϨϐϚ ϫϹʹ <i>Ͱϲ·</i> ͶϷϚ ΔͻϥͿϚ? <sup>;</sup> ݸϞͽϳ·
new <i>Education Act</i> ? Thank you. <b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Okpik, I know you covered some of the percentages, but	<b>Δ<sup>6</sup>/«ϷϹ··</b> <sup>6</sup> (ϽϞϷႶͿϲ): ·ϭͿϧ <sup>6</sup> ͺϲϳ <sup>-</sup> , Γ <sup>2</sup> Ͻ ΓΡ <sup>6</sup> <sup>-</sup> ·ͺ Γ <sup>2</sup> Ϸ <sup>6</sup> Λ <sup>6</sup> · <sup>6</sup> ϷϷͰͺͺ <sub>2</sub> Δ <sup>6</sup> <sup>-</sup> <sup>2</sup> <sup>-</sup> <sup>2</sup> Δ <sup>6</sup> <sup>-</sup> <sup>2</sup> <sup>-</sup> <sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2</sup><sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-</sup><sup>2<sup>-<sup>2<sup>-</sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>
<ul> <li>maybe if you could answer Mr.</li> <li>Mikkungwak's question on the credits.</li> <li>Thank you. Ms. Okpik.</li> <li>Ms. Okpik (interpretation): Thank you,</li> <li>Mr. Chairman. (interpretation ends) With</li> </ul>	Γ <sup>ϧ</sup> ϞϼϚ? ʹͼͿϟͼϫϹϷ. ΓϞ ϷͽΛϷ. <b>ϷͽΛϷ</b> : ʹͼͿϟͼϫϹϷ ΔϷϟʹϨϷϹʹϷ. (ϽϞϷϽͿϚ) ϹϹϷϥ Λʹ·ϿϹͼ Λϧϟʹͽϟϭʹͽ ϪϲϹϲϧϷϷϞϤϹ·Ͽ ϹϹͼϫ ;ϭͼͿϲͽϟϹͼʹϲϽͼͽ ϤϽϲʹͽϽϹϽϧ
respect to graduation and credits, that hasn't changed with the implementation of the Ed. Act. For example, we still follow the Alberta model, so you still need a minimum of 100 credits to graduate, but like I said, you need either the 30-1 English or the 30-2 English as a requirement to graduate. (interpretation) Thank you, Mr. Chairman.	ኦናኃበቦ ጋሀ, ሪሮ ሬሮሩንጋና ላይኦርቦ ላጋላ ውር ኦሮንቦ ርል ሬሬ ሬ ሪ ዮሮ ውስ ላው እስ 100-ሙ ልሮር ሲይ ሬ ኦ ኦ ላ ሰው እንሲ ውስ ላው የ የረላ መንሰት አስ ላው እንሲ ውስ አስ ነው የረላ መንሰት እንዲ የስት እስ የሰው እስ የ የሰው እስ የስ የስ የስ የ የ የ የ የ የ የ የ የ የ የ የ የ የ
<b>Chairman</b> : Thank you, Ms. Okpik. I have one more name on my list. Mr. Shooyook.	<b>Δ•거ペϷϹና•</b> (ጋኣትበህና): 'd৮°Ⴍ广ʰ, ୮ኣ ▷•ለ•. ⊲በናਰበ°σ•. ୮ነር ሥሩ•.
<b>Mr. Shooyook</b> (interpretation): Thank you, Mr. Chairman. Again, on No. 19, I do have a concern and it has been brought up on more than occasion. I don't know whether I'm going to be asking the question to the Department of Education or to the Auditor General, but we have been talking about languages since yesterday.	ి. కారించింది. సింగా లిందింది. సింగా లింది. సింగా లింద
I think it's very easy to learn both languages simultaneously. I'm talking about Inuktitut and English. We hear that they're going to have a harder time if they're learning two languages simultaneously. What's hindering the process? There are only two languages that they're learning. Is it because they have so many things to learn that	

bilingual language has become an issue?	ዮሖ ለኦተር▷ኄጋσ.
I would like to find out what's holding them back. To me, it seems very simple to learn both	୯୭ଏଏ, ୭୨୭୦୬ ୮୬୬ ୦୬୬୦୬୬ ୦୬୬ ଅ୦୫୦୬୯୬୦୦ ୮୬ ୧୦୦୦ ୦୦୦୦ ୦୦୦ ୯୭୦୬୯୦୦୯୮୦ ଅଟେହାରେ ୧୦୦୦ ୧୦୦
languages. There have to be other causes that are slowing down the process. I would like to know what's causing that.	᠘᠆ᡨᠣᡏᡃᠦᡄ᠋ᡅᠦ᠋ᡃᢛ᠂ᡔᡃᡃ᠋ᠥ᠘᠆᠋᠋ᡃ᠉ᡔ᠉. ᡬᡃᢣ᠋᠋᠋᠋᠆ᢤᠾ᠋᠋᠌᠌᠉ ᠕ᢣᠯᠬ᠋᠋᠋᠋᠅ᠳᢣ᠋᠋᠋᠋᠋᠆ᡘ᠆ᠺ᠆ᠺ᠆ᠺ᠆ᠺ᠆ᠺ ᠘ᡃ᠈ᢞ᠙ᢂ᠋ᡬ
Thank you, Mr. Chairman. Chairman: Thank you, Mr. Shooyook. Ms. Okpik.	<b>Δﻪ/≪ϷϹናͽ</b> (ጋኣት∩Jና): ናਰ⊁≏Ⴍ广ͽ, ୮୯୦ ୷୕⊰ኈ. ୮ኣ ▷▷ለﻩ.
Ms. Okpik (interpretation): Thank you, Mr. Chairman. The problem we have is getting Inuktitut-speaking instructors or teachers. We have far too few of them. The Act indicates that if you're going to be a teacher or an instructor, you are required to have completed the teacher education training at Arctic College. With that, we have far too few Inuktitut- speaking teachers in the school system. Thank you, Mr. Chairman.	<b>ኦ•</b> Λ•: ናዛታ° ዉՐኮ, Δኮ/ «ኦሮ. ‹‹ ሬዮ ሲያስ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Shooyook.	<b>Δﻪ/≪ϷϹ</b> ናኈ (ጋኣኦ∩Jና): ናਰኦ≏Ⴍ广ϧ, Γኁ Ϸͽ∧Ϸ. Γ·Ϲ ៸Ϟ;ͼ.
<b>Mr. Shooyook</b> (interpretation): Thank you for that response. I understand that there's a shortage of Inuktitut-speaking teachers. Is it possible for your department to get an adequate number of Inuktitut-speaking teachers? Has that been considered by your department? Thank you, Mr. Chairman.	Αντικού του
<b>Chairman</b> : Thank you, Mr. Shooyook. Ms. Okpik.	<b>Δ▷/≪ϷϹ·</b> Ϸ(ϽϞϷ⋂ͿϤ): ·dϷ°Ⴍ广Ϸ, Γ·Ϲ ᠵᠯ┽ͽ. Γ· Ϸ⁰ለϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. It's an ongoing process that we're working on with Arctic College and we have set aside approximately \$5 million to be used for the Teacher Education Program and	▶•⋀•: ᠮᠯᢣᠲ᠋ᡄᡏᡃᢆᡃ, ᠘ᡃᢣ᠙᠌ᠺᡬ᠅. ᢗ᠘ᠲ᠋ ᠕ᡄ᠋ᡕ᠊᠍᠌ᡏ᠋ᢤᠲ᠋ᡄ᠅ᢗᢟ᠂᠌ᠴᡆᢩᢟ᠋᠋ᠮ᠂᠘ᢩ᠂ᠫᢣᠮ᠋᠌ᡘᡟᡆ ᠕ᡄ᠋ᡳ᠊᠋᠋ᢐᡅᡥᡄᢁ᠖ᢓᢌ᠋᠂᠘ᠲᡆ᠘ᡃ᠘ᡠ᠋᠍\$5-ᠮᡄᢦᠲ ᠌ ᠌᠌ᠺ᠆ᠳᡆᠮᠣᠮ᠋ᠴᡗ᠂᠘ᡄᡗᠫᢣᠮᢐ᠋᠋ᡰᠮ᠘ᡄᢣ᠘ᢣᢂ᠋ᡦᠮ᠋ᡗ
	וו-*טל 25-סי ספריטקיכ 11-אולי ספרי

Arctic College. We have 25 communities and we have 11 taking the Teacher Education Program. Thank you, Mr. Chairman.	∆፫ኣ∆ኦኣኣ⊳σኁ፝፝፝፝፝፝ጏና ፟ዸ፟፞፞፝ዹ ∆፝፝፝፝፝ኇጚብናብዾኦዮጋና. ና፝፝፝፝፝ ኇዸ፟፟፟፟ት፟ኇዹቮ፞፟፝፝፝፝፝፝, ፚ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ዾ፟፟፟
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. I have a quick question for Mr. Ferguson before we recognize the clock and take a little break.	<b>Δ•/ペÞር</b> ጭ (ጋኣኦበJና): የປታ°உ广ঁ <sup>6</sup> , Γ' ኦኦለኦ. Γ'ር ራ፞ጚኈ. ለኦሲኈለና? ርሏ፤?
During the audit on education in Nunavut, your office undertook a simultaneous audit at your own volition that we're dealing with hopefully later today or tomorrow, report on safety of schools and child care facilities in Nunavut. Can you explain further on the record why you chose to have your staff do two simultaneous audits with the amount of workload that was involved in that? Thank you. Mr. Ferguson.	Ϲ <sup>ͺ</sup> ͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺͺ
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. I think what happened was that we started out with deciding that we needed to do an audit in the area of education and then we would go through our normal, what we call our survey phase of the audit to decide what we wanted to focus on.	<b>⋟ఄ</b> ৬५° (ϽϞϡϹͿϭ;;ͼϭͿϧϩϫϳͼ, ΔͼϒϭϷϲϳͼ. ΔLΔϚϿϲϷͼϞͿϲͿϚͺϹ·ͺϹͼϟͼϞϷϹϷϲϷͼϞͿϲ; ΔϹͼϭϭͽϽϲͺϭϷϚͺΔϿϲͺϧͼϫͺϷϭͺϫͼϫ ͼϷϷϟ;ϿϹͷϐͼͺϷϟϿͼͺ;ͼϫϧϿϭͼϭϫͺϿϭͼϹϫϳ ϾͼϭϭͺϽͼϫϧϗͶ·Ͽϲϲ
In the course of that, we decided that we wanted to focus on both the implementation of the Act and then we had some significant concerns about some of the safety issues that we were hearing. At first, we were considering putting both issues together in one audit, but we felt that they were of significant enough difference that we needed to separate them out and treat them as two audits.	ϹͱͺϹͼͱͺͳͺϫϧϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺϫͺ Δ;; Δ;; Δ; Δ; Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ
We were, in fact, able to do the two audits essentially within the timeframe	ርኮሰላ ርለኮጋቦ የዕቅትናርቅም ለታሲምርናልኮና ፈጋን፲- ወላምጋካ አውናዊኮረትምና

and the budget that we had allotted to do an audit on education in Nunavut, but rather than just packaging it all as one audit and risking that one issue or the other could get lost if it were all packed together, we decided to separate them out and treat them as two audits so that the Committee would have both very serious items in front of them as separate audits to consider.

**Chairman**: Thank you, Mr. Ferguson. I have also understood that prior to even the report being finalized, there was a letter sent to the Department of Education and Community and Government Services bringing attention to some of the dire need. Have you ever had to do that through your office in the past before? Thank you. Mr. Ferguson.

Mr. Ferguson: Thank you, Mr. Chairman. We have done that on occasion. It's not something we do very often, but when we are in the process of completing an audit and when we start seeing concerns that touch on safety and security of people, in this case, safety and security of children, we feel that it's our responsibility to document our concerns as early as possible and get them in front of the department and the Minister as soon as possible rather than wait for the completion of the audit process because, again, the issues are dealing with safety issues. That's why we took the step in this case to write a letter about what we had seen up until that point in time.

**Chairman**: Thank you, Mr. Ferguson. I appreciate your response. We will take a 10-minute recess and come back all healthier than we left this. Thank you.

>>Committee recessed at 10:42 and resumed at 11:01

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<b>Chairman</b> : Thank you, everyone. We will continue along with the paragraph- by-paragraph review of the 2013 <i>Report</i> of the Auditor General of Canada to the Legislative Assembly of Nunavut – Education in Nunavut. We are now on paragraphs 22 through 30. Do you have any questions or comments? Mr. Enook.	<b>Δ<sup>6</sup>/«ϷϹ·</b> <sup>6</sup> (ϽϞϷϽͿ <sup>5</sup> ) <sup>5</sup> d۶ <sup>6</sup> αΓ <sup>6</sup> , CL <sup>5</sup> /. <sup>6</sup> <sup>4</sup> / <sup>7</sup> / <sup>6</sup> / <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> / <sup>7</sup> / <sup>6</sup> / <sup>7</sup> / <sup>6</sup> / <sup>7</sup> / <sup>6</sup> / <sup>7</sup>
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. I have a question on paragraph 23, perhaps to the Deputy Minister of Education. Paragraph 23 states that "A working group was formed in 2009" to oversee the implementation of the <i>Education Act</i> . Can you provide an update on the current status of the working group? Thank you, Mr. Chairman.	Δ.Δ. <sup>6</sup> : Þ&σ 23-Γ   Δ.Δ. <sup>6</sup> : Þ&σ 23-Γ  Δ.Λ   Δ. Δ.   <
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	Þ <sup>b</sup> ∧ <sup>b</sup> .
Ms. Okpik (interpretation): Thank you, Mr. Chairman. In 2009, we made some plans for everything that needed to be created like policies and support, and resources for committees, DEAs, and principals. We outlined all of those in the working group. I am the chairperson of the working group. My staff from different departments are in the working group. Our policy department is involved as well. We worked on those and made some plans as to what needed to be created. We have started working on the priorities. As I stated, we have started working on the consultation documents. We created that. Initially, we hired someone under contract to help guide us with the implementation. We employed that	▶•Λ•: <sup>5</sup> 'd <sup>5</sup> °a, <sup>6</sup> 'd <sup>5</sup> A <sup>6</sup> 'd <sup>5</sup> C <sup>6</sup> . 2009- <sup>5</sup> U <sup>6</sup> J, CΔ'/Lσ < <sup>5</sup> a Pl C P C P <sup>5</sup> 'd <sup>5</sup> U C C C C C C C C C C C C C C C C C C
implementation. We employed that person for two years. After that person stopped working, he or she was replaced by a teacher. Up to now, that position has	ϽΡͿϤͽͶϚͶϷϷϭϤͽϽϚͺϤʹϚͿϐϭ·ͺͺϏϿͼϭϧͺϹͼϥ ΔͽϧϭϫϧͽͶϹϲϷͽϟϹ϶ͻͶϧϥͺϹϪͼϫͺϫͽϧϟ ϤϧͺϳϧͺϾϫ Ϸ;ϿϹͳͺͶϧϲϿϤͺϳͼϭ ͳ ϨͼϿͿͼϭϭϹϷͽϷϟϹ;ͼͺϛͼϭͺϫ;Ͽ
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been vacant. It would be our writer who	ᡣ᠋ᡣᡪ᠋᠋᠋ᢛ᠋ᡣᡄᢣᢛᢗᢟ᠂᠋᠋᠋᠆ᡧ᠘᠋᠙ᢣ᠋᠋᠄᠆ᠺᠴᢄ
would also plan on what needs to be met	ᡃᡖ᠐᠘᠈ᡃᢣ᠋ᡣ᠋ᡗᡃᢣ᠋᠋᠕ᡩ᠖ᡃ᠋ᡗ᠋᠅᠋᠘᠄ᢕ᠋
about. We have advertised for this	᠕᠋᠋᠋᠋᠋᠋᠆᠘᠋᠄ᢦ᠘᠋ᢣᡑ᠘ᢄ᠆ᠴ᠋᠋᠋ᠴ
position, but it's still vacant. The work	ᢣ᠋᠋᠋᠋ᡥ᠋ᡗ᠋᠋᠙ᡄ᠕ᡱᠴᡄᢂ᠋᠋᠋᠉ᢞ᠘᠘ᡦ᠘᠆᠘᠆
that is being done right now is being done	ᢣ᠋ᢛ᠋᠋ᡗᡷᡑ᠋ᠫ᠋ᢛ᠘ᠳᠴᠾᡝᠺ᠋ᠫᢛ. ᠋᠋Ľᠲᡅ ᢗᡃ᠇ᢆᢐᡆ᠕ᡔᡅ᠕ᢞᢧᡟ
by our staff on top of their other	ᡔ᠋᠋ᡝᠴ᠘᠋᠋᠋᠉ᡃ᠋ᠣᡆ᠘ᡃᢛᡣᡤᡄ᠘᠋᠋᠉ᠳᡆ᠘ᡃᢌᡳᡄ᠂᠋ᡠ᠋᠈ᡃ᠋ᡉᡉ᠊ᠥ
responsibilities. That's one of the reasons	᠕᠆᠋ᡣ᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕
why we have fallen behind on the	୯୬୫୫୬ ୯୭୫ ୯୬୫ ୯୬୫ ୯
implementation of the Act. Thank you,	ᡏ᠋ᠫᡄ᠋᠋᠃ᡣᢗᢂ᠋ᠣ᠅ᡁ᠒ᢣ᠘᠊᠋᠅ᡥᢈᠫᢅ᠋᠕᠂
Mr. Chairman.	Δ <sup>ϧ</sup> ϟ≪ϷϹ <sup>;ϧ</sup> .
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ•/                                    </b>
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. Also on page 9, in paragraph 25, it states that "The Department of Education received funding of approximately \$17.5 million up until 31 March 2012 to help with implementation of the Act." It also states that "Senior officials informed us that they believed the financial resources were adequate for doing what was needed under the plan" Please help us understand exactly what the \$17.5 million was used for. Thank you, Mr. Chairman.	Δ <b>Δ</b> <sup><b>b</b></sup> : <sup>5</sup> d <sup>5</sup> <sup>6</sup> α, Δ <sup>b</sup> / <sup>2</sup> P <sup>2</sup> C <sup>5</sup> <sup>6</sup> , Δ <sup>b</sup> / <sup>2</sup> , C <sup>4</sup> <sup>2</sup> C <sup>5</sup> <sup>6</sup> , Δ <sup>b</sup> / <sup>2</sup> , C <sup>4</sup> <sup>2</sup> C <sup>5</sup> <sup>6</sup> , Δ <sup>b</sup> / <sup>2</sup> , C <sup>4</sup> <sup>2</sup> C <sup>5</sup> <sup>6</sup> , Δ <sup>b</sup> / <sup>2</sup> , C <sup>4</sup> <sup>2</sup> C <sup>5</sup> <sup>6</sup> , Δ <sup>b</sup> / <sup>2</sup> , C <sup>4</sup> ,
Chairman.	<b>∆▷ィ≪▷ር∿</b> (ጋኳᡝᡝᡅᠠᠠ): ᡝᠯᢞ᠌ᡆᡤᢆᡃ, ᠮᢣᢗ ᠘ᡅ. ᠮᡃ
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	Þ <sup>b</sup> ∧ <sup>b</sup> .
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Ms. Okpik (interpretation): Thank you,	Δ) - Δ <sup>+</sup> - Δ,
Mr. Chairman. That funding was directed	
to the schools. Like I said, the \$1.6	$\Gamma = C \Delta O \nabla P O P O P O P C P \Delta O P O P C P A O P O P C A O P O P C A O P A$
million that I mentioned was for the	Γ⊂<2℃∠C⊂>%d <4L ∆c~b \$1.6 Γ⊂<2°
elders' work. The other \$1.6 million was	
for preschool and child care.	
for presentor and ennu care.	ᢗᡃᢆᡆ᠋᠋ᠴ᠋᠅᠘ᡃᡄᢄᡔᢐ᠕᠆᠋᠆ᡆ᠋
The Act states that we have to use the	۵۵۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵ ۵
student-educator ratio. Following the	
number of students, it's based on the	
number of students, it's based on the	
staff we're supposed to have for so many	
students. I believe that we hired around	60-idit_Dh בכֹסי Δινο כ 1 Δεο
60 new staff members for the schools. As	$\Delta C^{\circ} \sigma q^{\circ} \Delta C^{\circ} D^{\circ} D^{\circ$
to new suit memoris for the schools. As	⊲⊥∟ \$820,000 مي∿⊂ Attendance and

well, \$820,000 was used for attendance
and student conduct. These were
implemented by the DEAs.

We can give you a detailed account of that at a later date. However, the money was mainly for the schools and the DEAs and we hired our own staff as well, for example, for curriculum development. We also introduced funding available for good relationships or working together initiatives, as well as for language arts. That's mainly what the money was used for. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Also along the same lines, the implementation of the Act is ongoing, it will be ongoing, and it's going to need financing. I know that. Don't expect any more money, but if you do get more money for the purpose of implementation, what would you use that extra money for if you were able to get more money? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Enook. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. When the Act was being reviewed, we were asked to produce a document. If we're going to implement the Act properly, we have to explain what resources are needed. The first thought I would have is that we need more staff that will support the DEAs in the communities and other documentation that needs to be done to support education. They still need to be created. Work is ongoing to create these documents. Along the sidelines, all the work has been continuing and they Student Conduct-J<sup>c</sup> Ċ<sup>b</sup>dd<sup>c</sup>CÞ<sup>sb</sup> DEA-ഛ<sup>c</sup> dϽϲ<sup>-</sup><sup>sb</sup>∩CÞ<sub>7</sub>L<sub>4</sub><sup>c</sup>.

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If the Inuktitut and English languages are reviewed, then we will have to introduce some more ideas as to how we can have more Inuktitut-speaking staff in our schools. We would also like to see "Stay in School" programs, leadership programs that are for our students, literacy programs, and training our staff so that we can balance literacy in our workplace. We have to train our staff properly on these things and also on research. We need more trained Inuktitutspeaking teachers. That's what we're looking at for the future. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. I have no more names on my list. Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): My question is for the Department of Education, just to add to Mr. Enook's questions. (interpretation ends) Of the 60 employees, how many of these were hired at headquarters and how many in the communities? (interpretation) How many of them were aboriginal people and how many of them were Inuit? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Sammurtok. We're delving into O&M, away from the report a little bit, but I'll allow Ms. Okpik to respond to that.

**Ms. Okpik**: Thank you, Mr. Chairman. Within the legislation, it states that we have to have a student-educator ratio which has to be better than the national level. When the *Education Act* came into የረላው ር୮ኖሞ ଅግୃଥାଇ የደም ግንግ አይሥላም 'የΓ'?ᢣዾር<sup>ኈ</sup><ና 'b\_ው<sup>ኈ</sup>ጋ?በካአይ<sup></sup>σ'ም  $\mathsf{S}^{\mathrm{BP}}$ ᠔᠔ᢣ᠋ᡃᢛ᠋ᢕᠵᠲ᠋᠘᠆ᠳ᠘᠘᠆᠕᠖᠘᠆᠕᠘᠃᠘ ዾኈዸር∆፞ዾ፟ዾጚጚጚኇዀ. ፇዸርኈበዾ፞፞፞፞ኇዀ  $\Delta c^{\circ} \sigma q^{\circ} h d h^{\circ} h^{\circ} \rho \sigma q^{\circ} h d h^{\circ} h^{\circ} \rho$ ᠘᠋᠋᠋᠋᠋᠋᠖᠘ᢣ᠋ᢛ᠋ᢕ᠋᠋ᡭ᠆ᡥᠣ᠖᠘ᢄᡄ᠋ᢙᢄ ∆<u>Ⴀ</u>°σ⊲ኈ∩ьጘ⊲Ⴂ⊲჻Ⴒ๛๐ ⊲гГ . ᠘᠆ᠳ᠘ᠴ᠘ᠴ᠋᠖᠘᠆ᡨ᠘᠆᠆᠘᠆᠆᠘ ᠕ᡃᡃ᠋ᡖᡄᠴᢗ. ᢗ᠋᠋᠘ᡃᢣ ᢗᢞᡇ ᢗᢨᡆᢩᡥᡃᠨᡏᢛᢗᡐ᠋ ᠊ᠡ᠀ᠳ᠋ᡃ᠋ᡗ᠄᠂ᡁ᠋ᢣᢩ᠂᠘ᡃᡟ᠙ᠵᡬᡃ᠉.

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▶•∧• (ϽϧϞΛͿϚ): ϞͿϟͼϫϳϫ, ϪͼϒϘϷϹʹͽ. ϹͼϘϭ LϲႱϲϤʹϞͿϟͰϟϭ ϷʹͽϐʹͼϟͰϟͽ Ϫϲ΅ϭϥͽ·Ϧϲ ϤΓϟϳ<<Ϲ Δμͼϫϭͼ ϪϲϧϪϲ·ͽϧϥϲϲ. ϹϪϧϷϟͰϟͽ ͽϫϲϲͺΓ. ϹϪϲϲ Ϫϲ΅ϭϥͽϽϲͺϫϭ·ͿϚ ΛϞͿϟͽ ϤϽϲͽΛϾϷͿϲͺͽϷϷϟͰͿϲϲϿͺͼϧϲϧ ΔϲͽϭϥͽͶ;ϥͿͽͱͿͺ

force and we determined the number of students that we had, it meant an infusion of about 60 additional teachers. The majority of the positions that went in went into schools. I can't say right now how many were Inuktitut-speaking or not. We would have to go back into some historical data that would probably take a bit of time.	Δϲ·ϞΔϲͺϹͼϧͼϲͺϤͼϧϲϲϿͼͻϽͼͺͺϲͼϥ ϤϹϟͼͼϧϒϿͼͺϪͼϼϲϿ;ͺͺ ΔϲϿͼϧϒͼ ΔϲϿͼ Δ. Δͽϧ Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ.
Some positions were at the headquarters level, but mostly in the Curriculum Division, to be able to develop curriculum to support bilingual education. Our major issue has been to be able to staff the positions. It has been an ongoing issue with us to staff positions at the headquarters level. (interpretation) Thank you, Mr. Chairman.	ΔΔC <sup>6</sup> σ σ δ <p< td=""></p<>
Chairman: Thank you, Ms. Okpik. I have no more names on my list. Mr. Mikkungwak. Mr. Mikkungwak: Thank you, Mr. Chairman. My first question will be to	⊲∩⊂▷™ረL⊀₺₽°σ∿Ⴑና. Γነር ୮₽°ህ፞⊲™. <b>୮₽°ኂ⊲™</b> (ጋኳኦ∩Jና): ኀሪታ°ႭႠႦ, Δ₽ረዊϷርႪ. ィ≫ናႠႪ<™ ⊲∧™ሪ∩Ⴑ ጋና∿Ⴑ⊀™ ΔႠ°σ⊲™ጋႠჀኦ๒ሪ°ഛና. ርኖዊσ ዿኳ₽∩ჀႱσ 26
<ul> <li>the department on No. 26, "The Act and its regulations set staggered dates for implementation." How far along is the department on this?</li> <li>Chairman: Thank you, Member from Baker Lake. Ms. Okpik.</li> </ul>	C°୧σ Ld4 4ጋርጭበርϷ୧୯-ସଟ4∿ሁርታ፟፟፝፝ ፟ቔዾብቦርሏL ለ୧୯-ସେଥርጭዖ 4ጋሮዀበትረ୧-ସେଟ୍ଟବେ? <b>Δь/୧Ϸርኈ</b> (ጋ፟ኁኦበታን: ነ፝፝፝፝፝፝፝፝፝ ነ፟፟፟፟፟፟፟፟፟፟፟፟ አምላቅ.
Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have 15 sets of regulations. To date, we have completed the Consultation Regulations, the Inclusive Education Regulations, the Administration and Finance Regulations, the Early Childhood Education Regulations, the Inuuqatigiitsiarniq Regulations, Bilingual Education Regulations, the Dispute Resolution Regulations, the Dispute Resolution Regulations, the DEA	Ϸ•Λ•: ͽϤϧϧϿͺϳϧ, ΔϧϞ≪Ϸϳͼͽ. (ϽϟϷϽϤͽ) 16Ϟημ ϳͼͷϥ ͼϷϷϧ Ϸ Δαμα Αμα Αμα Αμα Αμα Αμα Αμα Αμα Αμα Αμα

Administration Regulations, the School Calendar Regulations, and the Transitional Regulations for 2012-14.

The outstanding ones that we have right now are the Planning and Reporting Regulations. We hope to do phase 1 of the consultation in May of this year, and then start to draft the regulations during July/August 2014, the legal preparation in August of 2014. The second phase of the consultation will take place in September 2014, and then the legal revisions in November 2014, with a targeted completion of 2014, and then the drafting done by Justice after that.

I don't know if you want me to read out every single regulation. Out of the five remaining, we hope to have all of them completed by December 2016. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. I will now ask the Office of the Auditor General. What specific criteria did you use to analyze and evaluate the components of the department's implementation plan? Thank you.

**Chairman**: Thank you, Mr. Mikkungwak. Mr. Ferguson.

**Mr. Ferguson**: Thank you, Mr. Chairman. In terms of the implementation plan, we looked at a number of things. We looked at the timeliness of the implementation. We looked at the resources.

In terms of implementation overall, if

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**Δ•/≪ÞϹና**• (ጋኻት∩Jና) ናਰታ≏Ⴍ广Ϸ, Γኁ ▷▷∧▷. Γኁር Γዖ≏ኄJ⊲ኈ.

**ΓΡ° Jd°** (ϽϞϷΡΛJϚ) ʹϭͰϷͺΔϷϒ≪ϷϹʹϷ. Ϲ϶ ϤΛ<sup>ͼ</sup>νʹϭϤϹʹϷϹϷϧ ϹϷϤϤ ϹʹϲͿͼͽϒͿͺϒͼϒϷϷʹϷʹϷʹϾʹϷϿΔϚ. ʹϷϼΔϚϽϭϚ Ϲϲϧͼϲ ϤϽϲϷͼϒϒ ʹϷΓϚϿϥͼϷͶ·ͻϒ ʹϷϷϷϞΔͶ·ͻϒ ϹϷϭϭͼϧ ΔͻϲϲϭϤͼϹͼͶͼϭ ϤϽϲʹͼͶϹϷ≪ϲϤϭͼͶͼϭ ϚϥϷͶΓϷͼ

**Δ•/ <>C <sup>τ</sup>** (ጋኣኦበሀና) <sup>ເ</sup> ሪአ<sup>6</sup> Δ<sup>5</sup>, Γ<sup>1</sup> C Γ<sup>ρ</sup><sup>6</sup> ህ 4<sup>6</sup>. Γ<sup>1</sup> C <sup>5</sup> υλ<sup>6</sup>.

כלי (כלי ארטי) ישאיםרי, מיאפרכיי. כמער אילררי ביר לכרייררפיר שרישי לים אילפאריי. כמער אילריאם באייסטי אסטיבריסס, יאריאם באייסטי ישיטיטי אילערריעיטר איטריאסלי מריס לאריבאארארי.

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Δν you look at paragraph 23, we talked about the fact that the department put in place a structure to establish the plan. They put in place a working group. In paragraph 24, we look at the fact that they identified priorities. In paragraph 25, we mentioned the fact that they had received funding. We looked at a number of aspects of the implementation. Later on, you can see in paragraphs 32 and 33 we talk about regulation development. We looked at a number of different areas in terms of assessing the implementation.

**Chairman**: Thank you, Mr. Ferguson. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. My questions are for Mr. Ferguson. In paragraph 30, it says here that progress has been made in some areas. I think you referred to that a little bit. I'm just wondering if you can explain which areas did you find that progress was made. Since we seem to be focusing so much on what wasn't, let's take a look at what progress we have made. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Angnakak. Mr. Ferguson.

**Mr. Ferguson**: Thank you, Mr. Chairman. As I look at the whole report, there were a number of things where I would have said the department had made some progress. I'll go back to some that I just mentioned and then I'll add a few more.

Again, paragraph 23 talks about the fact that they did put in place a structure and put in place a plan. In paragraph 24, we said that they had identified priorities. In paragraph 25, that they got \$17.5 million more in funding.

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**Δ•/≪⊳ር**ጭ (ጋኣ̀ኦ∩ህና) ናሪታ≏ሏ፫୭, ୮<sup>ኣ</sup> ⊲ና企୭ъႪ. ୮<sup>ኣ</sup>ር ጵሁኣ≏.

23-FC, ▷᠖▷ᡘ᠖᠉᠑᠖᠅C°Q ϤϽϚͽᡣᠺᡣ᠘᠘ ᡬᢀ᠋ᢪ᠘ᠣ᠌ᠵᠳᠮᡕ Ϥ᠘ <᠖᠔ᠺᡴᠮ 24-F ▷᠖᠋ᠬ᠘ᡃᡄᠧᡘᢀ᠖ᡆ᠋ᠴᡆ᠘᠖᠈᠘ᡄ᠉᠈ ᢞᡷᡄ᠌Ďᡃᡷ᠔᠘ᡶᠦ 25-F ▷᠖᠉᠘ᡃᡄᠧᡘᢀ᠖17.5 FCϤσ Ͻσᡶᡄᡅ᠉᠑᠄ᡬᡆ᠔ᢣ᠖᠅᠖ᢐ᠊ᠼ᠕.

In paragraph 33, we talk about the fact that they did start developing the regulations. Although they had to revise some of their timelines, they seem to be on target with their existing timelines for developing regulations. In paragraph 35, we talk about they provided training on many provisions of the new <i>Education Act</i> since it came into effect, such as training related to positive school environments. They started to do some training.	33-Γ, ▷৽৳▷৴৽৳৽৽ৢৣ৴৽ ৾৾৾৾৽ঀঀ৾৾৾ঀ৾৾৾ঀঀ৾৾৾৾৾৾৽ঢ়৽ড়৾৾৾৾৾৾৾৾৾৾৾৾৾৾
In paragraph 40, we talk about the fact that they had the 10-year educator training program in place.	40-୮, ϷჼხϷϟჼხჼჼᢏᡘ᠋᠌Ի ĊჼdϤ ϤჼϚᢆჃ᠌ᠴᡄ᠂ᡃdᡄᠴ ᠘ᡄᡃ᠋᠘᠋ᢣᢆᡄ᠘ᡄᢪᠦ᠊ᡆ᠋᠋᠋ᢛᡅᠺᢗᢂᡷᢉ᠋᠋ᡭ᠆ᡥᠴᡄ᠕ᡄᡅ᠈ᡃᡕᡣᠦᢛ ᠕ᢗᡝ᠋ᡃ᠋ᡖᢛᢏᡘᡰ.
In paragraph 48, we talk about the fact that they did make some progress on curriculum, again, although there is more work to be done.	48-Γ Λϲͺ៱ϞϥΓ ϫͺϷͶϧϧ ϞϿͿϥͼͶϥͽϞͿϛͺϿͶϳͼ ϪϲϐϭϥͻͶ;ϒϫͼ ϒͼͶϛϿͼͼͺϒϥϫ ϪͼϷϫϪϟͼϹϷϷϐϭͺͺϤϲϷϧϿϥͼ
Going through the report, even though in most areas we said that there still need to be work done or they're not as far along as they need to be, I think you can see that it is clear the department has been working on the issue and they have been making some progress in many of the areas that we touched on.	ΡረϤϭϲ Ϲʹ;ϟͿʹ·ϧ Λ;ϞͶϔ·ϿͿ Ϸϭ·ϧϲϤͼ ϹϹͼϤϤ ͼϼϲͽϿϲͼϷͼϧϗϲϲ ϪͼϷϿϪ϶ϝϼϫϤϲϲͺϫϲ ϤͽͼͶϷϧϞϹͼϧϲϽϲ ; ϫϐϗͻϿ;ϳϹϗϹ Ͷ;ϤͶϲϿ ϷϿͼϿϷ;ϲͼϿͼͺϷͼϷϷϞϤϲϲͼϹϲͶͼϿͼ
<b>Chairman</b> : Thank you, Mr. Ferguson. Ms. Angnakak.	<b>Δ•/ペϷϹ</b> · <b>•</b> (ጋኣኦበJና): ናਰኦ°உ广ঁ•, ጵሁኣ°. Γሥ বናჲჾႦኈ.
Ms. Angnakak: Thank you, Mr. Chairman. It says in here that you "found factors both within and outside the Department's control that have constrained progress on implementing the Act." I'm just wondering if you can elaborate on what factors I know that hiring of bilingual teachers has been a big factor, but what other factors played a role in this? Thank you, Mr. Chairman.	<b>ϤʹϤͺϷϧʹϷ</b> (ϽʹϞϟͶͿϤ): ʹϭͿϧͼϥϹͼ, ΔͼϒϭϷϹʹͼ. ϤΛͺͺϷϧϭ·Ͽʹ·ϧ ϹʹϒͿʹͿ·ϧ Γ·ʹϞϿϾ. ϷʹϐͼͼϒͿϲ ΛϞϥͶϭ·ϳʹͼ ͼϭϥϲϷʹϛϹ ΔϿϤϭ ϥϲϹϭϿ ϤϷϲʹϿͼͼʹϒϹʹϒϹ ϤϷʹϲϾϿͼʹͼϹʹϒϹͻ ϤϽϲʹͼͶϚͶϚͼϲϤͼϥϲϓϹϿϲ ϷϭͼϧϹͶϭͼϲϤͼϥϲ Ϸϭͼ ϷͼϧϲϿͼ Ϸ ϷͼϧϲϿͼ Ϸ Ϸ ͼ ϲ

**Chairman**: Thank you, Ms. Angnakak. Mr. Ferguson.

Mr. Ferguson: Thank you, Mr. Chairman. The references to factors both inside and outside the department's control, I think we have talked about some of the ones outside the department's control quite a bit so far over the course of yesterday and today, whether it be the ability to hire bilingual teachers. We talk in here about, and again I think it was in 25, that it was a challenge for the department to fill positions, even at headquarters level. Despite having the money, they've had challenge filling some of those positions. We have talked about the attendance issue, again something outside of the department's control or very direct control.

In terms of some of the factors, I think, within the department's control, I would say some of the things that are concerning are more when we talk about external reporting. So paragraphs 72 and 73, the department having a requirement to provide annual reports and that hasn't been done. That's something that would help the Legislative Assembly, for example, understand where they are on implementing. So I think that's one thing.

In 72, we talk about the fact that there are a number of reports that need to be prepared and are collected but aren't always being used. If the data isn't needed, why are we collecting it or if the data is useful, why are we not using it? I think those talked to some of the things that would be within their control that would help them make progress. I think we have talked quite a bit about some of the things that are outside their control. **Δ•/<>⊂ና•** (ጋኣ̀ኦ∩Jና): ናਰኦ°ዹ广•, ୮ፖነ ⊲ና∝•bጭ. ୮ነር ቃ̀Ⴑኣ°.

<b>Chairman</b> : Thank you, Mr. Ferguson. I have no more names on my list. We will move on to paragraph 31. Although I believe we have covered a lot of the content of this specific paragraph, I will open it to questions. Mr Enook.	<b>Δ•/«ϷϹ·</b> • (ጋኣኦበJና): ናdታ°உ广ჼ, Γነር ጵሁኣ°.
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. Let me ask a question on paragraph 31 to the Office of the Auditor General. (interpretation ends) Mr. Ferguson, on page 10, paragraph 31, your report provides an overview of the areas covered by your audit. In paragraph 31, it notes that the department underestimated the level of effort required to implement the Act. Can you provide two or three specific examples of how the department underestimated what was required to implement the Act? (interpretation) Thank you, Mr. Chairman.	Δ.σ <sup>6</sup> : <sup>5</sup> db <sup>a</sup> af <sup>b</sup> , Δ <sup>6</sup> ν <sup>2</sup> Φ <sup>5</sup> <sup>6</sup> . C <sup>4</sup> σ 31-Γ 4Λ <sub>α</sub> c <sub>b</sub> <sup>5</sup> c <sup>b</sup> C <sup>1</sup> L <sup>6</sup> ν <sup>2</sup> L <sup>4</sup> <sup>6</sup> ν <sup>2</sup> P <sup>6</sup> N <sup>5</sup> d <sup>4</sup> Λ <sub>σ</sub> <sup>4</sup> α <sup>8</sup> <sup>b</sup> u <sup>6</sup> . () <sup>5</sup> λ <sup>2</sup> Λ <sup>1</sup> J <sup>-6</sup> <sup>6</sup> D <sup>5</sup> <sup>6</sup> ) Γ <sup>5</sup> C <sup>5</sup> D <sup>5</sup> <sup>4</sup> L <sup>4</sup> L <sup>6</sup> 10-Γ C <sup>4</sup> σ d <sup>5</sup> D <sup>6</sup> <sup>5</sup> 31-Γ <sup>5</sup> b <sup>6</sup> ν <sup>2</sup> L <sup>4</sup> L <sup>4</sup> <sup>2</sup> σ <sup>6</sup> b <sup>6</sup> ν <sup>2</sup> L <sup>5</sup> D <sup>6</sup> C <sup>4</sup> C <sup>6</sup> σ <sup>6</sup> d <sup>5</sup> d <sup>6</sup> <sup>5</sup> D <sup>7</sup> C <sup>4</sup> D <sup>6</sup> D <sup>6</sup> D <sup>5</sup> D <sup>6</sup> D <sup>6</sup> D <sup>6</sup> D <sup>5</sup> D <sup>6</sup>
<b>Chairman</b> : Thank you, Mr. Enook. Mr. Ferguson.	<b>Δ•/«ኦር</b> ኈ (ጋኣኦበሀና): ናਰኦኖፈቮኑ, Γ <sup>ւ</sup> ር ሏቃ. Γ <sup>ւ</sup> ር ጵሁኣ°.
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. In paragraph 31, we say in the second sentence, "For example, staff members who were assigned implementation tasks had to carry out these duties in addition to their full-time responsibilities." I think that's an indication that for some of these tasks, they needed to have been recognized as these are really full-time jobs and somebody needs to be dedicated to doing these things as their primary responsibility as opposed to something that's added to them on top of their other responsibilities.	<b><sup>5</sup>৬\\\</b> <sup><b>\mesh</b></sup> (ϽϞληυί): <sup>1</sup> <b>\</b> <sup>1</sup> <b>\mesh</b> <sup>1</sup>
I think also we see throughout the whole chapter some indications where, perhaps, the amount of training that was going to be required, whether it be on inclusive education and whether it be training for	ርΔL°ዺ ርძᡄϷჼℾϧ୭ና ርኖዊσ ዺጔዺΔჼነ/፣לበϷናቴርና ንና Δϲ°σবჼኮበርϷ៸Lናበላሲላናቴჼስናጋቦና ጮਰϲĹና ΔϲϷበርϷσჼቦና Ϸኖዺኌዮኇና ለϲተԼኣჼኮበናበσ ቴበLትჼቦዮσ Δϲ°σবჼነጋርሲጵና ወዉሮዮσ.

the district education authorities. Some of those areas where I think perhaps that the amount of training that was determined that needed to be done was underestimated.	ርልደ°ዺሏናጋኵዺኄዸርኈጋቓ <sup>ь</sup> ፚኆ°σվኈበርϷናበ⊲ሊվኄጛኄታኄ ጋኈႱϷርϷዼ፞ኈጋኈ ርደካታጜ. ርኖ≪ ርካፈ ዾጛስቦጔዮ ፚኈጛኈር፞ጛኯ.
I think those are the two examples that come to my mind. <b>Chairman</b> : Thank you, Mr. Ferguson. Mr. Enook.	<b>Δ•/ペÞርናゅ</b> (ጋኣኦበሀና): ናժታ°ሏ广•, Γነር ጵሁኣ°. Γነር Δ_ው.
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. Thank you, Mr. Ferguson. I would like to direct a question for the department, Ms. Okpik, and I would like to ask a similar question. From your perspective, what kinds of factors contributed to underestimating the amount of effort required to develop the necessary tools to implement the Act? Thank you, Mr. Chairman.	Δ.Φ <sup>•</sup> : <sup>5</sup> d۶ <sup>°</sup> <sup>°</sup> . Δ <sup>°</sup> ν <sup>4</sup> «ΡĊ <sup>°</sup> <sup>°</sup> . <sup>5</sup> d۶ <sup>°</sup> <sup>°</sup> <sup>°</sup> . 4 <sup>°</sup> L <sup>°</sup> <sup>°</sup> CP <sup>°</sup> <sup>°</sup> P <sup>°</sup> N <sup>°</sup> Λ <sup>°</sup> C <sup>°</sup> <sup></sup>
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/                                    </b>
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would be the first person to say that we did totally underestimate the capacity that we needed to implement this <i>Education</i> <i>Act</i> . I think a lot of us were new at it, with a new Act. We had a lot of our existing staff, our superintendents, our executive directors, and employees within headquarters take on a lot of the roles where there should have been full- time people.	<b>Ϸ</b> ΛϷ: <sup>5</sup> db <sup>2</sup> a f <sup>b</sup> , Δ <sup>b</sup> / «ϷĊ <sup>5</sup> <sup>b</sup> . (Ͻ <sup>1</sup> , Ϸη) <i>P</i> <sup>b</sup> Λ <sup>b</sup> : <sup>5</sup> db <sup>2</sup> a f <sup>b</sup> Ͻ <sup>4</sup> dC <sup>4</sup> r <sup>2</sup> r <sup>2</sup> f <sup>b</sup> d dC <sup>4</sup> r <sup>2</sup> r <sup>2</sup> f <sup>b</sup> d d <sup>2</sup> <i>C</i> <sup>5</sup> d <sup>2</sup>
In addition to the Act and the regulation development, for every regulation that is developed, we have to look at policies and procedures for the regulations, and we have to look at standard operating procedures, what kind of guidelines and directives we need to do. We also felt,	Ϲ <sup>ͼ</sup> Ⴍ ΔϹϹʹͻͿ ϹϹႱჼ ϤʹϹϿʹϹϷʹ ϹϲႱϚϲϭ ʹϞϼϭʹ ΛϞʹϹϹʹͻͿ ϤϽϭ ϹϲႱϚϲʹ Ϟϼ϶Ϸ; ϤϽϤႱΔϚ ϹϲႱϪϚ ;ϷϹ;ͻϼʹͼϹϷ϶ϲϥʹͼϧϹ ϹϲႱϚϲϼϚ ;ϷϹ;ϿϫʹͻϽͿʹͻ ϤϞϷϹϭʹͽϽϹϷϟϹ ϤϷʹϲϚͶϞϹϚ ϽϷͿϤͿϹ Ϲϲ Λϲϲ϶ϲϥ;ϷϛϚϚ ΔͽϭͿϟϲϷϛϚ ΔϲϷ϶ϲϤͽϧϲϲϲϷϛϹ Ϥ·ͿϽͼϟϹϭ;Ϲ

though, and I felt, though, that I really needed the involvement at the regional school office level and we had principals involved because they needed to advise us on how to best implement the Act. What was realistic in terms of some of the ways we were going to implement? When we did the consultation guideline, for example, for DEAs, when we provided the sample policies for DEAs, we needed that level of involvement from the regional school operations.

I can say that vacancies have been an issue at the headquarters level. Our *Education Act* implementation coordinator has been vacant for two years after trying to staff it. We're on our third competition right now over the last two years. The other issue is staffing DEA development officers.

What we're doing now is really trying to close the gap between the vision and what the reality is out there. We do recognize that we need extra capacity. We will continue to try to fill those positions for us to fully and completely implement the Act. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Thank you, Ms. Okpik. If we continually lack employees, as you have stated more than once that you're unable to fill the employment positions, if that's the case, we won't be able to move forward if we're unable to fill the positions. Are we going to be stuck in this position for a while until we fill these positions? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Ms.

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**Δ•/≪Þርጭ** (ጋኁኦ∩J<sup>ϲ</sup>): ⁵dᢣᢩ°Ⴍ广ᢑ, Γኁ ▷▷∧▷. Γኁር ∆ዾ▹.

## Okpik.

᠘ᠳ᠘ᡩᡁᢄ᠕ᡩ᠘ᡧ᠘ᡔ᠋᠆ᡔᢀᢧ᠋᠘ᢁᢣ Ms. Okpik (interpretation): Thank you, Mr. Chairman. We're always moving forward, even though we lack capacity. We are moving at a slower pace. When  $P \wedge d\sigma \dot{L}^{e} \Delta \sigma^{e} \wedge T^{c} \Delta^{e} \sigma^{e} \wedge T^{c} \wedge$ we fill the positions, we will be able to move forward more rapidly, but we're moving at a slower rate. We're still working on the (interpretation ends) student information system, HR database, and teacher certification. (interpretation) When they are able to hire someone on a contract, these things move forward. Rather than in-service, we're trying to find out where we can get ᠕ᡃ᠈᠆ᡐᠵᢗᢑ correspondence in Inuktitut. With this, we're moving at a slower rate. Thank you, Mr. Chairman. Chairman: Thank you, Ms. Okpik. Mr. Joanasie. **Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) My first question is directed to Mr. Ferguson. In light of the underestimation ᠕᠂ᡃᠯᢣ᠋ᡃᡪᢣᡆ᠋᠋᠁ᢦ᠋ᢕᠧ᠋᠉ᢕᢕᡐᡃᡄᡆ᠋᠋ᠣ᠉ᡃᡶ. of the department of the level of efforts required to implement the Act, in your view, what steps could have been taken to better estimate the time, effort, and resources needed to implement the Education Act? Thank you.

Chairman: Thank you, Mr. Joanasie. Mr. Ferguson.

Mr. Ferguson: Thank you, Mr. Chairman. I think what it really comes down to is just good, solid project management principles. As I said earlier, we have seen many of those that the department either put in place or attempted to put in place in terms of the planning, that they did put together a

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working group that met regularly, they did set priorities, and that sort of thing. Some of those things were put in place.

I think, when taking on a project like this, it's very important to establish realistic timeframes, the amount of time it's actually going to take to do each task, to identify the number of people that are going to be involved to do each task and make sure that they are dedicated to doing those tasks, and quite frankly, to build in some buffers because we all know how difficult it can be to plan something and say, "I want something done by a certain date." You need some flex within that plan, and then build in the ability to adjust the plan, and then also build in the reporting, letting people know how you're doing against that plan.

I think really it's just good, solid project management principles are what are needed to make sure that the implementation is going to be successful.

**Chairman**: Thank you, Mr. Ferguson. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. I would like to direct a question to the Department of Education. In paragraph 31, it states here that the department (interpretation ends) "underestimated the amount of training required." (interpretation) What steps has the department taken to better estimate the time, effort, and resources needed to implement the *Education Act*? Thank you.

**Chairman**: Thank you, Mr. Joanasie. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I ጋ°ጐሁልናbናበላጭፖL<<ና, የፖሪታን ኣ°ዹናቃdበናbኊላናbናLጐ፞Ⴑና ላጋሮጭበናበውላናውጭ ለካረበቦካጋJ ርLቃdላ bጚፖናበላዖበቦታኦናቃናሮጭጋና.

**Δ▶/≪▶ርኈ** (ጋኁ፞ኦ∩Jና) ናਰታ°ฉ广҆•, Γ'ር ጵጋጘ°. Γ'ር ≺⊲ፈረ.

**ƥ/≪⊳ር•**• (ጋኣ̀≻∩Jና) <sup>ና</sup>ժታ°௳୮<sup>ь</sup>, Γ'ር ⊀⊲௳ፖ. Γ' ▷•∧•.

▶•∧•: ናਰት°ഫ广், ፊየፖ≪Ϸርና።. (ጋኋት∩ጋና) σ°⊂Ϸ∩ቦႱċႦፚ°ฉና⊃JናႦፚ. ርፚ°ฉ ⊲∧ና።d∩ቦኑϷና።Ϸ⊲ና™ Ϸ⊲ና∩⊲Ⴆ°σና።. can just make a comment about one of the questions that were asked previously, when I said that we totally underestimated the work that needed to be done, we tried to do too much too quickly. We were trying to overhaul the whole education system. We were also driven by the thought of "Let's do it the Nunavut way." When that happened, a lot of the things that were already in place were no longer being used. We're taking a step back now and looking at where do we start, what do we need, and how do we move forward.

With respect to the training, each one of our regional school operations holds principal in-servicing at the start of every single school year, so new principals.... Qikiqtani School Operations, for example, brings their new principals down earlier and so they will get inserviced on *Education Act*, DEAs, and that type of thing. All the principals will meet together to look at operational stuff, priorities, and what's the government's mandate. This takes place across the three regions.

For this upcoming year, we're holding one large principals' conference to be able to make sure that everybody knows about the balanced literacy project and the assessments that are going to be happening.

We are also reviewing our educational leadership program, which is a mandatory program for people who want to become principals and vice-principals, with more focus on school operations, the financial component. There will be core courses that they have to take. For other educators who wish to aspire to become principals or vice-principals, they can take those courses as well. ላናናህናበዮσ, ርLናΓናበላኈ በዖበዮσላናΓአዎና ΔϲϞΔጵና ላኈሁኆቴዮና ጋዖፖናላናσላናLር ናbഛናጋሙ ∧፫ႢላናႦዮσላናLኈሁናር ናҌኦኦኣኦቦ∩ኈዮናഛ ላጋႠኈበርኦσላኈጋና.

Ϥ·LϿ ·ϷΓͼϿͼϭϤͼϹϟͿͼϪϲ·ͼϭϤͼϭϲϲϭͼͿͼ ϒϿϲͼϷͶϷϭͼͿͼϿϚͼϞϧϲϲͺϹϭϷϥϥϪϲϧͼͽϫ ϤͽϧϲͼϧϿͻͿϲͼϿϲϧͼϥͼϲ ϪϲͼϭϤͻͶͼϫϿϲͺϭϫϿϲͺϤϫϧͼͼϫϿϲ ϤϿͼϲϷͼϷϲϲͼϫͽͻϲͺϤϫϧϲͼϧͼϫϿϲ ϪϲϧϪϳϲ

We will have subcategories as well. If the student support teacher wants to take, let's say, in-servicing on inclusive education or if you have someone who wants to know more about inclusive education, we're going to start offering those different types of modules to our educators.	ĊჼႻႫჼႱ ᠘ႠჼჾჃჇჼႭჼჂႽ ႶኣႱႫჼ ჃႱ ჃĊႱ ჃႱჼჂჼႦႠႦჄႱႦჼႫჼႫჃჼႠჇ ႭႠኣႭჂႽ ΔႠჼႫჃჼႶႠႦႫჼჁႽ ႦჼჇჂჼႫႽ ჂႼჇჼႦჅႫჇႱႷ ႠႭჼႻჃ ႭႠჼႫჃჼჼႶႠႦჼႦႽႠჼႫჃჼႱႠ. ႠႱჼႻჃჇჂႵႭႽ ႭႠჼႣჃჇႶჼኣႭႽ ჃჂႠჼჼႶჼ<ჼႠჃႫჃჼႦႠჂႽ ႭႠኣႭჂႫჼ ჂናჼႱჄႵႶჼႻ
We are also reviewing how we do our short-term project planning. We have actually developed templates now where, when we do have projects, we identify costs, who is involved, what the deliverables are, and that type of thing.	ዻ፟፟፟፝፞፞፞ዻኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ ፟፟ዹዾፚኯዾዀ፝፝፝፝<ና፦፝፞ዻ፝፟፝፝ጚጚኯ፟ዹጚዀጚዀጚዀጚዀ ዹጔዹፚዀ፞፞፝፝፝፝ኯ፟ጜዸ፝፝፝፝፝፝፝ጜኯኯኯኯኯኯኯኯኯ ርL፟፟፟፟፟፟፟፟፟፟፟ፚዀ፟ዀዸዀዀኯ፟ዀዀ ፟ዀዾዀ፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟ ዾዀጟፙዀ፟ዀ ዾዀጟፙዀ ፟ዀ ፟ዀ ፟ዀ
We will be doing common training on how we are going to do our assessment practices and then, not to long ago, we had a principal/DEA chair conference in October. We're really also going to be focusing on learning coaches so that we have learning coaches at the school level and then also principal mentoring groups as well.	Δ፫ኣΔኦኦኣσኦ Δ፫ <sup>e</sup> σላʔበኦኣσኦ Δ፫ኣΔኦኦ°ዺኈንσኦ ለ፫፡LናኣΔናኦርናፑጚሇ. ርLኦdላ Δረኈዮና ለቦላኈበ°σላኈርዎና ґጆ፫ኈበኂሤ<ና፫ላσላናLር Δ፫°σላናልና Δ_ጋላσ ΔኈኦዉΔኦኈንና Δ፫ኣΔኦና.
Those are some of the measures that we will be taking to ensure that we are getting strong leadership within our schools because strong leadership in schools is imperative for our schools to be successful. (interpretation) Thank you, Mr. Chairman.	ርL°ዉ bጚሃናረସናσবዖናር ዉጋዉ <sup>ነ</sup> ትጐቦናጋኈ ኣ°ጐቦσ፨ኣ୮ኮ Δሮ°σবናልናበ°σ বናረব_ታ ለናጚবንህናbርϷጚኈ Δኈቦናናናበবናσবዖናር. ናਰታ°ዉቮካ, ΔካረዊϷርናካ.
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. We will try and get through paragraphs 32 through 35. Any comments or questions? Mr. Mikkungwak.	<b>Δ•/«ϷϹ·</b> • (ጋኣትበJ፡): ፣d৮°உቮካ, Γካ Ϸካለካ. ϤႶჼdႶჼႦዖ°σናL. Ϲ°ዉ 32-Γ 35–Jና በዖ·ʹͻͿ ለ፫ႢϤႢႭჅჼႣႯናናበJ. σ·ϲʹϷႶჼኣΔና ϷჼႦϷჾჼኣΔ·ʹ϶·ϭ·? Γነር Γዖ°ኄህላኈ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. I just have one question for the Office of the Auditor General. No. 34, when you're discussing training, would you also take the internship as part	<b>୮P°ኄJ⊲ኈ</b> (ጋኣኦበJና): ናਰታ°ዺ广҆৽, Δŀፖ᠙ኦርጐ. ዻርኦፖናና ⊲ለኈਰበካኣኈፍር ርኒርኈፖርላንሶና በበናናልኈሁ°ഛና 34−Γና ዹ፞ኣኦበሮኮ ለሮኒርኣሏσኈ ር°ዹ ኦኄኦፖሊታኦበናኌJ ሏኈኦሏፊታኈበቦካ Lሮኦርናኌσ ሏሮ°σዻናታኈጋሙ ሏፖርቦታኄጜዮፖርልፖ? ናਰታ°ፈ广ካ.

of the consideration or is that a whole	
different avenue? Thank you.	
Chairman: Thank you, Mr.	<b>Δ•/≪ϷϹ·</b> Ϸ (ጋኣኦ∩ሀና): ናਰ৮°ዺ广Ϸ, ΓʹϹ ΓΡ°℃ປ⊲Ⴊ. ΓʹϹ <i>ʹ</i> ϷႱኣ°.
Mikkungwak. Mr. Ferguson. <b>Mr. Ferguson</b> : Thank you, Mr. Chairman. I will ask Ms. Schwartz to answer that question if I may, please.	<b>ጵሁኑ</b> (ጋኣትበJና): ናਰታ° ወቮኑ, Δኑፖ  የኦሮናኑ. Γነ ፖላናካ ር°  ወ የኦበ°  σ
	<b>ΔϷϟ≪ϷϹ·</b> Ϸ(ϽϞϷϽͿϤ): ΔϽϤ <sup>ͺ</sup> LͺͺϷ. Γ <sup>、</sup> ϟϤϤ
Chairman: Absolutely. Ms. Schwartz. Ms. Schwartz: Thank you. We didn't specifically look at any intern programs that were offered by the Department of Education. Thank you.	<b>៸Ϥ··</b> (ϽϞϡႶͿϚ): ·ϭͿϧͼϼϹϷ. Ϥ·Ϧ ϹΔϹϪϚϽϭϷ ·ϷϹ·;ϿͼͺϲϷʹϞϹϚϿϽϚ ΛϹʹϧϷϚϿϤͼͶϚϿͿ ϪϹͼϭϤͼϿϲϲʹϷͼϲ ϪϿϭͼʹϹͼϭ. ·ϭͿϧͼϲϹͼ.
<b>Chairman</b> : Thank you for that response. Any other questions or comments? Being none, I would like to take this opportunity to thank Mr. Ferguson for attending in person this Committee meeting. I understand he's got a very busy schedule and he's going to be departing Iqaluit this afternoon. I just wanted to thank him again for attending personally and for all the hard work and just commend all the work that his team does. I'm sure that they will do their best to fulfill your voice this afternoon and	<b>Δ<sup>\$</sup>/«ϷC<sup>\$\$</sup></b> (ϽϞϷηυς): <sup>5</sup> d۶ <sup>°</sup> Δμ <sup>*</sup> ΡΡυδας. 4/ <sup>*</sup> <sup>ρς</sup> 4Λ <sup>\$*</sup> dη <sup>\$</sup> Δς Ρ <sup>\$</sup> bP <sup>*</sup> νΔ <sup>c</sup> <sup>2</sup> <sup>°</sup> σ <sup>c</sup> . Λα <sup>\$</sup> b <sup>°</sup> σ <sup>5</sup> <sup>5</sup> d <sup>*</sup> αμ <sup>*</sup> 2μ <sup>*</sup> C <sup>5</sup> b <sup>*</sup> P<0 <sup>\$</sup> <sup>°</sup> αμ <sup>*</sup> 2μ <sup>*</sup> C <sup>5</sup> b <sup>°</sup> α <sup>5</sup> <sup>5</sup> D <sup>*</sup> 2 <sup>3</sup> 2 <sup>*</sup> L <sup>*</sup> LC <sup>P°</sup> Δ <sup>5</sup> Δ <sup>5</sup> δ <sup>°</sup> <sup>°</sup> <sup>4</sup> D <sup>*</sup> C <sup>5</sup> σ <sup>4</sup> C <sup>*</sup> D <sup>*</sup> Δ <sup>5</sup> b <sup>°</sup> σ <sup>5</sup> <sup>4</sup> D <sup>*</sup> C <sup>5</sup> σ <sup>4</sup> C <sup>*</sup> D <sup>*</sup> D <sup>*</sup> C <sup>5</sup> L <sup>5</sup> C
tomorrow. I would like to invite you if you would like to make any closing remarks before you depart. Mr. Ferguson.	LጋΔዖበ <sup>ኈ</sup> σჼ σ <sup>֊</sup> ፝ ፫ <sup>·</sup> ር ቓ፞しኣ <sup></sup>
<b>Mr. Ferguson</b> : Thank you, Mr. Chairman. I would first of all echo that you are in more than capable hands with the three people that I will be leaving here to continue on with this. There is no question about that.	<b>ʹᡷႱ៶</b> ᠳ (ϽϤϞͶͿϚ): ʹͼͿϧͼϼϹͼ, ΔϷϒϘϷϹͼͽ. ϤͰͺͻ ϒϿ·ϲʹͽʹϚϹϾͼͿϤϷͿϤϤϤ;ͼͼϲϒͼϒϲ ΔͼϷϼϪϧͼͶͽϧϹͼϘͼϫϹͼϫͼϫ ϫͺͻϫϫϲϲͶϤͼϹͼ
The other thing that I would like to make sure that everybody understands is while my title is Auditor General of Canada	ᡧᡃ᠋᠘᠊᠊᠋᠋᠆᠆ᡔᢂ᠋᠋᠄᠋ᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

and while we label these reports "Report	ᠴᡆ᠌᠀ᡃ᠋᠋᠊ᢗᡃ᠋᠋᠋᠘᠄ᢞᠡ᠘ᢣ᠋᠋᠋ᢛᢣᢄᢕ᠋᠌ᠥᠳᢓᢪ᠋ᢩᡆ᠄᠉ᠫᢘᡁ᠉
of the Auditor General of Canada to the	ᢗ᠘᠋᠋᠋ᢞᡆ᠕ᡔᡅ᠋᠋᠋ᡃ᠋ᢄ᠄ᠺᡄ᠋᠋᠋᠋ᡬᢄ
Legislative Assembly of Nunavut," we	ᢗ᠘᠋᠋᠘ᠫ᠋᠋ᢙᢩᢛᢂ᠋᠉᠆᠖᠖᠘᠘᠘᠘᠘
very much, in this role, consider	۵ <i>ᡄᡃᡪ</i> ᠲᢦ ᡄ᠘᠋᠋Ĺ᠋᠋᠋᠘᠆ᡅ᠋᠅ ᠳᡄᢗᡏ ᠘᠆᠋᠋ᡫᡄ᠋ᢂᡷᡕᡧ᠋᠋ᡏᠮ
ourselves to be the Auditor General of	᠘᠋᠋᠋᠋᠋᠋᠋᠋᠋᠌ᡖ᠋
Nunavut. That's how we conduct this	
work. We're very much considering	
ourselves to having the same type of	
relationship with this Legislative	
Assembly as we would have with the	
Parliament of Canada.	
I amament of Canada.	
I think there are a count of other things	ᢗ᠘ᡃ᠔ᡏ᠋ᢂᡔᡟ᠘ᢣᡃ᠋ᢧ᠖᠊᠕ᢣ᠋᠋᠋᠋᠆᠘᠈ᡩ᠘᠘ᢣᢧ᠖
I think there are a couple of other things	Ċ <sup>6</sup> dd ۵ <sup>66</sup> 60Δ۶ <sup>66</sup> ٥dd ۵ ۵
that I have noticed. I have been extremely	᠕᠈᠊ᢣᡣ᠋ᡗᡃ᠂᠋᠌ᡔᢑ᠋ᡠᡄᢦ᠋᠋᠕ᡔᢌ᠂ᢩ᠆᠘ᠴ
impressed with the level of engagement,	ᢗᡃ᠋᠋᠋᠋ᡶ᠋᠆᠋᠃᠘᠕ᡩ᠋ᡗ᠉᠆ᡁ᠘᠉᠆ᡁ᠘᠕᠘᠘᠉᠆ᡁ
interest, and the quality of the questions	᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
that have come from the Committee	⊳ۥ٩٤تــــــــــــــــــــــــــــــــــــ
about this report. As an auditor	᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
presenting a report, when you see that the	
people you are reporting to are engaged	
in the issue, engaged in the topic, then	
that tells us that we have hit the right	
issue. I have been very impressed with	
that.	
	いしょういいのの マレン Pdd PPららくてく PL
I have also been very impressed with the	୮୦୬୦୦୦ ୬୬୮୦ଏ୦ ୫୦୬୫୦୦୬୮୦ ୧୭୬୬
diligence and the candid responses that	ᡆᡄᡃ᠋ᠲᡆᡅᠺ᠕ᡧᡏᢣ᠖᠘ᡩᠴᠴ᠋ᠵ᠉᠖ᡃᢐ᠉ᠫ᠉
you were getting from the Deputy	ݠᠴᡆ᠘ᡃ᠋ᡥᡝᡃᠴᠣᠴ ᡅ᠋ᠴ᠋᠋᠋᠋ᠴ᠋᠋᠋᠋ᡐ᠋᠋᠋᠅᠋ᠵᢑ
Minister. For her to say that they, in fact,	חטץפקר ⊘נדכ עביא₀ים כעדעבאנ
did underestimate the work involved to	ᢗჼᢦᠳᠴ᠋᠃ᢗ᠘᠘᠘ᡃ᠘ᡩ᠂ᢙ᠋᠈ᠺ᠘ᡩ᠘
implement this and be willing to say that	ᡄᠴᡆ᠌ᢪᡠ᠋ᡃᢛ᠌ᠵ᠋᠅᠘᠋ᠮᠳᡃᢗᢂ᠋᠋᠋ᡔ᠋ᡥᢉ᠆ᡏᢗ
not only to you but publicly, and that you	ᡏ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
can see the level of commitment that she	᠘ᠸ᠋᠋᠋᠆᠋᠘ᡄᠲ᠋ᠴᢄ᠘ᢑᡇᡆ
has and her people have in the	Ͻዋረϧϧ CĻĠͼϭͼϭ.
department trying to implement what the	
legislature wants the department to	
implement, I think, is something else that	
I take from this.	
	ᢄ᠋ᡃ᠋ᡋᠵ᠘᠋᠋᠉᠋᠊ᡋᢦ᠋᠆᠘ᡷ᠋ᡔᡄ᠂ᡔᠴ᠉ᠫ᠋ᡗᢄᡔᠳ᠋ᡠ
We have talked about many of the things	᠘᠋᠋ᠴᡄ᠋᠋ᡥᡗᢨᡠᠺ᠌᠊ᢦᢗ᠋᠋ᡔᡟ᠋ᠺᡩᡆ᠋᠋᠋᠅ᡁ᠋᠊᠋᠋ᡔᡄᢄ᠋ᡗᢑ᠋᠋᠋ᢧ
in the report. One thing that I have	᠙ᠡ᠋᠕ᠳᢈᡄᢄ᠉᠆᠕᠅᠆ᢕ᠖ᡓ
mentioned a couple of times, but I would	Ხ∩Ⴞ≻ናᡄᡄ ⊲⊦۲⊃ ۲3-۲ ⊳ಊಀ۲۲۶۵ Շ๛ฅ๛ฅ๛
like to make sure that the Committee	᠔᠋᠋᠋ᠳ᠈᠋ᢧᢄ᠈᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
recognizes it, in particular, is back to	᠕ᢣᡃᡃ᠋ᡪᡃ᠋ᢛ᠋᠋Ċᡃᢛ᠋᠋᠋ᢕᡄ᠘᠋ᢞ᠋ᡄ᠈᠆ᢑᡠᡄᢄ᠋ᡃᢑᠧᢄ᠋᠋
what we say in paragraph 73 about	⊲ <sup>;</sup> ϚϳϽϹͺϹͽϧͺΓϲͻϷ;ϨϯϽϲͺϤϝΓ
external reporting and the fact that the	᠘᠆᠋ᠳ᠊ᠣ᠊᠋ᡏ᠋᠋ᢐ᠆ᡣᢣᡃᡆ᠋᠋᠘᠆ᢞᡃ᠘ᡔ᠋᠋᠋᠅᠘ᡔ᠋᠉
	ᡏᢞᡥ᠋᠆ᠳᡗ᠋ᢄ᠋᠉᠕ᡄᡅ᠋᠋᠋᠋ᡭᡱᡆ

department does have a responsibility to report annually to the Legislative Assembly. I'm sure it's not just the Department of Education. I'm sure there are many other places where departments or organizations are required to report publicly or report to the Legislative Assembly.	ᡣ᠋᠋ᡗᢪᡃ᠋ᠿ᠋᠉ᡣᢗ᠌᠌᠌ᡔᡃ᠘ᢞᡃ᠋ᠴᢩ᠂ᡠᢩᢄ᠂᠋ᢅᡇᢝ᠙ ᢂ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
I think it's very important for the Legislative Assembly to make sure that it is getting the reports it's supposed to be getting, getting them on time, and making sure that they are covering the types of information that you want. External reporting from departments is one way that as Members of the Legislative Assembly, you can make sure you know whether the departments are doing what they're supposed to be doing.	ርΔL LᡄႱᡄϷჼჼႶჼ ϷσჼႦϲ⊲ሊንϷአሊ⊲ϲ՞σჼ ΛჼႦჼႺჼჼ<ር Ҏํป≪ჼჄLჼჼቦႽጋႫჼ Ⴣነ/፟፟ኯሽჼႦჼჃታው ጋኣϷLჼႶჃႫჃჼLር ርჃ፟፟፟፝፝፝፞Ⴑჼኯ፝ንና ϷσჼႦჼ ላጋჼჼႠϷ๙ჼႭჼႦჂჼ ኣႭჼჇႶႺჀንϷႦႦჾႫჼႭჼLር LႠႱႠϷჼჼႶውჼ ჂႼჇϷLჼႶႯჼႫჃናነረ ĊჼჃჃ ለϲႢჼႻჼ ለϲႢჃႭႦႢჃჼႦჼჼႠႼჾჼ ለႠႢჼႦჼႺჂჃჼႱჼႱჼႶ
I certainly hope and feel from what's gone on over the last couple of days that I think it will happen that the information we brought forward will be used in your review of the Act. That was the goal of the report, to help you understand what the department had been faced with, what they have been able to accomplish, what they haven't been able to accomplish, and use that as a way to inform your review of the Act.	σᇿϷ<᠉ᡃᡁ᠄᠋Ϥᡶ᠋ᢩᠴ᠌Ϸᡩᡱᠲᢩᢁ᠘ᠻᢆᡷ᠊ᢩᢁᡃᢗᡬ᠋ᡠᠲ᠘ ᠕ᡨᡃᡁᡃᢛ<ᡩᠧᡆᠦᡆᡃᢛ᠌᠑ᡩᢗ᠘ᡃᡆᡆ᠍ᢩᡆ᠌ᢩᠣ᠌ᢪᡠᡃᢛ> ᠘ᡄᠾᢛ᠕ᢣᡕᡣᡊ᠋ᠴᢩᡣᠻ᠈ᡔᠦᡃᡠᡄ᠌᠌᠌ᢦᡄᢩᢂᡷ ᢄᡔᡆᡆᠮᡷ᠋ᠧᠧᡘᢛᡆᠻᠧ᠋᠖ᠴ᠕ᡷ᠋ᡬᢁᢕᡄ᠌᠌ᢩᢂᡩ ᠘ᡄᠳᡆᡆ᠋᠄ᡔᠧ᠋ᡘᡷᡆᠻ᠙ᢞ᠋ᠴ᠕ᢣ᠋ᡬ᠄᠖ᠺᡄ᠖᠋ᡗ᠋᠘᠅ᡎᠬ ᠺᡃᡆᡰᠶᡃᡕᠯᡇᠫ᠋ᠴ᠋᠋᠋Γᡃ᠋ᡪᢆ᠘᠅ᡁᡧᡕ
I think the other thing that is very critical and I think has happened over the course of yesterday and today is this really has been an opportunity for the Members of the Committee to further their knowledge about what the department is doing and the challenges that the department's facing. That learning by Members of the Committee can also certainly be used in the review of the Act.	ϤʹͺͺϤϪʹϚʹͽͺͺϹͼͺͺͺͺͺϒ;ϤʹϿϤΓϯͽͺϪͽϚ;ϧͽ ϷʹϿϹϿͺͺΛϐ;ͽϺϹϷʹͽͿϤϹ;ͽϟϫͺͽϽϚͺϹϲϧϲϷͽʹϳϚ ϿϼϟͽϐͼϿ϶ϫϥͼͿϹͺϪϲ·ͼϲϥͽϽϲͺϷϐϚ ͼϧϿϪϲϷͼͺϫͽϲϥͼͺϹͺϪϲͼϫϥͼϿϲ ϒϧ;ϭϫϹͼͺͼ; ϒ;ϲϫͺϫ; ϒ;ϲϫ ϲ ϲ ϲ ϲ ͽ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
The Deputy Minister mentioned what's often referred to as audit burden, the	ᡏᠦᡃᢗᢂ᠋᠂᠋ᠫ᠋᠋ᡥᡴᡄ᠋᠋᠋ᡷ᠋ᡉᢄ᠂ᢄ᠖᠖᠙᠘ ᠕ᡄᡅ᠍᠍ᠿᡶᡳ᠋᠋ᢋᡄ᠂᠋ᠫᡟᡭ᠋ᠺ᠄᠋᠋᠋ᡠᢗ᠅ᢕᢄᡷᠴ ᢗᡃ᠋᠋᠋᠋᠘᠄ᢞᠡ᠘ᢞ᠈᠋᠘᠄ᠻᠦ᠋᠋᠋᠅ᠺ᠋ᠵ᠅᠘᠅᠘᠅

amount of work that departments have to go through to respond to our requests for information and answer our questions. We admit and acknowledge that when we go in and do an audit like this, it does take a lot of time and effort on the part of departments to respond to our questions and give us the information. Again, we're very grateful to the department for having done that.

Overall, I think, for the implementation of this Act to be successful, No. 1, it's going to require staying power, sticking to it, and making sure that the Act reflects what you want it to do and that it will be implemented. Good planning, good monitoring, good measuring of results, good reporting on results, all of those are the things that will help you know whether the Act is being implemented.

The one last comment, really, is that as I think about all of this, I go back to many examples I have been involved in, in the past with implementing large systems. When you talk to consultants and you say, "Okay. This is what we want to do. This is what we want the system to do. We've got this amount of money and we want it done by this date." So you've got functionality, budget, and timeframe. Those are the three factors you tend to have. This has the same thing: how much money, how much time, and what do we want it to do.

What the consultants will tell you is that you can have two of the three. You can either have it delivered on time for the amount of money you want, but you're not going to get what you want. You can get what you want within the dollars you want, but it's not going to be delivered on time, and so on. You tend to be able to

ΡϞͿ·ϲ·ͽ·Ϟͺͺϲ·ʹϿͿ, ϹϹϷϭϤ ΔϟϹϒϿϿϧʹͽϽϚ·ͺϤϤ Ϥʹϒϯ;ʹͶϭϷ·ͺϤϽϲ·ͽͶϚͶϭϤʹͽͶʹϿϹͺʹϧϷϷͰϷϹϷ; ϷʹͽϬͽͶϹϫϿ;ͺʹʹΔϹϫϾͶϹͺϷϿϷϧͼ ϷʹϿʹͽͺͼϲϷͶϲϷʹϒϐʹϫʹͶϲ ʹʹϤϽϨϹͼϭϤͼϿϚͺϷʹϿϲͼϹϷϟϹϭʹϧϲϿ; ʹʹϾϭϤ ϽͼʹϧϧϥϲϷϗϲͺͼʹͼϷϲϲϷϭϧͻ;

ΡϞͿ≪<sup>\*</sup>-Γ΄ ͻσ ͺͺ<sup>1</sup><sup>6</sup>PCP+<sup>6</sup>α<sup>16</sup>D<sup>6</sup> Ϸ<sub>2</sub><sup>6</sup> Δ<sup>16</sup> <sup>1</sup><sup>6</sup> <sup>1</sup><sup></sup>

have two of the three, and I think, again, that's a normal part of having to implement any large system, any large change, is it's extremely difficult to deliver it on time, deliver it on budget,	ͺͺϫͱͺϹͼϪͼϧͺϫ; ͼϫϼ;; ϫϫ;
and get everything that you want. So I think some of the types of challenges and places where the department has not been able to do what they have wanted to do. I think it is also just a reflection on the complexity of trying to manage this type of a project.	Λీర్ రాగాంలె ఎం. స్పాం డింది ఉద్ిరించి సోగాంగి ఉన్నారి గిర్గాంట్ ఉందింది దిందిందిందిందిందిందింది సిందిందిందిందిందిందిందింది సిందిందిందిందిందిందిందిందిందింది సిందిందిందిందిందిందిందిందిందిందింది సిందిందిందిందిందిందిందిందిందిందిందింది సిందిందిందిందిందిందిందిందిందిందిందింది సిందిందిందిందిందిందిందిందిందిందిందిందింది
I again very much appreciate all the time and effort of the Committee Members, the staff, the staff of our office for the hard work that they have put in and the dedication and commitment they showed to doing the performance audits in Nunavut. I also very much appreciate the cooperation and work of the department. Thank you, Mr. Chairman.	<sup>ና</sup> የትግር የምንድ የስት
<b>Chairman</b> : Thank you very much for those words, Mr. Ferguson. I'm sure that all of us are taking this opportunity to take advantage of this learning experience. For most of us, this is the first we sat through a committee of this nature.	<b>Δ•/ペϷϹ·</b> • (ϽϞϷႶͿϚ): ·ͼͿϷͼϫϹϷ Ϸ·ͽϷϟϫ϶ͼ, Γ·Ͻ ϷϹϒͼ, ϫϿͼʹϒϹϫʹϧϿ ϹϹϚϹ Ϲͼϫ ϤϷϷͼϿϞϞϧϚϹ ϹϹϽϹͼϫϧϚ Ϫϲ·ϐϭϤϨͶ·ϐ·ͼʹϲ·ϭϲͶͼϭ·. ϤϹϟϭ·ͽϞϷϞͶͿϚ ϟϿ·ϲ·ͼϚϹϷ ΔϷϟϨͼϧϹϷϹϷϚϚϹ ϷͶϽͼ ϧͶϹϷϷʹϐϫϲ.
I acknowledge, actually, Ms. Okpik of being so forthcoming in a lot of the responses that she has been giving us and providing to us, which is helping us understand the departmental needs and concerns that she has as well as what we have with our educational system, which is, as has been stated very publicly, the priority of this government's mandate to further on for the betterment of our students and our working people.	ΔϲϹ <sup>(*</sup> / <sup>+</sup> <sup>-</sup> <sup>*</sup> <sup>-</sup> <sup>*</sup> <sup>-</sup> <sup>+</sup> <sup>-</sup> <sup>*</sup> <sup>+</sup> <sup>-</sup> <sup>*</sup> <sup>-</sup> <sup>+</sup> <sup>-</sup> <sup>+</sup>
I want to once again thank you for attending these proceedings personally.	ჼݸᡃᡷᡆ᠋ᡏᡃᡃ᠋ᡃ᠋᠋ᡖᠳᡔ᠌᠋ᢄᡧᠻ᠈᠋᠌ᢂ᠆᠘᠘᠋ᠺ᠄ ᢗ᠘᠌᠘ᡦ᠂ᡠᡄ᠋᠋᠂ᠳ᠋ᢂᢣᡏᠣ᠋᠅, ᠍᠊ᠺᡃ᠘ᢂ᠋᠖᠖᠋ ᡆ᠌᠋᠆᠋᠋᠅ᡣᡄ᠋᠋᠂᠘ᠵ᠋᠋ᠺ᠋᠄᠋᠘᠓ᠺ᠋ᠺᠺ

Like you said, I am very sure that your	᠕ᡄᡅ᠋ᡏ᠋᠕ᡄ᠋᠕᠘᠘᠆ᢧ᠖
team behind you will more than	
adequately fulfill your duties.	
	<sup>ﻧ</sup> ፅታ≗ュՐંખ ርLናረ, ഛ <sup>ւ</sup> ԽՆ∟⊳Ხ⁰σ⊲ናናር 1:30-
I think we will break until 1:30. Thank	Ⴑ/°σ∿Ⴑσ. ՙd≻°Ⴍ广ჼ.
you.	››_ኈbbΔ°ዹኈጋና 11:48୮ bጚሥbσኈጋበ'_
	13:29F
>>Committee recessed at 11:48 and	15.251
resumed at 13:29	
	<b>ዾዾ/ペレር</b> ኈ (ጋኣኦበJና): ናਰታ°Ⴍ广ෟ, ርLናረ.
Chairman: Thank you, everyone. We	שרי ערביי (שורוס). טי ערו , כב ד. לארס°יטלכידניכ ליטס חחייטכבייף
will continue on with the paragraph-by-	%PF%245_PC_CL%2L%54%DP<_P=bcdF5%PC
paragraph review of the 2013 Report of	בתשיר בכנדיינגע איזורי דעיטע אוט ייד בתשיר בכנכסימ״נבי כנליסלי, יבתשיר
the Auditor General of Canada to the	عديم، اور اور ٢٥، ٢٥٠ - ٢٢، عديم، عديم، ۵-۴ حرام حرمه، 32-٦ 35-٦ ٨٦٦، ٩٩٩ ٢٠٠
Legislative Assembly of Nunavut titled	ΔC 0 0 0 C 10 0°. 32-1° 35-1° Λ/1 0000-C, CΔL C <sup>L</sup> @°°UC 36-ΓC C <sup>L</sup> D°U 42-1C
"Education in Nunavut." We completed	222 CVZ '''''''''''''''''''''''''''''''''''
paragraphs 32 through 35. We will	171 74-9751 705, 600 1000755 10181299 152 9429
continue on with paragraphs 36 through	1 'J '4'->".
42. Any comments or questions? Mr.	
Rumbolt.	<b>ናኑ&gt;ና</b> (ጋኣትበሀና): ፣ਰታ°ฉ广ʰ, Δʰፖペኦርኈ. ርレペσ
	,
Mr. Rumbolt: Thank you, Mr.	42- <sup>6</sup> 67 47-547247, 4764067 C <darb< td=""></darb<>
Chairman. My questions are for the	
Department of Education. On paragraph	
42 of the recommendations, it says, "The	
Department of Education should	
determine the number of bilingual	
teachers needed in the short, medium,	ᢄ᠋᠄ᡋ᠋ᢂ᠆᠆᠂᠘᠆᠋᠘᠕᠆᠋᠋᠋᠋᠆᠋᠖᠂᠖ᢣ᠆᠋᠘᠆ᠮ ᠘᠘᠆ᢧ᠆ᠵᡗ
and long-term to meet the bilingual	$\Delta^{b}\mathcal{A}^{\otimes b}\mathcal{C}^{\circ b}$ .
education requirements" Can the	
department inform us today if they have	
determined the numbers that are	
required? Thank you, Mr. Chairman.	
Chairman Thank you Mr. Durch alt	<b>Δ•/«ÞC°•</b> (ጋኣትበJ°): 'd৮°உ广், Γ'ጋ ና <sup>լ</sup> `>ና. Γ'
<b>Chairman</b> : Thank you, Mr. Rumbolt.	Þ <sup>b</sup> ∧ <sup>b</sup> .
Ms. Okpik.	
<b>Ms. Okpik</b> (interpretation): Thank you,	᠋ᠫ᠋᠋᠆ᡔ᠋᠆ᡩ᠖᠉᠂ᡩᢣ᠖᠈᠂ᡩ᠘᠘ᡩᠧ
Mr. Chairman. (interpretation ends) No.	
(interpretation) Thank you.	<b>ΔϧϞ≪ϷϹͼ</b> (ϽϳϞϞϽϽϲ): ϥϳͱϼ
Chairman: No.	>>∆⁺⊂ႪϽ·
>>Laughter	ריכו קיילי.
Mr. Rumbolt.	
	<b>ናኑ`&gt;ና</b> (ጋ፟፟፟፝ነትበሆ) 'd৮°ዺ广፟ <sup>ኈ</sup> , Δ <sup></sup> ዮ/ «Ϸር <sup>·</sup> ».

Mr. Rumbolt: Thank you, Mr.	᠕ᡄ᠋ᡶᡃᡃ᠋ᢟ᠋ᡃ᠋᠋᠆᠘᠅᠘᠋᠋᠘᠅᠘᠋᠋᠆ᢄ
Chairman. I guess I get the record for the	
6 6	
shortest answer this week.	
	୬୬∆·ᡄ℠Ͻ·
>>Laughter	
	∆<<°∿, F' P°∧° P°b2°b2°LC DQPLF
Yesterday, Ms. Okpik talked about the	$\Delta$ Ch $\Delta$ PC+L <sup>b</sup> hofJ Acadudte, 4LJ $\cdot$
NTEP program and she said that 213	⊳₀⊳ר₀⊳₀,סס 213טָּ ∆ם∆⊂
people have completed the program over	ለবውየተረርምቦ የፍት ለፍብሆኑ የወገምጋው.
the years. Of these 213, how many are	Ċᡃᠳᡄᢩ᠉ᡃᠾ᠙᠌᠌᠌᠌᠌᠌᠌ᢓ᠆ᡷᢣᠯᢣᠣ᠄ᡃ᠋᠖ᡩ᠋᠋ᠬ᠋᠄᠂᠘ᡄ᠋᠕ᡄᡅ᠙ᡃ
still working in the education system?	᠘᠆᠋ᠳᠣᢦ᠋᠋ᡝᠣᡄ᠋ᡅᠣ᠋᠋᠋ᡏᡗ᠄᠂᠋᠋ᡏᢣ᠋ᠲ᠋᠋᠘ᡃᢣ᠙ᢣᢗ᠋᠅.
Thank you, Mr. Chairman.	
	<b>Δ•/«Þር</b> ጭ (ጋኣትበJና): ናਰአቄፈቮෳ ୮ኑጋ ፍ <sup>ֈ</sup> >ና.
Chairman: Thank you, Mr. Rumbolt. I	٩٥٠ <u>٨</u> ٩م<ے٦٢، ٩٩م< ٢٢ ٩٩م< ٢٢م
believe Ms. Okpik answered most of that	᠘᠊᠋᠆<᠌ᢣᢑ, ᡏᠡ᠋᠊᠋᠆ᡘ᠕᠋᠋᠋᠋ᢐ᠖᠋᠉᠘᠋᠁
1	⊵₅₽∽₫₽⊃ๅ.
yesterday, but I'll allow her to elaborate.	
	<b>▶७∧७</b> : 'dদ≏a广 <sup>,</sup> ∆ьн≪⊳с <sup>.</sup> . (⊃Ÿ≻∩J <sup>.</sup> ) L°a⊳+Г
Ms. Okpik (interpretation): Thank you,	CLbdd Jhubhac aldrengenation
Mr. Chairman. (interpretation ends) Right	Ͻ៶ͿϧϞͽϷϽϽͼͺͽϷϲϽϲͺͽϲϫ
now, we're not able to track that	$P_{P} = P_{P} = P_{P$
information. We do have information on	
the number of bilingual teachers and	$\Delta \Delta \Delta^{1}$
language specialists, but we also	PD>DJ°Q'G'_JJ J'%PC/A&C-JDJC
recognize that more detail is needed. To	Δ <sup>1</sup> <sup></sup>
address this, we're in the midst of	
developing an HR database. The database	
would include typical "tombstone"	
information and detailed information on	
employee credentials, courses, and	
training, teacher certification type, and	ᢄᡃ᠋ᢄᢞ᠋ᢩᡄᡗᠡ᠋ᡏ᠋᠋᠋ᠮ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
	്bഫ <sup>ം</sup> .
the language proficiency for the sake of	
instruction.	ف℃ᠫ᠋᠋ᡎ᠈᠆᠔᠆᠔᠆᠔᠆᠔᠆᠘᠊ᠴ
	ᠴ᠆ᡗᢗᡐ᠆ᡆ᠘ᡔᡨᢄᢗᠵ
We do have a contract in place right now	ᡏ᠋ᠫ᠘᠋ᠳ᠋ᡄ᠋᠄ᠣ᠋ᠬᡨ᠋ᠥᡰ᠂ᡶᠣ᠌ 2014 ᡣᡗᡝ<᠋ᠺ.
with Core Solutions. We hope to have a	Ϸ·ʹͻΓͿϚ Ͻ℠ͽႱልͽϧϧϯͳϼϲϹ ͶϟϔϲϞϲϽሀʹ
working model by June of 2014. To date,	ᢂ᠋ᢄ᠂᠖᠘᠆ᢣᢄ᠕᠄᠋᠋᠆ᢄ᠆᠆᠆
we have relied on the completion of	᠕᠋᠋᠉ᡃᠣ᠘ᢣ᠋᠋᠉ᡃᡣᡄᡬ᠆ᡧ᠋ᠳ᠋᠋᠁᠆᠆ᡧᠴᢄ
language of instruction staffing plans to	مےم⊿∞2⊳∻م،م,⊃د ،⊎ح∟م ⊲مہما,⊃
identify the short and medium terms for	᠘᠆᠋ᢣᢈ᠋ᠺ᠖ᡱᠣ᠋ᠮ᠋᠉᠂ᡔ᠋ᠮᢂ᠋ᡔ᠋ᠮ᠉᠂᠘᠘
the language of instruction. We will be	᠄ᡝ᠋᠋᠋ᡏ᠋᠄ᡔ᠆ᡔ᠆ᡔ᠆ᡔ᠖ᡆ᠋᠉᠆ᡁ
reviewing our language of instruction	᠘᠆ᢣ᠘᠈ᢣᢉ᠋ᡣ᠙᠋᠋᠆ᢗ᠋ᠬᡱ᠋ᠴ᠘᠋᠋᠋᠉᠘᠋᠋᠉ᡃᠥ᠘ᢣ᠋᠋᠉
staffing plan process to see how effective	᠕ᡧ᠆᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕᠆᠕
it is. We will also work with Nunavut	ᡖ᠋ᢣᢣ᠋ᡗ᠋᠕ᢛᡅᢕᡅ᠋᠆ᡷᡁᡄ
Arctic College through an MOU to track	ᠴ᠋᠋ᡆ᠌ᢩᢟ᠂᠘᠆ᡄᠵ᠋ᢣ᠋ᠮ᠋᠋᠕ᡷᡆᠲ᠆ᡆ᠆᠕ᡷ᠘᠘᠘
the number of bilingual students who	ᡆ᠌᠌ᢄ᠄ᡷ᠆ᠴᢗ᠄᠋ᡃ᠋ᢄ᠂᠋ᢄᢄᢄ᠆᠘᠄ᡷ᠆ᡔᢑᢂ᠋ᢄ
enter NTEP and successfully complete	
cher ivitar and successfully complete	

the program annually.	
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Rumbolt.	<b>Δ•/ペϷϹ·</b> • (ጋኣትበJ፡): <sup>ና</sup> dታ°Ⴍ广ჼ, Γ՝ Ϸჼለჼ. Γነጋ ና <sup>լ</sup> `>ና.
Mr. Rumbolt: Thank you, Mr. Chairman. I'm just wondering if they have the numbers of how many people are currently in the NTEP program throughout Nunavut. Thank you, Mr. Chairman.	<b>Ϛͱʹ&gt;·</b> (ϽϤϞͶͿϚ): ·ϭͿϧͼϫϹϷ, ΔϷϒϘϷϹͽ. ϹϹϚϽͿͽϤϿ ϷϷͿͼϫϿϭ ·ϐϚϺϚ ϹͼϫϷϞϹ ϪϹͼϭϭʹ;ϹͽϳϹ ϿϭϿ·ϹϹͺͺͼϥϧͼϲϲͼ, ϭͼϒϭϷϹͼ. Ϫϲʹϭ;ϿϥϹϿϿϲϲϹͺͺͼϥϧͼϲϲͼ
Chairman: Thank you, Mr. Rumbolt.	<b>Δ•/ペϷϹና</b> Ϸ (ጋኣኦበJና): <sup>ϛ</sup> d৮°໑广 <sup>ϧ</sup> , Γ <sup>、</sup> ጋ ና <sup>ϳ</sup> >ና. Γ <sup>、</sup> ▷ <sup>ϧ</sup> ለ <sup>ϧ</sup> .
Ms. Okpik. Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We work with Nunavut Arctic College through an NTEP partnership committee. I have the information somewhere in one of my briefing notes. I can provide it later to the Member if he wishes.	<b>ኦ•</b> ለ•: ናdታ°ฉ广•, Δ•/«ኦር•. (ጋኣኦበJና) ለሮሲናክናኮም<ናጋታ ወዲዎ፡ና ረርናጋኣናልካሮም ԵበLኦናሩበJና Եጋበ°σበ° ወና ወዲዎ፡Γ ΔሮኣΔኦኦሮ፡ሬካሬና ለሮሲላካኑΓ•. ዉሮላ°ም ርካሪላ ጋኣሁካና ለፖሬታናጋላካይ በበናጭፖሬተናዕበ°σ. ኦላናበላካዮኖም ጋσታ°ዉσላጭርና Եበሬኦ ለፈርጋላጭ<ና.
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Rumbolt.	<b>Δ•/ペϷϹና•</b> (ጋኣትበJና): <sup>ና</sup> d৮°உ广 <sup>ͱ</sup> , Γ' Ϸ•ለ•. Γ'ጋ ና <sup>լ</sup> `>ና.
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. We all know that there are more bilingual teachers needed. I was trying to figure out how many people are in the program and trying to get a sense of how long it will take to get enough bilingual teachers in our system. I'm just wondering if you have any idea if there is a big demand for the NTEP program throughout Nunavut. Thank you, Mr. Chairman.	<b>Ϛͱʹ&gt;·</b> (ϽʹϞϷͶͿϚ): ʹϭͿϧͽϫϹϧ, ΔϧϒϭϷϹͼ. ϽϷϒͿϹϽΔͼϫͼϿʹϧͺʹͼϷϷϷϲϲϫͼϷϹͼϹͺͺϛ ϷʹϐϷ; <sup>ϳ</sup> ͼϭͼ ΔϲʹϞϫϐϷϲΓϹͿϲϿͼͼϧϲ ΔϲʹͼϭϫϳͺϫϳϲϲϿϲ ʹϧϿͶϔϫͼϗ Ϸ ͻͼϷͻͼ Ϸ ͻ Ϸ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : A very good question, Mr. Rumbolt. Ms. Okpik.	<b>Δ•/ペÞርኈ</b> (ጋኣ̀ኦበJና): ⊲ለኈdበናበ⊲<ዾ፞, ୮ነጋ ና <sup>ֈ</sup> `>ና. ୮ <sup>ነ</sup> ▶ካለካ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) There is a big demand. Currently we have 11 programs in 11 communities: Iqaluit, Cape Dorset, Hall Beach, Qikiqtarjuaq,	Ϸ•Λ•: 'dታ°ฉ广, Δνረ«ኦር%. (ጋኣኦበሆ) ለፈርምኑበብሬቢናን%. ርΔL Լ°ฉኦፈ% 11-σ ለሮሲላካታ ፈጋΔ°ฉኁь%ጋሆ 11-σዮ ወαሮኦፈም: ΔናኮጋΔና, Ρ°∿υΔና, ኣσናታ, ኅዖዖኈርናፈፋጐ, <∿σኈጛኈ, ΓናበLርඌ, Եዮቦኈ๙σኈ, ናኮLσ'ጋላኈ,

Pangnirtung, Pond Inlet, Rankin Inlet, Baker Lake, Taloyoak, Arviat, and Gjoa Haven.

The other piece of work that we have been working very closely with Nunavut Arctic College on is a 7 to 9 teacher education concentration because we do know that we are preparing for the grades 7 to 9. We have done a program. Unfortunately, we had only two applicants this year. Based on that number, we weren't able to offer it this year. We're going to promote it more between the college and us to hope for intake next year. This middle school is also with the University of Regina.

There will be two types of entry points. Currently we're looking at teachers who already have a bachelors in education, ready to go off and specialize or if they are taking an NTEP program, it will be something common for the first two years, and then you specialize the last year or the last two years of the program. That's some of the work that we have been doing with the college.

Yes, there is a high demand, and we're just going to meet.... Well, we were supposed to meet on Monday to determine where, as the B.Ed. programs come to an end, the next intake should be. So often, district education authorities will make a request for us, and then we work with NAC to determine the teacher housing where, if at all possible, if it could be in a school to make sure that they're in the school environment, if not done here in the learning centre. We work closely with them. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Rumbolt.

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 $C^{q}$ ,  $\dot{\Delta}$ ,  $\Lambda J L \sigma^{tr} C^{t} b^{L} L - C^{t} d^{L}$   $b \cap L - d^{t} b - D^{t} - u^{t} b^{t} F$   $F^{t} d \Delta^{t} F^{t} d^{L} - C$   $b^{t} b^{t} d^{t} B.E.D.$   $\Delta F - c^{t} L^{t} b^{t} b^{t} - D$   $\Delta C^{t} b^{t}$   $\cap J + Q^{t} - d - c + S^{t} L^{t} b^{t} C$ .  $C \Delta L \Delta^{t} L$ ,  $D - c^{t} \sigma^{t}$   $\Delta C^{t} \sigma d^{t} D - C - \lambda^{t} f^{t} C$ .  $C \Delta L \Delta^{t} L$ ,  $D - c^{t} \sigma^{t}$   $\Delta C^{t} \sigma d^{t} D - C - \lambda^{t} f^{t} C$ .  $C \Delta L \Delta^{t} L$ ,  $D - c^{t} \sigma^{t}$   $\Delta C^{t} \sigma d^{t} D - C - \lambda^{t} f^{t} C$ .  $C \Delta L \Delta^{t} L$ ,  $D - c^{t} \sigma^{t}$   $A - c^{t} b \cap S h - d^{t} h^{t} U + U^{t} F^{t} C - \lambda^{t} \delta d^{t} \sigma^{t}$  $A + c^{t} D - A + c^{t} \Delta^{t} C$ .  $\Delta C - \Delta^{t} \delta d^{t} \sigma^{t} h^{t} \sigma^{t} h^{t} \sigma^{t} h^{t} \sigma^{t} h^{t} h^{t} G^{t} - D^{t} h^{t} \delta d^{t} h^{t} h^{t} G^{t} - D^{t} h^{t} \delta d^{t} h^{t} h^{t} G^{t} - D^{t} h^{t} \delta d^{t} h^{t} h^{t} G^{t} h^{t} h^{t}$ 

**Δ•/≪Þር**ᠬ• (ጋኣ̀ኦ∩Jˤ): ኀdᢣ°Ⴍ广ᡝ, ୮՝ ▷▷∧▷. ୮ነጋ ፍ⊦ঁ>ና.

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**Mr. Rumbolt**: Thank you, Mr. Chairman. Considering there is a high demand for the NTEP program and you mentioned that it is offered in 11 communities, one of the stumbling blocks for smaller communities is that they're having to travel away from home in order to take the NTEP program and it takes between four and five years to complete. Are there any intentions to expand the NTEP program into smaller communities so that you can get more grassroots workers working in our schools? Thank you, Mr. Chairman.

**Chairman**: Thank you, Mr. Rumbolt. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We find that the community-based Teacher Education Program is very successful. We find that it's much better for them to take the program in their community. However, we need to ensure that we have the numbers.

Once we get a list of who is interested, Nunavut Arctic College does an assessment for entry. Sometimes it will be determined that they need a foundation year to upgrade in math, English, Inuktitut, and the sciences. Once the foundation year is over, after that, they will determine if the B.Ed. program will proceed. Again, it's based on demand.

At the Department of Education, we provide \$2.3 million to Nunavut Arctic College in addition to what they currently have as well. Again, it has to fit within that funding envelope. We have to ensure that the quality of standards is maintained. As part of that, with Nunavut Arctic College and the University of Λ
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Regina, we're going to be conducting a teacher education program review. (interpretation) Thank you, Mr. Chairman.	ΔϹʹϒΔϷϷϹ·ʹLϷʹϚϷϺϷϞϹϷ. (ϽϚϷϺϳͼʹͼʹϹͼϽͼͽ) ʹͼͿϷͼϫϹϷ, ΔϷϞʹϨϷϹʹͽ.
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Rumbolt.	<b>Δ•/ペÞርና•</b> (ጋኣትበJና): <sup>ና</sup> dታ°உ广், Γ' ▷•ለ•. Γ'ጋ ና <sup>լ</sup> `>ና.
<b>Mr. Rumbolt</b> : Thank you, Mr. Chairman. In regard to offering an NTEP course in our communities, you mentioned that you need a certain amount of students in order for the program to run. How many students are required in order to successfully put the program off in a community? Thank you, Mr. Chairman.	<b>Ϛ·ʹ&gt;</b> Ϛ (ϽʹϞϷႶͿϚ): ʹϭͿϒ <sup>®</sup> ႭͺΓϷ, ΔϷϒϘϷϹ <sup>®</sup> . ϼႭϘ·Γ Δϲ·ϞΔϷϷϲ·ͺLϷϞϭͼʹͿϚ ϤϽΔ <sup>®</sup> ΔͼʹϷϷʹͶϚϒϭϷϟϹϷ ϼϼϲͺϲʹϹϐϭ, ϷʹϷϷϷϷͿϭϚ ʹϷϚϒϷϧϲͺϤʹϷͼϭϷ <sup>®</sup> ΔϼΔϚ Δϲ <sup>®</sup> ϭϤ <sup>®</sup> ͶϷϞʹ·ͺϿ <sup>®</sup> ϭϚ ϤϽ <sup>®</sup> ϹϷϭϤϷϭ ϹL <sup>®</sup> ϼ Δϲ <sup>®</sup> ϭϤϷͶϷϞ <sup>®</sup> , ʹϷϚϷϧϲͺϤʹϷϟ <sup>®</sup> ϞͿ·LC Δϲ <sup>®</sup> ϭϤ <sup>®</sup> ͶϚ ϤϽΔ <sup>®</sup> ϼϷ <sup>®</sup> ϹϷϭϤϷϭ ϹL <sup>®</sup> ϼ ϼϼϲϷϟϹ, ʹϭͿϧ <sup>®</sup> ϼϹϷ, ΔϷϒϘϷϹ <sup>®</sup> .
<b>Chairman</b> : Thank you, Mr. Rumbolt. Ms. Okpik.	<b>Δ•/ペÞር</b> ጭ (ጋኣኦበJና): <sup>ና</sup> d৮°உ广ঁ <sup>ኑ</sup> , Γነጋ ና <sup>ϳ</sup> . Γነ ▷ <sup>▶</sup> ለ <sup>ϧ</sup> .
<b>Ms. Okpik</b> : In the past, we've had to make some very difficult decisions as the Partnership Committee. For one example, we had two students remaining in the program in one community. So therefore, we offered them to come to Iqaluit instead to finish their NTEP. That's an example. We would like to maintain at least a minimum of around six to eight students to be able to offer the program. (interpretation) Thank you, Mr. Chairman.	<b>ϷϧΛ</b> <sup>b</sup> (ϽϞϷΛͿϚ): ۲ϘσϤσ, ϤϷϓϷʹϫ <sup>6</sup> Ͻσ <sup>b</sup> Δ/L⊂Ϸ <sup>6</sup> Δ/L⊂Ϸ <sup>6</sup> Δ/L⊂Ϸ <sup>6</sup> Δ/LΔ/LΔ/LΔΔΔ<
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/≪ϷϹና</b> ∙ (ጋኣኦ∩Jና): ናਰ⊁≏Ⴍ广•, Γኁ Ϸ৽∧ಀ. Γኁ ⊲ናႭ <sup></sup> Ⴆჽኈ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. My question is more about bilingualism, No. 36, and it's to the department. There has been so much talk about bilingualism and it's mainly around Inuktitut. However, I'm wondering if you can talk about, perhaps, what you feel about French and if we're meeting the targets for French language in the	<b>ϤʹϤϷϧ·Ϸ</b> (ϽʹϞϷΛͿϤ): ʹͼͿϷͼͺϹϷ, ΔϷϒϘϷϹ·Ϸ. ϤΛ·ͼͼͿΛυϲ ΛϞϤΛ·ϐͱϭͼʹͼϞϷϞͼ ͺϗͻϷϭ ϷʹͼϷϷϲϳͼʹͼͼ ΔϲϞϷΛ;ϐͼʹͼϗϫϷϲ ϷʹͼϷϲϳͼͼ, Δϲ·϶ϲ ϿʹͼϷϲ; ϷʹͼϷϲ; ϷʹͼϷϲ ΔϲϞϷΛ;Ϸͼͼ; ΔϲϞϷΛ;Ϸͼͼ; ΔϲϞϷ Δϲ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ Δ

schools. Thank you, Mr. Chairman.	$\Delta^{b}\mathcal{A}^{C}\mathcal{A}^{b}$
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϞႶͿϤ: ·ϭͿϞ°ႭϹϷ, Ϲ <sup>៶</sup> ⊲ჼႭϷϸ·Ϸ. Ϲ <sup>៶</sup> Ϸ <sup>ϧ</sup> ΛϷ.
<b>Ms. Okpik</b> : So the legislation talks about Inuktitut being the first language, the primary language of instruction with English or French. I'm going to have Bradley expand on that. Currently, outside of the CSFN, Iqaluit is probably the only place where we offer French. So I will get him to elaborate on that. (interpretation) Thank you, Mr. Chairman.	<b>ϷΛ<sup>b</sup></b> (ϽϞϟΛͿϚ): LϲႱ <sup>®</sup> Ϸ <sup>s</sup> bϷϟ <sup>s</sup> b <sup>s</sup> L <sup>c</sup> ΔΔ <sup>b</sup> ΛϽ <sup>c</sup> /Ͽ <sup>c</sup> ⊂ Ϸ <sup>sb</sup> < Ϸσ <sup>b</sup> Lσ <sup>b</sup> , <sup>sb</sup> ⊂ Δ <sup>c</sup> Λ <sup>b</sup> < σ <sup>c</sup> Δϲ \ ϷΛ <sup>c</sup> → ϤC Ϸσ <sup>b</sup> Lσ <sup>b</sup> , <sup>sb</sup> → ΔΛ <sup>c</sup> Δ ⊂ Γ <sup>c</sup> → σ Ϸ <sup>b</sup> ϷΔάΛϽ <sup>c</sup> → <sup>b</sup> σ <sup>c</sup> . > Ϛ <sup>c</sup> ⊂ Ϸ <sup>s</sup> b <sub>Λ</sub> 4 <sup>b</sup> b <sup>a</sup> σΓ <sup>s</sup> dσ 4 <sup>c</sup> b <sup>d</sup> CL <sup>c</sup> /LϷ <sup>s</sup> Γ <sup>b</sup> → Δ <sup>c</sup> . L <sup>a</sup> ⊂ Ϸ <sup>s</sup> b <sub>Λ</sub> 4 <sup>b</sup> b <sup>a</sup> σΓ <sup>s</sup> dσ 4 <sup>c</sup> b <sup>d</sup> CL <sup>c</sup> /LϷ <sup>s</sup> Γ <sup>b</sup> → Δ <sup>c</sup> . L <sup>a</sup> ⊂ Ϸ <sup>s</sup> b <sub>Λ</sub> 4 <sup>c</sup> C <sup>s</sup> SN, Δ <sup>s</sup> b → Δ <sup>c</sup> C <sup>s</sup> < 2 <sup>d</sup> <sup>s</sup> b <sup>d</sup> <sup>sb</sup> ⊃ <sup>b</sup> ΔάΛϽ <sup>c</sup> Δ ⊂ \ <sup>sb</sup> C Ϸ <sup>c</sup> α <sup>d<sup>s</sup></sup> b <sup>d</sup> <sup>sb</sup> . CΔLΔ <sup>L</sup> L <sup>c</sup> C <sup>a</sup> Ϸ <sup>s</sup> b <sub>Λ</sub> 4 <sup>c</sup> c <sup>s</sup> dσ 4 <sup>sb</sup> < CLጋΓ <sup>b</sup> L. (Ͻ <sup>i</sup> λ <sup>A</sup> Λ <sup>j<sup>a</sup></sup> Γ <sup>c</sup> ⊃ <sup>sb</sup> ) <sup>s</sup> d <sup>b<sup>a</sup></sup> α Γ <sup>b</sup> , Δ <sup>b</sup> / < <sup>b</sup> C <sup>sb</sup> .
Chairman: Mr. Archambault.	<b>Δ•/ペϷϹ·</b> • (ϽϞϷ⋂ͿϚ): Γ <sup>、</sup> Ͻ ϤϞϞ<Ϛ.
<ul> <li>Mr. Archambault: Thank you, Mr. Chairman. The way the Language of Instruction Regulations are designed currently, they require, as Ms. Okpik was mentioning, 85 to 90 percent of instruction to be in the Inuit language with the remaining portion, the 10 to 15 percent, being provided in the second language that the DEA has chosen. In fact, in all cases, that has been English. The DEA does have the authority to choose French if they want, but what we have seen is that across the board, of course, English has been the second language that has been chosen.</li> <li>There is a slight bit of wiggle room within the models themselves to allow for some third language instruction, so it could be French, it could be Spanish, it could be whatever other language, but as I mentioned earlier, that's a small amount of instruction time. Thank you, Mr. Chairman: Thank you, Mr. Archambault. Ms. Angnakak.</li> </ul>	<ul> <li>Κιζ() Οίλου: ίστο Δ΄, Δ΄, Δ΄, Δ΄, Δ΄, Δ΄, Δ΄, Δ΄, Δ΄, Δ΄,</li></ul>
	<b>ፈና企ッף.</b> (ጋቫንትበጋና): ናਰት°ሲ广», Δዮረペኦር%.

**Ms. Angnakak**: Thank you, Mr. Chairman. Just one last question in regard to that. Usually, when people go on to university, they have to have some kind of French. Well, it really helps anyhow. I'm wondering how not starting French in the earlier grades affects the opportunity to apply to universities for courses and be accepted. Thank you, Mr. Chairman.

**Chairman**: Thank you. Ms. Angnakak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently we're working with our French Services Division to work to support an intensive French program for the upcoming school year. I think this also has to be part of the review when the *Education Act* is reviewed. Again, you really don't have a lot of wiggle room when you have the percentages within the language models. Again, if this is to be pursued, changes would have to be made either Language of Instruction Regulations or the Act. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. My question will be to the Auditor General of Canada. During the course of your audit, you visited eight schools across Nunavut. Did your audit address the distribution of bilingual education models selected for use across these schools? Thank you.

**Chairman**: Thank you, Mr. Mikkungwak. I'm not sure you want that promotion yet, Mr. Campbell, but you could answer the question.

**Δ•/≪Þር·**• (ጋ<sup>ϳ</sup>ኣት∩J<sup>ϲ</sup>): <sup>ϛ</sup>dታ°Ⴍ广<sup>ϧ</sup>, Γ<sup>៶</sup> ⊲<sup>ϛ</sup>Ⴍ<sup>ϧ</sup>ϐ·<sup>ϧ</sup>. Γ<sup>៶</sup> ▷▹∧<sup>ϧ</sup>.

**ϷϧΛϷ**: idb°ฉ广Ϸ, ΔϷ/«ϷϹϷ. (ϽϞϷΛͿϚ) ŰฉϷ<</p>
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Λοιμος

**Δ•/ペÞርና**• (ጋኻኦ∩ሀና): ናਰኦ≏፬广•, ୮ኁ ▷•∧•. ୮ኁጋ ୮ዖ≏ኄህ⊲ና<sub>•</sub>.

**ΓΡ° J4** (Ο΄ ΑΝΟΥ): 'd۶° Δ΄, Δ<sup>6</sup>/ «ΡΟς». ΔΛ<sup>6</sup> dΠΓσσ<sup>6</sup> (Ο΄ Α<sup>4</sup> bΔCΡ C<sup>1</sup>L<sup>6</sup> /L<sup>4</sup> σσ<sup>6</sup> Π<sup>6</sup> bΔ<sup>6</sup>. 'bΡ<sup>3</sup> σ<sup>7</sup> σ Ρ<sup>6</sup> Δ<sup>7</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> <sup>1</sup> <sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δσ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δσ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup>.

**Δ<sup>ϧ</sup>/«ϷϹ··** (ϽʹϧϟႶͿϲ): ·ϭͿϧͼͺϲϳ·ϧ Γ·Ͻ ΓΡͼ·ͽͿϥʹͼ. ·ϧϷϟͰʹϼϹͻϤͼͽϽϧϧ ϹϹϽͿϧ ϷϷϼϥ;ϲʹϿͼͺϲ;Ϲϧϳͼϧͺϲͺϲͻ ϷϷͺϲ;ͿͼͺͼͼϹϭϲ.

Mr. Campbell: Thank you, Mr. Chairman. I would ask Madam Salvail to answer this question, please. Thank you.	<b>፱·&gt;՟</b> (ጋኣኦበJና) ናਰታ°ዉቮኑ, ΔኑፖペϷርናኑ.
<b>Chairman</b> : Thank you, Mr. Campbell. Ms. Salvail.	<b>Δ•/«ϷϹ·</b> • (ጋኣኦበሀና): ·d৮°Ⴍ广•, Γነጋ ḃ·>·. Γ· ኣ·«Δ.
<b>Ms. Salvail</b> : Thank you, Mr. Chairman. The way we did our work in the schools is we took whatever language of instruction model that the community had adopted and that's how we assessed them against. In doing this, we looked at the report that each school is required to produce to demonstrate to what extent they are meeting that language of instruction model. Thank you, Mr.	<ul> <li>ϳ&lt;≪Δ (ϽϤϡΑΛͿϚ): ͽϭͿϫͽϫϳϫ, ΔϷϒϘϷϹͽ.</li> <li>ΛϲηͺϲϷͽϲϹΛͽͼ Ϲͼϭϫ Δϲͼσαͽϫ</li> <li>ϹϭͼϥϤϲϷͽϽͿͼ ͼϿΔͼϽϽΔͼαϷυσαͼ</li> <li>ΔσͼϲϞυϷΛϷ;ϷͽϷϧͼϲΓͼ ΔϲϞϷΛϷϘͼϽΓͼ</li> <li>ΔσͼϲϷϞͿͼ ΔϲϲϷΛ϶ϷϒͰζτε ΔΔμα</li> <li>ͽασϷϞͿͼ ΔϲϲϷΛ϶ϷϒͰζτε ΔΔμα</li> <li>ͽυστα δτα δτά το στά το</li></ul>
Chairman. Chairman: Thank you, Ms. Salvail. Mr. Mikkungwak.	<b>Δ•/ペÞር</b> ጭ (ጋኣኦበህና): የਰታ°ዉ广ঁኑ, Γነ ኣናኆΔ. Γነጋ Γዖ°ህላ <sup>ጭ</sup> . <b>Γዖ°ኂላ</b> ጭ (ጋኣኦበህና): የਰታ°ዉ广ঁኑ, Δ•/ペኦርኈ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. During the course of your audit, did you identify any mechanism by which departmental officials can record and monitor school successes, grades, achieving bilingual education implementation plan targets? Thank you.	<sup>5</sup> δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Salvail.	<b>Δ•/≪⊳ርጭ</b> (ጋኣ̀ኦበJና): ናժታ°ሏቮኑ, Γነጋ Γዖ°℃J⊲ጭ. Γነ ኣና≪Δ.
<b>Ms. Salvail</b> : Thank you, Mr. Chairman. First of all, we noted that the principals of the schools are required to produce a number of documents. I think that one of the issues, and we have that later in the report, is that we say the department is collecting some information, but not always doing a good job of doing the analysis of this data. I think that one way they could is to take all of the information they collect on the level of instruction model and then their staffing plans, and then roll it up in order to be	<ul> <li>ϳ&lt;&lt;&lt;∆ (ϽϞϷ∩ͿϚ): ͽϭͿϷͽͺμϷ, Δν/«ϷϹͼν.</li> <li>ィッシェージック・マック・マック・マック・マック・マック・マック・マック・マック・マック・マ</li></ul>

able to have a fuller picture of what is happening in their school by region and across Nunavut. Thank you.	ຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼຼ ໑໖<ጋ‰ഺഺഄൎ൛ ՙd۶ഀ൨ൎഺ
<b>Chairman</b> : Thank you, Ms. Salvail. Mr. Mikkungwak.	<b>Δ•/ペϷϹ·</b> • (ጋኣትበJ፡): ᠂d৮°Ⴍ广৽, ୮ <sup>,</sup> ኣ՟ペΔ. Γ <sup>,</sup> Γዖ°֊ህላኈ.
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. My next question will be to the Department of Education. The Language of Instruction Regulations requires district education authorities to establish language committees. To date, how many district education authorities have established language committees? Thank you.	<b>ΓΡ°ϞͿ</b> ϤʹϷ (ϽͺͻϷͺϿͺ ϹΔ° Δ ϤΛ <sup>®</sup> ϤϽ <sup>©</sup> ϞϞϲͼϜ Δϲ <sup>®</sup> σ Ϥ <sup>®</sup> Ͻϲ Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>®</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup> Δ <sup>°</sup>
Chairman: Thank you, Mr. Mikkungwak. Ms. Okpik.	<b>Δ•/ペϷϹናゅ</b> (ጋኣኦበJና): <sup>ና</sup> ժታ°உ广 <sup>ኈ</sup> , Γ <sup>、</sup> Ϲ ΓΡ° <sub></sub> ህፈኈ. Γ <sup>、</sup> Ϸላ <sup>ͺ</sup>
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) The DEA is only required to have a language committee when they're actually doing a review of their language model and what their choice is. In the first two years, we supported them fiscally to be able to have language committees. Some of the tools that we had developed for the DEAs to help them identify their best language model had been developed and in- serviced.	<b>Ϸ·</b> ΛϷ: <sup>5</sup> db <sup>2</sup> af <sup>b</sup> , Δ <sup>b</sup> / «ϷĊ <sup>5</sup> . (Ͻ <sup>1</sup> , μηθ) c <sup>b</sup> dd Δc <sup>a</sup> σd <sup>5</sup> Dch <sup>b</sup> d <sup>c</sup> bnL <sup>b</sup> <sup>c</sup> bnL <sup>b</sup> d <sup>c</sup> c <sup>d</sup> c <sup>d</sup> c <sup>d</sup> <sup>5</sup> P <sup>5</sup> 7c <sup>5</sup> b <sup>2</sup> b <sup>5</sup> b <sup>2</sup> ch <sup>3</sup> σ d <sup>5</sup> c <sup>b</sup> <sup>2</sup> d <sup>5</sup> d <sup>b</sup> d <sup>5</sup>
The tools we provided were a consultation guide, a sample terms of reference for the language committees, a language of instruction plan template, and language of instruction steps to implementation and compliance documents. So those are the tools that we did provide in the first two years when they were supposed to consult with the communities upon the selection of their model.	CΔĹ <sup>Ϸ</sup> C <sup>®</sup> 𝔄 \Q2LUGAJ Q <sup>L</sup> Tσ <sup>™</sup> Ͻσ <sup>4</sup> כΛJ <sup>5</sup> δδ <sup>™</sup> <sup>5</sup> δδ <sup>2</sup> Q <sup>2</sup> C <sup>3</sup> L <sup>3</sup> UG <sup>3</sup> <sup>4</sup> C <sup>3</sup>
Once the five years is up, the DEA will	ርΔLー ላናናህና ኈቦኈ<ር, ርΔLー ଏଟJኈbና ርካሪ ዾላናበላዖ ኣኈዸ፞፟፟፟፟፟፟፟፟፟ትምምንኈዹ፞ናፑሩና ርΔLΔናጋምና

be required to establish another language	ϷʹͽϷϒϲႢϭͼͿϾͺϷͶϹϷϚϲϭϲ
committee and we will be looking to	ͼϼϲϧϿͼϼϤͼ;ϹͺͺϽ;ʹϷϥϳϧͼϼͽ
assist them again when the time comes.	ͼϥϧͼͳͼʹͺϘͼϞϭϷϹͼ
(interpretation) Thank you, Mr. Chairman.	
<b>Chairman</b> : Thank you, Ms. Okpik. Mr.	<b>Δ•/ペϷϹና•</b> (ጋኣትበJና) <sup>ና</sup> ሪታ <sup>ຼ</sup> ៰፫ <sup>ͱ</sup> , Γ <sup>、</sup> Ϸ <sup></sup> ለϷ. Γ <sup>、</sup> Ϲ
Mikkungwak.	Γዖ° <sup>ͺ</sup> ህ⊲ <sup>ና</sup> Ϸ.
<b>Mr. Mikkungwak</b> : Thank you. To date, have all district education authorities chosen bilingual education models for the schools in their jurisdiction? If not, how many have not yet chosen a model? Thank you.	<b>ΓΡ° · ປ</b>
<b>Chairman</b> : Thank you, Mr.	<b>Δッイペレር፣</b> (ጋኣኦበJና) ናਰታ°ዺ፫ካ, Γነር Γዖ°ኂላႪ.
Mikkungwak. I believe Ms. Okpik	ዖኦሜቫႪቴኦቲካጋላႪ Γነ ኦካሌ ወዉሮීσ
answered that all the DEAs have chosen	Δሮ°σላናσϲሲትሩቪና σʔላႪጋΓσኦዉናႪጋቦና
Inuktitut as the first language. Next on	ΔወΔና ኦቴኦቭሎቦና ፈዎናሮኦσላናዉናႪርኦናጋσ.
my list, Mr. Savikataaq.	ላበናਰበ°σ ጋናርላ, Γነር ኣልኦርႪ
<b>Mr. Savikataaq</b> : Thank you, Mr.	<b>ኣ&amp;Ხር๋ჼ</b> (ጋኣኦበJና) ናժታ°ዺቮ፞፟ኑ, Δየፖ≪ኦርჼ.
Chairman. My question is to the	ዻለჼየዕበቦσፋჼኑርና ለ፫ዺል⊦Jና.
department. Yesterday, Ms. Okpik stated	Δሮ°σፋჼንጋሮኪጅቴላዮረና Δየሩየኣጭ Γነ ኦኦለ
that due to the regulations, they can't	ኦናቴሬኦናደና. Lሮሀናሬና ርዮዕላ ለሮሲኦኦበነ ጋቦና
teach math up to grade 3, as they have to	ሲኣኦፖሊσጵና Δሮ°σላዖርኦኆሲናቦኒርና JናΔና 3-Jና
have 85 to 90 percent Inuktitut. I just	በቦናጋJ 85-90 >ኣ° Δ፩ናበጋና
want clarification on how numbers	Δሮኣናትርኦአፈናቴናደና ጋየፖርኦላይናጋላጭ>∿ሀ
became a language. Thank you.	ሲኣኦስና ርዮዕላ ኦናቴኦፖሲላዮናሲናጊኄር?
<b>Chairman</b> : Thank you, Mr. Savikataaq.	<b>Δ•/ペレርኈ</b> (ጋኣኦበJና) ናਰኦ°ዹ广ঁኑ, ୮ኁ ኣልbር፞ኈ. ୮ኁ
Ms. Okpik.	▷ <sup>ϧ</sup> ለኑ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I said that we couldn't teach math and English. It's currently K to 3. The requirement is 85 to 90 percent of instruction in Inuktitut and up to 15 percent instruction in language arts.	Ϸ•Λ• (ϽϞϷϽͿϚ) ʹϭͿϧͽϫϹϷ, ΔνϒϨϷϹͽ. ΔϲϞΔϟͽϫͼϷϟͽϥϲϫͽͺϿͼϲ ΔϫϷϒϲϭͼΓϚ ʹϧͼͻϫϽͿϚ ΔϲͼσϥϲϞͽϿϭϚ ͿϚΔϚ 3-Ϳ ΛϷϧͻͿ ϹΔͽϭϤ 90 >ϞΓ ΔϲͼσϥͽϽϲϘͿϫͼϳϧͼͿϲ ΔϼϚϽϚ ΔϲͼϭϥͽϽϥϿΔϚ. 15 >ϞͿϚ ΛϷϧͻͿ ΔϲϞͼϹϷϟͼϫϿϚϷʹϧϷϷϲϲϫϭ·ͿϚ.
Unless you mirror the two together where you're teaching math and Inuktitut and also in English within the academic vocabulary, that is a possibility, but	ᠻᠡ᠊᠌ᠯᠳ ᡬᡃᢆᠳᡏ᠔᠖ᡣᢗ᠌᠌᠌ᠵᡄᢩ᠉ᡥ᠂ᢨᠦ ᠘ᡄᡃ᠋ᡪ᠘ᡤ᠋᠋ᠴᡤᢩ᠘ᢣ᠌ᠺᡳᠦ᠋᠋ᠮᠮ᠘ᠴ᠋ᡗᡣ᠋ᠫ ᠋᠄᠋᠋᠋ᡦ᠄ᠴ᠋᠘᠋᠋᠋᠘᠆᠋᠋᠋ᢤ᠕ᡩ᠋ᡆ᠋᠋᠄᠅᠘ᠴᡆ ᠵ᠘᠂ᠵᢅᡄ᠋ᡕᢣ᠌ᢂ᠊᠋ᡸ᠘ᡄ᠋ᡪ᠋᠋᠋᠋᠅᠘ᡔ᠋ᡪ ᠘ᢣ᠌ᢂᡔᡕᠽᢡᡆᢩ᠅ᡤᠫᡗᡬᡄᡆ᠋ᢗᠺᡶᠴᠦ᠘ᠴᠫᠴᠦ

currently, if you taught math as a subject only in English, then you wouldn't be compliant with the Act because there has to be a language arts component to it.	᠋᠂᠋ᡃ᠋ᡦᡄᠴᡈ᠋ᡣ᠋᠋ᠫ᠌᠅᠋᠋᠐ᢕ᠌ᢪᠦ᠋᠉᠆ᠺ᠋᠂᠘᠆᠃ᢣ᠋ᡐ ᢄᡃ᠋᠋ᡋᢂ᠆ᡣ᠋ᠣ᠋᠋᠋ᠴ᠋᠘᠋ᠴ᠆᠋᠋᠋᠋᠋᠋᠆᠘ᠴ᠆᠋᠋᠋᠋᠋᠋᠋᠋᠋ᢄ᠆ᠺ᠋᠋᠋᠋᠋᠘᠋
So that's one of the things that we're interested in looking at when the review takes place. (interpretation) Thank you, Mr. Chairman.	ርຩ֎ ĊᲮᲫᲥ ՙ₽ℾՙ₽ႭIJ⅃ՙᲘᲥჼᲮር୭ና Ⴍ՟ᲚჼᲮ<ና. (ጋኣኦᲘĴ₽°ႫჼᲮጋჼᲮ) ՙᲫᲮ°Ⴍ广Ⴆ, ∆ᲮᲫᲓᲮርႪ.
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Savikataaq.	<b>∆⊳/≪⊳ር∿</b> (ጋኣት∩Jና): ናਰ⊁≏உ广, ୮ <sup>,</sup> ⊳⊳∧ь. ୮ <sup>,</sup> ኣል৮ር™.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. That's what my question was. Numbers are numbers. To me, it doesn't matter what language the number is in, I mean 10 is 10 in every language. Is it because the teacher would not be allowed to elaborate in English? The numbers are all numbers, I think. Thank you, Mr. Chairman.	<b>ኣ&amp;Ხር๋ჼ</b> (ጋኣኦ∩Jና) ናժታ° ሏቮታ፦ Δ▷ፖ᠙ኦርጐ. ር° ሏ ዻለጭਰበዮዀ፝፟፟፟፟፟፟ ይናላ፝፝፝፝፝፝፝፝ ህጋ፝፝፝፝ ግና ይንድል የምርግ ነው ምናንድል የምርግ አንድር የምር ትናንድል የምርምር የምር የምር የምር ትናንድል የምር የምር የምር የምር የምር የምር የምር የምር ትናንድል የምር
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペÞር</b> ጭ (ጋኣትበሆን: ኀሪታቄዉቮቱ, ୮ኑር ኣልbርኁ. Γነ ዾ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, numbers are numbers, but even between dialects, numbers are different in how they're spoken. It's not just the numbers that we talk about; it's the actual terminology associated with mathematics. For example, how would I say "Pythagorean Theorem" in Inuktitut or pi or having consistent terminology of addition, subtraction, multiplication? So it's all those terminologies dealing with root words and prime factors. It's more than just numbers; it's the actual terminology associated with it.	Ϸ•Λ•: 'db°at°, Δ•/«ϷϹ·. (ϽϞϷΠͿ·) Δ΄ ά μϷΛ ά μϷΠΡ ΔΟΔ° a Ψ Ρ/ dσ Ϸ δ Ϸ Λ δ μ δ μ δ μ δ μ δ μ δ μ δ μ δ μ δ μ δ
So if we're asking kids to use the word "addition," what common term would be used in Inuktitut across the board? I'm just using those examples. When we	Ċᡃᠣᡰᢦ᠋᠌ᡈᢣ᠌᠌᠌Þᠠᠽᡟ᠋᠋ᠫᡘ᠆ᡆᢂ᠊ᠳ᠋᠋᠋ᠴᢆ᠋ᡥᢉᠫ᠋᠉ ᢗ᠘᠋᠋ᢖᠯᢝᡗ᠆ᠴ᠋᠊ᢗᢂ᠋᠖᠘᠘ᠳ᠘᠘᠖ᠺ᠋ ᢗ᠘᠋᠋᠋᠋᠋᠋ᠮ᠋᠋ᢐᡝᢗ᠋ᢁᢗ᠌᠌ᢁᡄ᠘ᡔ᠋᠋ᠮ ᠘ᡄ᠋᠋᠋᠋᠃ᠳᠬᡅᠦᢂ᠋᠆ᠬᠫ᠋᠋᠋ᠮ᠌᠌ᡈᢣᢂ᠘᠊ᡆ᠋ᠶᠮ

come to problem-solving, because problem-solving is a big component and theory, we need clear and consistent terminology for all the math terms. (interpretation) Thank you, Mr. Chairman.	Δᠭ᠆ᠳᡏ᠖ᡣᢗᢦ᠋ᠴᡣ᠄᠋ᢗ᠘᠋ᢩ᠘ᡘᠫᠥ ᡃ᠋ᡬᡃ᠋᠋ᢆᠹᢣ᠘ᢞ᠋ᡅ᠋ᢌᡝᢖ᠄᠘ᡊ᠆ᠳᡘᡃ᠋ᠬᠺᡄᢂᡣ᠋ ᠘ᢣ᠋᠈ᡩᡊᠣ᠋ᡪᠮ᠈᠘ᡄᢞᠮᢪ᠂ᡬᡃᡃᡆᠣ᠋᠋ᡥᠬᡃᢣ᠘ᠳ᠌ᢩᢁ ᢗ᠘᠋᠋ᠯ᠈ᡃ᠖ᡅ᠊᠋ᡏᡃ᠖ᡄᡄ᠘᠋ᡬᢣ᠘᠋ᠧᠣ᠋᠋ᠮ᠋᠘᠄᠂ᡆᡃᢞᡆᢩᡏᡃ ᠘ᡃᢣ᠙᠋᠋ᢦᡬᡃ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Savikataaq.	<b>Δ•/«Þር</b> ጭ (ጋኣትበJና): የਰታ°ዉ广ঁ•, Γ' ▷•ለ•. Γ'ር ኣልbር፞ኈ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. Education must have changed dramatically since I was in grade 3 because I didn't know what pi was in grade 3. Maybe it's really changed. So when the Act is reviewed that if the numbers were closer to 50 percent, would that be more reasonable? Thank you, Mr. Chairman.	<b>\&amp;bĊ<sup>(*)</sup></b> (Ͻ <sup>1</sup> , λη)( <sup>2</sup> ): <sup>1</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>2</sub> <sup>5</sup> , Δ <sup>1</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>2</sub> <sup>5</sup> , Δ <sup>1</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>2</sub> <sup>5</sup> , Δ <sup>2</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , Δ <sup>2</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , Δ <sup>2</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , <sup>1</sup> / <sub>9</sub> <sup>4</sup> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , <sup>1</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , <sup>1</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , <sup>1</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , <sup>1</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>4</sup> / <sub>9</sub> <sup>5</sup> , <sup>1</sup> / <sub>9</sub> <sup>4</sup> /9
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペÞር</b> ጭ (ጋኣትበJና): ፣dታ°உ广ঁ•, Γነር ኣልხር፞ጭ. Γነ Ϸ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Again, we would have to do some consultation both with our educators to see what There are specific hours required by grade in a year for a subject to be taught. For example, if I offered math in grade 10, it's 125 hours because it's a five-credit course. We would have to look at what amendments or changes we would have to do to be able to support that. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ</b> ላሌ: ፣dϧ° ໑, ϤϧϤϘϘϹͼ. (ϽϟϒϽϤ) Ϟϲϲͽ ϽϞϚϞϤͼϧϲϥͽϧϽͼ ΔϲϞΔλσͼ ϤͰͻ ;ϷϷϒΓϤͽϽ Δϧͼϲͼ ;Ϸ;λͼͼ Lcushil ὑϲΔͼ «Γυͼ ΔϲͼσαλαιδίL <sup>*</sup> ύC ϤͼϥͿΓ Ϟε ϳͼ ϷϿΠΓͻͿ JcΔ 10 ἁλϷλασίδσα Φάξοτα Ϸ΄ ΟΠΡΠϹ Δια το δια Δε Σσε ἀιθ Ρ Ο Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α Α
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Savikataaq.	<b>Δ•/≪ϷϹ·</b> • (ጋኣኦ∩Jና): ថ/ታ°Ⴍ广•, Γ <sup>、</sup> Ϸ•∧•. Γ <sup>、</sup> Ϲ ኣልbϹ <sup>·</sup> •
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. My next question is to Mr. Campbell. On page 13 of the report, paragraph 41, it says, "Nunavut Teacher Educator Program does not produce enough fully bilingual graduates to meet	<b>\&amp;bĊ<sup>\$\$\$</sup></b> (ϽϞϷ∩Ϳ <sup>\$</sup> ): <sup>\$</sup> d۶ <sup>°</sup> <sub>2</sub> d <sup>†</sup> , Δ <sup>b</sup> /«ϷĊ <sup>\$\$</sup> . <b>\</b> Δ <sup>\$\$</sup> d∩Pσdc <sup>\$</sup> F}S Ċ <sup>b</sup> d_δ <sup>\$</sup> U F <sup>\$</sup> C b <sup>1</sup> > <sup>5</sup> -J <sup>\$</sup> <b>\</b> D <sup>\$\$</sup> u <sup>\$</sup> u <sup>\$</sup> C L <sup>b</sup> ΛU <sup>\$\$</sup> 11-F 13 <sup>-\$</sup> Uσ Ϸσ <sup>\$</sup> b <sup>\$</sup> 41-F. <b>Δ</b> Δ <sup>\$</sup> U <sup>\$</sup> C ΔC <sup>\$</sup> ΔΑ <sup>\$</sup> U <sup>\$\$</sup> U <sup>\$</sup> C ΔF <sup>\$</sup> <sup>\$</sup> C Δ <sup>\$</sup> Dσ <sup>\$</sup> L <sup>\$</sup> 2 <sup>\$</sup> D

the needs." Just a clarification on this is	᠘᠋᠋᠄ᢓ᠊ᠣ᠋ᡡ᠋᠈ᢄ᠋ᢄᢣᢕᡔ᠅ᡋᢓ᠆᠋᠋ᠴ᠖᠋
that there are not enough teachers being	᠘᠆᠋ᢣ᠘᠈ᡩᢗ᠋᠋᠄᠋ᡋᢞ᠋᠋᠋᠋ᠴ᠅᠆ᡘ᠅᠆ᡘ᠅᠆ᡘ᠅᠆ᡘ᠅
produced or there is not enough bilingual	
teachers being produced. Thank you, Mr.	
Chairman.	
	<b>Δ▫ィ≪⊳⊂ઃ</b> (ϽϞϞ∩Jና): ჼdᢞ᠌ᡅᡏ៉, ᠮᡃᢗ ᢣ᠋ᢐ᠌bᢗᡝᢑ.
Chairman: Thank you, Mr. Savikataaq.	Γ'C b'>
Mr. Campbell.	
Mi. Campoen.	<b>ϧͱ&gt;·</b> (ϽϞϟႶͿና): ʹͼͿϧ·ϿͺϹϧͺ Δϧϒ≪ϷϹ;ͽ ⊲ͱϹͺͻ
Mr. Campbell: Thank you, Mr.	
Chairman. Thank you for the question.	ለነ 0.3 30 Δ( \Δ_FFTLP \ 30 Λ/2 \Δ \ 50 \Δ \ 50 \Δ \ 50 \Δ \ 50 \ Λ/2 \ \δ \ 50 \ 50 \ \Δ \ 50 \ Λ/2 \ \δ \ 50 \ \Δ \ 50 \ Λ/2 \ \δ \ \δ \ 50 \ Λ/2 \ \δ \ \δ \ 50 \ Λ/2 \ \δ \
My understanding is that it does not	
produce enough bilingual graduates in	
the teaching programs. Thank you.	
	<b>Δϧϟ≪ϷϹ;ϧ</b> (ϽϔϧͶϽϲ): ،ϤϟͼϭͺϹͱ, Ϲ;Ϲ פָּרָ>ָר, Ϲ,
Chairman: Thank you, Mr. Campbell.	հ&bĊ⁵⁵.
Mr. Savikataaq.	
1.	
Mr. Savikataaq: Thank you, Mr.	<b>ነልዕርጭ</b> (ጋኣትበሆን: የਰት°உ广ʰ, Δዮፖ≪Ϸርጭ. Γ <sup></sup> ነር
Chairman. Does Mr. Campbell know	₽₽₽₽ ¿₽₽₽₽\$ ₽₽₩ ₽₽₽₽\$
what percentage? In the audit report,	᠔ᠳᡃᢆᡠᡄ᠊ᡏ᠋᠋᠋᠋ᡄ᠆ᢣ᠘ᢣ᠋ᠴ᠖᠈᠘ᢞ᠋ᡗᡄ
	᠘᠆᠆ᠳᡏ᠖ᡃᡄᢉᢛ᠋ᠫᡄ᠘᠋᠄ᢓ᠆᠋ᠣᢑᢄᢣ᠋ᡕᢂᡔ᠆᠖᠘
is there a number, like what percentage of	᠋᠋᠋᠋᠋ᠻ᠋᠋ᡏ᠋ᢄᠴᢄ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
the graduates is bilingual out of the	∆ʰᠠ᠙ᠵĊᢑ.
NTEP program? Was it looked at? Thank	
you, Mr. Chairman.	
	<b>△৬/≪⊳⊂</b> ᠬ (ϽϞᲑ∩Კ୨): ˤdদᠲᡅᡤᢐ, ᠮᢣᢈ ᢣᢐ᠌bᢗᡝᢐ.
Chairman: Thank you, Mr. Savikataaq.	Г'С b <sup>L</sup> > <sup>c</sup> .
Mr. Campbell.	
	<b>፟፟፟፟፟፟፟፟፟፦&gt;</b> • (ጋ፟፟፟፟ነትብሆ): ፟፟፟፟፟፟፟፟፟፟፟፟ (ጋ፟፟፟፟፟፟፟፟፟፟
Mr. Campbell: Thank you, Mr.	
Chairman. No, I don't have that	ᢄ᠋ᡌ᠘᠖᠈ᡎᡄ᠃᠑᠄᠐ ᢄᡃ᠋ᡖᢄᢞᡆᠺᠴᡏ᠉᠋ᠧ᠃᠑᠂᠐
information, but I would speak to the	
recommendation where we recommended	CAbd_~ JATTO 120 JO 10 10 CAbd_~ JATTO 120 JO 10 10
the department compile better data on	
what they have and what they need to fill	
that gap. Thank you.	
	<b>△▹ィ≪▷⊂°</b> ▷ (ϽϞ᠈∩ͿϚ): ·ϭͿϧ΅ϥͳͽ, Γ·Ϲ ϳϧʹ>·. Γ·Ϲ
Chairman: Thank you, Mr. Campbell.	Δ.Δ <sup>b</sup> .
Mr. Enook.	
	· · · · · · · ·
Mr. Enook (interpretation): Thank you,	<b>Δ_Φ'</b> : <sup>•</sup> 'dϞ°Ⴍᡤ <sup>ኈ</sup> , Δ <sup></sup> ν'«ϷĊ <sup>;</sup> <sup>ኈ</sup> . Δ <sup></sup> ν'Ϳ <sup></sup> <sup></sup> υ Γ'C Ϛ <sup>ͺ</sup> <
Mr. Chairman. In regard to Mr.	⊴∧৽৽ঀ∩৽৽ঢ়৵৽ঀ৾৾৽৾৾৾৾
Rumbolt's question, I just need	᠌ᠫᠻᠡᢉᢦᡃᡃ᠋ᡃ᠋ᢨᠣᡄᢂ᠋ᡃᡠᢆᡠᡄᢂ᠋ᡄ᠆ᢣᠣ
clarification in regard to the community	ᠴ᠌ᡆᡄ᠋᠋᠅᠊ᡠᡃᢏᡔ᠋ᡗ᠋ᡗ᠘᠆ᢣ᠘ᢣᡃ᠋ᢣᠴ᠋ᡗ᠘᠆ᡨᠣᡏᡃ᠋᠋ᡢ᠖ᠴᠮ᠘
NTEP program. Ms. Okpik, does your	ᡏᡃ᠌᠌ᢂ᠆᠕᠆ᡣᡭ᠕ᢉᢣ᠘᠋ᡗ᠘᠋᠘᠆ᡁᠮ᠖᠋ᡃ᠕ᡔ᠋᠋᠈ᢄ᠂ᡔ
department have any policy or criteria as	⊳₅₽₅₽₽
	ﻩﻩ'ᠵ< ססר, אנאלע אראיג

to how many communities we need to have the NTEP program at the local level in a year? Thank you, Mr. Chairman.	Δሮ°σኆናልϷϞ°ዹናL°Ⴑር ΔሮኣሏኦኦኣϷσና⅃ና? ጋየፖዹናσʔL. ናሪታ°ዹ广ᡃ, Δ፝ዾ፞፞፞፞፞፞፞፞፞፞፞፞ዾዮፘ፞፞፞፝፝፝፦.
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/ペϷϹ·</b> • (ጋኣኦበJ፡): <sup>ና</sup> d৮° ໑. Γ <sup>、</sup> ▷•ለ•.
Ms. Okpik (interpretation): Thank you, Mr. Chairman. We don't have any policy or criteria in our department. It's the responsibility of Nunavut Arctic College. We meet with Nunavut Arctic College when we're going to allocate the funding. During that time, we do pre-planning. Maybe you can ask that question to Nunavut Arctic College.	Ϸ·៱·;·ʹϭͿϧ <sup>ͺ</sup> ͺͺΔϧϟͺϨϷϹ;ͽͺϷͺϨϤϲ ͺϹϲϧϧϧϧͺϲϽϲͺϹͼͺͺϟϲϲϽϒ;ϗͱϽͼͺϥϷϲϹϷͱϹͼ ϷͺϨͺͼͺϷϲϿϲͺͼϧϲϹͼϧϹϿͼͺͺͼϭϷϟϪͼ <ͽϷ;ϿͼͺͼͽϥͶϧϿϥϲ;ͼϧϲϢϲͺϿϲͺϧϯ ϤϽ;ͽϹϷϭϥ;ͳϧϳϹͺ<;ϭͼͽϷϲϹͽͻϽͼͺͺϧϞϥϫͺϹϙͽϥϥ ϤϒͲϷͺ
I know that the communities have needs. When they have needs, the DEA moves a motion and they make a request to see if they can have that training program in their community. When we receive the motion from the community, we work together to review the motion to find out where the high priority is. Sometimes due to lack of housing, we don't run the NTEP program in the communities.	<sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup>
We also look at the new applicants for the NTEP program and we know that some communities, even though they had two training programs for NTEP, can ask for more programs in their communities. Thank you, Mr. Chairman.	ΡረϤϭ ϹΔϧϤϤ ΔϤϞϘϧ;ϒϷϭͼϳͼ ϒϾϦϧϞΓͼϧϲͻϲ ͽϧϲͽϧϧϤϷϢ;ϲϽͼ Ͽϲʹϧϲ Ͽϭϲͼ ΓͼϿϿͼϧϲϿϤϧϢϿ ϒ϶ϲ ϒ Ακτ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ Ακ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϞ∩Ϳϲ): ⁵dϞ≏Ⴍ广Ϸ, Γነ ϷϷ∧Ϸ. ΓነϹ Δ_ϼϷ.
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. Just to get further clarification, you provide funding for the NTEP program. Have you stated how much funding you will be providing to the individual people who take the NTEP program? Thank you, Mr. Chairman.	Δο <sup>Ϸ</sup> : <sup>•</sup> d۶°αΓ <sup>i</sup> <sup>•</sup> , Δ <sup></sup> ν<βĊ <sup>i</sup> <sup>•</sup> . ϽΡ/ΓϤ <sup>i</sup> <sup>•</sup> δ <sup>-</sup> σ⊃Δ <sup>°</sup> α <sup>i</sup> <sup>-</sup> <sup>•</sup> <sup>•</sup> P <sup>i</sup> αϷ۶ <sup>i</sup> <sup>5</sup> <sup>•</sup> <sup>0</sup> <sup>•</sup> Ω <sup>-1</sup> <sup>1</sup> <sup>•</sup> <sup>1</sup> <sup>•</sup> Δ <sup>-1</sup> Δ <sup>i<sup>5</sup><sup>5</sup></sup> Δ <sup>-°</sup> σασα <sup>i<sup>5</sup></sup> 2ο <sup>2</sup> . <sup>5</sup> <sup>1</sup> <sup>5</sup> <sup>4</sup> <sup>-1</sup> Δ <sup>-1</sup> α <sup>i</sup> <sup>1</sup> <sup>2</sup> P <sup>i</sup> αϷ <sup>i<sup>5</sup><sup>1</sup><sup>5</sup><sup>1</sup><sup>-1</sup> <sup>1</sup><sup>5</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> Δ<sup>-1</sup>α<sup>i<sup>5</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> P<sup>i</sup>α<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> Δ<sup>-1</sup>α<sup>i<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup> P<sup>i</sup>α<sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup>1</sup><sup></sup></sup></sup></sup>
	<b>∆•ץ≪⊳⊂</b> י• (כוֹלאר)טי: יּלל°פרֹי, די⊂ ∆בי. די

<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	Þ <sup>b</sup> ∧ <sup>b</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. We usually meet them on a monthly basis. We discuss and consider how the funding will be expended. They provide us with that information. We do have an agreement. If we need to make any changes and if they want to say that there are other priorities through contribution agreements, we provide funding that way. Thank you, Mr. Chairman.	<ul> <li>▶•Λ•: 'd&gt;* a f'*, Δ*/ «ÞĆ**. b∩L 'b∩ ŕ 'n L 'G)</li> <li>C**PCĹ · 4<sup>L</sup>L P a Þ × Δ · P × J · 40* C × L · L * ὑC</li> <li>Δ/L · \ ** × Þ P ∩ · \ ∩ ° σ* 'b Δ · ∩ × Þ / * ऐ </li> <li>4* ቦ · b ∩ ŕ · C ⊃ ° σ · P &lt; </li> <li>4* ቦ · b ∩ ŕ · C ⊃ ° σ · P &lt; </li> <li>4/* λ a · b * &lt; P &lt; </li> <li>• δ · C · S &lt; </li> <li>· a ⊃ a Δ a </li> <li>L · C Δ · C Δ · C </li> <li>A · P · b ∩ ŕ · D ∩ · C </li> <li>A · P · b ∩ ŕ · D ∩ · C </li> <li>A · P · b ∩ ŕ · b ∩ ŕ · D ∩ · C </li> <li>A · P · b ∩ ŕ · b ∩ ŕ · D ∩ · C </li> <li>A · P · a f · a · P · b ∩ ŕ · D · C · b · C · C Δ · d · b.</li> <li>· d · A · C · b · A · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · b · A · C · C </li> </ul>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ_●</b> : ናdታ°ዺቮ, Δካረዋኦርኈ. ኦዊσናርኦኈ Δረኈ ርΔ°ዺ <i>Δር°σጚኈጋርጊσናጏና ለናdታኈ</i>
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. In the <i>Education Act</i> , section 23 states that bilingual education shall be phased in for all grades by 2020. The Auditor General's report, on paragraph 41, you stated that the department will not be able to successfully achieve that. In light of this observation, will the department consider amending the timelines of the Language of Instruction Regulations? Have you considered in your observations that we need to amend the timelines? Thank you, Mr. Chairman.	$ \begin{aligned} & \prod_{i=1}^{n} \prod_{i=1}^{n$
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/«Þር</b> ᠬ• (ጋኣኦበJና): ‹d৮°உ广், ୮ነር Δ.ቃ. ୮ነ ▷ካለካ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. Yes, we agree that we need to review this. We have been waiting for the review of the Act. At that time, we will discuss and consider this further. Thank you, Mr. Chairman.	<b>ϷͽΛͽ</b> : ʹͼͿϧͼϫϹϷ, ϪϧϒͺϨϷϹʹͽ. Ϫ, ϤͼϒʹϧϽϚ Ϲͼϫ ʹϷϹͼϿϧϷͼϭϫϤͼϷͼϽͼ ϷϒϤϭ ϷϹͼϷϒϹϟϤϚ Ϲͼϫ ϤϽϤͿͼ ΛͼͿϧͼ ʹϷϹͼϒͻϲ ϷͼϷϒϲϫϷͼϒϷͶϞϹͼϫ ΔͼϒϨϷϹͼ.
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. Mr. Joanasie, go ahead.	<b>Δº/≪ÞC™</b> (ϽϞϞႶႮ <sup>Ⴝ</sup> ): ჼdታ°ႭႠ <sup>Ⴊ</sup> , Ⴀ <sup>、</sup> Ϸ⁰ΛႦ. ⊲ႶჼdႶჼႦჇჼႫႺL ⊲ለႪჄჇLႵႫႦ. ႠჼႠ Ⴕ⊲ႭჄ, ⊲Ⴖ. <b>Ⴕ⊲ჿ  /</b> (ϽϞϞႭႮႽ): ჼdႸჼჿ ႠႦ _ለႦჄ≪ႦႠჼႦ _Ⴆჿ
<ul> <li>funding that way. Thank you, Mr. Chairman.</li> <li>Chairman: Thank you, Ms. Okpik. Mr. Enook.</li> <li>Mr. Enook (interpretation): Thank you, Mr. Chairman. In the <i>Education Act</i>, section 23 states that bilingual education shall be phased in for all grades by 2020. The Auditor General's report, on paragraph 41, you stated that the department will not be able to successfully achieve that. In light of this observation, will the department consider amending the timelines of the Language of Instruction Regulations? Have you considered in your observations that we need to amend the timelines? Thank you, Mr. Chairman.</li> <li>Chairman: Thank you, Mr. Enook. Ms. Okpik.</li> <li>Ms. Okpik (interpretation): Thank you, Mr. Chairman. Yes, we agree that we need to review this. We have been waiting for the review of the Act. At that time, we will discuss and consider this further. Thank you, Ms. Okpik. I have no more names on my list. Mr.</li> </ul>	Δ•γ Δ•γ Δ•γ Δ• Δ• Δ.Δ°: Δ.Δ': Δ.Δ': Δ.Δ': Δ.Δ': Δ.Δ': Δ.Δ': Δ.Δ': Δ.Δ': Δ.Δ': 

schools were audited and five of those offered kindergarten to grade 3. It says that out of those five schools, only one	Δς°σ<%η Δς°σ<%η Δς°σ Δς°σ Δς°σ Δς Δς 
met the bilingual education requirements.	ᡬᡃᡆᠯᢗᡩᡄ᠘ᢀᡣ᠋ᠫᡊᡬᡆ ᡆᠴᡆ᠘᠋᠋᠅ᢣᠺᢂᠣᡆᢩᢛ᠕ᢂᡃ
Can the department identify if this is an accurate depiction of the entire schools in Nunavut that offer bilingual education from K to grade 3? Thank you, Mr. Chairman.	ᢗ᠘᠘ᠺᡃᠫᠯ᠘᠋ᠳᡆᢂ᠆ᡤᠦᡏᡏ᠋ᢤ᠋᠅ᢉ᠖᠘᠆ᡩᠥᡏᡧᡄ᠋ᡝ ᠘᠄᠌᠌᠌᠌᠘ᢌ᠘ᠳ᠉᠖᠋ᢂ᠋ᢄ᠆ᡱᡆ᠋ᢄ᠆ᡁ᠖᠘᠆ᢋ᠆ᡁ᠋ ᠕ᡣᡆᡄᡃ᠋ᡪᡃᢛ᠑ᡆᠴᠦ᠊᠋᠍᠍᠋᠆᠘ᢃ᠆᠋ᡗ᠋ᠺ᠋᠋᠋ᡗ᠆᠋ᡗ᠆ᡩᡆᢩ᠋ᢪ᠋ ᠘ᡃᡟ᠙ᢂ᠋ᠧ᠋᠄
Chairman: Thank you, Mr. Joanasie. Ms. Okpik.	<b>∆ﻩ୵≪⊳⊂ናኈ</b> (ጋኣ̀ᢣ∩Jና): ናਰኦ≏ഫ广ʰ, ୮ኁ⊂ ≺⊲ᡅᢣ. ୮ኁ ▷▷ለ▹.
Ms. Okpik. Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I can't specifically speak for all schools right now until we get an adequate picture of compliancy with all schools, but for the five specifically, yes, we can say that only one school met compliance under the language of instruction legislation.	▶•Λ•: <sup>5</sup> d۶ <sup>4</sup> Δ <sup>i</sup> <sup>2</sup> , Δ <sup>b</sup> /«ϷĊ <sup>i</sup> <sup>6</sup> , (Ͻ <sup>i</sup> , <sup>b</sup> d <sup>c</sup> ) α_αΔ <sup>ib</sup> / <sup>4</sup> <sup>6</sup> α <sup>b</sup> Γ <sup>c</sup> <sup>2</sup> <sup>b</sup> Δ <sup>c<sup>b</sup></sup> σ <sup>4</sup> <sup>5</sup> δ <sup>c<sup>i</sup></sup> Δ <sup>c<sup>b</sup></sup> σ <sup>4</sup> <sup>5</sup> δ <sup>c<sup>i</sup></sup> Δ <sup>c<sup>b</sup></sup> σ <sup>4</sup> <sup>5</sup> δ <sup>c<sup>i</sup></sup> Δ <sup>c<sup>b</sup></sup> Δ <sup></sup>
However, I did say yesterday that one of the schools here that was in the audit specifically chose to use qualified, non- bilingual teachers in their schools so that they would have teachers with bachelors in education to provide instruction. I provided that information, but I can say that the majority of schools across the three regions are struggling with language of instruction. (interpretation) Thank you, Mr. Chairman.	CL <sup>e</sup> α ϷʹϧϷϟͺϲͺϷ <sup>;</sup> ϷCϚ ΫϟϤϭ, Δ <sup>&lt;</sup> < <sup>ϧ</sup> <sup>μ</sup> ϤCϷϟϷϟΓ Δϲ <sup>e</sup> σϤ <sup>s</sup> ϐ <sup>k</sup> Γ <sup>s</sup> ϷϷϟ <sup>s</sup> ϷCϷ <sub>c</sub> Ϸ <sup>s</sup> <sup>j</sup> <sup>s</sup> ϷCϷ <sub>c</sub> Ϸ <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>k</sup> CϷ <sub>c</sub> Ϸ <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>k</sup> CϷ <sub>c</sub> Ϸ <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>k</sup> <sup>k</sup> CϷ <sub>c</sub> Ϸ <sup>s</sup> <sup>j</sup> <sup>s</sup> <sup>k</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Joanasie.	
<b>Mr. Joanasie</b> : Thank you, Mr. Chairman. Thank you for the answer. The other question I had was with regard to	<b>‹‹ປັ້ມ</b> (ጋኒንስጋና): የປንድርሶ, Δνረማርና። ላ፡ የປንድርኮ የኦንኦኒሌህ. «ለና።ሪበቦኦዮምንደ፡ አርካልሮ»ንንሲኦ።አምናገና ልሮድማና።በንናም። ላ፡ደጋ የሮንንናል»ሪዮና ል።ኦኦፊንኑዮ።በናኑ።ንን

ᡠᠴ᠘ᡃᡗᡔᡡᡃ᠘᠋᠋᠄ᢓ᠘᠋ᡔ᠋ᡃᢄᢣ᠋᠔᠆᠘

Mr. Joanasie: Thank you, Mr.

Chairman. My question is for the

department. In the Auditor General's

report, paragraph 39 states that eight

the NTEP program. I know you have	᠘᠄ᡝ᠋᠌᠘ᠳ᠋ᠣᢑᢂᡔᢞᠣᠼ᠉ᠫᢍᢛ
mentioned that the department is working	᠘᠆ᢣ᠘ᢣᢗ᠋᠋ᡃ᠋ᡋ᠌ᢂ᠆ᠳᠮ᠘᠋᠋ᡗ᠆᠕ᡏ᠘᠋᠕ᢣ᠋ᢄ᠆᠋᠂ᠳᢄ
with the college in trying to address the	
bilingual educators meeting the demand	
to get bilingual educators.	
	᠘᠆ᢣ᠋᠘ᢣ᠋ᢞ᠋᠊᠋᠔ᡣ᠌᠌ᢄ᠂᠘᠆᠋ᠴ᠘᠆ᢐ᠘᠆ᡁ᠘
From what I understand, the NTEP	᠋᠄ᠻᠣ᠋᠋᠋᠋ᢐ᠈᠆᠕᠆ᡥ᠘᠆ᠳ᠘᠆ᡩ᠋᠕᠆᠋
program is geared more towards primary	ᠫᡬᡃ᠋᠆ᢣᢦ᠊᠋ᠣ᠈ᠳᠥ᠘ᢂᡧ᠘᠉ᡷᡄ᠉ᠫ
teachers, but it's not too limited. We try	᠘᠆᠋ᠳᢦᠮ᠋᠕ᠫ᠆ᠴ᠋᠂᠆ᠴ᠈᠆ᠳ᠘ᡔ᠋ᢂ᠆᠆᠘
to get middle school and high school	ᠺ᠘᠘ᡣᢗᢂ᠋᠋᠂ᡩᠴ᠙ᠫ᠋᠋᠋᠉᠂᠖ᠴ᠙ᠫ᠋᠋᠉
teachers out of the program, but I wonder	ݣݔݲݩݒݔݠᢛᡅᡄᡄ᠕ᡷ᠋ᡑ᠆ᡆ᠋ᢦᡣᢀᢋ᠄
if maybe the focus should change to	ᡏ᠋᠈ᡆ᠋ᠳᢄ᠘ᢓ᠕᠋ᡔ᠋ᢛ᠘ᢓ᠕᠋ᡔᢑᢄᡷ᠋᠔ᡔᢞ᠋ᡔᢑ
-	∆ር℃σ⊲ኈ∩ርዾጔ∩ኮ ለポႾ៴<ር. ዾਰ፞፞፞
getting middle school age teachers who	ᢗᡃ᠋᠋᠋᠋ᡶ᠋᠋᠋᠋ᢞᢦ᠘ᠫᢛ᠐ᠵ᠈ᡔᡆᢑᢆᡃᢄ᠆ᡆ᠋᠘᠋ᠴ᠍ᡐᡆ
can offer bilingual education. As noted in	ᡣᡣ᠋᠋ᡪ᠋᠋᠋᠋ᡥ᠘ᡃ᠘ᡄᢩ᠂ᠳ᠔ᡅᡐᡄ᠋᠋᠋᠋ᡪ᠉ᠫᠥ᠕ᡥᡗᢦᡄ᠋ᡃᡪ᠋᠋ᠵᠥ
Exhibit 3 of the Auditor General's report,	᠈᠊᠋ᠡᢀ᠙ᡧᠣᠧᡃ᠋ᠴ᠋ᢄ᠋᠆᠘᠋ᡗ᠋ᢕ᠙ᢣ᠋᠕ᠴ᠘᠋ᠺᢂ᠋ᢣ᠅ᡥ᠋ᡨ
in kindergarten to grade 3, we offer a lot	٩٥،٣٠٩ ٢٠ مخه ٢٠ مع ٢٠ مع ٢٠ مع ٢٠ مع ٢٠
in the Inuit language, but as the years	ᡏ᠈ᢞᡄᡏ᠋ᠴᡣ᠈᠘ᢧᡅ᠋ᡔ᠂᠘ᡄᡨᡆᡐᡅᢗᠵ᠋ᢦ᠅ᡣᢗ
progressed, it's less and less, from what I	
gather.	᠘ᡩ᠋ᠴ᠋᠋᠅᠋ᡶᡠ᠋ᢄ᠘᠋᠋ᢩᡄ᠋ᡗ᠘᠋᠋ᡩ᠘ᡩ᠋᠖᠆᠋ᢙᠳ᠋᠋᠋᠋ᢙ᠋᠋
	᠘ᡥᠣᡏ᠖ᡏ᠘ᠴ᠋᠋᠘᠘᠖᠖᠘᠘᠘
What I'm trying to get at is we want to	
progress into the next phase up to high	ματο τη μαρία
school with respect to bilingual	ና <u></u> የd <sup>®</sup> ≪ሥσ <sup>6</sup> \Γ <sup>b</sup> Δ⊂ <sup>e</sup> σ⊲ <sup>6</sup> <sup>b</sup> Σ <sup>c</sup> L <sup>i</sup> 2Δσ <sup>b</sup> Σ <sup>i</sup> bΣ/ <sup>e</sup> σ <sup>b</sup>
education. You should be working with	$PDP^{a}a^{b}D\sigma^{b}A^{c}a^{b}D\sigma^{b}A^{c}a^{c}\sigma^{c}LC.$
the college and the program to get higher	· · · · · · · · · · · · · · · · · · ·
levels of teachers. Thank you, Mr.	
Chairman.	<b>Δ•/≪⊳ር</b> ጭ (ጋኣኑ∩Jና): የሪታ⁰ႭՐႦ, ୮୯୦ ⊀⊲ႭჇ. ୮୯
Chairman: Thank you, Mr. Joanasie. I	
believe Ms. Okpik said that they're	
looking at additional programming to be	
more specific in the training aspect to	
deal with middle school eligible teachers,	
but I welcome her to elaborate a little bit	
further on those earlier comments.	
	<b>▶•∧•</b> : 'dን°௳广, ∆⊳ረ≪⊳ርં∿. (ጋኁኑ∩Jና) ዾዺቃ୮
Ms. Okpik (interpretation): Thank you,	Δ, Δ </td
Mr. Chairman. (interpretation ends) The	
Nunavut Teacher Education Program	
focuses on teaching kindergarten to grade	
6 of the program within the B.Ed. degree,	<sup>5</sup> d <sup>®</sup> ペピークーマーク 7, 8 4 <sup>L</sup> 9-Γ Δ <u>C<sup>®</sup></u> σ <sup>4</sup> θΩCP <u></u> <sup>5</sup> d <sup>®</sup> ペピークーマーク
	4·L⊃ 10 11 12. \%L⊃4%C≫C
but they can teach other grades as well.	4-LJ 10 11 12. \ 10J4 ~C/2 Δლ <sup>®</sup> σ4ℓ4σ5 <sup>™</sup> Σ <sup>C</sup> ΛΓ4σ5 <sup>™</sup> Σ <sup>C</sup> 4 <sup>L</sup> LJ 6-J <sup>C</sup>
We've had graduates who have taught	
grades 7, 8, or 9 and also grades 10, 11,	፲፱-20 Δው∩ጋና ⊲ጋናσኈኣ▷ዛLC.
and 12, but the focus has been primarily	
kindergarten to grade 6 because of the	

use of Inuktitut at those grade levels.

As I mentioned earlier, right now, we have a proposed delivery for a grades 7 to 9 teacher education concentration at Nunavut Arctic College. That work is in progress and, unfortunately, because we only had two people apply, we weren't able to offer it. So we're hoping to promote the program and hope to ensure that we have a 7 to 9 cohort start in the next school year. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Any other questions?

With some of the successes that the Department of Education has had with some of their educators, in previous years and possibly current, we've had a number of our teachers go and achieve their masters in education, which would lead me to assume that a lot of those teachers are eligible to be principals in a school with bilingual status. Are those principals considered teachers in the ratios according to the *Education Act*? Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, principals are considered as part of the student-educator ratio. For some smaller communities, we have principals who are teaching principals as well. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you for that answer, Ms. Okpik. When you say smaller communities, is there a cut-off number of the amount of students in a school before a full-time principal is needed? Ms. Okpik.  $L^{\circ}$ Δ ) γγς >γ > V

**Δ•/≪ϷϹ·**• (ጋኣኦበJ<sup>ϲ</sup>): <sup>ና</sup>dታ°Ⴍ广<sup>ϧ</sup>, Γ<sup>、</sup> Ϸ•∧Ϸ. ⊲*վ*ኈՐና ⊲∧ኈd∩ьኣ∆ና?

CL<sup>b</sup>dd bt/r/d<sup>th</sup>NCDt<sup>c</sup> Δc<sup>+</sup>σd<sup>th</sup>Dchb<sup>b</sup>d<sup>-</sup> d<sup>t</sup>dσ dσJ<sup>th</sup>/Ltσ Δ<sup>L</sup>L<sup>t</sup>b<sup>-</sup>σ<sup>c</sup> P<sup>-</sup>DT Δc<sup>+</sup>Δλ<sup>-</sup>σ<sup>b</sup>dd P<sup>-</sup>D<sup>th</sup><sup>-</sup>C<sup>th</sup>d<sup>-</sup> <Δζ<sup>t</sup>d<sup>t</sup>C<sup>t</sup>LC. CΔLΔ<sup>t</sup>D<sup>L</sup>C CΔ<sup>b</sup>dd<sup>t</sup>bΔ Δc<sup>+</sup>Δλ<sup>2</sup> Δc<sup>+</sup>σd<sup>t</sup>δ<sup>L</sup>T d<sup>th</sup>Ut<sup>th</sup>b<sup>t</sup>D<sup>2</sup> Δ<sup>th</sup>/d<sup>th</sup> Δc<sup>+</sup>Δλ<sup>2</sup> Δc<sup>+</sup>σd<sup>t</sup>δ<sup>L</sup>T d<sup>th</sup>Ut<sup>th</sup>b<sup>t</sup>D<sup>2</sup> Δ<sup>th</sup>/d<sup>th</sup> Δc<sup>+</sup>Δλ<sup>2</sup>D<sup>2</sup> Δ<sup>th</sup>Ut<sup>t</sup>d<sup>2</sup> Δc<sup>+</sup>tδ<sup>2</sup>σ d<sup>th</sup>Ut<sup>th</sup>b<sup>t</sup>D<sup>2</sup> P<sup>-</sup> A<sup>th</sup>/d<sup>th</sup> dD<sup>5</sup>DJ. <sup>t</sup>d<sup>th</sup>D<sup>2</sup> Δ<sup>th</sup>/d<sup>th</sup> dD<sup>5</sup>DJ.

**Δ<sup>5</sup>/«ϷϹ·**<sup>6</sup> (ϽϞϞΛͿϚ): <sup>6</sup> ປϞ<sup>6</sup> Δ<sup>5</sup>, ΡϷႱልና Γ<sup>5</sup> Ϸ<sup>5</sup>Λ<sup>5</sup>, Δασ<sup>\*</sup>σ Γ<sup>6</sup>Ρ<sup>6</sup>σ<sup>4</sup>ν<sup>5</sup>νσ<sup>4</sup> Δ<sup>5</sup>Λ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup>Λ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup>Λ<sup>6</sup> Δ<sup>6</sup> Δ<sup>6</sup> ΓΡ<sup>4</sup>σ<sup>6</sup> C<sup>5</sup>

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Because they're included in the studenteducator ratio, so for every 14 students, that's about the number, you get one educator position. Typically, through the DEA and the school, they will look at the staffing compliment and what type of programming they want to offer. So if they want to have a larger class size, they can make that determination. If they want a full-time principal, they can make that determination. If they want a guidance counsellor or a gym teacher or an art teacher, you name it, if the DEA wants that type of programming in the schools, then they can set the programming with the number of teachers that they have been granted. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you for that, Ms. Okpik. Just to clarify. Does the DEA, and in some cases the CSFN, have full authority on the staffing to deal with the ratios within the school? For example, the French school here in Iqaluit doesn't really have a high student number base, but I know that they have a full-time principal. Is that a strict decision of the CSFN or does the department have any involvement in that? Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you. (interpretation ends) No, we don't have any involvement in that. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you. We will move on to paragraphs 43 through 45. Any general comments or questions? Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. How, in your opinion, has hiring individuals without teaching certificates worked out in regard to Certificates worked out in regard to

**ϷϧΛϷ**: ናਰት°ฉ广<sup>6</sup>. (ϽϞϡΑϽϤ) ላ<sup>6</sup>b, ϹΔ°Ⴍϲ bLቦ°°ቦናረላዛኪ ናርዎና ϷΔልና Δϲ°σላናል°Ⴑና. (ϽϞϡΑϳϿ°ϭ·ͽϽʹͽ) ናਰታ°ฉ广<sup>6</sup>, Δ<sup>6</sup>/ሪዋϷϹʹ<sup>6</sup>.

**Δ•/<>Cና**<br/>
• (ጋኳት∩Jና): 'dታ°ዺ广ゥ. bጘሪቦ⊲ና\_ጋC<br/>
ኳኳኮ∩ლ 43-Γ▷ 45-ጔና የሪጋ∆°ዺናσ▷ ጋናጐሁኖ<br/>
▷ናb▷/▷ኣ∆ና. Γኣ ⊲ናዺ▷бኈ.

teaching Inuktitut and cultural skills in	ኄኴጏ፝፝፝ ፚጘዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀ
the schools? Thank you, Mr. Chairman.	
	<b>Δ•/≪Ϸር</b> ጭ (ጋኳ̀Ბ∩Jና): የdদ≏Ⴍ广ჾ, ୮ኁ ⊲ናႭჾႦჾ.
<b>Chairman</b> : Thank you, Ms. Angnakak.	۲ <sup>ړ</sup> ⊳ه∧ه.
Ms. Okpik.	
WIS. OKPIK.	<b>▶⁰∧⁰</b> : ˤdদ⁰൨广ঁ⁰, ᠘⁰ፖ≪ϷĊˤ⁰. (ϽϞ̀ᢣ∩Jና)
Ms. Okpik (interpretation): Thank you,	
Mr. Chairman. (interpretation ends) So	᠕᠆᠆ᠳ᠋᠊᠋ᡏ᠖᠆᠘᠂᠋᠖᠆᠘᠂᠘᠆᠘
we have two types within our schools.	᠈ᡃᠡᢀᢞᠣᡄᡃᠮᢃ᠆᠋ᡏ᠘ᡄᢣ᠘᠋ᡝᠵ᠋᠋ᠮ᠈᠋ᠣ᠋᠋ᢄ᠘ᡔᠺᠴ
We have what we call language	᠘ᠴᡃ᠋ᡣ᠋ᠫᠫ᠘ᡱ᠋ᡆ᠋ᡗᢪ᠘᠆᠆ᠳᡏ᠉᠋ᠬᡗᢣᢞ᠋᠋ᡄ᠉ᠫ
•••	⊲୵∿Րᅆᠣ⊌ ∢ᲡᲡ.
specialists. A language specialist is not	
expected to be assigned responsibility for	
teaching an entire course of study at a	
particular grade level. For example, a	
language specialist should not be	
assigned to teach all subjects for a grade	
<b>.</b>	
3 class. They can teach Inuktitut as a	
language of study, however.	ᢄ᠈᠋᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
We have language specialists and then	
what we have are teachers on a letter of	᠘᠆ᢣ᠘ᢣᢂ᠋ᡃᡉᢗᢂᢞ᠋ᢩᡆ᠄᠉ᠫ᠋᠋᠅᠘᠆ᡨᠣ᠋᠋᠊᠋ᡏᢌ᠋᠋᠋ᠮ
authority, which means they have been	ᠵ᠋᠘ᠵᠵᢩ᠄ᡆ᠋᠋᠋ᡣ᠋᠄ᡋ᠊ᢑᢕᢛ᠋᠘᠆᠉᠆ᠵ᠘ᡔ
	ᡆᠴᡆ᠘ᡃᡃdᢗᡃ᠋᠋᠋ᡃ᠋ᢨᡰᠴᡏ᠋᠋᠋ᡃ᠅ᠵ᠋᠋᠄᠆᠘᠂ᡐ᠘ᡃᢐ᠅᠋᠋ᡗᡃ᠋
given approval to be a teacher within the	᠘᠆᠆ᠣᢦ᠋ᡝᠳ᠋᠋ᠮᡄ᠕ᢗ᠋᠋᠋᠋᠋ᢉᢑ᠋ᢥᡳᡄ᠘ᢣᢛᡅᢕᠵᡝᡄ
school system without a bachelor in	᠘ᠴ᠋᠋ᢀᡣ᠋ᠫᢪᡆ᠋ᡃ᠋᠋᠋᠋ᠣᢞᠾ᠕ᢣᡟᠺ᠋᠋ᡗ᠆ᠴ᠋᠋ᢧ᠆ᡩ᠘
education. They typically have no	᠘᠆᠋᠋ᢣ᠋᠋᠋ᡃ᠋᠋᠋᠆ᢣ᠂ᢑᢄ᠆ᠴᠦ
university courses in education. They're	
primarily hired because they speak	
Inuktitut. They're given a class of	
students to teach. So that certification,	
like I said, is good for one year.	
	ᡬ᠆ᡆ᠕ᢞ᠊ᡅ᠋᠋᠂ᡃᠣᢑ᠘᠂ᡏ᠋ᠫᢪᡅ᠋᠋᠉ᠫ᠋᠉᠘᠋᠄ᢣᢆᠣ᠋᠉᠋ᢄ᠋᠈ᢓ
Schools hire local Inuktitut-speaking	ᢄ᠋᠄ᡃ᠋᠔᠋᠆᠋᠘᠆ᢣ᠘ᢣᢗ᠋᠋᠋᠋᠋᠘᠆᠋᠘᠘᠋᠆
people because they want to ensure	ᠴᡆᡄ᠋ᡶᡄ᠋ᡶᢖᢛᡃᢣᢂᡔᠯᠣ᠋ᠺ᠋᠋
students have a bilingual educator. Some	
small communities use teachers on a	
letter of authority because sometimes	
there is no housing available. A lot of	᠘᠋᠋᠋᠋᠋ᢑ᠋᠘ᢣ᠋᠋᠋ᢛᡣ᠋ᠴᡄ᠂ᡏ᠋᠋᠋ᠴᢄ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
times, if you hire from within the	
community, therefore you don't require	
staff housing.	
	ᢗ᠘᠋᠋ᢩ᠘᠂᠆ᡬ᠖᠋᠋᠅᠋ᢉ᠅᠋ᡗᡊ᠋᠉᠘ᡔ᠋ᢣ᠘ᢣᡃ᠋ᢐᢛ᠋᠋ᢕ
What we think is having unqualified	∆⊂°σ⊲∩⊲⊂5Ċ%)σ 'd°≪∕⊂σ'⊥ 3-⊥
0 1	
teachers, especially at those foundation	Δ  Δ   Δ   Δ   Δ   Δ  Δ   Δ   Δ   Δ   Δ   Δ  Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ   Δ    Δ    Δ     Δ   <br< td=""></br<>
years of kindergarten to grade 3, can have	
a detrimental effect upon student	
learning. Research is clear that the quality	᠕᠆ᡥᠣ᠋᠕ᢞᢐ᠘ᢞᡆ᠋ᠴᠥ᠄ᡃᡉᢂ᠆ᢆ᠂ᠴᠣ
	ᢀᡄ᠋ᠺᡃᢞ᠋᠋ᡄ᠋᠋ᠴᠦ᠘ᡃᠴ᠋᠋᠋ᡔᡗᡃᡗᠮᡃ᠋ᢗ᠘᠋᠋᠋᠘ᡐ᠋ᢩᡆ᠋᠅

of teaching has the greatest impact upon student growth and development. Unqualified teachers do not have the pedagogy or training required to plan, assess, and manage classrooms in the way that a qualified teacher is. I think, until we can address the issues of having unqualified teachers with limited	ለኆዺኁ፞፝፝፝፝ኇዀር፟ዀበርዾዸዸዸዸ ዾ፝፟፝፝፝፝ዾጚኯ ዸ፝፝፝፝ኯ፟ኯኯ ዸ፝፟፝፝፝ኯኯኯኯኯ ዸ፟ዀኯኯኯኯ ኯኯኯኯ ኯኯኯኯ ኯኯኯ ኯኯ ኯ ኯ ኯ
teaching support in our classrooms, we're going to continue to have gaps in student learning across the grades. (interpretation) Thank you, Mr. Chairman.	<b>Δ•/«Þር</b> •• (ጋኣትበJና): ናਰታ°உட்•, Γኁ ▷•ለ•. Γኁ
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Thank you for the answer. I'm just wondering if there's that kind of effects where In your opinion, do you think maybe at some point, it might be better not to teach Inuktitut if you don't have the proper teachers there just so that you don't have any detrimental effects? Thank you, Mr. Chairman.	<b>ϤʹϤϷϧʹͽ</b> (ϽϞϷϽͿϚ): ʹϭͿϞͽͺϹϷ, ΔϷϒϘϷϹʹͽ, ʹϭͿϞͽͺϹʹϫ ϘϷʹϞͶ°ϿϚ. ϤΛͺͺϞͺϹϽΔ°ͼͺʹͽϽʹ·ͺ ϹΔL°ͼͺΔϲʹ<ϚʹϲϤσʹͼ ϤϷϽ°σʹ϶ϷϹϷϟLσϤϷϭ, ΔϟL°σϷ, ΛϷσʹͽϞϷ϶ʹϒϲͺʹͽϧΔ ΔͽϷϽϽϚ ΔϲʹϞΔϷʹͽʹϷϹϷʹͽϷʹϹΔL°ͼ ϤϷϽΔσʹ϶ϷϹϷʹͽϷʹϹʹ·ϤϹʹϚʹϚϲϤσʹϔ ΔϲʹϞʹϷϽΔϚ? ʹϭͿϞͽͼͺϹϷ, ΔϷϟϘϷϹʹϷ.
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δﻪ/≪ϷϹ·</b> Ϸ(ϽϞϞ∩ͿϚ): ·ϭͿϞ°Ⴍ广Ϸ, Γ <sup>៶</sup> ⊲ናႭϷϸ·Ϸ. Γ <sup>៶</sup> Ϸ <sup>ϧ</sup> ΛϷ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I stated yesterday, there needs to be a bigger, fulsome discussion around language and language of instruction in Nunavut and how the territory wishes us to proceed.	Ϸ·Λ·: ᠂dᡃᢞᡆᡤᡃᢆᡃ, ᠘ᡃᡟ᠙᠋Ϸᢗᡃ᠋᠅. (Ͻᡃᡪᢆᢣᠺᠠ᠋᠍ᠨ ᠘᠊᠋᠋<ᠵ᠋᠋᠅᠘ᡄ᠋᠈ᠮᢑᡄ᠌᠌ᠺ᠊ᠺ᠘᠋ᢗ᠘ᡃ᠋ᡠᡃᡪᡶ᠋ᡃ᠋᠋᠋᠋᠊ᠺᠮ ᠈᠋ᠳ᠔ᡔᢣᢄ᠋ᠧ᠘ᡩᢐᢋᡅᢆ᠆ᡘ᠖ ᠈ᡩ᠋᠔ᡔᢤᠥ᠋ᡆ᠋ᢒᡄ᠋᠆ᢄ᠖᠙ᡩᠺᡥᠥᡟ᠋ᠥ᠌ᡷ᠘ᢤ᠘᠅᠘ᢗ ᠄ᠳᠴ᠋ᢁ᠆ᢄᢄ᠙ᡩᠺᡥᠥᡟ᠋᠔ᢋ᠘ᡩ᠘᠅᠘ᢗ
During the consultation phase of developing the <i>Education Act</i> , we did over 300 consultations in the communities in one form or another. The overwhelming response was to have Inuktitut as the primary language within the school system. If this is to change, I think there has to possibly be either more	ϷʹϧϧϿͺͺͺ Ϸ;Ϸ;Ϸͺͺ Ϸ;Ϸ;Ϸͺ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ Ϸ

public consultation to hear from parents	בפ⊂-LDCDלפָדָ
and people out within the community.	
	᠘ᢣ᠘᠈᠆᠘᠂᠆᠘᠘᠘᠘᠘
If I had a choice, I probably wouldn't be	᠕ᢞ᠋᠋᠋ᡆ᠋᠋᠋᠆᠋ᡦᢑ᠕᠋ᢞᡊ᠆ᢐᢑ, ᠙ᠡᢂ᠋᠋ᠳ᠋ᢗ᠘᠋᠋ᢩ᠘᠋᠋ᢩ᠘
using educators on a letter of authority,	▷ˤᲮʔᠲᡆᢩᢞᡗᠲᡆ᠋᠘ᡄᢩᢛᠣᢑᡆᡄ᠌᠘ᢩᢣᠴ᠘
but I can't just make that blanket	᠕᠈ᡃ᠊ᠯᢗ᠌Þᢝᠣ᠋ᡥᡗᢪᠴᡗ,᠘ᡃ᠋ᠴ᠙ᡃ᠋ᡪ᠋ᡦ᠋ᠵᡲ᠊ᠴᡷᡠ᠋ᠺ
statement because sometimes due to	᠕᠋᠋ᠬ᠋ᡃᠣᡆ᠘ᡃᢆᡷᡃᡁᠯ᠋ᠮᢛ᠘ᠳᠴ᠋᠖ᠺᢁ᠋ᢩᡥᠧ᠘ᡄ᠅ᡁ᠘ᡄ;᠘ᡄ᠋ᢣ,
housing issues and shortages, you would	᠘᠋᠋᠋᠋᠉ᡃᠣ᠘᠋ᢣᢆ᠋ᢣᠺᢦ᠂᠘ᢛ᠋ᢧᢕ᠘᠊ᢛ᠋ᢤᡄᡄ᠋᠂ᠴᡆ
have a position vacant if we weren't able	ᠴᡆᡄᡃ᠋ᠮ᠌ᢂ᠆ᢞᢁ᠋᠕ᢣᢣᢩ᠅ᡥ᠅ᡣᡐ᠘᠘᠋ᡬ᠕᠋ᢤ᠘
to hire locally. So it's not a straight-cut	₽Ϸ৳ϷႶቦႸჼϞϷჼჅჇჂჼჼ
answer.	
	ᢄ᠘ᡨᡆ᠊᠘᠊᠋ᠵᢣ᠋᠉᠄᠔ᡬ᠋ᢆᠫ᠋ᡣᡗᡄ᠌᠌ᢂ᠋᠆ᡕ
The example that I used yesterday of one	᠘ᡄ᠋᠋᠋᠋᠋ᢑᠣ᠊ᡏ᠋ᢓᢛ᠋᠋᠅ᡬ᠌᠌ᡆ᠋᠌᠌᠘ᡄᢂ᠋᠈ᡔ
community that chose not to use teachers	᠕ᢞ᠋᠋ᡆ᠋᠋ᡃᠳᢑ᠖᠘ᡃᢦᡆ᠋ᠥ᠋᠋᠘ᡩᠴᡄ
on a letter of authority at those grade	᠄᠋᠋ᡏᢙᢁ᠋᠋᠋ᠴᢣᢂᢣᠣ. ᢗ᠘᠘᠘ᡃ᠋᠘ᠻ, ᠘ᠸ᠋᠆᠋᠋᠋᠅ᡤᢆ᠌ᢁᠴᠣ᠋᠋ᠮ᠋᠋᠋᠋ᠵᢑ
levels, therefore, they became non-	᠕᠆ᡄ᠋᠌᠌ᢂ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
compliant. So that's an example of one	᠘ᡄ᠋᠋᠋᠈ᢣ᠋ᡬᠵᡄ᠙᠘ᡄ᠋᠉᠘
community basically taking the initiative	᠘ᡃ᠋ᡏ᠋᠋ᠳ᠋᠊ᠫᢀ᠋ᢗ᠋᠅᠕ᡅ᠋ᢞᠣᡣᡄᢂ᠋ᡃ᠖᠋ᡃ
on their own to not use letters of	ᡏᠫᡅᢀ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
	᠕ᢞ᠋᠋ᡆ᠋᠋᠋᠂ᠳᢑ᠘ᡔᢣ᠘ᢣ᠋᠋ᠵ᠆᠋᠘᠆ᡨᡬᢁ᠋ᡄᡄᢂ᠋᠂ᠳᢑ᠘ᠵ
authority. (interpretation) Thank you, Mr. Chairman.	(ϽϞϟ∩ᠨᡧᡗᠺᠫ᠋ᠬᡃ)᠂ᠯᢣᢨᡅᡬᡃᡟ,᠘ᡟᢣ᠙Ϸᢗ᠋ᠬᡃ
Channan.	
Chairman Thank you Ma Okrik Ma	<b>Δ•거≪Þርና•</b> (ጋኳትበJና): ናਰኑବଦ୮଼, ୮ <sup>ͺ</sup> ኦ ▷•ለ•. ୮ <sup>,</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. Ms.	⊲ <sup>ҁ</sup> œ <sup>ь</sup> b <sup>ҁь</sup> .
Angnakak.	
Ma Americal The states Ma	<b>ዻኁዹь₽፨</b> (ጋጘ፞ኯበገሪ): ኁ፞፞፝፝፝፝፝፝ (ጋጘ፞ኯበገሪ): ኁ፞፞፞፝፝  አኯ፟፟፟
<b>Ms. Angnakak</b> : Thank you, Mr.	᠋᠄ᡃᠣ᠋᠋ᠴ᠘ᡃ᠋ᠫᡔ᠋ᠣᡃ᠂ᡏ᠑᠘᠊᠋᠋ᠣ᠋᠆ᠴᠳ᠋᠖ᡪᢣ᠋ᡃᢛ᠆᠋ᡃᠣ᠋ᡆ᠘ᡃᠣ᠋
Chairman. What kind of detrimental	ᠫᠻᡃ᠋᠋ᡋ᠋ᠮ᠘᠊᠙᠈ᢂ᠋ᢑᡆ᠋ᢉ᠆ᡐᡃ᠋ᢐᢨᠳ᠌ᢓ᠆ᡆ᠋᠋᠄᠖᠕ᠺ᠈᠂ᡬᠯᢞ᠋ᢁ᠆ᡬᡃ
effects? What do you mean by that? Can	∆ <sup>⊾</sup> ୵≪⊳C <sup>₅</sup> .
you elaborate, please. Thank you, Mr.	
Chairman.	
Chairman, Thank was Ma Anaral 1	<b>Δ•/≪Þርኈ</b> (ጋኣ̀ኦ∩Jና): ኀሪታ°உ୮፞ <sup>ኈ</sup> , ୮ኁ ⊲ኁ፞፞ዾኈ፟፟፟፟፟፟፟ዀ. ୮ኁ
<b>Chairman</b> : Thank you, Ms. Angnakak.	Þ <sup>b</sup> ∧ <sup>b</sup> .
Ms. Okpik.	
	<b>▶•∧•</b> : יּלל <u>°</u> ⊆רָיּ, ∆•רפ⊳⊂יּי. (כאֹא∩טי) רֹי <i>ב</i> י,
Ms. Okpik (interpretation): Thank you,	ᢄᠳᡆᢣᡗᠲᡗ᠕᠘᠆ᠰ᠋ᠴ᠋ᠣ᠉᠂ᠣ᠘᠆ᢣ᠘᠖᠆ᠬ᠈ᡩᡄᠴ
Mr. Chairman. (interpretation ends) If we	Δርኁኈር ΔርኁΔትና ኄኮንትLሩና ኄኴኈ
look at the pedagogy of teaching, for	᠕᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
example, and how children learn, it's	᠕᠆᠆ᠣᡏᢂᡣᢗᢂ᠋ᢉᠺ᠆ᡣ᠘᠆ᡬ᠘᠆᠋᠘᠆ᡬ᠘᠆ᡬ᠘
really important that when people come	፝፝ዻ <sup>;</sup> ኦሶ°ኈቦናጋና Δϲጘሩናር፟፝፞፞፞፞፞፝፝፞
in as educators, they know how children	
have language acquisition and what types	
of learning take place. We know that	
there are different types of Children	
learn in different ways.	
	᠅ᠴ, ᢗᡆᡆᢣ᠌᠋ᢄᠻᠣ᠋ᠴ᠘᠘᠆᠆᠆᠆᠅ᠴ ᠂
When you look at the stages of learning	בס‰ריקי ותי 3-דו עיףטריט⊲י⊃ר. י
	᠔᠋ᡔ᠋᠋᠊᠋ᡠᡃ᠋᠋᠋᠔ᡣᢄᢣᡅ᠋᠋᠋ᡏ᠖᠋ᡃᡑ᠋᠋

and how to teach, if you look at math, for example, in the K to 3 system, you would be doing very hands-on math. So if we take the cubes and we're learning ones and tens, for example, if they haven't gone through the process of how to use the math "manipulatives" to be able to teach students, then how are they able to do that? How are they able to assess? When you have a curriculum requirement that says, "Kindergarten students will learn to count to ten," for example, how do they assess the children?

The other thing is classroom management. Kids K to 3 love routine and they need structure. Part of taking the training is providing consistency structure for children within those grade levels and then also lesson planning, for example. If you haven't actually gone and looked at the curriculum, you need to be able to look at the piece of curriculum and all the learning outcomes and be able to forecast it for a full year on what's called a long-range plan.

Every month that the students are in school, you basically have to take all the science they need to learn within that grade level and try to fit it on that longrange plan for when they're going to be taking it. That applies for all subjects. So when you map it out on a long-range plan, then you have to do lesson or theme plans that basically look at if you are going to be working with other teachers to be able to teach those. You have a theme on, let's say, plants. What are all the components within the curriculum, whether it be science, whatever, that all fit within that unit?

A lot of times, we don't have that expertise coming from individuals on a letter of authority. However, in some స్రీఎ, 1-ిగితాంలా దిదారాలెలింగా 10-ఎం. గిళింలి లింగా చింగా చింగా లింగా చింగా లింగా చింగా లింగా లింగా

ϹΔϷϭϤ ΠΠ℠ϷΠͿͼ Λϟ·ͼϷͶϹʹϔϟͰϟͼ ϹΔͰΔϽϲͺϧͺͰʹ· ϭʹ·ͻ Λʹ·ϧʹϞϚϹ ΠΠʹ·ϷͶϽͼ Λϟ·ͼϷͶϹʹͽϟͰϟͼ Δϲ·ʹͼϭϥʹϗͱΓ ʹϷʹͻͼͶϽϽΔͼʹͼʹͽϽͿͼ cases, if you have a higher number of, let's say, three individuals on a letter of authority, a school may hire a non-Inuktitut speaking teacher to support the students on a letter of authority to help them do the lesson plans and those types of things. In the past, we have seen that done with some schools. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. I'm just wondering: do you feel the DEAs have a good grasp on the impacts on the children using teachers without proper certificates? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I haven't gone out and asked that question, but it's a great question. I think that we should be asking our DEAs possibly with our next meeting.

I just wanted to bring up one thing when you talked about impacts. In one of the recommendations, it talks about differentiated instruction and that the department should be implementing differentiated instruction training. That would be one component of a person coming in on a letter of authority. That gap would already be there. I think it's a really good question to ask our district education authorities, but also we've had general discussions in the past with our superintendents and our regional school operations with respect to that. (interpretation) Thank you, Mr. Chairman.

 $\Delta b H^{(b)} C H^{(b)} C$ 

**Δ•/≪Þር·**• (ጋኣ̀≻∩Jና): ᠂d⊁°ዺΓ፞•, Γ<sup>、</sup> ▷▷∧ၑ. Γ<sup>、</sup> ⊲ና企ၿጛ·<sup>6</sup>.

**Δ•/<></** 

**ϷϧΛͽ**: ‹dታ°ฉ广<sup>ゥ</sup>, Δϧϟ≪ϷϹʹͼ<sup>ϧ</sup>. (ϽϞϷ∩Jና)

<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>ΔϷϟ≪ϷϹናϷ</b> (ϽϞϞႶͿϲ): ʹϭͿϞ <sup>ͺ</sup> ·ͺϹʹϷ, Ϲʹ ϷϷΛϷ. Ϲʹ ϭ <sup>ϛ</sup> ႭϷϦ <sup>ϛϧ</sup> .
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I'm just wondering: do you have an idea of how many teachers we have in the schools that don't have a teaching certificate? Thank you, Mr. Chairman.	<b>ፋናዹゃьና</b> (ጋኣትበህና): ናਰታ°ዺ፫፝ <sup>ኈ</sup> , Δዮፖ≪ϷϹʹ <sup>ͼ</sup> . ΔፖLጋΔ°ዺ <sup>ͼ</sup> ንንኄ ናԵϷትLልቭ ናԵናታσ <sup>ᢑ</sup> Δ፫ኣΔ፫ናԵ <sup>L</sup> ኒኄርር Δ፫ኣልበ°σ Δ፫ኣΔትϷσናጋና <Δ <sup>&lt;</sup> <ናርቢናԵ <sup>ኈ</sup> ቦናጋσ <sup>ኈ</sup> Δ፫ኣሲታϷንጚዛ୮ <sup>ኈ</sup> ? ናਰታ°ዺ፫ <sup>ኈ</sup> , Δዮፖ≪Ϸርና <sup>ኈ</sup> .
Chairman: Thank you. Ms. Okpik.	<b>Δ•/ペϷϹና•</b> (ጋኣትበJና): ኀሪታ°Ⴍ广•. ୮ <sup>,</sup> Ϸ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I do have the numbers on individuals that are in a classroom operating under a letter of authority, but I don't have that number there. I can provide it in a response letter to the Committee. (interpretation) Thank you, Mr. Chairman.	<b>ኦ•٨•</b> : ናdታ°ฉ广 <sup>ኈ</sup> , Δ <sup></sup> νረ«ኦር <sup>‑</sup> <sup>ኈ</sup> . (Ͻኣኦበጋ <sup>ҫ</sup> ) Δ΄, ἁኣኦስ <sup>ˆ</sup> ና Ϲ <sup>ɨ</sup> bdd ለረLኦ <sup>ɨ</sup> b L <sup>°</sup> ฉ Δ <sub>C</sub> ኣΔኦኦ <sup>ɨ</sup> b <sup>·</sup> C <sup>٬</sup> <sup>њ</sup> ϽΔ <sup>°</sup> <Δ <sup>&lt;</sup> < <sup>ŵ</sup> ንΔ <sup>°</sup> <sub>α</sub> <sup>·</sup> <sup>ŵ</sup> በJ <sup>ς</sup> . ዖረላσ ኦ«σ α <sup>·</sup> <sup>ζ</sup> <sup>ŵ</sup> ንΔ <sup>°</sup> <sub>α</sub> <sup>·</sup> <sup>ŵ</sup> ηJ <sup>¢</sup> . በበ <sup>·</sup> <sup>b</sup> δηJ <sup>¢</sup> ዖኦ <sup>4</sup> <sup>°</sup> <sub>α</sub> <sup>-</sup> <sup>3</sup> (ϽኣኦበJ <sup>*</sup> <sup>°</sup> <sup>°</sup> ) <sup>·</sup> <sup>6</sup> d <sup>×</sup> <sup>°</sup> <sub>α</sub> <sup>-</sup> <sup>1</sup> , Δ <sup></sup> ν <sup>4</sup> «ኦር <sup><sup>™</sup>.</sup>
<b>Chairman</b> : I would appreciate that, Ms. Okpik. Ms. Angnakak.	<b>Δﻪ/≪ϷϹ·</b> Ϸ (ϽϞϷ∩Ϳና): Ϫ, ϹΔLΔͿ <sup></sup> · <sub></sub> Ⴍ₽ልና ·d৮ϲ·Ⴑ৮ჼኑϽͿና, Γነ Ϸ⁵∧Ϸ. Γ៸ነ ⊲ናႭϷႦჼϷ.
<b>Ms. Angnakak</b> : How do you assess whether or not the student has learned what they're supposed to in the time that they're supposed to when the teacher is not certified? Thank you, Mr. Chairman.	<b>ፋና௳৽Ხና৽</b> (ጋኣትበህና): ናᲮഛ <sup>ᢑ</sup> ናᲮ₽ትኣሥ፟ህልፖ ናᲮ₽ትሁፖሥህልፖ ልርግ ዋና፦ሰና ልርግፖቢሮናጔላናኒጐႱር ልርቍልቦቦላርጐሁሙ. ልርኆልቦቦላሮፐσጐሁሙ. ልርኣልትኈቦ፦ <ልናና፦ኦቡኈቦኖ ልርኣልትኦታሇና. ናፅታ°ዺቮኑ, ልኑፖペ₽ርናኑ.
<ul> <li>Chairman: Thank you, Ms. Angnakak. Ms. Okpik.</li> <li>Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We hope that they're utilizing the student support teacher within the school. The student support teacher has areas of expertise in assessments. It's also the responsibility of the principal as well to look and work with their teachers in the schools. (interpretation) Thank you, Mr. Chairman.</li> </ul>	<b>Δ•/&lt;&gt;Δ•/()Δ•/()Γ'▷Δ•/Δ•/ΔΔ</b>
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ•/≪ϷϹና•</b> (ጋኣ̀ኦ∩Jና): ⁵dᢣ°Ⴍ广ঁ৽, Γኁ ▷▷∧Ⴆ. Γኁ ⊲⁵ႭჾႦႪ.

<b>Ms. Angnakak</b> : A question for you, Mr. Chairman. Can you clarify as to what number we're going?	<b>ዻኁዹኈьኈ</b> (ጋኣ፞≻∩J <sup>с</sup> ): ∆°፞፞፞፞፞፞፞፞፞፞፞ ዾኯ፞ዺዾዾ ኄጛኯ፟ጏ፟፟፟ጜሥኇፚጞናር ፚ፞፞፞፞፞፞፞ጜዾጜ. ,ኄጛኯ፟፟፟፟፟፟፟፟፟ዀጜር?
<b>Chairman</b> : Paragraphs 43 through 45. <i>Taima</i> ? I just have a quick question for Ms. Okpik. In the implementation work plan that was provided to us, you're doing a review of the language specialist certification process working under letters of authority.	<b>Δ<sup>ϧ</sup>ϟʹϨϷϹʹ·</b> Ϸ(ϽʹϞϷͶͿϤʹ;· 33-Γ <sup>ϧ</sup> 45-ͿϚ. ϤΛʹ <sup>ϧ</sup> ͼͿͶϷϞʹϐϽΔ <sup>°</sup> <sub></sub> ϼͼΓϟ <sup>*</sup> ͺϤϚϹϷ <sup>;</sup> <sup>κ</sup> Γ <sup>×</sup> Ϸ <sup>ϧ</sup> ΛϷͿϚ. Ϲ <sup>«</sup> Ϩσ ϤϽϲ <sup>-</sup> <sup>κ</sup> ͶϹϷϨ <sup>κ</sup> ϲϤ <sup>*</sup> ϞͶϷϞ <sup>*</sup> Γ <sup>°</sup> <sup>σ</sup> < <sup>ና</sup> ϱϷͶσ <sup>ϧ</sup> <sup>;</sup> ϼΓͼ <sub>7</sub> σϤϚ <sup>κ</sup> ͶͿϲ ϹΔL Ϸ <sup>5</sup> ϐϷϟϲ <sub>Ϲ</sub> ϭ <sup>-</sup> <sup>1</sup> Ϲ <sup>6</sup> ϐϤ <Δ< <sup>ζ</sup> <sup>κ</sup> <sup>6</sup> <sup>κ</sup> <sup>6</sup> <sup>κ</sup> <sup>η</sup> <sup>4</sup> <sup>7</sup> <sup>7</sup> <sup>6</sup> <sup>κ</sup> <sup>5</sup> <sup>6</sup> <sup>κ</sup> <sup>1</sup> <sup>6</sup> <sup>κ</sup> <sup>1</sup> <sup>4</sup>
Speaking to a number of constituents during the campaign and since then, I've had a lot of mixed responses to teachers working under those letters of authority. Some of them are fantastic and others maybe just aren't getting the resources.	ϹΔL <sup>ͺ</sup> ϧϧͺͼͺϫͻϤͽϹϷϧϞϲϷͽϞΓϧͼϹ ϫͻϤͼϹϷϞϹϲͽϿϹϿ ϪϲϞϪ; ϪϲϞϪ; ϪϲϳϿϧϷͽͼϲͽϞͳͼϹ
I understand that you can't train every one of them to the level of the NTEP program, but is the department exploring teachers working under this letter of authority to encourage them to apply to the NTEP program? With the experience that they have gained working under the letter of authority, it gives them some experience in the classroom so that they can carry that forward into a formal education process. Ms. Okpik.	<sup>ና</sup> ԵРትLላ <sup>%</sup> ሁ Δϲ·ኣΔ <sup>ϳ</sup> <sup>አ</sup> ·ϲͺͺϤͺͻϧϽͻ Δϲ·ኣϽͰϛͼͼ <sup>®</sup> ϒͼʹϽϿͼ ϭϲ·ኣΔϧϷϲ-ͱΓͼγαͼ ΔϲͺϞϿϧϷϲϷϷ<ͼϽϭͼ ϭϲͺϒϿϧϷϲ-ͱΓͼ Ϸ « ΔϲͺϞϿ;Ϸͼϲϳͼ Δϲ Δϲ Ϟ Δϲ Δϲ Δ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect, I think you talked about language specialists. It's the expectation that a language specialist would continue to work on the courses to complete their B.Ed. That's their expectation. I don't believe that we have held them to this requirement.	<b>Ϸ•Λ•</b> : የժታ°ዺቮካ, Δካረዊኦርጭ. (ጋኣኦብጋና) የኦናብላና ጋቡና, ኦፕሪኦላፕ ቴፕሪኦላና ኦፕሪኦላሮ ሲኦσካ? σኪኦቦኦኦσ∿ሀሪ ር°ሲ ኦፕሪኦላሮ ሲኦ Δናካሪሲ ሪዮሴ ኦፕሪኦላሮ ላናካሪሲ ሪዮሴ አንግን አርዮ ማላናካላ ላሪሞላ ማብጉካ B.Ed.Γ° σካ. ር՛L°ሲ σኪኦቦና ጋσኦካ. CLጋJ∿ሀ Lሮቦላሮ-ሬና ላጋጭበ-ሀኪጭቫጭ/L°∿ቦርዎና.
A lot of the language specialists that we have, have been in our system for a lot of years and many have not taken university courses. However, as we review their role within the school, we will review what	

the focus of the expectations of this position is as well as the training programs that are offered.	·የΓናንኄከበናወላኈጋበታ ኦኄϷዸናፑ Δሮኈዸዸና୮ኌ Δሮ°σዻዖበኈኣዾጚፑ.
With Nunavut Arctic College, we're going to review the Language and Culture Diploma Program that looks to help provide better training for language specialists and for both staff on a letter of authority as well. (interpretation) Thank you, Mr. Chairman.	᠄᠙᠋᠋ᡏ᠄᠌᠌ᡔ᠋ᡇᡏ᠋᠋ᡔᢩᡣ᠋ᠬ᠋ᢄ᠘᠋᠋᠋ᡋᢣᠯᢓᡣ᠋᠋᠉ᢣᢝ᠋ᡅ᠉ᠫ ᠘ᡄᡃᢣᢂᡤ᠋᠋᠋ᡪ᠋᠋ᠮ᠖ᡣ᠔ᠯᠦ᠋᠋᠋ᢐᢣᢣᠦ᠋᠋ᠮ᠉ᢄ᠋ᠮ᠔᠌᠋ᠥᢣᠧᡅᢣ᠋ᡔ᠋᠌ᠥ, ᠍᠍᠊ᡆᡃ᠋ᡶᠴ᠘᠋᠋᠋᠋᠉ᡃ᠖ᡆ᠘ᢣ᠉ᡣᡗ᠄ᡣᠬ᠉ᡃᡉ᠋ᠺ᠋ ᠆᠘᠋ᢩ᠘᠋᠍᠆ᡁ ᠺᢞᡆᠮᢀ᠋᠕᠈ᢣ᠙ᢂᢄ᠋ᠮ ᠄᠔ᡃᢞᡆᡏᢀ᠋᠕᠈ᢣ᠙ᢂᢄ᠋
<b>Chairman</b> : Thank you. Just to clarify and I understood that it's a little specific with the language specialists, but with all teachers working in a school atmosphere under this letter of authority, are you exploring opportunities for them to further their education so that they can actually become full-time, certified teachers? Ms. Okpik.	<b>Δ•/&lt;&gt;C&lt;</b> (ϽϞληυς): అ౨౿ΔౖΓϤϽΔ°౿ౢ౨υ, ౿౨౿Δ <sup>φ</sup> ϽΔυἐϳϥϟϿϥ <sup>ͼ</sup> << Δυμ. Δ⊂ϞΔϟϲͺϳͼ ΔϚ°σϤϳϗͼ ΔϿϤϭ Δ <sup>ͼ</sup> ϷϼΔϟͼϷϚϹϹ϶ͻυ ϹΔϳϷ <Δ<<ΠͿϽΔ°Ϙͺͽ, ͼϷϷϟϞͼ ΔϲϞϿϟϛϲͶ϶ϭͼͿϷͽϿϥͼͿϫϳϹ ΔϲϞͼηϹϷͼϷͼϿϲϿͼϿͶͽ? Γν Ϸͼϒͼ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) When an NTEP program is offered within a community, typically, it would be up to them if they wish to apply for the program. I can't tell in specific numbers how many have applied, but I would think, most likely, if they're interested in continuing within the education field and it is offered at the local level, then they would apply. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ·</b> Λ <b>ಀ</b> : <sup>1</sup> / <sub>2</sub> 'db <sup>2</sup> a t <sup>-</sup> , Δ <sup>1</sup> / <sub>2</sub> 'db <sup>2</sup> (D <sup>1</sup> / <sub>2</sub> ) CAL Δα <sup>9</sup> ·Γ Δ <sup>-</sup> / <sub>2</sub> Δ <sup>1</sup> / <sub>2</sub> Δ <sup>1</sup> / <sub>2</sub> 'd <sup>2</sup> · <sup>1</sup> / <sub>2</sub> 'd <sup>2</sup> · <sup>1</sup> / <sub>2</sub> 'd <sup>2</sup> · <sup>1</sup> / <sub>2</sub> · <sup>1</sup> / <sub>2</sub> 'd <sup>2</sup> · <sup>1</sup> / <sub>2</sub>
<b>Chairman</b> : Thank you, Ms. Okpik. Any other questions? Moving on with paragraphs 46 through 52. Any comments or questions? Ms. Angnakak.	<b>Δ•/ペレር፣•</b> (ጋኣኦበJና): <sup>ና</sup> d৮°உ广், Γ՝ Ϸኦለኦ.
Ms. Angnakak: Thank you, Mr. Chairman. You're going to be tired of seeing me.	<b>ፋና企৽bჼ৽</b> (ጋ፟ኣኦበሀና): 'dኦ°Ⴍ广ঁ৽, Δኮፖペኦር <sup>፡</sup> ው. ኦペ°σ <sup>ຼ</sup> ርኄኮዮኁኬኄσዻርኈጋበና <i>ር</i> .
46, it talks about teaching resources to	46-Γ ⊳'₺⊳ፖ'₺'Lና, ᠘᠆ᢣ᠘ᡃᢣᡣ᠋ᠳ᠋ᢈ ▷ᡝ᠋ᠴ᠋ᡗ

date and I remember hearing about people developing Inuktitut curriculum way, way back, and it has always been a mystery to me where all that material went to. Do you have a sense of where the early, early material went to for teaching resources? Thank you, Mr. Chairman.	ΠΡΕΟΙ. «الے, Δ <sup>66</sup> bbLUL فدρ«د <sup>66</sup> P <sup>6</sup> d <sup>6</sup> σ <sup>6</sup> ά <sup>66</sup> P <sup>6</sup> OΔ« <sup>6</sup> σ«ζανζα <sup>2</sup> σ» Δ <sup>6</sup> O <sup>6</sup> Δσ <sup>6</sup> O <sup>6</sup> CΔ <sup>6</sup> νLσb <sup>6</sup> č <sup>5</sup> b <sup>6</sup> . bLaΔ <sup>6</sup> a <sup>2</sup> O <sup>5</sup> b <sup>6</sup> L <sup>6</sup> Þ« <sup>6</sup> D <sup>6</sup> CL <sup>6</sup> dd habbcb <sup>60</sup> DΓσ <sup>6</sup> a <sup>3</sup> <sup>60</sup> b <sup>60</sup> Dσ <sup>6</sup> LC? <sup>6</sup> bbbL< <sup>30</sup> Λ <sup>6</sup> a <sup>3</sup> CL <sup>6</sup> dd D <sup>60</sup> Cbσ <sup>61</sup> L <sup>6</sup> D Δσ <sup>4</sup> Δ <sup>5</sup> D <sup>6</sup> Δσ <sup>4</sup> D <sup>6</sup> ? <sup>6</sup> db <sup>6</sup> a <sup>6b</sup> , Δ <sup>6</sup> ν«PC <sup>66</sup> .
<b>Chairman</b> : Thank you for that question, Ms. Angnakak. And I'll never get tired of hearing from you.	<b>Δﻪ/⋞ϷϹ·</b> Ϸ(ϽϞϞስϽϤ): ·ͼͿϧ·ͽϲϳϷ, ⊲∧·ͽͼͿ∩°ͺϼϤ ϪϹ΅ϭ΅Ͽ ἀϹՐϤϤϡͼ ϹͼϷϾϷͼͱͿϫ;ϷͽϧϲϽͽϦ.
>>Laughter	᠈᠈᠘ᡃᡄ᠋᠊᠉᠋᠋᠋᠋ᡔ
-	Γ۲ ⊳۵∧۵.
Ms. Okpik. Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess I just want to clarify the difference between what curriculum is with respect to resource. It's the Minister who determines curriculum. I think you would be specifically talking more about resources. There have been a lot of resources developed, a lot of books developed. We have teaching and learning, I think we still call it the teaching and learning centre where a lot of our materials are housed.	<b>Ϸ·</b> Λ <b>ಀ</b> : ናd۶° ϱ, Δν/«ϷϹ·ͽ. (ϽϞϷηͿϚ) ϱ_ͻϱΔηΓαΡLϽΔ° ϱ ʹͽϽϞυ ανεία σην την δηματική την την την την ανασ. Γσ <sup>5</sup> Ο Δ/LσϷηΓα <sup>5</sup> ν <sup>3</sup> ν <sup>4</sup> ν <sup>4</sup> ς Ασ <sup>4</sup> Δ <sup>5</sup> ν <sup>4</sup> νσ <sup>5</sup> . C <sup>1</sup> « <sup>6</sup> νδΔ Δσ <sup>5</sup> ν <sup>4</sup> νσ <sup>5</sup> . C <sup>1</sup> « <sup>6</sup> νδΔ Δ <sup>5</sup> νδ <sup>5</sup> ν <sup>5</sup> ν <sup>5</sup> ν <sup>5</sup> ν <sup>5</sup> ν <sup>4</sup> ν <sup>5</sup> ν <sup>5</sup> ν <sup>4</sup>
We're also developing a learning object repository, which there will be a server in every single community. A lot of the materials that are no longer in print will be available digitally. For example, we have quite a few numbers of books over the years where we have never been able to renew copyrights. Those are available on the learning objects repository. We're just testing the caches right now. So what happens is they will be uploaded here in Iqaluit and sent out to all 25 communities.	ἀ <sup>i</sup> <sup>6</sup> P <sup>c</sup> DΔ <sup>e</sup> <sup>c</sup> -α <sup>i</sup> <sup>L</sup> <sup>4</sup> , Δ <sup>c</sup> <sup>6</sup> σ <sup>4</sup> σ <sup>5</sup> J <sup>c</sup> Λ <sup>4</sup> J <sup>c</sup> D <sup>i</sup> <sup>6</sup> dC <sup>i</sup> δ <sup>i</sup> <sup>L</sup> <sup>6</sup> , 4DΔ <sup>6</sup> α <sup>i</sup> <sup>5</sup> δA <sup>6</sup> <sup>4</sup> α <sup>is</sup> Dσ <sup>b</sup> D <sup>i</sup> <sup>c</sup> C <sup>i</sup> δ <sup>3</sup> b <sup>c</sup> -S <sup>i</sup> <sup>5</sup> DΔ <sup>c</sup> 4DΔ <sup>6</sup> α <sup>b</sup> C <sup>i</sup> <sup>4</sup> <sup>1</sup> <sup>6</sup> , 4 <sup>i</sup> <sup>2</sup> <sup>6</sup> , 4 <sup>i</sup> <sup>2</sup> <sup>6</sup> , 4 <sup>i</sup> <sup>2</sup> <sup>4</sup> , 4 <sup>i</sup> <sup>2</sup> , 4 <sup>i<sup>2</sup>, 4<sup>i<sup>2</sup>, 4<sup>i<sup>2</sup>,</sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup></sup>
Because we do recognize that there's a	ᡧᡃ᠋᠋᠋᠘᠆᠋ᢗ᠋᠋ᠺᢑᠻ᠋᠋᠋᠋᠋᠋᠂᠋᠋ᢧ᠋᠉ᢑ᠅ᠾᢗ᠅ᡅᢕᠵ᠘᠊᠋᠊᠘᠋᠋

bandwidth issue, any uploads and updates will be done after hours, but because the server is right in the school, they will be able to access it right there in real time. I talked about all the National Film Board movies, for example, that we were given rights to eternity. Those are all on there. It will have the capability to put in songs or any type of educational material that can be accessed.

The really interesting concept with the learning object repository is the math textbook component. If a child misses a lesson plan, you can go back and specially create it by just picking out the outcomes and then getting the system to put in the work that needs to be completed. Again, that's for the higher grades.

We're hoping, with the launch of the learning object repository, that a lot of those resources will be on there. It gives the capability for educators to create lesson plans directly from the learning object repository. So if you type in grade 3 and you want to learn about seals, you just put in that and then all the material associated with grade 3 around the areas of seals, all the books, the movies, anything that is inputted into the system will show up so you could be able to provide that instruction to the class. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. I know you're talking about kindergarten to grade 3 here, but I'm just wondering about the early childhood educators. Can they access this information as well? Could they adapt it Αυθερίας Αργορίας Αργορίας

**Δ<sup>6</sup>/ኆ⊳C<sup>66</sup>** (ጋኻኦበJ<sup>c</sup>): <sup>ና</sup>ሪሃ°ዺΓ<sup>6</sup>, Γ<sup>5</sup> ▷<sup>6</sup>Λ<sup>6</sup>. С $\Delta$ L Γ<sup>5</sup> ⊲<sup>6</sup> $\Delta$ <sup>6</sup>6.

**ϤʹႭϷϧʹϷ** (ϽʹϞϟͶϽϚ): ʹϭͿϟͽϫϹϷ, ϪϷϟϘϷϹʹϷ. ΔϟͺϹϽϪͽϫϛͺϹϹϷʹϷ ͳϷϟϹϷϭ·ϷʹϚϭϷ ʹϭͿʹϘϟϫϭϲʹʹϷϭϿͳϚ, ϷʹͽϷϟʹϷϧϥͽϿϽͼ ϷϟϤϭϲϲ ΔϟͺϹϲϹϷʹϷ ϹϹϷϭϤ ϚϪϫͺϗͼ ΔϲʹϐϭϤϫϥϫϲϷʹϔϾϫϿϾʹϭϲͺϔϚͽϪϲͺϹϲϷϭϤ ϹϲϞϛͶϷϟʹϛϲϫϿϲ ϤϽϲʹͽͶϹϷϟͽϫϿϷϧͻϥͽϷϛ

to maybe preschool? Thank you, Mr. Chairman.	ᡏ᠋ᠫᠬ᠋᠋ᠳ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
Chairman: A good question. Ms. Okpik.	<b>Δ•/ኆϷϹ</b> · <b>•</b> (ጋኣኦበJ፡):
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, we haven't launched the system yet. When we do, that's something that we could possibly explore. We have also developed four themes, specifically in the four languages for the early childhood programs. We're looking at developing more resources. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ•Λ•</b> : <sup>5</sup> ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ ነ
<b>Chairman</b> : Thank you, Ms. Okpik. You guys are busy. Ms. Angnakak.	<b>Δ•/≪ϷϹ·</b> • (ጋኣ̀ት∩Jና): ᠂dᢣ°Ⴍ广ᡃ•, Γ' ▷•∧ <sup></sup> •. ለᢣᡃᡃ\ᠵ⊲ڬᡪᠯ. Γ' ⊲ˤႭჼႦˤ•.
Ms. Angnakak: Thank you, Mr. Chairman. Yes, you guys are busy.	<b>ዻኁዹኈьኈ</b> (ጋኣኦበህና): ኀdᢣ°ዺ广፟፟፟፟፟, ΔዮፖペϷር፟ዀ. ፚ፞ ለታьኣ፝፝፝፝፝፝ፚጜ፟ጚዻ፞፞፞፞ጏፚፚ፝፟፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Just thinking about Nunavik, Greenland, and other places that might have commonalities with the language and culture, what kind of integration have you had with other regions in terms of looking at the resources that we have to use in schools? Thank you, Mr. Chairman.	Δ/LጋΔ°ഘናፐႱL ወዉልჼ ላdዖናጋና ወዉΔናጋ ላሥዮ ርΔĹჼ ላት<ጋჼ ▷ናዕ⊳/፦ና Δ፫ჼ፥d/፦ና ላንት<ጋჼበ°σჼ ናbወጭ ርΔჼdላ bጋንትናbበቦ/Lል/▷ჼ ለ፫Ⴂናቴበቦ/Lል/▷ჼ. ናዖΓናንላናዖ/ Δ፫ኣልጐፑና ለ፫Ⴂንፈር⊳ኆഘናታኈጋσჼ? ናdታ°ႢՐჼ, Δჼ/«ϷϹናჼ.
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ··</b> ͼ (ϽϞϞႶͿϲ): ·ϭͿϞ°ႭϹϷ ϹϞ ͺϤͽႭϷϧͼ. ϹϞ Ϸϧϒͼ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) We do have an MOU with Greenland. We did have an appendix work plan. That work plan has since expired. We did work very closely with them on the topic of early childhood intervention. They provided us with a lot of information in the area of early childhood. We provided them with a lot of information on culture-based education, for example. They are open to	Ϸ•Λ•: 'd>*°ΔĖ, Δ*/«ϷĊ*. (ϽϞϷΛυሩ)

letting us use their material as well because they have beautiful textbooks, for example.

Again, the difference with Greenland is they have a standardized writing system and it's in Roman orthography. The offer has been made from them. Again, because we don't have a direct flight there right now, we haven't continued the dialogue.

With Nunavik, we've had a little bit of interaction with them. We're anticipating a visit down to the Kativik School Board very soon. This past year, we provided one of our staff down to assist them in their training of their teachers in the area of inclusive education. We look forward to working with them. One of the areas of work that we're really interested in is they're providing a lot of professional improvement or in-servicing to their teachers in the area of dealing with childhood trauma. So that's one area we're interested in.

Right now, the biggest relationship that we have is with the Northwest Territories. We are conversing with them all the time with things such as the residential school curriculum, for example, that we jointly delivered. They have been really good to us as well in terms of providing materials, for example, as part of our review on inclusive education and all the work around the ISS piece that was in the report on how to track them better. They have provided us with their Student Success Handbook and also their Early Childhood Education Handbook and said, "Modify and use whatever you need to." We've had an excellent relationship with them in those areas, so we're not recreating the wheel. We have a base that

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we can start from.	
<ul> <li>We can start from.</li> <li>Those are typically some of the relationships we have that are more one on one with the jurisdiction. (interpretation) Thank you, Mr. Chairman.</li> <li>Chairman: Thank you, Ms. Okpik. Mr. Mikkungwak.</li> </ul>	ርሁዊ ኣዺ፫ <sup>ጭ</sup> ₽֎ <sup>ኈ</sup> ማዻ <sup>ኈ</sup> ኯዺናር ለትረርርፑ ጋ <sup>°</sup> ∿ሁልኘውሮናናር ለቦላੋዖበቦቶ <sup></sup> ፝፞ዹ <sup>ጭ</sup> ርበ <sup>°</sup> ም. ርL <sup>5</sup> dላ፝ህቓና ርሁዊ ለፈሥኘውበኘው <sup>®</sup> ሩ <sup>°</sup> ምም ለሮቪፕውበቦ <sup>–</sup> ወቦ ላርጅናሥታና ላልናጋ <sup>ጭ</sup> ፖዚላም. (ጋኣትበታ <sup>ኈ</sup> ቦናጋ <sup>ሙ</sup> ) ናታት <sup>°</sup> ሲዮ, Δ <sup>5</sup> ፖዲጆር <sup>™</sup> . <b>Δ<sup>5</sup>ፖ</b> ペ <b>Ϸር<sup>™</sup></b> (ጋኣትበታና): ናታት <sup>°</sup> ር <sup>™</sup> , Γ <sup>5</sup> Ϸ <sup>5</sup> Λ <sup>5</sup> . Γ <sup>5</sup> ጋ ΓΡ <sup>°</sup> <sup>*</sup> ህላ <sup>™</sup> .
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. My questions will be to the Office of the Auditor General of Canada. Paragraphs 46 through 48 of your report addressed the development of Nunavut's school curriculum and describes how the course of studies delivered in Nunavut schools is required to be based on principles and concepts of <i>Inuit</i> <i>Qaujimajatuqangit</i> . In your audit, what methods did you use to evaluate whether or not teaching resources adequately incorporated <i>Inuit Qaujimajatuqangit</i> ? Thank you.	<b>ΓΡ°ϞͿ</b> Ϥʹ·Ϸ (ϽͺϤϷͺϿͺϤ;Ͽ; ;ͼͿϷͺΔϷϟϘϷϹͼ. ϤΛ <sup>ͼ</sup> ϷϤϽϒϿϤ <sup>ͼ</sup> ϷͺϿϷϿϿϲ Ϲ <sup>μ</sup> L <sup>ͼ</sup> ν <sup>μ</sup> L <sup>ϵ</sup> <sup>κ</sup> σ <sup>4</sup> <sup>κ</sup> <sup>μ</sup> <sup>κ</sup> <sup>μ</sup> <sup>κ</sup>
Chairman: Thank you, Mr. Mikkungwak. Mr. Campbell.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϞ∩Ϳ·): ·d৮°உ广 <sup>ϧ</sup> , Γ·Ͻ ΓΡ°°ህ⊲·Ϸ. Γ·Ͻ ḃ└>·.
<b>Mr. Campbell</b> : I would like to ask Madam Salvail to answer this, please.	<b>ϧ·&gt;·</b> (ϽϞϷႶͿϚ): ϤΛͺͺͺͿϹ·ʹϿͺͿͺϹʹͺϔͼϭΔ, ϷϷʹϐ·ʹϿͺͿͺͺϹʹʹϲͳ <sup>ͺ</sup> ϧ
<b>Chairman</b> : Thank you, Mr. Campbell. I missed the gesture. Ms. Salvail.	<b>Δ•/≪ϷϹ·</b> ·• (ጋኣኦ∩Jና)։ ·d≻°உ广҆•, Γነጋ ḃ⊦>· ጋσ⊀LႱልϷჼ. Γነ ኣ·≪Δ.
<b>Ms. Salvail</b> : Thank you, Mr. Chairman. We used different methods. I think that first of all what we did is to look at the IQ education framework. We did compare that to the curriculum. It matched and that was a good thing. Then we looked under that curriculum what the teaching resources were, and IQ was referenced throughout these teaching resources. That was also another way that we ensured that IQ was incorporated. We	<ul> <li>ϳ-≪Δ (ϽϳϡϷΛͿϚ): ͽϭͿϫ Ⴍϳϫ ΔϷϟϘϷϹͽ.</li> <li>ϭϞϷϳͼϫϔϒϘϷϹͽ.</li> <li>ϭϞϷϳͼϫ, ϷϿ϶ϲ, ϫϿϷϲ, ϫϿϷ, ϷϷ϶Ͱ, ϷϿͼ, ϫϿ, ϫϿ, ϫ</li> <li>ϭμιμα, μα, μα, μα, μα, μα, μα, μα, μα, μα,</li></ul>

discussed with the department in order to verify our understanding as to what extent IQ is incorporated. I think that all of the methods that we used, we were satisfied that it was the case. Thank you, Mr. Chairman. <b>Chairman</b> : Thank you, Ms. Salvail. Mr. Mikkungwak.	
<b>Mr. Mikkungwak</b> : Thank you, Mr. Chairman. Paragraph 49 of your report states that "the Department has developed 50 percent of its sets of teaching resources to date." Can you clarify whether this 50 percent refers to half of all grades, for example, from kindergarten to grade 6, or does it refer to our proportion of teaching material available for each grade from kindergarten to grade 12? Thank you.	<b>ΓΡ°ϞͿϤʹ·</b> (ϽʹϞϷͶͿϲʹ): ʹϭͿϧʹϿϹϳ·, ΔϧϞ≪ϷϹͼ. Ϸϭϧϼϲͺͻ ͼʹϒϷͶϹ 49-Ϲ Ϸϭϧϔϧͼ Ϸ;ϷͼϧϯΓϯϲ «ϒϲͲ«ϐͽϥͼͺϥͼϧϧϞϥϒϹϲͲϥͺϧϧͼϼͼ ϭ;ϲϧϧϿͶϧ ϘϲͿͽϥ ͶϧϲϿ Α; Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ. Δ.
<b>Chairman</b> : Thank you, Mr. Mikkungwak. Ms. Salvail.	<b>Δ•/ペϷϹ·</b> • (ጋኣትበJና): ᠂d৮°உ广ঁ•, ୮ነጋ ୮ዖ°ʹህ⊲ <sup>ና</sup> •. Γነ ኣ·ペΔ.
<b>Ms. Salvail</b> : Thank you, Mr. Chairman. It applies to a proportion throughout. For example, in the higher grades, there were more teaching resources, more than 50 percent that were developed, but in the lower grades, there were less 50 percent that were developed. The average was 50 percent from K to 12.	<ul> <li>ϳ&lt;≪Δ (ϽΫϷΛͿϚ): ͽϭͿϷ ႭΓϷ, ΔϷͰ≪ϷϹͽ. Δ΄,</li> <li>L  L  μ</li> <li>L  μ</li> <li>δ</li> <li>δ</li></ul>
<b>Chairman</b> : Thank you, Ms. Salvail. Did you want to add more to that? Mr. Campbell.	<b>Δ•/ኆϷርጭ</b> (ጋኣትበJና): <sup>ና</sup> dሃ°ዉቮኑ, Γነ ኣ፦ኆΔ. ርናረJኈሁ Δፎቦ⊲ሊፈLናርኈለና? Γነጋ ፱⊦>ኁ.
Mr. Campbell: Thank you, Mr. Chairman. Yes, just for clarity, the question in relation to was it 50 percent of the teaching material or by the grades, it was the teaching material. Thank you.	<b><sup>b</sup><sup>L</sup>&gt;</b> <sup>-</sup> (Ͻ <sup>1</sup> <sub>2</sub> <sup>1</sup> <sup>2</sup> ): <sup>1</sup> <sup>3</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup> , Δ <sup>1</sup> <sup>2</sup> <sup>4</sup> <sup>2</sup> <sup>4</sup> , Δ <sup>1</sup> <sup>2</sup> <sup>4</sup> <sup>4</sup> , Δ <sup>1</sup> <sup>2</sup> <sup>4</sup> , Δ <sup>1</sup> <sup>4</sup> , Δ <sup>1</sup> <sup>2</sup> <sup>4</sup> , Δ <sup>1</sup> ,
<b>Chairman</b> : Thank you for that clarification, Mr. Campbell. Mr.	<b>Δ•୵≪ϷϹ·•</b> (ጋኣኦ∩Jና): ነሪታ°உ广• ጋየፖባዋጋ∩°_으ና, Γ`ጋ ቬ'>՟. Γ`ጋ

Mikkungwak.	ΓΡ <sup>α</sup> <sup>«</sup> J⊲ <sup>sb</sup> .
<b>Mr. Mikkungwak</b> : The 50 percent that I was talking about was: can you clarify whether this 50 percent refers to half of the grades, for example, from kindergarten to grade 6, or does it refer to a proportion of the teaching material available for each grade from kindergarten to grade 12? I want clarity on that 50 percent. Is that material for kindergarten to grade 12 or does it go 50 percent from kindergarten to grade 6?	<b>ΓΡ° J4</b> <sup>56</sup> (ϽϞϟΛͿϚ): 50 >ኣ° ϷʹͽϷϒΛͺ <sup>56</sup> ϷϷϟ ϽΡϟΛϚϒϘϨ <sup>6</sup> Δ <sup>56</sup> Α <sup>5</sup> Α <sup>5</sup> Κ <sup>6</sup> Α <sup>5</sup> Κ <sup>6</sup> Α <sup>5</sup> Κ <sup>6</sup> Δ <sup>5</sup>
<b>Chairman</b> : Thank you, Mr. Mikkungwak. I believe Ms. Salvail had said that it's from kindergarten to grade 12. Ms. Salvail.	<b>Δ•/ペϷርጭ</b> (ጋኣትበህና): ናਰታ°ഫቮኑ, Γነር ΓΡ°°ህላጭ. ΡϷ <sup>5</sup> νቭጭϷ≫Lና Γነ ኣናペΔ ለቦላጭ <sub>マ</sub> ህ ഛୋዮ/ጭሩመ Jሲና 12-Jና. Γነ ኣናペΔ. ϷላናበላΡላΔ Γነ ኣናペΔ.
<b>Ms. Salvail</b> :(inaudible)The material is available for each grade. Thank you.	<b>ኣ·≪Δ</b> (ጋኣኦበJና):(ጋኣጭኣ▷ዮዮጋ፦)⊲ጋσ Δ൳ <sup>ϼ</sup> σ⊲ኈ∩ഛ ጋናኊሁ⊀ኈ. ናሪታ፝፞ዹΓ፟፦.
<b>Chairman</b> : Mr. Mikkungwak, do you have any further questions?	<b>Δ৬៸≪ϷϹ·</b> Ϸ(ϽϞϷႶͿና): ୮ነϽ ୮ℙ≏·⊍⊲ <sup>ւ</sup> Ϸ, ⊲∧℠ⅆՈՒԿኘԵՒԵ°Ժ℡ለና?
<b>Mr. Mikkungwak</b> : Thank you. My next question will be to the department. Paragraph 50 of the Auditor General's report notes that Inuktitut and Inuinnaqtun teachers are developing their own teaching resources to compensate for a shortage of Inuit language materials. Has the department taken any steps to collect and review these materials with a view to using them as new resources for schools across Nunavut? Thank you.	<b>ΓΡ° · J</b> 
<b>Chairman</b> : Thank you, Mr. Mikkungwak. I believe Ms. Okpik answered most of that earlier, but if you want to, just for Mr. Mikkungwak's sake, clarify it for him.	<b>Δ°7«Ρζ°</b> ()ςληθος: 'σσαι <sup>6</sup> α τρατυαίο. Τ΄ Ρ <sup>6</sup> ΛΡ< CLίΓρης ΡΡώσιοργίο Ραίησιο. Ργασ, ΡΡυμάιτυαρν Γ΄Ο ΓΡάτυσιο Οργηραφρη.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, I did answer a lot of that information	<b>Ϸ৽٨৽</b> : ՙdᢣ°Ⴍ广ᡃ, ᠘ᡃᡟ᠙Ϸር <sup>·</sup> . (ϽϞϷႶͿና) ᠘, ᠙Ϸ℠ϷϷ≪ካϧ ርLካdϤ₽ͺϳᢣ᠘ና ϽϞႱϧϞϲ ϷϤናႶϤ <sup>;</sup> .

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When it says for us to reassess where we're going to go in terms of developing resources, last Friday, we had announced the Balanced Literacy Initiative. We had talked about the assessment practices that we were going to implement. We're going ensure that we're going to develop resources around that. The levelled reading guides, for example, in Inuktitut will be our priority. Also doing the assessments in Inuktitut will be a priority in terms of resource development.

The other thing too is because we have adapted and adopted the curriculum again announced last week, what we will be doing is focusing on creating resources that reflect Nunavut and *Inuit Qaujimajatuqangit* right into those resource documents. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you for that clarification, Ms. Okpik. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. Thank you for the answer. In addition to that, when you're collecting and creating new resources utilizing the teachers, are they consulting or compiling these resources utilizing the elders within their respective communities?

**Chairman**: Thank you, Mr. Mikkungwak. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) When we develop resources, oftentimes we try to put them on a disc so that they can be easily manipulated and adapted to their dialect. If they prefer to use worksheets or theme units that have been **Δ•/ <>C '•** (ጋኣትበሆ): 'dታ° <u>c</u> τ ኮ ጋዮ/በሩ/ቦ⊲ናልና, Γ' ▷•Λ•. Γ'ጋ Γዮ° ህ⊲<sup>ና</sup>•.

**ΓΡ° J4** (ΟΊΥΑΟΙΟ): Ίστο ΔΓ΄, Δυναρού, Δ'L. Ίστο Το Ρουσιος Γμαρίας Γμαρία Γμαρία Γμαρίας Γμαρίας Γμαρία Γμαρία Γμαρία

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developed, oftentimes it will be provided electronically so that they will be able to make the changes on the electronic version themselves. So that's one way.	ርL°௳ ᠘ᡄ᠋ᢤ᠋ᠠ ᠕᠌᠌ᡔᠡ᠌᠈᠋ᢄ᠘°௳ᢩ᠖Ͻᢧ.
The other thing I wanted to clarify was in the early years, when we did have a lot of book development and resource development, it focused primarily on the K to 6 portion, and then we did a shift to looking at grades 10, 11, and 12 curriculum and resources for those areas.	నద<< ఆర్. ఎంగ్ ఎంగ్ ఎంగ్ ఎంగ్ ఎంగ్ ఎంగ్ ఎంగ్ ఎంగ్
Now we're moving backwards and now we're looking at the grades 7 to 9 area, ensuring that we have a grade 7, 8, and 9 Aulajaaqtut curriculum, as an example, looking at the samples of every grade, what grade 1 Inuktitut looks like, what grade 2 Inuktitut looks like. We're doing a lot of development of that type of stuff in order to ensure our teachers are teaching to that standard, but also being able to assess students for achievements. (interpretation) Thank you, Mr. Chairman.	CΔL L° Δ Ρ ປ Ϳ · ὑ Ϸ Λ « · Ϛ Ϥ Ϛ · Γ Ϟ Ϳ Ϥ C Ϸ Ͻ < Ϛ Ϥ Ϛ <sup>6</sup> Ͻ C ͻ J ሲ <sup>c</sup> 7 Γ <sup>c</sup> 9 - Ϳ <sup>c</sup> Λ Ϟ σ <sup>b</sup> <sup>s</sup> Ե Ϸ Ͱ L Δ <sup>J</sup> C C J ሲ <sup>c</sup> 7, 8, 9 Ϥ Ϸ ϲ ϳ <sup>b</sup> Ͽ σ Ϛ <sup>s</sup> C <sup>c</sup> Δ Ϛ \ Δ <sup>i</sup> Ϟ ( Π σ <sup>b</sup> ) Δ <sup>c</sup> Δ C Ϸ <sup>5</sup> Ͻ Γ Δ Δ <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> Δ <sup>c</sup> <sup>j</sup> <sup>c</sup> Δ <sup>c</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup> <sup>j</sup> <sup>j</sup> <sup>j</sup> <sup>c</sup> <sup>j</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. We will move on to paragraphs 53 through 57. Any comments or questions? Mr. Savikataaq.	<b>Δ•/ペϷϹ·</b> • (ጋኣት∩Jና): ነdታ°உ广, ୮ነ ▷•∧•. ⊲∩ነਰ∩ነውዖ°ởናL.
Mr. Savikataaq: Thank you, Mr. Chairman. On page 17 of Auditor General's report on the bottom, it says, "Exhibit 4 Concepts of inclusive education." There are some bullets there. It says that the source is from Government of Nunavut, Department of Education documentation, and if you read all the definitions here, it seems like the school has to adapt to the students' needs. Is my interpretation correct in regard to your department? Thank you, Mr. Chairman.	<b>\&amp;bĊ<sup>(w)</sup></b> (ϽϞϷΛJ <sup>(c)</sup> : <sup>1</sup> / <sub>2</sub> <sup></sup>

<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペϷϹና•</b> (ጋኣኦበJና): ናਰታ°ሏ广•, Γነር ኣልbርና•. Γነ Ϸ•ለ•.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes. (interpretation) Thank you.	<b>▶ﻩ∧ﻩ</b> : ˤdᡃᢣᢩ°ႭӶ҆ʰ, ᠘ᡃᡟ᠙ᠺᢗ᠅. (Ͻᡪᡝᢣ∩ᠨᡕ) ᠘ ˤdᢣᢩ°ႭӶ҆ʰ.
Chairman: Mr. Savikataaq.	<b>Δ•/ペÞር</b> ጭ: Γ <sup>、</sup> ር ኣልხር <sup>ና</sup>
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. It's quite a task to do differentiation instruction just by reading it and inclusive education. I take it that there might be some teachers with letters of authority that have to do this and it would seem like it would be very hard to deliver this if you're not a certified teacher. Am I correct again in my assessment? Thank you, Mr. Chairman.	\&bĊ <sup>\$\$\$</sup> (ϽϞϷΠJ <sup>\$</sup> ): <sup>\$</sup> dJ <sup>\$</sup> @t <sup>\$</sup> , Δ <sup>\$</sup> J <sup>\$</sup> QÞĊ <sup>\$\$</sup> .         <4L_ጋCP <sup>\$\$</sup> C <sup>\$</sup> dd <
<b>Chairman</b> : Good question, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペÞርጭ</b> (ጋኣትበJና):
Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, that would be one of the issues. Again, we are working on that three-year work plan I talked about with differentiated instruction on how we will implement it more effectively. If we have an understanding of what guided reading and guided writing is, it is about differentiation. It is specific to the child themselves. If the balanced literacy approach is used within the school effectively, then that's the form of differentiation in instruction within the school environment. (interpretation) Thank you, Mr. Chairman. Chairman: Thank you, Ms. Okpik. Mr. Savikataaq.	<ul> <li>▶•Λ•: ናd۶° ΔΓ΄, Δ°/«ϷϹʹ·. (ϽʹϞΑΛͿϚ) Δ΄ Δ΄</li> <li>Λ'</li> <li>Λ'&lt;</li></ul>
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. Under this exclusive education, and the Act says that it will be	<b>ኣልbር፞ኈ</b> (ጋ፟፟ኣትበJና): 'dታ°፞፞፞፞፞ዾቮ፞፟ <sup>ኈ</sup> , Δኦፖ «ኦሮጐ. ር«፟ቓ፞ ጮd፝ዸ፟፟ ዾዾዾበርዾ፟ጏቡ ሏሮ°፝፝፝፝፝፝ፚ፟፞፞፞፞፞ፚጜ ለታኊላኄሁ፟Lር ሏሮኣሏ፟ትና <ናሏልበሮዾኄታ ላጋምና ሏሮ°σላኈበጔና ላጋኈርዾσላኈጋም

done, the teacher would have to draw up	۵٬۵۲۶م، مەرتىكە مەرەپىكە مەرەپ
a plan, more or less, for each student	<⁵ᡅϷႶ⊂Ϸጋ∆°ᡅ°ᡗᡃᡗᠴᠦ. ᠘ᠸᢣ᠘ᢣ 20ᠥᡃ
instead of having a plan for the class. I	᠘᠆᠋ᠳᠣᢦ᠋ᡃᢛᡣ᠋᠈ᢣᡟᠵ᠋᠋ᡏ᠂᠕᠋ᡄᠴ᠌᠌᠌ᡔᡗᡃᠮᠮ.᠘ᡃ᠘ᡃ
will just throw some numbers there. If the	᠈ᡃᡆᡄᠣ᠋᠋᠋ᡃᢛ᠔᠋᠆ᡣᡆᢄ᠆ᠴᠺ᠋᠋᠋᠋
teacher has a class of 20, instead of	᠘᠆᠋ᠳᠣᢦ᠋ᡃᢛ᠋᠋ᠬ᠋᠋᠅ᡗ᠋᠋᠋᠋᠄᠘᠆ᡨᠣᢦᡃᢛ᠋᠌ᡔ.
having one class plan for the whole class,	᠈ᡃᡃᡆ᠋ᢞᢦ᠋᠋᠋ᠴ᠋ᡏᡃ᠋᠂᠘ᡃᢣᡘ᠊᠙᠋᠋ᠵ᠋ᡬ᠅
in theory, he may have to have as many	
as 10 plans for that one class. Thank you,	
Mr. Chairman.	
	<b>∆⊳/≪⊳ር</b> ኈ (ጋኳ፞ት∩Jና): ኀdຯ°ႭႠ҅ҹ, ୮ነር ኣልᲮር፞ኈ.
Chairman: Thank you, Mr. Savikataaq.	Γ۲ ⊳⊳∧ь.
Ms. Okpik.	
nisi onpini	<b>▷৽∧৽</b> : ᠂ᡃdᢣᢩᢁᡏᡃ, ᠘ᡃᢣ᠙᠌᠌ᠵ᠋Ċ᠅. (Ͻᡃᡪᢣ᠋ᡣ᠋᠋᠋᠋ᢣ
Ms. Okpik (interpretation): Thank you,	ᢄ᠂ᠺ᠋᠋ᡔᢞ᠋ᠸ᠖᠘᠋᠋᠘ᢣᢩ᠋᠋ᡔ᠋᠄᠋ᢣᢄᡔᢣᢄᡔ᠋ᢄᡔ
Mr. Chairman. (interpretation ends) I	ᢀ᠋ᡔᡄ᠈ᠳᡐᢛᢕ᠙᠘ᢣᡧᢕ᠋ᠵ᠈ᠳᡗᡊ᠕ᡩᢘ᠘ᡩ᠉᠘᠘᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕᠕
believe what the member is referring to is	ᠵᡃᡆ᠌᠌ᢂᡤ᠂᠋ᠺ᠖᠘᠘ᡩ᠋ᡔᠣᡃ
the individual student support plans. We	ᡣ᠋ᡣᡪᡃ᠋ᢛᢣ᠘᠊ᡶᠣ᠋᠍᠂ᠴ᠋ᢩᠣ᠘ᢣᢣ᠘ᢣᠣ᠋᠋᠋᠂ᡃᡉ᠘ᠺ᠋ᡔᠥᡃ
do have individual student support plans	᠘᠆᠋ᠳᠣᡏᡃ᠋ᢀᡣᢗᢂᢣᡅ᠋ᠺ᠖᠘᠋ᠧ᠘᠋᠆᠘᠆᠋᠋᠋
that document the specific educational	
needs of individual students.	ᡧᢣᡤᡃ᠋ᡥ᠋᠋ᡗ᠘᠘᠑ᢛᢗᢂ᠋᠖ᡊᢑᢗ᠅ᠫᢈ᠋ᠫᢉ᠘ᢕᠴᢉᡕ᠂ᡝ᠋ᠶ
needs of individual students.	ᢀ᠋ᡔᡄ᠘᠆᠕᠆ᡐ᠘᠆ᡐ᠘᠆ᠰ᠘᠆ᡩ᠘᠆ᡐ᠘ᢂ
There are different accommodations. For	ᠵ᠋᠋᠂ᡆᢂᡣ᠋ᠫ᠘ᢩ᠂ᡆᡅ᠊᠋᠋᠋ᠬ᠋᠋ᠮᢑᢛ᠆ᡣᡄ
example, we might have an individual	᠔᠆᠆ᠣ᠊ᡆ᠋᠋ᠮ᠋ᢄᢣᡏᢕᢘ᠘ᡩ᠘ᢞ᠘᠂᠘ᢕ᠘ᡃᠶ᠘
accommodation plan and this is an	᠕᠆᠋ᠣ᠋᠆ᡏ᠖ᢂᢣ᠖᠘ᡩᢛᢗᢂᢣᡅ᠕᠋ᠮᢧ᠖᠉᠆ᠴᢩ᠂ᠣ
accommodation for learning. If they need	ᢄ᠋ᡃ᠋ᡋᡄ᠋᠋᠘᠋ᠺ᠋ᢄ᠆ᡆᠺᠯᡧ᠋ᡗ᠊ᠺᢗ᠋ᢕ᠋ᠫᡨ᠋ᠧ᠋ᠺᢂ᠋ᢆᢞᡎ᠋ᠺ
specific supports, whether they have	ᢄ᠋ᡃ᠋ᡏᡄ᠋᠘ᢆᠺᢂᡩᡆ᠋᠆ᠺ᠄
dyslexia or they're not at reading level,	᠕᠆ᡨᠣᡏ᠋᠋᠋᠉ᡣ᠖ᡔ᠋ᢑ᠆᠈᠂ᠺ᠋᠉᠆ᡁ᠉᠂᠘᠆᠆᠆᠆᠆
for example, then we would do an	Ϥᡃ᠘ᠴᢗᢂ᠋᠖᠂ᠯᢒᠣ᠋ᡗ᠂᠘᠄ᢣᠴ,᠕᠋᠋᠋᠋᠋᠋᠉ᠳ᠘ᠴᢗᢂ᠉
individual accommodation plan. Then we	᠕᠌᠌᠌ᢂᢣ᠋᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
have what we call individual behaviour	ᠴ᠋᠋᠋᠅ᡃ᠋᠋ᠳ᠘᠋᠋᠋ᡏ᠋ᢄ᠆᠆᠂ᡦᠴ᠘᠋᠋᠋᠆᠋᠃ᠳ᠘᠋᠘᠆᠆
plans. Those are supports for behaviour	
and intervention. We also have individual	ᡏᠫᡄ᠂ᡆ᠘ᡓ᠋ᠴ᠘ᡓ᠘ᡁ
education plans. They are individualized	
life skills programs for students who	
cannot meet the outcomes of the regular	᠔᠆᠋ᠳ᠋᠊ᠳᡏᡃᢑ᠋ᢗ᠅᠋ᢨᠣᢛ᠂᠋᠋᠆ᡧᢧᡰ᠘ᡣᢞ᠋᠋᠋᠋᠆ᡧ᠖᠆ᠺ
curriculum.	
It's the school team, which is the	
classroom or subject teacher, another	
school support staff such as a student	
support assistant, the student's parent or	
guardian, and when appropriate, the	
student him or herself, they work	
together to develop the individual student	ርፊ७dd ᠘᠆ᢣ᠘ᢣᢆ᠋᠄᠘᠋ᢣ᠋᠋᠄ᡋᡄ᠅ᡋᢗ᠅᠑᠅᠘᠆ᡩᡆ᠖᠉ ᠘᠋᠋ᢧ᠋᠄ᠳ᠘ᢂ᠆᠅᠖᠘ᡩ᠖᠘᠘᠘
support plan. It's the student support	
teacher. Every school has a student	᠘ᡃ᠋ᠴ᠋᠌᠌ᡔᡗᠠ᠋᠋ᠮ᠋ᠴ ᡤᢆᡰᡆᡆ᠘᠋ᡄᡃ᠋᠘ᢣᢂ᠋ᡃ᠖ᡃᠧ᠋᠉ᠫᡗ ᡏ᠋ᠴ᠋᠆ᡎ᠘᠋ᢄ᠆ᡁ᠘᠘᠋᠋ᢄ᠆ᡁ᠘᠘᠋᠋

support teacher who writes that support plan. It's the classroom or subject teacher's responsibility to implement the individual student support plan with support from the student support teacher and/or student support assistant, if a child requires a student support assistant. The principal has the responsibility to ensure that this is done. (interpretation) Thank you, Mr. Chairman.	Δሮ <sup>®</sup> σ፝ጞ <sup>\$</sup> & <sup>*</sup> Γ ፈጋσ Δሮ <sup>®</sup> σ፝ጞ <sup>\$</sup> በኦሩ Δሮኣኦስቦσ፝፝፝፝፝ጞ <sup>\$</sup> ሮ <sup>*</sup> ቦ <sup>®</sup> σ <sup>\$</sup> . ርΔ <sup>\$</sup> dላሮ Δኦ <sup>\$</sup> <sup>6</sup> <sup>*</sup> ቦ <sup>\$</sup> Δሮኣፚ <sup>\$</sup> <sup>5</sup> <sup>\$</sup> <sup>6</sup> Δኦ <sup>\$</sup> <sup>6</sup> <sup>5</sup> Δኦ <sup>\$</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> Δ <sup>\$</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> Δ <sup>6</sup> <sup>®</sup> σ <sup>4</sup> <sup>\$</sup> በ Δኦ <sup>\$</sup> <sup>6</sup> <sup>5</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. I realize, with part of your question, we kind of delved into the next section, so I'm just going to include that going forward. We're going to also include paragraphs 58 through 63 since we're already getting into some of the special supports. Any comments or questions? Mr. Savikataaq.	<b>Δ•/ペϷርና•</b> (ጋኣኦበJና): ናਰታବୁଇ୮୦, ୮ <sup>、</sup> ኦ•ለኦ. ሮጐ ላለ፦ዕበቦ፦ዕኦታልና ላረፋውና ኦልጋጐሁውና ላናርበጋልጐፈናLና 58-63-Jና. ሮሶਰፋ ልፎጐቦና ኦናዕኦፈላኦኦሮሲናLር ርΔኮਰፋ ልይላ፦በቦንኦናዕናር፦ጋና ልሮኣኈበውና ልሮናበሲናጋውና. ኦናዕኦለካላልና ላለ፦ዕብኮኣልጐጏዮሯና? Γነር ኣልዕር፦.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. This is to the department again. If someone has dyslexia or behavioural problems and that person has special needs so that would fall outside within the inclusive education, I think, a plan is built up for the student and the plan would have to be adjusted depending on the student. If a student is doing better or worse than planned, then that plan is adjusted accordingly throughout the years. A plan is just not made in the beginning of the year for each student and say, "This is it. This is how it will be."	\&bĊŵ (ϽϞϞΛͿϚ): ነσναΓν, Δνγαρςͽ. Δς <sup>o</sup> σσί <sup>b</sup> Ος λνσ <sup>b</sup> γς ζ <sup>c</sup> δ. ραΟΔ <sup>o</sup> α <sup>sb</sup> Δ΄ Δ <sup>c</sup> δ <sup>b</sup> Oc λνσ <sup>b</sup> δ <sup>c</sup> δ. Δς <sup>o</sup> δ <sup>b</sup> Oc δ <sup>b</sup> Oc Li <sup>j</sup> σ <sup>c</sup> δ <sup>a</sup> δ. Δς <sup>c</sup> Λζ <sup>c</sup> , ργΓ <sup>b</sup> Λνηδ <sup>b</sup> S σ β <sup>b</sup> dOΔ <sup>o</sup> α <sup>s</sup> D <sup>c</sup> Δς <sup>c</sup> Λζ <sup>c</sup> , ργΓ <sup>b</sup> Λνηδ <sup>b</sup> S σ β <sup>b</sup> dOΔ <sup>o</sup> α <sup>s</sup> D <sup>c</sup> Δς <sup>c</sup> Λζ <sup>b</sup> C <sup>c</sup> , ργΓ <sup>b</sup> Λνηδ <sup>b</sup> S σ β <sup>b</sup> dOΔ <sup>o</sup> α <sup>s</sup> D <sup>c</sup> Δς <sup>a</sup> Δγ <sup>j</sup> dΛγδ <sup>b</sup> C <sup>c</sup> LC σ <sup>i</sup> L Δ <sup>c</sup> <sup>b</sup> σσ <sup>j</sup> σσ <sup>ib</sup> C <sup>b</sup> C <sup>c</sup> C <sup>c</sup> Δς <sup>a</sup> Δγ <sup>j</sup> dΛγδ <sup>b</sup> S <sup>j</sup> D <sup>c</sup> δ <sup>j</sup> d <sup>j</sup> dD <sup>c</sup> Δς <sup>a</sup> Δγ <sup>j</sup> dΛγδ <sup>b</sup> S <sup>j</sup> D <sup>c</sup> δ <sup>j</sup> dD <sup>c</sup> Δς <sup>a</sup> Δγ <sup>j</sup> dΛγδ <sup>b</sup> S <sup>j</sup> D <sup>c</sup> δ <sup>j</sup> dD <sup>c</sup> Δς <sup>a</sup> Δ <sup>c</sup> <sup>b</sup> D <sup>c</sup> Δ <sup>c<sup>a</sup></sup> C <sup>ib</sup> D <sup>c</sup> σ <sup>j</sup> d <sup>j</sup> dD <sup>c</sup> δ <sup>j</sup> dD <sup>c</sup> Δ <sup>c<sup>a</sup></sup> C <sup>ib</sup> D <sup>c</sup> σ <sup>j</sup> d <sup>j</sup> dD <sup>c</sup> δ <sup>j</sup>
Just for clarity, that plan is adaptable as the student progresses or regresses, whichever way it's going? Thank you, Mr. Chairman.	ᡬ᠊ᡃᠳᡆ᠋᠊ᠵᡃᡆ᠋ᡔᡤᡕ,᠂ᢩᠯᡃᢛ᠋᠋᠙ᡔᡃᢛᢗ᠌᠌ᡔ᠘ᢣᡕ ᡆ᠋ᢣᡃ᠈ᢛᢗ᠌᠌ᠵᢞᡆᢩ᠄ᢛᡬᡃᡄ᠘᠆᠋᠆ᡣ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠈ᡃ᠋ᡖ᠘ᠳᢛᡃᠺᢂ᠆᠆᠆᠂ᡱᢛᡠ᠊ᡗ᠄᠂ᡁᢣᢁ᠋ᡄᢪ᠋᠈᠘᠈ᢣ᠙᠋᠌ᠵᢗ᠅
<b>Chairman</b> : Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/ペÞርጭ</b> (ጋኣኦበJና): ናਰኦ°Ⴍ广ʰ, ୮ኣር ኣልᲮር፞ጭ. Γኣ ▷ʰለʰ.
Ms. Okpik (interpretation): Thank you,	<b>Ϸ৽⋀৽</b> : ˤdᡃᢞᡆᡤᡃ, ᠘ᡃᠡᠡ᠙ᠵᢗᡝ᠋ᡃ. (Ͻᡃᡕ᠈ᠺᡅ᠋ᡝ) ᠘, ᢗᡃ᠊ᡆ᠊᠘᠋᠊᠍ᡱᢁᢩᡥᡥ᠊᠋᠋ᢁᡗ

Mr. Chairman. (interpretation ends) So it's inclusive education. I just wanted to reiterate the definition of inclusive education. Regardless of individual challenges or differences, they're all to attend school in the school setting. I just wanted to make sure that everybody understood that we don't exclude children from the school system, regardless of whether they may have any physical incapability or that type of thing.	Δϲ·° σ ϤΡΠ <sup>1</sup> \\σ <sup>c</sup> ϷʹbϷϟʹϷϚϟ <sup>s</sup> Ϸ <sup>s</sup> <sup>b</sup> . Ϲ <sup>°</sup> α Λϟ <sup>s</sup> σ <sup>°</sup> Γ <sup>c</sup> <sup>5</sup> <sup>1</sup> σ <sup>4</sup> <sup>6</sup> <sup>5</sup> <sup>1</sup> <sup>5</sup> <sup>2</sup> <sup>5</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>2</sup> <sup>1</sup> <sup>1</sup> <sup>2</sup>
I also want to educate the Members on the models of support that we have. What's interesting about inclusive education is it was always in practice previous to this new Act being created. It was entrenched in the Act after. Inclusive education had always been a practice pre- Nunavut right up to the creation of Nunavut. So it was entrenched in the Act afterwards.	Ͻየረናብላ፣dኦ՟ے <sup>\$</sup> ሁ ናbഛ <sup>\$</sup> በ୮bdና ΔረĽbd՟Ⴢ <sup>\$</sup> Ⴃና ላ <sup>\$</sup> ህ <sup>\$</sup> Lበላ <sup>\$</sup> ፝ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟ ՟
We want to provide supports to make it possible for children to remain in an age- appropriate classroom. Assistance can be very minimal and last for a very short time or it can be extensive and lasting for the child's entire schooling.	ΔϧϞͽΛ;ϷϳͼϟͽϘ·ͺϹΔͽϥϥͺϪϲϧϫͽϦͼ ΔϧϟͽϹϷϧϲϥϲϲͺϪϲ΅ϭϥ;ϥϧϾͼ ΔϧϥͽϹϷϲϷϧͽϲϲͻϭϷϥͼϫϿͽͼ ϪϲͼϭϥͼϲͺϳϫϧϭͼͺϫϪϲϽϹϧϿͼϭϲ ϪϲͼϭϥͼͶͺϪͼϫͻϟϫϧͼͻͿ
We have what we call five models of support that we call them the Tumiit model. The model is based on if we believe at any given time any student may require some level of support for learning or behaviour at some point in their education. We make sure that all decisions regarding a significant change to a student's program has to involve parents and guardians and, where possible, the students themselves. We have five Tumiit models.	ርጐር ሬሥርር ጋርና ርልደ°ዉ ርልኦኦዴናጋጭ. ቴኤህጋል°ዉጭ ልሮኁጭበ ልይናጭርኦኦሊላቴኦሥሪና ልፍናናር ላምናገሪ ልፖርጋዮጵና ቴውልሮኦናምህ ሬድጋJ.
Tumiit 1 just supports the regular supports provided in classrooms. Teachers use different ways of teaching	Ͻϔͼ 1, ΔϧϞͽႶͽϧϫͼͽϧϲϲ;ϿͶͼ ΔͱϿϒϞϹ ϤͰ Ϫϲͺ<ϚϲϥϞϟϞͽϾ ϹϲͺϿϾ ϪϲͺͼϥͽͶϹϷͽϧϲͼͻϾ Ͻϳͼ 1-ϳͼϽϭϭ ϫͼͶϭͼ ϹͰͽϹ ϒϲϐϫϭͽϽͼ

to build on the strengths of all students. The majority of our students are at Tumiit 1.	
Tumiit 2, we would look at an individual accommodation plan. Tumiit 2 supports are for students who need more help to succeed with the regular program. Supports may include hearing aids, peer tutoring, changes to instruction and assignments, or different methods of assessment. For example, if we have a child who cannot read and the assessment requires reading, then the accommodation would be to read the assessment for the child and the child would answer.	ϽΓ΄ 2, ΔϲϞͽϽͿ· ϤϹϷϟ϶Ϳ· ϽϚϞϧͼϷͽͽ ΔϷ;ͼϹϷͽϻͼϳϐϲϹϥϤͼϷͼ<. ϳ϶ͻϽϞϚͶϤͽϻ<ϷϷͼͶΓͽͼ ΔϲͼσϤͽͶͽͼϷϒϷͶͻσ ϷϿͶΓͻͿ ϷͼϲͺͿϫͼϥϫͼϲ ϲΔ ϷͼϲͺͿϫ϶Ϸͽͼ ͼ ΔοηΓ Δϲϟϲϭ Δομα Δεάσμα Δεάσμα Αμμάτο Αμματο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμματο Αμμάτο Αμμάτο Αμμάτο Αμματο Αμμάτο Αμμάτο Αμματο Αμμάτο Αμμάτο Αμμάτο Αμμα Αμμα Αμμάτο Αμμάτο Αμμάτο Αμμάτο Αμμα Αμμάτο Αμμάτο Αμμάτο Αμμα Αμμα Αμμα Αμμα Αμμα Αμμα Αμμα Αμμ
Tumiit 3 is the individual behaviour plan. This support helps students who need assistance with social skills and/or behaviour. These supports focus on improving behaviour and helping the student remain in school. Some students are dealing with significant social and emotional issues that require intense intervention.	ጋቮና 3 ሏውዛና ላርኦፖናያና ሏይቒብነትና ርሏፃፈው ልሮቶσላንብነትምና ዉኦነታ ላፖንምርኦቶማምሩር. ርሏLሏናንና ልፎትሀና ርካታዛትርንላናብላጭ ፈጭዮፖLቲም ልሮቶσላንብነትም ፈጭዮፖሏልኦንሏቄዉሲላሮ
Tumiit 4 is the secondary individual education plan. These supports are for students whose curriculum has been changed in some subjects. These students may require a partial individual education plan.	ϤᡃLϿ 4 Δϲᡪᡃᢛᡤᢆ᠋ᡗ ΔbᡪᡃᢛᢗϷ᠋ᡔᡣᡗ ᠘ᡄᢪᠣᡆ᠋᠋ᠮᠦᡄ᠋ᡶ᠋ᡶᠦᠴ ᠘bᡪᡃᢛᢗ᠌᠌ᢦ᠋ᡭᡢᢪᡆᡕ᠍᠍ᡘᡃᡝᡋᡃᠴᠥ ᢗᢪᡅ ᡧᡃᢣᡗᡃᢣᢂ᠋᠅᠂ᡬᢣ᠘ ᠘ᡄᡪ᠋᠋᠅ᡠ ᡆ᠋ᠫᢛᢗᢩ᠅ᡗ᠋ᡗ᠕ᢡᡄᡆ᠋᠋ᠦᡶᠴᡗᢄ᠉ ᡈᡃ᠋᠋᠘ᢣ᠋ᢅᡔᢛ᠘ᡗᡝᠴᠦ.
Tumiit 5, the individual education plan, helps students to meet their own curriculum and requires supports throughout their schooling through the IEP. It's often quite different from the regular program. This plan addresses all aspects of the student's development.	Ͻϔͼ 5-ϞႱσ, Δ <sup>լ</sup> ΓϧϤͼ Δϲ΅ϭϤϭͼʹͿͼ <ʹͼϷͶͶͿͼ Δϲ΅ϭϤʹͽͶϼͼ ΔϧϟϨϹϷ≪ʹ>ʹͽ ϤʹϞͿ·ͺϹͶͼʹ϶Ͻͼ Δϲ΅ϭϤͺϤϲΓϭͼ ΔϧϟʹͽϹϷϟͺϤʹͽϷϿϽϐʹϿ Δϲ΅ϭϤͽϭϲͺͺΓϭ ϚͼϷϤ;ͶϽΔͼͼʹϭϷ. ϤʹϟϷϿϤʹͽ<ʹͼϚϭϤϭϧͶϼͼ.
Students may fall into one range within the Tumiit 5 levels. Some students may be on more than one support. So you may have a student who is on an individual	5-∿Სơ, ᡆ᠆ᡏᠫ᠘ᡷᡆ᠋ᡝᠫ᠋ᡗ᠘᠆ᡧᡆ᠋ᡃᡃᢒᡗ ᡬᡃᢐᡰᡏ ᠘᠆ᢣ᠉ᡤᡗᢗ᠆ᡄ᠘ᡘ᠆ᡐᠾᢣᠴᢄ᠘᠆ᡧ᠖ᠴ᠋ᡐ ᡏ᠋ᡬ᠋᠘᠆ᡩ᠘ᡘ᠆ᢤᡁ ᡬᡃᡕ᠋᠘ᢃᡩ᠒ᠺ᠖᠆ᡚᢓ᠆ᡆᢩ᠖ᡔᡅ ᢄᢞᡇᡱᡩᡠ᠋ᡗ᠘᠆ᡩᠳ᠘᠘ᡷᠣ

behaviour plan but also an accommodation plan, for example. We're actually looking at the model that we	Δሮ°σ4ʔበኁҌኁጏበና. Δዛሬኁ ርካታላ ርኦጋኑርናበታ ፟ዸ፟፝፞፝፝፝ዾዾጚΓ ኁጛኦትቦዻኁጛኁርኈጋታ ለኈ፞ፘዸፚኇዀጚዾሮዀጚር, ዻጛኦኇዀጜዾሮናታዀጋና. ርኖዊ
currently have to see if maybe if we should make it down to three models, for example. Those are the Tumiit models and the levels of supports that we provide to students.	Ͻϔϲ-ϑσϚჼჼϹϷϟ·ͺϤϽჼჼϹϷʹͽϲʹͼʹϤ·ͿϽჼͱϟϹϟͼ ΔϧϟʹՈʹϞʹϲʹϤϲ͵ʹϷϷϟϹϟͼͺϪϲϧʹͼϽϿͼ
We have student support assistants who are required for students that require either one-on-one support. We have student support teachers within every single school that supports the students support assistants. At the regional level, we have student support consultants who provide advice or additional types of supports to the student support teachers.	ΔϧϞͽʹϺͼ ΔϫϞϷͻϽϷ ΔϧϞͽϹϷϞͺͺϤϲͼ ϹΔLΔϚϿʹϧϨ΅ͼͺͽϿͽ. ΔϧϞͽͶϹʹϧͼΓϟͽ Δϲͺϒͽϲͺϳϲσ. Ϥ·LϿ ϤϐϚϿͽϟϹϟϭ, ͼϧϷϟϹ;ϷϷͼΓϟͼ ϤΛͺϲϧϷͼϧϲϨ΅ͼϿϭͽ ϤϞϹϿͼϭͼ ΔϧϞͼϹϷϞͺϥͼϧͼϚϲ ΔϲͺϒΔϳͼ ΔϲͺϒͽͶʹϧͺͶϒ;ϤͶͼʹϿͿ ϹΔͼͼ ͼϧϷϟϹϧϷͼϧϲϭͼ
It's interesting to note that different types of things that may be provided to students, we also provide over and above. For example, if there needs to be speech therapy, those different types of supports, we actually have contracts with hospitals in the south that come up and provide those extra types of supports as well. (interpretation) Thank you, Mr. Chairman.	ϹͺϷϤϤͺϤͽϷϳͼϫͺϿϲ Δϲ;ϫϧϿϿͼͺϤϽͼϧϹϷͼϼϲͼϲϫϧϧϧϧ Ͽͼϼϫϧϫ; ϿϲϫϧϫϿϲ Δϲ; ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>∆▶୵≪⋗⊂</b> ᠬ▶ (ϽϞ̀ᢣ∩Jᡗ): ᠮdᢣᢩᡆᡏᡝ, ୮ᢣᢗ ᠘ᠴᢩᡅ.
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. For further clarity from	<b>᠘᠋᠉</b> ᠄᠂ᡃᠬᠯᢞ᠌᠌ᡆᡤᡃᢛ,᠘ᡃᢦᢣ᠙᠋ᠵᢗ᠅ᢣ᠋᠆᠋ᡃ ᠌᠌ᡔᠻᢞ᠋ᡃ᠌ᡖ᠊ᠣ᠌᠌ᢓᡄ᠋᠆ᢣ᠂ᢂ᠊᠕᠅᠋ᡏ᠋ᠺ,᠕ᡃᡃᡆᡆ᠅᠋ᠫ᠅ ᠘᠆᠆ᠳᡏ᠅᠋ᡝᡃ᠍᠍᠍᠍ᡝ᠅᠋᠘ᢂ᠘᠋ᢁ᠆ᡆ᠅
Ms. Okpik, I am very pleased that there	∆b៩ <sup>™</sup> CD⊀ <sup>®</sup> Q <sup>™</sup> C <sup>™</sup> LC <sup>™</sup> d&⊲Q <sup>™</sup> ンσ⊃. Pł⊲σ
are all sorts of support being provided to	$Chernel A^{L} = A^{L$
the students. I didn't hear or maybe it	ϷʹϧϷϞϷϲϷϫͼͶϲϹͼ
wasn't even discussed about all the	
support services that are available. It seems to say that if there is a student who	᠘᠆ᡨᠣᡏ᠋ᠴ᠋ᡃᡱ᠅ᡠᡄ᠄᠋᠋᠋ᡏ᠋᠋ᡶᡃᠧ᠋᠌᠌ᡔᡃᢐ᠋᠋᠋᠉ᡩᡄ ᢄᢞᡇ᠋ᡱ᠅ᡠᡄ᠋᠘ᢣᢂ᠘᠊᠋᠋ᡡ᠋ᡗ᠄᠙᠘ᡃᠧᢂᡷ᠉᠘
needs help with math or falling behind in	<sup>6</sup> μεορεοιότα αραίο το τη
their classes, there is help available for	
them.	᠙ᠡᡐᠣ᠂᠋ᡃᢐ᠌᠌᠋ᠵᢣ᠘ᡃᡗ᠕ᢦᡃ᠘᠋ᠺ᠉ᢩᡔ᠋᠋᠋᠋ᢆᢣ
	᠘᠆ᡨ᠋᠆ᠳ᠖᠋᠆᠋ᡗ᠆ᡁ᠘᠆ᠴ᠈᠂ᠣ
We have students who are very good	᠘᠆ᢣᡪ᠘ᡃᠫᡃ᠘ᡕ᠊᠍᠍᠍᠍᠆ᠴ᠅ᡔ᠋᠋᠉᠂ᡏ᠅᠋ᠬᢂ᠋ᡃ᠘᠋ᡅ᠈ᠫᠦᡃ ᠘᠋᠋᠔ᡩ᠔᠊᠋᠋᠋ᡝᡃᠴ,᠘᠋᠋᠋᠋᠋᠋᠋᠋᠋᠉ᡦ᠅ᢗᢂᢞᢩᡅᡅᢤ᠋᠋ᠬ᠘᠋᠋᠋ᡬ

learners, very high achievers, and it seems like we're leaving them out. What kind of support services are provided for those brilliant students or early learners? What types of support services do you provide for those types of students? Thank you, Mr. Chairman.

**Chairman**: Excellent question, Mr. Enook. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. These are not the only support services that are available. You stated that you have a student who might get bored with the learning speed of the rest of the class. We also would provide a plan for that particular student in order to meet their level or in order to make a work plan for him or her so that we can keep him or her interested. Again, the parents would also be involved and have meetings with the teacher to help with the planning for this particular student. So there is room for that.

One other thing that I didn't respond to was whether this plan is set for the whole year. No, first of all, there has to be an assessment and then find out which type of support services would meet the needs of that student.

I can say that here it states whether we are following through with the plan. We are going to make a change to the student information system so that we will know the progress by way of the reports that are made. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Again, to providing support services for the students, Mr. 
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**Δ•/≪Þር**ጭ (ጋኣኦበJና): ⊲ለጭሀበናበ⊲</u>
ለ∿
Δዾ<sup>6</sup>. Γ<sup>4</sup> ▷<sup>6</sup>Λ<sup>6</sup>.

ϤϤ Δϲʹ·υ ΡϷʹͼϷϷʹ·ϒϹϚ Ϸϭϭ <ʹͽϷΛϲ ϭ;ϭϳϲϳͻ Δμ°αϽΔ°αͼ ϭʹͼϷϷ;ϭͼ; ϭϳ·υ, ϭϳͼϷͼ;ͼϗϲ ʹϧϷϷ;ͼϲϷϲϲϭϳͽͼϿϲ ϲͼϭ ϭͼϷΛϲϭϫϷϲϲϭͼ Δϲ·ͼϭϤͼϦϷ< Λͼϲϭϭϧϧͼ ϷϭͼϳϲϭͼϧϽϷ ϲͼϭ ΔϽͼϲϷϲϞϳϲ.

**Δ•/<>Cና•** (ጋኣ̀≻∩J<sup>ς</sup>): ናਰኦ≏Ⴍ广•, Γ<sup>、</sup> ▷•∧•. Γ<sup>、</sup>⊃ Δ.Δ<sup>ь</sup>.

**Δ⊅**: <sup>ເ</sup>d≻⁰ฉᡤ⁰, ∆⁰ፖ≪Ϸር∿. ር፞ኁ፞፞፞፞፝፝፝ኯ፟፝ጏኯ፟ ኯ ፚс°σ⊲ኈ∩ናገና ጋየ≀ቦ⊲⁰Ҍ°σʔLʿኌ∿Ⴑ, Ҍ∩LኦϷኄҌ∩Ⴑ ℾነጋ ኣልᲮር፞ኈ ⊲∧ኈሥኈҌ⋗ኈLና

Savikataaq had some questions regarding	Δሮ۴σϤϳϨϷ< ͲϲϿϞϷ< Φρσφ.
different work plans provided for	
different students in the same class and	
setting up individualized work plans for a	᠊ᡬᠯᡃᢛ᠋᠋₽᠈ᢞᡊ᠊᠋ᡘᡃ᠋ᢐᡄ᠋᠋ᠲᡄᢗᡃᢛᢩᡔᡣᡃ
lot of their students.	
	$\Gamma^{\flat}  ightarrow \Gamma^{\flat}  ho$ , $ ightarrow \Gamma^{\flat}  ho$ , $ ho \Gamma^{\flat}  ho$ and and the second sec
My question to Ms. Okpik is: with the	ᢦᡟᢣᡤᢆ <sup>ᢩ</sup> ᡥᡗ᠊ᠫᡐ᠋᠋ᠴ᠋᠅᠋ᡏᡃ᠈᠘᠆᠋ᡝ᠆᠆᠆᠆ᡏ᠖ᡃ᠉ᢕ᠋᠋
different learning needs in one particular	᠕ᡃᠴ᠌᠌᠌ᡔᢣᢂ᠋᠅᠕᠘ᠴᡐᠥ,᠘᠆ᡨᠣᡏᡐᡅ᠋ᠴ᠋ᡗ
classroom, is it creating a problem within	ᢗ᠘ᠳᡅ᠊ᢂᢞᡆ᠋᠑᠆᠋᠆ᢞᢉᡃ᠋ᢐ᠋ᠴᢂᢛ᠆᠋ᡗ᠊ᢂᢞᠧ
the classroom or is it placing too much of	᠘ᡄᡃ᠘ᢣᠴ᠋ᡗ᠕ᢣᡅ᠊ᡏ᠋᠋ᡔᢀ᠆ᡥ᠆᠖ᠴᡏ᠋᠉᠆᠉᠆᠘᠆᠕᠆᠕
a burden on that student because they	᠔᠋ᠴᢎ᠆᠕᠘᠘᠕ᡩ᠆ᡧ᠘ᡩ᠉᠕ᡩᢘ᠕᠘᠘ᠵᢤ
have so many work plans to deal with or	᠘᠆᠆ᡆᡏᡑ᠋ᢕᡆ᠕᠂ᠮᠣ᠋᠖᠘ᢞᡆ
individualized plans to work with? Thank	ᡬ᠋ᢛ᠋ᡗ᠋ᢛᡳ᠘᠋ᠴᢞ᠕᠘᠋ᡔ᠈᠄ᡆᢣᢩᢁᠴ᠋ᡏᢛ,᠘᠋ᢑᠠ᠙᠋ᠵᢗᢛ
1	
you, Mr. Chairman.	<b>△৬/≪⊳⊂</b> ᠬ (ϽϞᢣ∩Jና): ˤdᢣᠲᡆᡏᡠ, ᠮᡝϽ ᠘ᢩᠣ. ᠮᡃ
	$\square \square $
Chairman: Thank you, Mr. Enook. Ms.	
Okpik.	▶७⋀७ (ϽϞϷ∩ͿϤ): ᠘᠆ᢣ᠘ᢣᡏᠦᢂᠫ᠊ᠴᡐ᠋ᡶ,
	▶° <b>\</b> ° () \?\ 10°).
Ms. Okpik: As a former educator, I can	ΔC 2 2 2 0 0 2 0 1 2 4 2 1 0 1 2 ΔC 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
say that the levels and capabilities of	,
students is a very broad spectrum. Even	<ul> <li>くしくうやすく、Δーやすべいので、</li> <li>くしくていていていていていていていていていていていていていていていていていていて</li></ul>
within subject to subject, for example,	<sup>كه</sup> Ċ٩٢_J, ۵۲۲، ۲۶۲۵ ۲۶۰۵ ۲۰
you may have a child that excels in math,	᠕ᢟ᠆᠆ᡏ᠋᠔᠋ᢂ᠋᠆ᢣ᠋᠄᠆᠘ᢣ᠘᠋ᠴᡓ
but doesn't excel at another subject. So,	ለኆ৮๔๙๙๙๙๗๖๙ ๙๙๙๙ ג ג. ג
yes, there is a very broad spectrum.	᠕,᠈᠆᠕᠋ᡃ᠘᠆᠋ᠴᡃᠵᡃᢛ᠋ᡔ᠋᠄᠋᠕᠈ᢣᡤ᠌ᢩ᠆ᡧᢄ᠆᠋ᠴᢣᢛ᠋ᡔ᠄
yes, there is a very broad spectrum.	
I find that we would be going against	<sup>৽</sup> bPትLしልና, Cd°ഘና୭d ଏPና୭ጋ <del>୮</del> ና৮ናናC
I find that we would be going against	᠘ᡄᡄ᠌᠌᠌᠌ᡅ᠋᠈ᡷᡗ᠍᠊᠋ᡏ᠋ᡃ᠋᠋᠋ᢐ᠋᠋᠋ᢁ᠋᠋ᠮ᠋᠋᠉᠘ᡄ᠋ᡪ᠘ᠳ᠋᠋ᡗ
inclusive education if we started	ᡧᡃᠡ᠋ᠫ᠋᠋ᡃᢦ᠆ᡝᡄ᠋᠋᠋᠆᠆ᡘᡊ᠋᠕ᢞ᠋ᢩᡅ᠂ᠳ᠋᠋᠉᠋᠃
streaming kids by ability. I think that has	᠘ᡝ᠋᠘᠆ᠴ᠋᠋᠋᠋᠋ᠴ᠆᠘᠋ᡄᡆ᠘ᢩᠵᡐ᠋᠋ᡥᢉ᠆᠋᠋ᡦ᠇᠋᠋ᢄ᠘ᢞᡆ᠘ᡔᢩᢂ᠋ᡨ
a detrimental effect on kids as well. If	Δــف؇ Co b. CAL۵۲L۲, ۵٫۲۲۵۲
you put all the lower learners together,	bႶርΔ°ዉናϧ₽ልቦና ር <sup>ͺ</sup> « ΓናበናႦ <sup>ͺ</sup> ዮርጋΓ <sup>ϧ</sup>
then they are stigmatized, they are	ᢗ᠌ᢂ᠋᠆᠆᠈᠆᠘᠘᠘ᡬᡃᠣ᠋᠋ᡪᠲᢗᢂ᠆᠁᠕
labelled, and that impacts their ability as	
well as their self-confidence. The great	᠕ᢞ᠋᠋᠋ᡆ᠋ᡝᠣ᠋ᡊᢣᡏ᠋᠋ᠳᡃᢗ᠌᠌᠌ᠫ᠋᠋᠋᠅᠕ᢞ᠌᠋ᡅ᠋᠋᠋᠋᠋᠋ᡥ᠋᠋
thing about having a classroom of	᠕᠌ᢂ᠆᠕᠆᠈᠆᠈᠂᠘᠋᠆᠕᠂ᠴ᠋᠋ᡔᠯ᠋᠋᠋
children at different levels is where	ᢩ᠕᠈ᢣᡤ᠌᠋᠆᠋᠋᠅ᡏᡄᢕᢩᠣᠧ᠊ᡨᠥ, ᢗ᠋ᢞᡧᠥ
differentiated instruction needs to take	᠋᠕᠈ᡷ᠋ᡥᢩᢨ᠈ᡴᡗᠫᡏ᠋᠖᠘ᠸᡃ᠘᠋᠋᠋ᡔ᠋ᢛᢗ᠋᠋᠋᠋᠋ᢆᢐᡄ᠋ᡝ᠋ᢒᢓ᠋᠉
place, understanding the different ways	
of learning, the different ways of	
teaching, looking at grouping, for	
example, within the classroom. Peer	
support, so having a strong reader sit with	
a weaker reader and assisting them, those	CL <sup>6</sup> ddlc <u>A</u> <sup>c</sup> Acra <sup>6</sup> bh <sup>2</sup> <sup>c</sup> <sup>2</sup> The second states and the secon
types of interactions would be part of	
differentiated instruction.	
	ଏ୳L୬, ୖ୬୶୶୶୰ଽ୬%୫୬୪୯୦୦ ୧୦୬୯୯
<u> </u>	

As I said before, we are looking at differentiated instruction and how to best in-service it and put it into the school system. Because that's a three-year timeframe, the most immediate thing we plan to do is the levelled reading series, for example, that really addresses differentiation. Again, you are attending to the individual need of the student within the reading and the writing area. (interpretation) Thank you, Mr. Chairman.	Δ*> ή°* Γ° Οσ• Δ Δ Δ Δ Δ C Δ δ δ Δ Δ C Δ Δ Δ Δ Δ δ Δ<
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ•/≪ϷϹ·</b> Ϸ(ϽϞϞ∩ͿϤ): ·dϞ≏ႭϹϷ, Ϲʹ Ϸͽ∧ͽ. Ϲ·Ͻ Δͺϼϧ
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. Looking at the different learning levels of each of the students in one classroom, I would like to ask Ms. Okpik if you have used past assessments or if there is any documentation that indicates that it works in the classroom with different individualized plans for the students? Thank you, Mr. Chairman.	<b>Δወ</b> •: 'dታ°ዺ广፟ <sup>ኈ</sup> , Δ <sup></sup> νረዋኦር <sup>ኈ</sup> . ር <sup>ኈ</sup> ዺ Δ <sup></sup> <sup>レ</sup> ጋዖ/ኦ Δጋላσ Δሮ <sup>~</sup> σላ <sup>ኈ</sup> በናበσ <sup>ኈ</sup> ላጋናናበJና. ላለሊላLጋΔ <sup>°</sup> ሲ <sup>ኈ</sup> ጋ <sup>°</sup> ሁ, Γ <sup>\</sup> ኦ <sup></sup> ለ <sup>\</sup> , ሏጋሏሏ <sup>ኈ</sup> ርኦ/Lペ ኦ <sup></sup> «ረጋ <sup>°</sup> ቫኦኦኣኦበልσ <sup>ኈ</sup> በJ <sup>c</sup> ፈጋሏሏ <sup>ኈ</sup> ርኦ/L ርΔL <sup>°</sup> ሲ Δሮ <sup>~</sup> σላ <sup>ኈ</sup> በናበσ <sup>ኈ</sup> ኦላሪ <sup>°</sup> ቴኦ <sup>°</sup> ሲ <sup>°</sup> ን <sup>ኈ</sup> ? 'dኦ <sup>°</sup> ሲዮ, Δ <sup></sup> νሪዩኦር <sup>ኈ</sup> .
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/                                    </b>
Ms. Okpik (interpretation): Thank you, Mr. Chairman. I can look to see if there have been any reports and I will give you a response, but right now, I don't have anything like that in front of me. Thank you, Mr. Chairman.	Ϸ·៱··;·ͽͿϧ·Ͽϲϳ·;ͺϪ·ϒϘϷϹʹ··;ͺϷϭ··ϧͼϧ;ϧͼ;ͺͼ ϹϹϽϹͺϹ·ϞϭͺͼϧϷϒϤϨ··Ͽ··ϧͺϤʹϲϪͼʹϺ·ϭ· ϷͶ·ϪϹϫ; ϷͶ·ϪϹϫ; ϹϹϽϹͺϹ·Ϟϫϲ;;;ͼͿϧ·ͽϫϲ;;ͺϪ·ϒϘϷϹʹ··;
<b>Chairman</b> : Can you please rephrase the question, Mr. Enook.	<b>Δ•/ኆϷር·</b> •(ϽϞϷႶͿϤ)։
<b>Mr. Enook</b> : Thank you, Mr. Chairman. (interpretation) Maybe if I rephrase my question. We're using a system in Nunavut where there are different levels of learning and individualized work plans for students in the same classroom. Differentiated instruction is being utilized	ΔΦ': 'd৮° α΄ ι, Δν/ «ϷϹ΄ ν. ΔL° α νδΔ ϤΛ ͺ <sup>5</sup> μ) Ε. Ϲ ° α _ α Δ <sup>9</sup> Γ ϤϽϚ Ϛ Π Ϥ Ϥ' <sup>5</sup> μ <sup>6</sup> <sup>5</sup> Γ΄ Ͻσ <sup>5</sup> ϤϹϷ <sup>5</sup> Π <sup>6</sup> Γ Κ <sup>6</sup> α΄ σ σ <sup>5</sup> σ <sup>5</sup> ϤϹϷ <sup>5</sup> μ <sup>6</sup> Δ σ <sup>°</sup> σ 4 <sup>5</sup> μ <sup>6</sup> Γ Λ κ <sup>6</sup> α΄ σ σ <sup>5</sup> σ <sup>5</sup> ϤCϷ <sup>5</sup> μ <sup>6</sup> Δ σ <sup>°</sup> σ 4 <sup>5</sup> μ <sup>6</sup> Γ Λ κ <sup>6</sup> δ σ <sup>5</sup> σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ σ

in the classroom. My question is, and	᠋᠄ᡃ᠋ᡰ᠋ᠵ᠉᠊᠘᠋᠋᠅᠘ᢞᠴᡱ᠅ᡠᡳ᠂ᡆᠴᡆ᠘᠋᠋᠅ᢗᠵ᠘ᢤ
probably because it has been around for a	ᡬᡃᡆ᠘ᡄᡃᠣ᠋ᡏᡧᡅᡉ
while, or if there have been any studies or	᠈ᢞ᠋ᡰ᠘᠂᠆ᠵ᠅᠆᠆ᢣ᠘ᡔ
reports on differentiated instruction and	᠔᠆᠆᠋ᠣᡏ᠖᠋᠆ᡩ᠆ᢕᢤ᠋᠕᠅ᢕᡗ᠋᠉
whether it impedes the learning level of	᠋᠋᠆ᡧᢣᡤᡃ᠋᠅ᡣ᠋᠊ᠫ᠕᠋᠆ᢧ᠆ᠳᢂᢗᢂ᠋ᡗ᠋ᠬ᠋ᠳ᠖᠘ᡄᡨᠣᡐ᠋᠋᠉
the students or if it's the other way	᠕ᢞ᠊ᡅ᠋ᡃ᠋᠋᠋ᡃ᠋᠋᠋᠋᠆ᡏ᠋ᡄᡃ᠋ᡔᡗᡃ᠋ᡗ᠘ᡃ᠋ᠴ᠋᠌᠌᠌᠋᠋ᡔᡗᡃᠮ᠋
around? I'm sure there have been studies	᠈ᡃᡃᡆᡄᡏᡃᡃ,᠘ᡃᢣ᠙ᡐᢈᢗᢆᡃ᠋ᡃ
done on that. Thank you, Mr. Chairman.	
done on that. Thank you, wit. Chairman.	
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/«ϷϹ·</b> ͽ (ϽϞϞႶͿϲ): <sup>;</sup> dᢣ°Ⴍ广 <sup>ϧ</sup> , ΓʹϹ Δ.ϼϧ. Γ <sup>៶</sup> Ϸͽለϧ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. I can say that (interpretation ends) according to national and international research, it supports inclusive education and differentiated instruction. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ·៱·</b> ;ͺ;Ϥϧ·ͺͺΔ·ϒϘϷϹʹ··ͺͺϷ·ϧϨ··ͺͼ·Ͽ··ϧ (ϽʹϧϒͶͺϳϹ·ͼ·Ͻͼ·) ϧϫϹϲ·ͺͰϹͺϒϲͺͼ;ϥϤϹͺͻ ;ϧϷ;Ϟ;ϭϷϒͺͰͺϥϚϲϲϹϹϷϥϥ Ϥͽ;ϔͼͺͼϧϲ;ϫϫϫϫϫϫϫ ϤϷϲͺϲͶϤϨ··ϫͼ·ϿϲͺͺͺϽʹϧϒͶͺϳϨ··ϭ·ͽϽͼͽ) ͼϥϧ·ͼͺϹͼ ΔϧϒϘϷϹͼ·
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ▷/≪ϷϹናኈ</b> (ጋኣ̀ት∩Jና): ᠂d৮°Ⴍ广ゥ, ୮ጎ ▷▷∧▷. ୮ጎ ⊲ና企▷ጛኈ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. My questions, the first one is for the assistant auditor. The audit did not identify whether or not Nunavut students are being what has been termed by Nunavummiut, especially during our campaign period, as social promotion. Can you tell us why this concern was not addressed in your audit? Thank you, Mr. Chairman.	<b>ϤʹႭϷϧʹϷ</b> (ϽϞϡΛͿͿϚ): ʹϭͿϧʹʹϿͺΓϷ, ΔϷϟϘϷϹʹϷ. ϤΛʹϷϭͿΛϷϧ ϟϿʹ·ϹʹϷ ϤΛʹϷϭͿΛϧ ϹϤͺϷϟͿͺϟͼϟϷͽʹϿͺϷʹϿͺϔϲͺϷʹϷͺϹϫ Δͼͼϲͼͼϲ, ϲ, ϲ
<b>Chairman</b> : Thank you, Ms. Angnakak. Mr. Campbell.	<b>Δ•/≪ϷϹ</b> ናኈ (ጋኣ̀ኦበJና): ናਰት°Ⴍ广ঁ৽, Γ՝ ⊲ናႭ৽Ⴑና፦. ΓʹϹ ቬ <sup>៲</sup> >՟.
<b>Mr. Campbell</b> : Thank you, Mr. Chairman. Thank you for the question. We audited what was in front of us. We audited what the department was trying to do in relation to the Act. We were aware of the discussion in Nunavut about social promotion. When we looked at what the department was trying to do in relation to inclusive education, their	<ul> <li><b>b</b>·&gt;• (ϽϞϷႶͿϚ): ʹϭͿϷͽϫϹϷ, ΔϷϒϘϷϹʹϷ.</li> <li>ʹϭͿϷͽϹϹϘϷ ϹΔĹϷ ϤΛϲͺϘϾ.</li> <li>Ϲ<sup>L</sup>L<sup>®</sup>νL<sup>4</sup><sup>®</sup>νϷ<sub>C</sub>Ϸ<sup>®</sup>ϽͿ<sup>C</sup> ϷϘ<sup>C</sup>Λ<sup>®</sup>Δ<sup>C</sup></li> <li>ϤϽΔ<sup>®</sup>αΡ<sup>®</sup>CϷ/L<sup>4</sup>σ<sup>b</sup>. Č<sup>b</sup>dd</li> <li>Δ<sup>C<sup>®</sup></sup>σ<sup>4</sup><sup>®</sup>Ͻ<sup>C</sup> τ<sup>2</sup><sup>b</sup>d<sup>®</sup>Δ<sup>C</sup> Λ<sup>C</sup> τ<sup>4</sup><sup>3</sup><sup>b</sup><sup>2</sup> Λ<sup>C</sup> τ<sup>4</sup><sup>3</sup><sup>b</sup><sup>2</sup> Λ<sup>C</sup> τ<sup>4</sup><sup>3</sup><sup>b</sup><sup>2</sup> Λ<sup>C</sup> τ<sup>4</sup><sup>3</sup><sup>b</sup><sup>2</sup><sup>4</sup></li> <li>Δ<sup>C<sup>®</sup></sup>σ<sup>4<sup>®</sup></sup>Ͻ<sup>C</sup> τ<sup>2</sup><sup>b</sup><sup>4</sup><sup>b<sup>2</sup> Λ<sup>C</sup> τ<sup>4</sup><sup>3</sup><sup>b</sup><sup>2</sup><sup>4</sup><sup>2</sup><sup>4</sup><sup>2</sup><sup>4</sup><sup>2</sup><sup>4</sup><sup>2</sup><sup>4</sup><sup>2</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup><sup>4</sup></sup></li></ul>

articulation of that was inclusive education with a differentiated approach.

Certainly from what we saw, the differentiated approach, and Mr. Enook and others have talked to this, requires teachers to do many things as opposed to teaching one classroom. So what we observed was they're trying to do a differentiated approach, but they're struggling, partially due to the fact that it requires a lot of training and it requires a lot of resources. I think social promotion is something else and we did see that there were plans in place for some of the students. It was a differentiated approach that they were using, but they were struggling in some aspects of it. Thank you.

**Chairman**: Thank you, Mr. Campbell. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. I guess my question, then, is to the department. Can you state whether or not students have been socially promoted at one time or another in Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think so. However, I do want to say that one of the most important factors in student success is good attendance. When you have students not attending, and the report cites one school with 27 percent attendance, how are we expecting students to succeed?

It's really hard to hold children back because, really, do you want to see a 15year-old in a grade 6 class, for example? Our studies show and the latest study, the **Δ•/≪ϷϹ·**• (ጋኣኦ∩Jና): <sup>ና</sup>d৮°圶广ʰ, Γነር ἰራ≻·. Γነ ⊲ና企ၿҕኈ.

**ϤʹႭϷϐʹϷ** (ϽʹϞϷͶͿϚ): ʹϭͿϷʹϿϹͳϷ, ΔϷϒϘϷϹʹϷ. ΔϹ<sup>ͺ</sup>ϭϭϤʹϷϽϲϲͺϷϷϭͰͽϫʹͺϳϭϷΔ ϤΛϲͺͿͺL. ϷʹϷϨ<sup>ϫ</sup>ϼͺʹϷϼϟʹ ΔϹ<sup>ͺ</sup>ͼϭϤʹϷͶϭ·ϷͺϤʹϚͺͿʹϷͶ<sup>ϧ</sup>ϹϷʹϼϚ ͺͺϹϲʹ៶ϚʹͼͶϹϷϽΔ<sup>ͼ</sup>ͺϲϽʹ·ϷʹϷϲϹʹϷϟͺͺϹʹϨ;ʹʹϭͿϟͼͺϲͺΓϷ, ΔϷϟϘϷϹʹϷ.

**Δ<sup></sup><sup>6</sup>/«ϷC<sup><sup>6</sup>** (Ͻ<sup>ϳ</sup>, <sup>2</sup>∩J<sup>c</sup>): <sup>6</sup>/<sub>6</sub> d<sup>5</sup>. Γ<sup>,</sup> Ϸ<sup>6</sup>/<sub>6</sub>.</sup>

ᠴ᠋᠋᠉ᡃᡖ᠋ᢤᡉᡣᠾᢣᡣᡏᢦ᠋ᡨᡳᡄ᠋᠕ᡃᡁᡆ᠆ᡄ᠋ᢩᡊ᠊ᠫ᠋᠉᠘ᢆ᠋ᡅ᠉᠋ᠮᢖ᠆ᡔ᠉ ᠈᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠈ᡃᠣ᠌᠉ᢣ᠋᠋᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆ ᠈ᡃᠣ᠌᠉᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆

aboriginal health survey that just came out, showed that retention does not lead to academic achievement. It actually leads to, eventually, the student drops out. We know those statistics are there.	ϿჼჼႦჼႱႶႠϷϽϪ <sup>ͼ</sup> ႭჼႦჼႺჼႫჼჼ ϪϹ·ʹϚϲϤͿϹϷჼႦჼႺႫ <sup>ͼ</sup> ჼႶĿႱϳჼͱ, ϿჼჼႦႺჼႼჼႵႠϷჼႱჂϪჼႭႫჼჼႱႠ ჼႻჼペႢႯჼჼႶႠϷჼႦჼႺႫჼჼႶႱϪჼႾႠ. ϷϚჼႦჼႺჼႫჼჼ ĊჼႭ <u></u> ᠰႾႢႯჂჼ ϷペჼႶჼჂჼ
Attendance is a major factor for us. In the start of this school year, we revised our program directive on student placement, promotion, and retention. It's quite a lengthy document now. We would love to share it with you guys. It gives all the roles and responsibilities of the principal, the reporting and assessment that need to take place.	ν     υ     ν </td
As a department, we don't generally support retention of our students because it just goes against the research. However, we do recognize that there are unique situations which it may be an appropriate choice and/or a course of action. The revised directive clarifies the process and the procedures that have to be followed.	▷ዲሇና ᠘ᠭ᠆ᠳᡏ᠉Ͻᡄᡣᢣᡃᢦᡰ᠆ᠴᢗ ᠨᡪ᠘᠅ᡣ᠆ᠳ ᡃᠯᢀᢞᠧ᠋ᡘᢋᢄᡩᠧ᠖᠘ᡷ᠉᠆᠘ᡷ᠖ᡘ ᠈᠋᠖ᢄᢣ᠋ᡪ᠖ᡄ᠖ᡬ᠘᠅ᠬᠺᠫ᠉᠂᠖ᢄᡷ᠋ᢣ᠘᠅ᠮᡃ᠘ ᠖᠋ ᠖ᠴᡆ᠘᠅ᡟ᠘ᢣᢗ᠄᠖ᠴ᠘ᠺᠫᠣᡃ ᠺᢃᠺᡅ᠅ᡣ ᠘ᡄᠬᡏ᠋ᠬᢑ᠘᠅ᠾᢗ᠘᠘ᡬᠫᡄ᠋᠕ᡩᠴᡅ
The Act clearly states that it's the school team that is responsible for determining promotion of students. Again the school team office is made up of the school administration, a student support teacher, the classroom teacher, and the parents of the child. That's the process there.	Lলሁ <sup>®</sup> Ϸ <sup>s</sup> Ⴆ <sup>®</sup> ሃL <sup>®</sup> L <sup>©</sup> Δলኣልዛ୮ Λলሊ <sup>ϳ</sup> ና ለলሊላናኣL <sup>i</sup> Ⴆ <sup>®</sup> ህር Δল <sup>®</sup> σላ <sup>®</sup> በና <sup>i</sup> d <sup>®</sup> ペረር የመካር ነው ላና የሚሰት የ ላና የምስ ላና የምስ ላና የምስ ላና የ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ ስ
We're hoping, with again these new initiatives that we're putting forward, along with the hope of better attendance, that this won't be so much of an issue. Until kids start to come to school, it's going to continue be an issue that Education just can't do it alone. (interpretation) Thank you, Mr. Chairman.	CΔLΔ <sup>5</sup> dーレンϤ <sup>50</sup> ϽͿΔϲʹϷ ϹϷϤϤ ϿϹ <sup>ϲ</sup> Ϟ <sup>56</sup> P<ʹϲϤϧϿ <sup>ͼ</sup> Ϸ<Ϛϟϲ <sup>5</sup> PΠϟσ <sup>56</sup> ϞϷ <sup>5</sup> δ <sup>5</sup> C <sup>5</sup> d <sup>4</sup> ΔLΔ <sup>6</sup> α ΔϟʹLϿαΡσ <sup>5</sup> ⊀ΓαϚϧϚͻ <sup>5</sup> υ <sup>6</sup> ΡϟϤσ Δϲ <sup>6</sup> σϤ <sup>56</sup> Π <sup>6</sup> Ϸ< <sup>5</sup> δ <sup>5</sup> Cσ <sup>56</sup> አϷϲ <sup>56</sup> bC ΔϟLϿαΡ <sup>6</sup> Ϛϧ <sup>56</sup> CL <sup>6</sup> α Δϲ <sup>6</sup> σϤ <sup>56</sup> Ͻϲ <i>α</i> λ <sup>6</sup> d <sup>6</sup> ΔϿ <sup>5</sup> λθ <sup>6</sup> α <sup>5</sup> Γ <sup>4</sup> C Ϸ< <sup>5</sup> δ <sup>5</sup> b <sup>5</sup> b <sup>6</sup> C <sup>5</sup> <sup>7</sup> < <sup>4</sup> . (ϽϞλΠͿ <sup>5</sup> Γ <sup>6</sup> Ω <sup>56</sup> ) <sup>5</sup> d <sup>5</sup> <sup>6</sup> α <sup>4</sup> <sup>6</sup> , Δ <sup>6</sup> λ <sup>4</sup> Φ <sup>6</sup> <sup>56</sup> .
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δﻪ/≪ϷϹናゅ</b> . (ጋኣጉ∩Jና) ናਰ≻≏ዺ广, ୮ <sup>、</sup> Ϸኦ∧Ϸ. ୮ <sup>、</sup> ⊲ና企Ϸϧͽ.

Ma Ananahaki Thaulana Mu	<b>ዻኁዹኈьኁ</b> ፦ (ጋ፟፟፟፟፟፟፟፟፟፟ት∩J <sup>ҁ</sup> ) ኁ፞፞፞፞፞፞፞፞፞፞፞ጛኯ፟ዾር፞ <sup>ӷ</sup> ፟፟፟፟፟, ∆⊳፞፞፞፞፞፞፞፞፞፞
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. Just a follow up on that. You have a difficult job. I think everybody can see that. In terms of some students that face challenges like physical challenges or mental challenges, whatever the correct terminology is these days, they're usually integrated into the school system. How do you deal with that? Some of the students would have a hard time with the higher academics, but they still graduate. Can you explain a little bit more about that? Thank you, Mr. Chairman.	<ul> <li>▷ <sup>6</sup> b ▷ <sup>7</sup> λ ∩ <sup>4</sup> b <sup>6</sup> σ ⊃ Δ<sup>6</sup> Δ<sup>6</sup> <sup>5</sup> ⊃ J Δ<sup>6</sup> b Δ Δ<sup>5</sup> <sup>7</sup></li> <li>∧ <sup>4</sup> ∪ Δ<sup>6</sup> ⊃ <sup>4</sup> ⊃ <sup>5</sup> ⊂ (d + Δ<sup>6</sup> Δ<sup>6</sup> <sup>5</sup>). Δ ⊂ <sup>6</sup> ∩ <sup>6</sup> ⊂ Δ ⊂ <sup>6</sup> σ 4<sup>6</sup> · <sup>1</sup> + <sup>6</sup> · <sup>6</sup> ·</li></ul>
Chairman: Thank you. Ms. Okpik.	<b>Δ•/ペϷϹ·</b> •. (ጋኣኦ∩Jና) <sup>ና</sup> d۶°Ⴍ广 <sup></sup> •. Γ' Ϸ <sup></sup> ላ <sup></sup> •.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) That's the beauty of an inclusive education system is that regardless of the child, the child is within the school system. Again, we would look at the Tumiit models of support. In this case, they would most likely be put on a Tumiit 5 support, which is an individual education plan where they have their own curriculum and where they will require supports throughout their schooling. Oftentimes a student support assistant is provided to work one on one with the child.	Ϸ•Λ•: 'd৮° αΓ΄, Δν/«ϷϹ΄. (ϽϞϷΛͿϚ) Ϲ°« Ϲ° α ΔϹ° σ Ϥ α Ϥ δ δ δ ϽΓ L σ Δ C° σ Ϥ δ Νν μ ν σ δ δ σ δ δ δ δ δ δ δ δ δ δ δ δ δ δ δ
One of the beautiful things about having an inclusive system is it promotes acceptance and tolerance of everybody within the school system and I think that's very important for all the kids. (interpretation) Thank you, Mr. Chairman.	Δᡄ <sup>ᢌ</sup> Ⴑ C <sup>«</sup> ዊ ለϷ <sup>;</sup> ᢣᡣᡣᡅᠮᡃᡶ᠍᠋᠋ᡶ᠋᠋᠘᠋᠘᠘ᠺᠫ᠋ᡏᡃ ᠘᠆ᡨᡆ᠋᠋᠋᠋᠋ᡐ᠋ᢄ᠂᠘ᡷᡉ᠊᠋᠋ᡦ᠊ᠦ᠋᠅. ᢗ᠘᠋᠋ᡶᡃ ᢪᢦ᠋᠍᠍᠍᠍ᠣ᠘ᡩ᠌᠘᠆ᡧᡆᠦ ᠋᠖ᠴ᠘ᠫ᠋᠘ᠴᡏ᠋᠋᠅᠋ᠦᠺ᠖ᢗᢄᠺᡟ᠖ᢗᢄᠬᡟ᠘᠋᠋ᠮ᠂ᡘᡆᡄ ᡬ᠋᠋᠋᠋ᡬ᠘᠋ᢤᡗᡊᠫ᠋᠋᠋ᠬ᠋᠄᠂ᠯᢣᡨᡅᡏᡃ,᠘ᡟᢣ᠙᠌ᢂᢗ᠅
<b>Chairman</b> : Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δﻪ/≪ϷϹናゅ</b> . (ጋኣኦ∩Jና) <sup>ና</sup> d≻°Ⴍ广ϧ, Γ <sup>、</sup> Ϸϧ∧ϧ. ϹΔL Γ <sup>、</sup> ⊲ናႭϧϧͽ.
<b>Ms. Angnakak</b> : Just going to No. 57 here, and this is for the department, in the	<b>ፈናዹььኈ</b> (ጋኣኦበJና): ናਰኦ≏ዹ广, Δኑፖ≪ኦርጐ. ዹኣኦበඌ 57, ⊲ለኈਰበኄኑ፞ኌኈႱ, ርኖ≪σ ር፡LኈፖL⊀ኈፖኦኈርኦσΓσናበ°σ, ΔলኣΔኦና

᠘ᡃ᠋ᡋᢣ᠋ᡃᢛ᠘᠋ᡔᡄ᠘ᢋ᠋ᢧ᠘᠕ᡁ᠋
ᡧᡃ᠋ᢣᡤᡃ᠋᠅ᡥ᠋ᢗᠫᡣ᠌᠌ᡔ᠋ᢣ᠋ᠶᠳ᠈᠘᠆ᡨᠣᡏ᠋᠋ᢁ᠋ᡀ᠘ᢣᡆ᠋᠋ᡪᠳ᠉
᠕ᡃ᠋ᡰᠣᢩ᠅᠋ᡰ᠅᠂ᡬ᠅ᡆ᠂ᠴᠣ᠘ᡅ᠋ᢂᢓᢛ᠋᠋ᠴ᠋᠄ᡩ᠙ᢂᡷ᠖᠋ᡬᡃᡟ
∆°r≪ÞĊ <sup>s</sup> .
<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ<sup>;ϧ</sup>.</b> (ϽϞͻ∩Ϳͼ) <sup>;</sup> ϭͿϧ <sup></sup> ͺ <sub>Ϙ</sub> ϲϳ <sup>-</sup> ϧ, Γ <sup>៶</sup> ⊲ <sup>;</sup> ͺ <sub>Ϙ</sub> ϧϧ. Γ <sup>៶</sup>
Þ <sup>b</sup> ∧ <sup>b</sup> .
<b>ϷϧΛϷ</b> (ϽϞϷΠͿͼ): Δ΄ Ϲʹ·ϼͺͺΛʹ·ͻͿ, ΛʹϞυ/Ͽͼ Ϥ;ͼϥϿͼ ϤϽͽϲϹϷϭϤͽϽσϷ <ʹͽϼϷ/ϷʹͼϧϥͿͼ. ϹΔϹ·ϛϫͼϿϭͼ Λϲ·ͰϛϫͼϷ/ϺϷ/ͽϲͼϭϤϛͼϹ Δϲ·ϞϪϷϭϷ Ϫϲ·ϞϺϷ;ͿϿͼϫϷ;ͶϷ;ͿϿϹ ϤϞϷϮʹ·ΓͻϽͻϧͼϭϷ ϷϺʹϞυϟϭϷ. ϹϪL Ϥ;ϷϔϭϛͽϧϷϷϧͽͼ ϹϪL ϪϲͺϹϷϷͰϹͼ ;ͽϲͼϺϭ Ϫϲ·ϐϭϤͼͶϷ;ϭͼϲϾϭͼϷϹͽͼ. Ϫϲ·ϐϭϤϲϤϲϲϲϹͼ Ϫϲ·ϐϭϤͼϧϹͼͽͼϲ Λʹ·ͻϫʹϷϲ.
ϤͰL·CD <sup>5</sup> <sup>6</sup> Δα <sup>9</sup> C Δα <sup>-</sup> \Δ <sup>5</sup> <sup>6</sup> b <sup>5</sup> <sup>5</sup> b <sup>6</sup> <sup>6</sup> <sup>6</sup> Δα <sup>-</sup> \Δ <sup>5</sup> C <sup>1</sup> <sup>4</sup> <sup>6</sup> P <sup>5</sup> b <sup>6</sup> <sup>7</sup> D <sup>6</sup> , 3 >\ <sup>6</sup> <sup>6</sup> <sup>6</sup> D <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> Δα <sup>-</sup> \Δ <sup>5</sup> C <sup>5</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> D <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> , Δ <sup>5</sup> <sup>6</sup> <sup>4</sup> .5 >\ <sup>5</sup> D <sup>5</sup> <sup>6</sup> <sup>6</sup> . <sup>4</sup> <sup>6</sup> C <sup>5</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> , Δ <sup>5</sup> <sup>6</sup>
ΟϚͽϷϹϛϷ (ΟΫγΑρζω ΟΥ ΟΥ ΟΥ ΟΥ ΟΥ ΟΥ ΟΥ ΟΥ ΟΥ ΟΥ
⊲₅∽₀ك₀.
<b>4<sup>5</sup>2<sup>6</sup>5<sup>6</sup></b> (ϽϞϞΛͿϤ): <sup>5</sup> dϞ <sup>6</sup> 2 <sup>4</sup> , ΔϞϟϘϷϹ <sup>5</sup> . ϽϞϟͺϽΔ <sup>6</sup> 2 <sup>50</sup> <sup>5</sup> <sup>5</sup> <sup>5</sup> <sup>6</sup> Ϸ <sup>5</sup> b5δ <sup>6</sup> Λ <sup>5</sup> bγϷΛ <sup>6</sup> Λσ <sup>5</sup> <sup>4</sup> Δ <sup>6</sup> <sup>6</sup> σ <sup>4</sup> σ <sup>6</sup> <sup>5</sup> <sup>6</sup> <sup>5</sup> <sup>6</sup>

only in some schools, then, inclusive training is provided only in some schools	᠕᠋᠋ᡃ᠋ᡋᢣᢂ᠋᠆ᡣᠣᠮ᠋ᠴ᠘᠆ᡱ᠊ᠥᡏ᠋᠋᠋᠂ᠳ᠖᠋᠅᠆᠅᠆᠅ ᠘ᡄ᠋ᡃ᠋᠕ᡄ᠋᠋ᡶᠣ᠋᠋?᠂ᠯᢣ᠋ᡷ᠌ᡅ᠋ᡏᡃ,᠘ᡃᡟ᠙ᡐ᠋ᢄ᠋᠋᠋᠋᠙
or are all schools doing that? Thank you, Mr. Chairman.	
Chairman: Thank you, Ms. Angnakak.	<b>Δ₽/≪ϷϹ·</b> Ϸ(ϽϞት∩Jና): ·dᢣ៓ႭϮϷ, Γ <sup>៶</sup> ⊲ናႭϷႱናϷ. Γ <sup>៶</sup> Ϸ <sup>ϧ</sup> ΛϷ.
Ms. Okpik.	<b>ዾ<sup></sup>ላለ</b> •: 'd৮°ዺ广፞ <sup>ኈ</sup> , Δ <sup></sup> ሃረペኦርና <sub>°</sub> . (ጋኣኦበJና)
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I	ᢄᡃ᠋ᢐᡃ᠋ᡃᢐ᠋ᢣᢄ᠘ᡄᢅᢧᢄᡇᡗᡣᡆ᠋᠋ᡃᡪ᠋᠅,᠕᠋᠋᠋ᡃᢐ᠘ᡩᢕᢕ᠋ ᠘ᡄᡨᠣᡏ᠋᠋᠊ᠦᡄᡅᢣ᠌᠌᠌ᢂ᠋᠋᠋ᡬ᠋᠋᠋ᡎᡄᢋᠻᢗ᠘᠋ᢩ᠆ᡅᠴ᠂ᡏ᠋᠋᠋᠋᠋᠋᠕᠋᠋᠁
stated earlier, we have always been a	ᠴᡆ᠌᠌ᡃᡷ᠋ᡃᢐᡄᢂ᠋᠋᠋᠋ᢛ᠋᠋᠋ᠬᡄ᠘ᡱᢩ᠅ᡠᡕ᠋᠋ᢩ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
system that has used inclusive education and its pre-Nunavut. It was entrenched in	᠘ᡄ᠋ᠳᠣᡏᡃᠦᡄ᠋ᡅ᠋ᠣ᠋᠋ᠮ᠘ᡄ᠋᠋᠋ᡰᠮ᠘᠄ᡏ᠋ᡗ᠋ᠬ᠋ᡨᠳᡄ᠋᠊ᠥ
this current <i>Education Act</i> . At the levels, we do have student support assistants,	᠘᠆᠋ᠳᡆ᠋ᠬᡅᠴ᠋ᠴ᠘᠋ᢣᢞ᠋᠋᠋ᡢ᠋ᠮ᠖ᡃᢛ᠋᠋ᠬᠻᡪ᠋᠕ᢋ ᠄᠋᠋᠋᠋᠋ᡏ᠋᠄ᢄ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
where we are looking at specific training for student support assistants to be able to	᠘᠆᠋ᠳᠣᡏᡃ᠋ᢐ᠋ᡣᠴ᠋ᡗ᠘᠋᠋᠋ᡋᢣ᠋᠆᠋ᢄ ᠘᠋᠋᠋ᡰᢣ᠋ᡨ᠋ᢄ᠆᠘᠆ᡩᠣ᠋᠋᠆ᡘ᠖᠘᠆᠋ᡨ᠋᠘᠆᠋᠋᠆
assist students better. The student support	᠘᠆ᡨ᠋ᠣᡏᢛᡣᠴ᠋᠋ᡗ᠘᠋ᢣᡘᢛ᠋ᡣᡄ᠘᠋ᢣ᠅ᢕᢁᠳ᠘ᠵ ᠘᠆ᡨᡆ᠋ᠬᢛ᠘᠋᠘ᢣᢛᢕᠴ᠋ᡗ᠘᠆ᡩ᠘᠘ᡔ
assistants are provided support from the student support teachers, which I talked	Ϸσ·ϧͲϚͳϷϤͼϢϤ;ͽ
about earlier.	ᢗ᠘᠋ᠳᡆ᠋ᢩᠣ᠋ᠴᡆ᠘᠋᠋᠋᠋᠋ᢛᢗ᠌᠋᠌ᡔ᠋᠘ᢣ᠋᠅᠘ᢣᠯ᠋ᢅᢕᢉᢣᡅ᠍᠍᠊ᡘ᠋᠋᠋ᢐ᠋ ᠘ᠸᡨᠣᡏ᠋᠋᠋᠋ᡥᡣᠴ᠋ᡗ᠄ᢄ᠋᠈᠋᠋᠋ᡦᢓ᠆ᡆᢩᢨᡳᡗ᠋᠌᠌᠘ᡩᡆ᠋᠋ᢁᡔᢑ
So I think it's pretty well laid out in terms of the supports that we have to	ΔC° 5 4 HIL: Σ 5 C LC HILL D, ΔΓυ <sup>6</sup> Σ <sup>6</sup> C <sup>6</sup> 5 <sup>6</sup> υσ <sup>6</sup> Δb <sup>2</sup> Π <sup>6</sup> δ <sup>6</sup> σ <sub>2</sub> ΔC <sup>6</sup> σ <sup>4</sup> <sup>6</sup> Πσ <sup>6</sup> . CΔLΔ <sup>6</sup> σ <sup>6</sup> υσ <sup>6</sup> Λ <sup>6</sup> δλΡΠ <sup>6</sup> Πσ <sup>6</sup> Ι <sup>6</sup>
provide to students. I can say, though, there are gaps in the supports that we do	᠘᠆ᡨᠣ᠋᠊ᡆᠦ᠋ᡪᡏᡃ᠋᠂᠋᠋᠋᠋᠋ᠻᡏᠻᠣ᠋᠋᠋᠋ᡦᢐᡃᢦ᠆᠆᠋ᡆᢣ᠘᠋᠅ᢆ᠘ᢗ
provide to students. So therefore, we're conducting an inclusive education review	CLbdd,
to determine what the gaps are between	ᢗ᠋᠋᠋᠆ᡄ᠕ᡴ᠋ᡐᠯᡄ᠌᠌ᢂ᠅᠋᠆᠖᠅ᠵ᠋᠅᠘᠅ᠵ᠋᠅᠋ᠺ᠅᠋ ᠄᠋᠋᠋᠋ᡏᢄᡒ᠋ᡦ᠊᠋᠉᠕ᢣ᠋᠋ᡬ᠅ᢗᢂ᠋ᡦᡆ᠋᠁᠘᠅ᡬ᠕᠋ᡗᡬ᠘ᠴ᠔᠋ᠥ
the actual philosophy and what the reality is within our school system. That work	᠋᠄ᡃ᠋ᡃ᠋ᡋ᠋᠊ᢄᢣ᠈᠊ᡘ᠆ᡭ᠊᠖᠘᠆ᡁ᠆ᢆᡘ᠆ᡁ ᠘ᢧ᠋ᢤ᠋᠋ᡣᡗᢣ᠋᠕᠋᠆ᡘ᠖ᡃᢛᠧ᠘᠆ᡩ᠋᠊ᡆᠬ᠋᠋᠅ᢕᢄᡔ
has started, actually, as of yesterday. We hope for this review to be done within	
this year and so we will get an idea of where those gaps are in our supports that	
we need to provide to students.	᠆᠋᠕᠆ᡩᠣ᠋᠆ᡐᢛᢕ᠋ᢩᡔᡄᢄ᠋᠕᠆᠆᠆᠆᠆᠆᠆
The other thing about student support teachers within the school system, they	ልলኣልትຼወላኈሁኆ ልলኣልኈσ ልলኈσላዖበም የቃኦደትኦናበላሲላየኑየደር ለየታኦበናበምናገና
are supposed to be subject matter experts in the area of inclusive education.	᠘᠆ᢣ᠘ᠦᢂ᠋᠊᠘᠋ᠴᢩᢦᠦ. (᠋᠋ᠫᡃᡪᢣᡃᡠ᠌ᢪ᠋᠅ᡦ᠅᠋ᠫ᠋᠉ᡃ᠋ᡝ᠋ᢣᢞᡆ᠋ᡏᡃ, ᠘ᡃᡟ᠙ᡐ᠋ᢗ᠋᠋᠋᠋᠋᠙
(interpretation) Thank you, Mr. Chairman	
<b>Chairman</b> : Thanks for that frank response, Ms. Okpik. Ms. Angnakak.	<b>∆ьץ≪⊳⊂ઃ</b> (ጋኣ̀ት∩Jና): ᠂dᢣ°Ⴍ广ь, ዮ⊳᠈ᢣᡣ°ഛና ୮ጎ ▷▹∧ь. Γነ ⊲ና企ьbኈ.

<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. This one about the Tumiit plans, how aware do you think parents are of these plans that you have those kinds of options at the schools? Thank you, Mr. Chairman.	<b>ዻናዹፇኯኇ</b> (ጋ፟፟፟፝፝፝ጏኯ፝ኯበና): '፝፞፞፞፞፞፝፝፝፝፝፝፧ '፟፟፟፟፟፟፟፟፟ኯ፟ኯኯ፟ ጏ፟፝፝፝፝፝፝፞፞፞፝፝፝ጏጚ፞ኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯኯ ጏጜዾLበቦዹ፞፝ኯዀኇ ሩናዹዾበቦታናበኇኇ ርፚLኇዹፚናጋኇና ዹኇ፟፟ኇኯርና፟፟፟፟፟፟፟፟፟፟፟፟፟፟ርና ፚዾ፟ኇኯርና፟፟፟፟፟፟ ይ፟ኯ፞፞፝፞፞፞፞፝፝፝፝፝፝፝፝፝፝፝፝፝፝፝፞፞ዾኯኯ፟፟፟፟፟፟፟፟፟፟፟
Chairman: Good question. Ms. Okpik.	<b>Δﻪ/≪ϷϹ</b> ናኈ (ጋ፟ኁኦበJና): ⊲ለኈሀበናበ⊲≪ካ. ୮ <sup>,</sup> Ϸካለካ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Oftentimes the need for the child to be put on a plan is most likely brought to the parent's attention by the teacher, but parental approval is required and a signature to the document. If the parent doesn't approve, then the child isn't put on a plan. (interpretation) Thank you, Mr. Chairman	<b>Ϸ·</b> Λ <b>・</b> : 'd৮° ϱ΄ Ϸ, Δν/ «ϷϹ ͼ. (ϽͺϤϷ) ϤΕ/ΠͿͼ ʹϧϷϷͽͼ ϷϿϿ° ϞͿϥϟͼ ϤʹϧυξͼϷͺϷ, ϷϷ ΔϲͺϤϷΓ, Ϸͼ ͼϷϿͼ Ϟυ «ʹͼϷΛͿϤͼ ϹϷϧϲϤͼϷϲʹͺϞϾ. ϹΔLΔϲͺͿϹϲͺͼʹϧ Ϥ ͽ Ϥ ΛϲϷͼϿ
<b>Chairman</b> : Thank you for that response. Ms. Angnakak.	<b>∆৽៸⋞⋗Ϲ৽৽</b> (ጋኣ̀ᢣ∩Jˤ): ˤdদ॰ഫЀ৽ ᠙▷᠈ᢆᢣᡣ৽ഛና. ℾኣ ⊲ˤᡅ᠊ᡃᡉᠮᢑ.
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. You might guess what my next question is going to be. Do parents usually approve of this or do you have to sort of educate them on what the plan is for them to come around and say, "Yes, this might be a good thing for my child."? Thank you, Mr. Chairman.	<b>ϤʹϤϷϦʹϷ</b> (ϽϞϷႶͿϚ): ʹϭͿϧ <sup>ͼ</sup> ͺϲͺϷϧͺΔϷϒϘϷϹʹϷ. ϥͺͺͻͺϥͺͼϧϥϫ Ϥͺͼϧϥϫ Ϥͺͼϧϲ Ϥͺͼ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Chairman</b> : Thank you, Ms. Angnakak. Ms. Okpik.	<b>Δﻪ/≪ϷϹ</b> ናϷ (ጋኣ̀ᢣ∩Jˤ): ˤdদᅆႭՐঁϷ, ୮ኁ ⊲ˤႭၑϧˤϷ. ୮ኁ Ϸ▹∧Ϸ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's not uncommon for the school team to have to, on more than one occasion, go to the parent to try to engage them into approving the plan. (interpretation) Thank you, Mr. Chairman.	<b>▶•</b> Λ•: ናਰት° ଘ广ঁ°, ፊዮተ «ኦሮና°. (ጋኣኦበJና) ΔLΔሁናናዮርጭ ፊሮኣልኦና ፊሮኣፊኦዮና ላርኦተላ°ኁዮናጋባና ኦ<ሀበቦላናዮናጋባና ላጐሁናጭክሌኦኦቲጋና ላጐቦጭበዉተቦላናጋቦና <ናዉኦበቦሶ. (ጋኣኦዮቫዖ°ởናዮጋና°) ናਰታ° ዉ广ঁ°, ፊዮታ «ኦሮና°.
Chairman: Thank you, Ms. Okpik. Ms. Angnakak.	<b>Δ৽៸⋞⋗Ϲ৽৽</b> (ጋኣ̀ᢣ∩Jˤ): ᠂dᢣᢩᡆ᠋ᡤᡝᡃ, ᠮ᠋᠈ ▷৽∧৽. ᠮ᠈ ⊲ᠳᢩᡅᢑ᠖ᢛ.

Ma Americal Theory Ma	
<b>Ms. Angnakak</b> : Thank you, Mr. Chairman. I am just asking now just a	<b>⊲ና血ﻩﻩ%</b> (ጋኣ̀ᲑᲘᲙና): ኀሪታ≗ႭႠႦ, ∆ﻩჄ≪ϷርႪ. Ⴞ°Ⴍ ଏ∧ሊ⊰Lඌ୮犬∿Ს Ⴀ७dଏ ጋႠና <ናႭϷႶና ∧ናጔዮና.
follow-up with Tumiit plans and all of	
that. Do you assess children for learning	᠕᠆᠋ᡣ᠕ᡃᡆ᠙᠋᠄᠂᠋᠋ᡰᢞ᠋᠋ᡆ᠋ᡏᡃ᠋᠕᠋᠘ᡃᡟ᠙ᠵᢗ᠋᠋᠋᠉
disabilities? Thank you, Mr. Chairman.	
Chairman: Thank you. Ms. Okpik.	<b>Δ•୵⋞⋗Ϲ</b> · <b>•</b> (ϽϞϡϽͿϚ): ·ϭͿϧͼϾͺϹͱͺͺϹ <sub>ϒ</sub> ͺϷͽϒͼ
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) No, the Department of Education does not assess children for learning disabilities. Typically, what happens is a doctor refers them to an educational specialist in the south, unfortunately. That will be one part of the review that we will be looking at because it typically is at the cost of the parent. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ·</b> Λ <b>ಀ</b> : <sup>5</sup> d৮ <sup>a</sup> d <sup>i</sup> , Δ <sup>b</sup> / «ϷϹ <sup>i</sup> . (Ͻ <sup>i</sup> , Ϸ <sub>0</sub> ) d <sup>i</sup> , Δ <sup>c</sup> <sup>a</sup> σ <sup>4</sup> σ <sup>c</sup> Δ <sup>b</sup> / <sup>b</sup> δ <sup>a</sup> <sup>b</sup> / <sup>b</sup> Δ <sup>c<sup>c</sup></sup> Π <sup>i</sup> <sup>c</sup> Δ <sup>c<sup>a</sup>σ<sup>4</sup><sup>b</sup>Π<sup>σ<sup>c</sup></sup>. ΔLΔυ<sup>i</sup><sup>c</sup> Δ<sup>c<sup>c</sup></sup>Π<sup>i</sup><sup>c</sup> Δ<sup>c<sup>a</sup>σ<sup>4</sup> Δ<sup>i</sup><sup>b</sup> Δ<sup>i</sup><sup>c</sup> Δ<sup>c<sup>i</sup></sup> ΔLΔ<sup>i</sup><sup>c</sup> <sup>j</sup><sup>c</sup> Δ<sup>i<sup>b</sup></sup> Δ<sup>i<sup></sup></sup></sup></sup>
<b>Chairman</b> : Thank you for that response. <i>Taima</i> ? We will take a 15-minute break.	<b>Δ•/«ϷϹ·</b> • (ϽϞት∩Ϳና): ·ͼͿϧͼϥϳͼ ዮϷϧͼϼͼ Γ· ϷϧͺͺϳͼϥͺͺϼͼϧϧϙϼϭϫϲϷͼϹ 15 Γϥϭϲ
>>Committee recessed at 15:15 and resumed at 15:35	᠉ᡔ᠋᠋᠋ᢁᡃᡃᢐ᠌ᡷᡶ᠋ᡃ᠋ᢐ᠘ᢩ°᠌ᡆ᠉᠊᠌ᡗ᠄᠋᠋᠋᠋ᠮ᠋ᢄ᠋ᠮᢄᠮ᠕ᢞ᠋᠖ᠳ᠉᠑ᡣᡝ᠊ᠴ ᠋᠋᠋ᠮ᠋᠄ᢃ᠋᠋᠋᠋᠋ᠫ
<b>Chairman</b> : Welcome back, everyone. We will continue on with the paragraph- by-paragraph review of the 2013 <i>Report</i> of the Auditor General of Canada to the Nunavut Legislative Assembly – Education in Nunavut. We will continue on with paragraphs 64 through 70. Any comments or questions? Mr. Savikataaq.	<b>Δ•/«ϷϹ·</b> • (ϽϞϞΛͿϚ): ·ϭͿϒ·ϿϹ <sup>ϳ</sup> Ϸ ϷΛ·ϷϽΔ° ϿϷႱϞ. ϷϞϟϭϭϤʹϷϽͿϚ ϭϽϭ·ʹϷϹʹ϶ϿϹ ϷʹϷϲͺϹͱϫͼ Ϲ·ϹͺͼϫϲϿϲϿ Ϲ·Ϲͺͼϫϲϫϲ Ϲϲϲ Ϸʹϗ Ϸʹͼ Ϸʹͼ Ϸʹͼ Ϸʹͼ Ϸʹͼ Ϸ Ϸ Ϸ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. My question is to the Auditor General's office on page 21 in 68, the difference in the final school mark for Nunavut students and the Alberta final exam states that it was at 30 percent and in Whitehorse, Yukon, the difference was 4 percent. Can he explain why he thinks it's the way it is? The differences are so vast. Thank you, Mr. Chairman.	<b>\&amp;bĊ<sup>(*)</sup></b> (Ͻ <sup>1</sup> <sub>4</sub> <sup>1</sup> <sub>4</sub> )( <i>C</i> <sup>1</sup> <sub>4</sub> ): <sup>1</sup> <sub>6</sub> <sup>4</sup> <sup>4</sup> <sub>7</sub> <sup>4</sup> , Δ <sup>1</sup> <sub>4</sub> <sup>4</sup> <sup>4</sup> <sup>4</sup> <sup>4</sup> ) <sup>4</sup> Λ <sub>4</sub> <sup>4</sup> <sup></sup>

<b>Chairman</b> : Thank you, Mr. Savikataaq. Mr. Campbell.	<b>Δ•/&lt;Þርኁ•</b> (ጋኣትበሀና): <sup>ና</sup> dታ°ዉ广• Γነር ኣልbር፞ና•. Γነር ፱└>՟.
<b>Mr. Campbell</b> : Thank you, Mr. Chairman. Thank you for the question. No, I can't explain why it is the way it is. We think that given the difference in those numbers, it is something that the department should explore and make sure they understand what different factors are in play and to what extent. Thank you.	<b>ϧ·&gt;·</b> (ϽϞϷႶͿϚ): ·ϭͿϧͼϫϹϷ, ΔϷϒϘϷϹͽ. ·ϭͿϧͼϫϹ·Ͽ ϤΛʹͽϭͶϽϤ. Ϥ·ͺͿ, ϫϿϫΔϨͼϫͼͼϲϿ ·ϷϿΔ·ϹϚϤͽϷϷͼϫϾͼϭϧͼϹϧϾ ΔϲͳϲϤͼϲϲϫͽϭϐͼ ΔϲͼϭϤͼϲϲϫͽϭͼͼͼϷϷϷϞͼϲϷͿ ϿϲϒϤϭϤͼϹϹ Λ;ϞϹϷϞϭϲ. ·ϭͿϧͼϫϹϷ.
Chairman: Thank you, Mr. Campbell. Mr. Savikataaq.	<b>Δ•/«ϷϹ·</b> • (ጋኣትበJና): <sup>ና</sup> ժታ°ዉ广 <sup>ͱ</sup> , Γ <sup>、</sup> Ϲ ϧͱ>·. Γ <sup>、</sup> Ϲ ኣልbϹ <sup>;</sup> •.
Mr. Savikataaq: Thank you, Mr. Chairman. I will ask the department if they can explain the vast differences. Thank you, Mr. Chairman.	<b>ኣልbር፞፞፞፞</b> • (ጋ፟፟ኣትበJ <sup>ና</sup> ): ነ፝፝፝፝፝፝፝፝፝፝ ነ፟፝፝፝ ፚ፝፝፝፝፝፝፝ፚኇ፝፞፝ፚ፝፝፝፝፝፝፝ፚኯኯ፟፟ ፚኯ፝ኯዾዀዀኇዀ፟፝ዀ ጞኯዾዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀዀ ፝፟፝፝፝ ፟፟፟፟፟፟፟፟፟፟፟፟
Chairman: Thank you, Mr. Savikataaq. Ms. Okpik.	<b>Δ<sup>ϧ</sup>ϟ≪ϷϹ</b> ናኈ (ጋኣትበJና): <sup>ና</sup> d۶°亟广ʰ, Γ·Ϲ ኣልხርʹኈ. Γ <sup>、</sup> Ϸ·ለ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) How a final mark is determined in the grades 10, 11, and 12 areas is it is typically made up of 50 percent of the departmental exam and 50 percent of the	Ϸ•Λ•: ʹͼͿϧ·Ͽϲϳ·Ϸ, Δνγ≪ϷϹ·ͽ. (ϽϞϷΛͿϤ) ʹϐϿʹͽ ΡϞͿ·Ϲ·ͽ;ϚͼϒϷϚ·ͺάͺϚϷΛ·ͼͺϫϿϿϪʹͽϹϷ≪ͱϹͽͺͼ ͿϲϪϚ 10, 11 Ϥ·ϹϿ 12-Γ ΔϹϪϹʹͽυλʹͽυͱϹϚ 50 ϿϚͽ·υͺͺͼʹʹϿϹϒϷͶͽϭ·ͺͼͺϚϷͶΓͽͺͺϤ·ϹϿ 50 ϿϚͽυ Δ·Ͽ;;ϚͺͺͼͺϚϷͶϷ;Ϛ
class mark. If you have a student that, let's say, only gets 20, 30, or 40 percent on a departmental exam, but they got a really high class mark, then that's how it's averaged out between the two. So that's how the marking system is.	CΔL Δლ <sup>e</sup> σላ <sup>®</sup> Π Ϸ <sub>Φ</sub> ἁ\ϷΠĊ̄₽σ 20, 30, 40 >\Γ <sup>b</sup> ἀ <sup>-</sup> >C/ϷΠΩJ <sup>c</sup> , <sup>6</sup> d <sup>c</sup> Π <sup>C</sup> <sup>L</sup> L <sup>L</sup> Γ <sup>b</sup> ἁ\ϷΠĊ̄₽σ Δ <sup>L</sup> P <sup>2</sup> <sup>c</sup> Γ <sup>b</sup> U <sup>b</sup> D <sup>C</sup> <sup>b</sup> , CΔL <sup>b</sup> ασ J4 <sub>L</sub> 4 <sup>b</sup> CÞ <sup>c</sup> <sup>b</sup> D <sup>c</sup> Č <sup>b</sup> d4 4d <sup>e</sup> σ <sup>b</sup> Uσ. CΔL <sup>b</sup> C <sup>c</sup> ά\Ϸ <sup>2</sup> <sup>s</sup> <sup>b</sup> C <sup>b</sup> C <sup>b</sup> C <sup>b</sup> D <sup>c</sup> .
We are quite concerned, and actually before the audit started, we started to look at why the class mark was so very different from the departmental. From that, we have developed a directive, it is in draft form right now, with the goal of narrowing the gap between class marks and the Alberta departmental exam	Δ/ĹϿ <sup>ֈ</sup> Ĺሊ <sup>ϲ</sup> ϽͿ <sup>ϲ</sup> ͺϤ <sup>ֈ</sup> ĹϿ Ϲ <sup>ι</sup> Ĺ <sup>;</sup> <sup></sup> ν <sup>1</sup> <sup>μ</sup> <sup>2</sup> <sup>ν</sup> <sup>2</sup> 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## marks.

In some jurisdictions, for example, they have mechanisms put in place where, if there is such a percentage of a gap, then the principal has to address it and then if there is a higher differential, then the superintendent of schools has to address it. Those are some of the mechanisms that are put in place by some jurisdictions.

We're hoping to have this directive finalized very soon and put in force for the next school year. One component of the directive will require principals to provide sample assessment strategies to the Assessment Division in Pangnirtung so that best practices concerning assessments can be identified and circulated through the territory.

Currently, right now, when teachers are developing their own subject area tests, for example, they are not collected at the school level. What we want to do is to ensure that those types of tests that determine the school mark actually reflect the curriculum, what needs to be taught, and it is at the standard that it should be. We hope to start collecting some of those samples in the New Year. After that, we are going to be monitoring the differentials annually to determine if the directive is effective or not.

The one thing to remember about the class mark is that it's made up of not just class work, but at the beginning of the year, a teacher should determine how the student should gain their class mark, whether it be through homework, exams and tests, for example, and the coursework that they have participated in. σ ΛΡΟΊ Ο ΕΔ ἀνἰς σ ἀνος ΛΟΡΛΓ Δαιό Αροιο Αροιο Αροιο Αροιο Αροιο Αροιο Αροιο Αροιο Δαιαλατικο Αροιο Αροιο Αροιο ΔΙΔλατικο Αροιο Αροιο Αροιο ΔΙΔλατικο Αροιο Αροιο ΔΙΔλατικο Αροιο Αροιο ΔΙΔλατικο Αροιο Διαλατικο Αροιο Δι

The formative assessments that are

continuously supposed to happen at that time should inform the teacher, but again with the benchmark testing that we hope to introduce, we are hoping to be able to, every two or three times a year, get an idea of where they are academically. We are hoping, with the combination of these things that we are putting into place, that it will address the differentials and the marks.	Λ <sup>*</sup> υ/ͻʹͺϳ <sup>*</sup> ϭϚϷ <sup>*</sup> υϹʹϼʹͺϳ <sup>*</sup> ϭϚͺϤϽʹϷϚϚͻͺͿ ϤʹϚͺͿϹͺϹϚϹϪϟͿϚͺͼͺͻϥϪʹϐͶʹϷϚϚϭϤʹϧϹϚ ϥϹϲʹͺϹʹͺͼϲ ϭ;ϷϒϚϚϲϤϧϿϚ,ͺϹϲͺϞϹϷϭϤʹ <sup>;</sup> Ͽʹ <sup>;</sup> Ϥ;ϷϚϚϲϤϧϿϚ,ͺϹϲͺϞϹϷϭϤʹͽϽͼ Ϥ;ͻϷ <sup>*</sup> ϚϲϤϭϤͼͺϹͺͼͺϒϷͶϹͼϧͶϹϷϲͼϹͿͶϷ ͼϷͻϞͼϲϿ
We have gone out and consulted with principals and our regional school operations with respect to this to see how realistically it can be implemented within the school system. (interpretation) Thank you, Mr. Chairman.	CAL ౕ bÞትՐবౕ arc Þ ీCዎˁ దౖ ా నఁ ব ి రె శి రా వె సింగి వి దాి రె శి న్నా సింగా రె సింగా వి సాలు వి సాలు రా వి సింగా సి సింగా సింగా స
Chairman: Thank you for that response, Ms. Okpik. Mr. Savikataaq.	<b>Δ•/ኆϷርጭ</b> (ጋኣትበJና): ኀd৮°ዺ广ካ ዖϷንላበ°_ጋና, ୮ኣ ▷ካለካ. Γነር ኣልbርጭ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. The curriculum that is currently used is the Alberta curriculum, if I'm not mistaken. The tests, not the final exam tests from Alberta, but the tests that are used throughout the school, does each school have their own ways of doing their tests, not the Alberta curriculum tests but the school test to get their final mark? Is it standardized for all of Nunavut or does each school sort of tweak it just a little bit? Thank you, Mr. Chairman.	<b>\&amp;bĊ<sup>\$\$\$</sup></b> (ϽϞϞΛͿϚ): <sup>\$</sup> d৮ <sup>\$</sup> a, Δ <sup>\$</sup> ν «ϷϹ <sup>\$\$</sup> . Δc <sup>\$\$</sup> σd <sup>\$\$\$</sup> CϷ <sup>\$</sup> α, d <sup>\$\$</sup> CϷ <sup>\$\$</sup> Δc <sup>\$\$</sup> σd <sup>\$\$\$</sup> CϷ <sup>\$</sup> α, c <sup>\$</sup> L <sup>\$\$</sup> CP <sup>\$\$</sup> <sup>\$\$</sup> U <sup>\$\$</sup> CJd <sup>\$\$</sup> U <sup>\$</sup> L <sup>\$</sup> , c <sup>\$</sup> L <sup>\$\$</sup> P <sup>\$</sup> U <sup>\$\$</sup> C <sup>\$\$</sup> A <sup>\$\$</sup> DCϷ <sup>\$\$</sup> P <sup>\$</sup> U <sup>\$\$</sup> C <sup>\$\$</sup> A <sup>\$\$</sup> DCϷ <sup>\$\$</sup> DCϷ <sup>\$\$</sup> A <sup>\$\$</sup> DCϷ <sup>\$\$</sup> D <sup>\$\$</sup> DE <sup>\$\$</sup> A <sup>\$\$</sup> DCϷ <sup>\$\$</sup> DE <sup>\$\$</sup> A <sup>\$\$</sup> DC <sup>\$\$</sup> A <sup>\$\$</sup> DC <sup>\$\$</sup> A <sup>\$\$</sup>
Chairman: Thank you for that question, Mr. Savikataaq. Ms. Okpik.	<b>Δ•/«Þር</b> ጭ (ጋኣኦበJና): ጘ፝፝፝፝፝፝ ጘ፝፝፝፝፝ ጘ፟፝፝ ୮ <sup>、</sup> Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently what's happening is it's individual educators that develop the tests themselves. This is what happens in almost all jurisdictions. There is no jurisdiction, I think, that sets the tests out for educators other than using the	<b>Ϸ•Λ</b> •: 'd৮° ໑ Γં°, Δ°/ «ϷϹ ິ°. (ϽʹϞϷΛυʹ) Ű ໑

summative assessments, which are the Alberta departmental exams. We are hoping, with the collection of the sample, we will be able to determine the best types of tests and circulate them to teachers and say, "This is the type of standard you need to be working with when you develop a test." (interpretation) Thank you, Mr. Chairman.	ΔLΔ <sup>c</sup> ϽΓ <sup>b</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. Mr. Enook.	<ul> <li>ΔΔ<sup>Φ</sup>: <sup>6</sup>d<sup>5</sup><sup>6</sup> α<sup>Γ</sup><sup>6</sup>, Δ<sup>6</sup>λ<sup>6</sup> Α<sup>6</sup>λ<sup>6</sup></li> <li>ΔΔ<sup>Φ</sup>: <sup>6</sup>d<sup>5</sup><sup>6</sup> α<sup>Γ</sup><sup>6</sup>, Δ<sup>6</sup>λ<sup>6</sup> Α<sup>6</sup>λ<sup>6</sup> Α<sup>6</sup>λ<sup>6</sup></li> <li>Δ<sup>6</sup>λ<sup>6</sup> Δ<sup>6</sup>λ<sup>6</sup> Δ<sup>6</sup>λ<sup>6</sup></li> <li>Δ<sup>6</sup>λ<sup>6</sup> Δ<sup>6</sup>λ<sup>6</sup> Δ<sup>6</sup>λ<sup>6</sup></li> <li>Δ<sup>6</sup>λ<sup>6</sup> Δ<sup>6</sup></li> <li>Δ<sup>6</sup>λ<sup>6</sup> Δ<sup>6</sup>λ<sup>6</sup></li> </ul>
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. Just to get clarification on this issue, on paragraph 67 of your report, it states that "All students must take the standardized Grade 12 English exam to graduate from high school." I understand that. It was also stated that grades were higher by the percent. I did not quite understand. If we are using the Alberta curriculum, how can the grades be higher and they graduate? If you can understand what I'm trying to say. Thank you, Mr. Chairman.	ΟΡΡΙ 400 0 ΡΕ Ο 0. ΡΚΟ 07 ΠΠΑ ΡΕΔΕ, (ὑddjie "Δς-σσφηςείε Φνρικοργείες d> 4>ρς-σφηςείε το δοματικο Δο
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/«ϷϹ·</b> • (ጋኣትበJና): <sup>ና</sup> dታ°ϱ广•, Γ <sup>、</sup> ር Δϼ <sup></sup> . Γ <sup>、</sup> Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) As I stated earlier, the class mark is 50 percent and the exam mark is 50 percent. That makes up the final mark that is determined. Oftentimes the class mark will be higher than the exam mark, and then you will have a major range. If you get an 80, for example, in the class mark and a 50 on the exam mark, there is a difference of 30 points there. So that is what we call the differential. (interpretation) Thank you, Mr. Chairman.	<b>Ϸ◊◊</b> : <sup>5</sup> <b>◊◊</b> <sup>4</sup> <b>◊◊◊◊</b> <sup>4</sup> <b>◊◊</b> <sup>4</sup> <b>◊◊</b> <sup>4</sup> <b>◊◊</b> <sup>4</sup> <b>◊</b>

<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ•/«Þር</b> •• (ጋኣኦበJና): <sup>ና</sup> d৮°உ广ঁ <sup>ь</sup> , Γ' ▷•ለ•. Γ'ር Δ_ወ <sup>ь</sup> .
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. I am totally confused now. I don't even know how to ask my question now. I'm sorry, I cannot use anything that has been used, but for example, if I was in grade 12 and I needed to take the Alberta standardized grade 12 exam, how many points are needed to pass from the Alberta curriculum? For my proficiency and my literacy in English, how many points do I need to complete if I am to pass that grade or that subject? Let me ask that question first and then I'll ask another question later. Thank you, Mr. Chairman.	Δ.Φ': 'd৮° α.Γ', Δ'* Δ.Φ': 'd৮° α.Γ', Δ'* Δ.Δ'*dΠΓσ4% C Δ.Δ'*dΠΓσ4% C C Δ'*dΠΓσ4 Δ'* Δ'*dΠΓσ4 Δ'* Δ'* Δ'* Δ'* Δ'* Δ'* Δ'* Δ' 
<b>Chairman</b> : Thank you, Mr. Enook. Kathy, if you could maybe be more specific.	<b>Δ•/ペϷϹና•</b> (ጋኣ̀ት∩Jና): ናd৮°உ广், ୮·Ϲ Ճـው. ḃᡤ, ዉ.ጋዉ∆ቢ⊲⁵Ხ°σ₽°ዉ₽ልና.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) It is the combination of the two marks. I don't have the exact information here, but it's either 50 percent or 60 percent of the combination of the class mark and the exam mark. There is no stipulation in terms of You could fail the departmental, but if you have a higher class mark and the two equal out to 50 percent, then they are deemed to have passed the course. (interpretation) Thank you, Mr. Chairman.	<b>ϷΛν</b> : 'db <sup>a</sup> af <sup>b</sup> , Δ <sup>b</sup> / «ϷϹ <sup>b</sup> . (ϽϞϷΠϤ) Ċ <sup>b</sup> d bh <sup>c</sup> ͻh <sup>c</sup> L <sup>i</sup> <sup>2</sup> <sup>b</sup> ἀ μ Ϸh <sup>c</sup> hPC Ϸ 4Δ <sup>c</sup> . Ͻμρh <sup>c</sup> ͻd <sup>c</sup> Λ/L <sup>a</sup> <sup>a</sup> hC σ Δ <sup>d</sup> b, P <sup>2</sup> dσσ 50 > μ Ϸ Δ <sup>a</sup> α Δ σ <sup>b</sup> Ϸ <sup>®</sup> « Ͽ <sup>b</sup> σ <sup>c</sup> 60 > μ Ͽ <sup>b</sup> σ <sup>c</sup> 60 Λ μ Δ <sup>a</sup> σ <sup>b</sup> θh <sup>c</sup> Δ <sup>c</sup> Δ μ Δ <sup>c</sup> NPC Ϸ 4Δ <sup>c</sup> 4 <sup>L</sup> L <sup>o</sup> 'b Ϸ Ϸ μ <sup>s</sup> <sup>b</sup> C Ϸ σ <sup>s</sup> I <sup>c</sup> hPC Ϸ 7 <sup>L</sup> 4Δ <sup>c</sup> . ΔLΔ <sup>c</sup> C Δ <sup>d</sup> b <sup>b</sup> Ͻ <sup>b</sup> C <sup>s</sup> <sup>b</sup> <sup>b</sup> <sup>b</sup> <sup>c</sup> Σ <sup>b</sup> Λ μ Δ σ <sup>c</sup> μ <sup>2</sup> Δ <sup>b</sup> Ͻ P <sup>2</sup> 4 h J <sup>a</sup> <sup>c</sup> d <sup>®</sup> « P <sup>a</sup> σ <sup>s</sup> b P δ <sup>c</sup> . C <sup>b</sup> d Δ σ <sup>c</sup> 4 δ Δ <sup>c</sup> Δ <sup>b</sup> Ͻ P <sup>2</sup> 4 h J <sup>c</sup> <sup>s</sup> d <sup>®</sup> « P <sup>a</sup> σ <sup>s</sup> b P δ <sup>c</sup> . C <sup>b</sup> d Δ σ <sup>c</sup> h D <sup>c</sup> 50 > μ <sup>c</sup> d <sup>s</sup> d <sup>®</sup> « P <sup>a</sup> σ <sup>s</sup> b P δ <sup>c</sup> . C <sup>b</sup> d Δ σ <sup>c</sup> b h <sup>c</sup> D <sup>c</sup> Δ <sup>c</sup> σ <sup>a</sup> d P h <sup>c</sup> F <sup>b</sup> . (Ͻ <sup>i</sup> μ <sup>b</sup> d P <sup>a</sup> σ <sup>s</sup> D <sup>s</sup> ) <sup>s</sup> d μ <sup>a</sup> α f <sup>b</sup> , Δ <sup>b</sup> γ « Ϸ C <sup>s</sup> .
<b>Chairman</b> : Thank you for that clarification, Ms. Okpik. Mr. Enook.	<b>Δ•/ペϷϹ·</b> • (ጋኣትበJ፡): ·d৮°ႭႠ ጋየረฉኈበናበቦላናσ°ഛ, ୮ነ Ϸ·ለϷ. Γነር ሏഛ.
<b>Mr. Enook</b> : Thank you, Mr. Chairman. I appreciate that you at least understand the answer because I still don't. (interpretation) Let me speak in English.	<b>Δ.ϼ</b> (ጋኣትበJና): የዛታ°ዺ广፟፟፟፟፟፟፟፟፟ ይዮረጭ. የປະቦኆና ር°ዹ ጋየረፈ፦ሩለካቴልው፣ የውንፈበ ረ୯୯ ጋየረፈጉዮዹካፈ. (ጋኣትበጋንዮ፞፞፝፝፝፝፝፝፝፝፝፦ንግውነት የይ፦ጋግውነትፈንግርኮናሩታርያር
(interpretation ends) We have a standard	(ϽϞϞႶͿͼ) ϹΔĹϷ ϭϞϟϮϲ·ͽႶϹϷィĽ⊀ΓϷ ͿϲϪϚ 12- ⅃Ⴝ ʹႦჼͺͻͼͺႶϽϚ ʹႦϷϟϞϪϭ·ͽʹͽϽͿϚ ϭϳ·ʹ϶ϒϷႶͼ

grade 12 English exam under the Alberta curricula that apparently we follow. Did I just hear you say that I can fail that exam and still graduate if my class or the Nunavut-based exams bumps up my numbers, I can still fail the standardized exam and pass? (interpretation) Thank you, Mr. Chairman.	
<b>Chairman</b> : Thank you, Mr. Enook. Yes, that is what she said. Ms. Okpik, if you want to comment further.	<b>Δ•/«ϷϹ·</b> • (ጋኣት∩Jና): የਰታ°உ广ঁ <sup>1</sup> , Γ·Ϲ Δ.ϼ <sup>.</sup> ἀ, ϹΔLΔϲʹϚϹʹჼͽϽჼ <sup>1</sup> . Γ' Ϸ <sup>1</sup> Λ <sup>1</sup> , ϷʹႦ <sup>1</sup> Ϸϐ·σሲና? <i>እአΔ</i> ·ϲͺ <sup>ϣ</sup> Ͻና
>>Laughter	
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) I was inaccurate in providing the information. What it is, is you take 50 percent of the class mark and 50 percent of the exam mark and then you combine them together. Therefore, if you have a class mark or a course mark of 80 percent, you take half of that, which is 40 percent, and if you got 50 percent on your Alberta exam, then you would take half of that and it would be 25 percent, to give you a combination of 65. (interpretation) Thank you, Mr. Chairman.	<b>ኦ•٨</b> •: ፣ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡ ፡
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ•/≪ϷϹ·</b> • (ጋኣ̀ኦ∩Jና): የਰੋਂੋਂੇੇਰੇੇ ਨਾਂ ⊳⁵∧⁵. ୮ <sup>៶</sup> C Δ_ჲ⁵.
<b>Mr. Enook</b> : Thank you, Mr. Chairman. Please forgive me. I have always stated that my math was nowhere above grade 3.	<b>Δϼ</b> (ϽϞϷႶͿϚ): ʹϭͿϧͼϫϹϷ, ΔϧϒϾϷϹͼϧ. ΔμϹϒϷϐϐϷͿϹϚ, ϷʹϷΔͼͼϷϲϚϹϚϹ ͼϞϷϟʹϲϞͼϫϲϷʹͽϟϹͼϫϹͼϫϹͺͿϲϪͼͺ3 ϷͽϧϹ϶ͼ.
>>Laughter	᠈᠈᠘ᡃᡄ᠊᠉᠋᠋᠋ᠫ
Mr. Chairman, is that fair? My question to Ms. Okpik: why have standards if we don't need to pass them? I'm just very confused right now. I almost thought that you said "standards" because in order to go any further, you have to meet those	Δ <sup>6</sup> λ ΦΡC <sup>66</sup> , CL <sup>6</sup> α CΔĹ <sup>6</sup> ΠΑ <sup>6</sup> U <sup>6</sup> ? 4Λ <sup>66</sup> dΠυ Γ <sup>6</sup> Ϸ <sup>6</sup> Λ <sup>6</sup> J <sup>6</sup> , <sup>6</sup> bΔ <sup>4</sup> L <sup>6</sup> 4 <sup>5</sup> λ <sup>6</sup> σ <sup>6</sup> <sup>66</sup> ΠCΡλL4σ <sup>6</sup> 4D <sup>66</sup> < <sup>4</sup> ΛC b4λJΠΓ <sup>5</sup> Λα <sup>6</sup> b <sup>66</sup> <sup>66</sup> <sup>67</sup> <sup>10</sup> α_σ <sup>6</sup> Πα <sup>4</sup> L <sup>6</sup> α <sup>2</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup>66</sup> <sup></sup>

standards and above. (interpretation) I understand (interpretation ends) now those are just there for no apparent	᠌᠄ᢕ᠋᠋᠋᠋৾৾৾৾৾৾৴৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽৾৽ ৻ ৻৾৻৸৽ঢ়৽৽ঀ৾৾৴৽৽৾৽৴৻ ৻৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾৾
reason. (interpretation) Just a comment. Thank you, Mr. Chairman.	νατιό δρ. τ. 51. (51. 66. 6. 5.) Ϸσ•δϷ <sup>;</sup> ϞϷϲʹʹ·δϚϤϤͽ. ʹͼͿϞͼͺϹϷ, ΔϷϲʹϘϷϹͽ.
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/«Þር</b> ᠬ• (ጋኣኦበJና): የਰሃ°உ广ঁ•, ୮ <sup>、</sup> ር Δ.ഛ. ୮ <sup>、</sup> ▷•ለ•.
Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I don't think it would be fair to determine whether you passed or not based on one assessment for a course. Even though it is a standard assessment, you have to take into consideration the coursework that has taken place, the actual, either they are taking many tests or doing projects. I think we would be treading on very dangerous ground if we only held a standard that you have to pass the departmental. What would happen was kids would not come, and all you have to do is come at the end of the year and just challenge the departmental exam, for example.	<b>ϷΛν</b> : <sup>5</sup> db <sup>2</sup> a f <sup>b</sup> , Δ <sup>b</sup> λ QPC <sup>b</sup> . (Ͻ <sup>i</sup> λP∩J <sup>c</sup> ) CΔL <sup>i</sup> U <sup>c</sup> Nd <sup>4</sup> b <sup>6</sup> S <sup>c</sup> <sup>c</sup> a f <sup>c</sup> <sup></sup>
I want to talk about something different that we have started with assessment for social studies, for example. So how we do social studies for the grade 12 is a different way than how we do for the departmental. At the start of the grade 12 year, the assessment tool starts right at the beginning of the year where they actually have to do a project and their whole assessment is based on that project.	ϷʹϐϷϒʹϐʹϞͿͺͺͺϤͺϤͺϹͺͺϤϭϫͺϤͺͺϤ;ϒϻϫͺϤ ϷʹϿϲͺϷʹͼϹϹϿϲͺϼͺͺ;ϫϿ ΔάϒϲͺϫͼͳϷ ΔϲͼϭͺϤϨϯϳͼͺϹΔͺͺΔͼϽϲͺͺͺͿϲϹͺϤϲϿͼ Ϥ;ϞϒϷϷʹϐϲϾʹϔϲϿϲʹϗϷϷϞϷϹϫͼ ͺͺϤϲϳͺͼϐϷϷϹʹϿϲ ϒϲϤͼͼ ϒϲ ϒϲ Ϥ ϷϷ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
We've had students in the past that have, for example, studied uranium mining as a topic and did all their research, had to do a presentation to both their peers and to educators, but also there had to be a demonstrated outcome. In this case, there was a lengthy letter that this individual	స్ వ పిరిగద్రరా సినికారాలు దారిగా స్రామింగింగా స్రామింగా సింగా సాలు సాలు సింగా సింగా సాలు సింగా సిర

wrote to one of the organizations with their findings about uranium mining, for example. Throughout the whole year, she was demonstrating her ability to research, her ability to interview, her writing, and the scope of the whole project. So it's right from the beginning and then at the end, they have to do a presentation.	<sup>5</sup> ២១Δ~ <sup>6</sup> ৬ <sup>1</sup> L <sup>6</sup> i <sup>6</sup> ব/ <sup>6</sup> 76C <sup>5</sup> ೨σ ՈՈϚϷϟͺ <sup>2</sup> ͻσϷ <sup>5</sup> Ċ <sup>6</sup> Δ <sup>3</sup> <sup>6</sup> α <sup>6</sup> υ. C <sup>6</sup> « <sup>6</sup> <sup>6</sup> υ <sup>6</sup> Δ <sup>6</sup> σσσ <sup>1</sup> d <sup>5</sup> <sup>5</sup> ២Ϸ <sup>2</sup> 5 <sup>6</sup> Δ <sup>6</sup> <sup>5</sup> ២Ϸ <sup>2</sup> 5 <sup>6</sup> Δ <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> Δ <sup>7</sup> L <sup>6</sup> <sup></sup>
That's one way we are looking at that assessment tool and we are finding that more jurisdictions are also starting to follow this form of assessment. We are open to comments and suggestions, and we will have discussions with our district education authorities and our school staff. If we have to prepare a paper in terms of what the research says, we would be willing to do that. (interpretation) Thank you, Mr. Chairman.	<ul> <li>Δ, CΔL° Δ, </li> <li>Δ, CΔL° Δ, </li> <li>Δ)</li> <li>Δ</li></ul>
<b>Chairman</b> : Thank you, Ms. Okpik. Mr. Enook.	<b>Δ•/«ϷϹ·</b> • (Ͻ <sup>ϳ</sup> ϞͰႶͿና): <sup>;</sup> ϭͿϞ <sup>ϫ</sup> ႭϹϷ, Γ <sup>៶</sup> ϷͽϭϷ. Δ.ϼ <sup>ϧ</sup> .
<b>Mr. Enook</b> (interpretation): Thank you, Mr. Chairman. In your response, in the beginning of your response, I didn't say anything like that. I didn't say that it should be that way and I didn't want it to be perceived that way. I didn't say that. What I was trying to say and what I am trying to say is that all exams usually have a benchmark. If you don't reach this particular mark, then you're not going to be passing, whether it's math or social studies or languages.	Δ.σ <sup>6</sup> : <sup>5</sup> db <sup>2</sup> a f <sup>5</sup> , Δ <sup>5</sup> /2 PC <sup>6</sup> . Γ <sup>5</sup> P <sup>5</sup> Λ <sup>5</sup> , CΔ <sup>6</sup> a P <sup>5</sup> /P <sup>4</sup> <sup>6</sup> D <sup>5</sup> P <sup>5</sup> b <sup>2</sup> /P <sup>6</sup> b <sup>5</sup> D <sup>5</sup> , b <sup>5</sup> /A <sup>4</sup> a <sup>6</sup> D <sup>3</sup> /b <sup>5</sup> , CΔL <sup>6</sup> a P <sup>5</sup> /b <sup>2</sup> P <sup>6</sup> <sup>6</sup> P <sup>6</sup> /P <sup>4</sup> /P <sup>6</sup> /D <sup>4</sup> <sup>5</sup> /b <sup>5</sup> , CΔL <sup>6</sup> a P <sup>5</sup> /b <sup>6</sup> /P <sup>2</sup> /P <sup>6</sup> /P <sup>6</sup> /P <sup>4</sup> /P <sup>6</sup> /D <sup>5</sup> /b <sup>5</sup> /P <sup>5</sup> /D <sup>5</sup> /b <sup>5</sup> /P <sup>5</sup> /D
What I am trying to say is usually there is a benchmark that you have to reach or go over if you want to pass onto another level, but then it seems like there is a loophole here, even though there are standards. What I am trying to say is that there is no use having standards if we are not going to reach them or use them. Thank you, Mr. Chairman.	రదL° ౖ Þʻb५૮⊃ద° ౖౖఁ౧⋖५౨⋖ౕ <sup>ఴ</sup> ⊃ిం ౫ఄ Þʻbొd>ిL° రదిలెలిలు ౨ెొం వరేఈంలు వెరిం దర్రెం రిలిలిలిలు ఎదిలిలు వెం వింకింలు వెం వింకింలు దిందిలు వింకింలు ని వింకి వింతు ని ని విలు విలు ని ని పరిలు ని పరిలు ని పరిలు ని పరింలు విలు పరి పరి పరింలు ని పరి పరి పరింలు పరి పరి పరి పరి పరి పరి పరి పరి పరి పరి

Chairman: Thank you, Mr. Enook. Ms.	<b>∆•ץ≪⊳⊂י•</b> (כ <i>וֹ</i> גארטר): יושיםרֿי, די⊂ ∆םי. די
Okpik.	$P^{b} \wedge^{b}.$

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Yes, I understand exactly where you are coming from. To date, we are looking at the differentials because it's of concern to our department. We are going to work on it on an ongoing basis and see why they're at where they are including their literacy scores. We are going to review it on an ongoing basis and apply those tests and we will also have discussions with the instructors to see whether we are using the route that we should be using.

We have to lower the numbers because there is such a difference between the two. We will keep reporting to you and possibly make an annual report so that you will know or find out if we are improving in that part. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I have no other names on my list. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. My question will be to Mr. Campbell. In paragraphs 67 to 70 of your report, you discussed the findings of your audit with respect to the classroom assessment of students who take the Alberta standardized grade 12 English exam in order to graduate from high school.

Your examination of the data revealed that classroom grades were higher by 26 percent than the results from the standardized test grade. In your view, what factors could cause this type of discrepancy? Thank you.

**▶•∧•**: 'd><sup>•</sup>a<sup>†</sup>. Δ<sup>•</sup>/≪>C<sup>•</sup>. ϽΡ/<sup>•</sup>Λ⊲<sup>•</sup>Ͻ<sup>•</sup>υ. L<sup>•</sup>a ⊲،≻اب⊷لەھىلە مەلەلەلەرد ⊲ەجمى ⊳ھەلەت ف∠⊳∩לי∠∿וֹכ ⊲י∠ ∩חקי₀כר\_םי ά\>∩C<sup>6</sup>b<sup>6</sup>L<sup>6</sup>UC CL<sup>6</sup>α <sup>6</sup>PΓ<sup>6</sup>PΔα<sup>6</sup>Πα<sup>6</sup>σα<sup>6</sup>C<sup>9</sup>C فدلەكحە كەھمىمەلەرك زەم <u>ᡧ᠘</u>᠘᠘᠘᠘᠘᠘᠘᠘

የረሳው ላ የረንሳቢ ወሳ የእስ ላ የ >σ•bsbcC2l ∧°o sσ⊲s>Jc ∧Ll sb ۲۴-ح، ۲۹-۵۲، ۲۹-۵۲. ᠘ᡃ᠘ᢞᢈᢁᡔᢗ᠋ᠬᡷ

⊲∩ჼႱ<sup>b</sup><sup>b</sup><sup>c</sup>σ2<sup>c</sup>σSL. Γ<sup>v</sup>C Γ<sup>2</sup><sup>c</sup><sup>v</sup>J⊲<sup>sb</sup>.

**ΓΡ°•J<** (Ͻϳλοησ): <sup>1</sup>σμ<sup>2</sup>α, Δ<sup>2</sup>γαρ(<sup>1</sup>).  $70-J^{c} \supset \sigma^{b} h h \gamma^{c} \cap \sigma$ .  $\supset \delta \supset \gamma^{c} h \gamma^{c} \cap \sigma$ . ᠈ᡃ᠋᠋ᡰᠵ᠘᠆᠕᠆ᡐ᠘᠘ᡩ᠕ᡷᠣ᠘ᡁᠴᢓᢣ᠋ᡗ  $\Delta c^{\circ} \sigma d^{\circ} \dot{\cap} \delta D A \delta^{\circ} C D \sigma^{\circ} D^{\circ} \sigma^{\circ} \dot{d}^{\circ} C J^{\circ}$ J~P~C~L~~ J\_A 12-J 5~J~L~~  $\Delta / \mathbb{C}^{\circ} \sigma \triangleleft 2 \mathbb{N}^{\circ}$  ነ ነት የሆኑ ነት የሆነ ነት የሆኑ ነት የሆነ ነት የሆኑ ነት የሆነ ነት የሆኑ ነት የሆነ ነት የሆኑ ነት የሆነ ነት

 $CL^{b}dq$  יף  $\Gamma^{c}P \sigma c d' d' d' d' \sigma' b c d' LC 26$ >ᡪΓ▷ Ϲ╘ϭϥϤͽϧϘϲ ϤͻϧϥϤϲ  $b \Delta C b^{c} \sigma L^{c} C L^{c} \Delta d^{b} \sigma b c D^{c} ?$ <sup>ҁ</sup>┫ᢣᡨᡄᡤᢆᡃ

Chairman: Thank you, Mr.	<b>△৬/≪⊳⊂</b> ᠬ (ϽϞϟ∩Jና): ˤd৮°克广, ΓʹϹ ΓΡ°°J⊲ˤዞ.
Mikkungwak. It sounds very similar to the question you asked earlier where Mr.	Δ·γ<Ε. «Λ»dΠΓ»6056 δ <sup>1</sup> >< PDJ°α<Πα%<>%b0%ΓιL
Campbell couldn't really explain any parameters of what caused that	ϹΔL°Ⴍ <sup>ϧ</sup> Ϥ៸Ϟϟʹϭ·ʹϷϲϷʹͰʹϧͺͺ៸ϲϧϷͼʹϲͼϧͺͺϹͺ ϹϷͼϿϤϩ;
discrepancy. Do you have any other? Mr. Mikkungwak.	
<b>Mr. Mikkungwak</b> : Thank you. I guess I will change it over to the department then. Earlier my colleague was trying to find out. My question here today, I guess would be now, is to the department. What percentage do you require to get your grade 12 diploma from the Alberta curriculum? What percentage do you really need to graduate?	<b>୮၉° ህፈጭ</b> (ጋኣኦበJና): ናሪታ ሲኮ. ፊሮ ማሻና ሚኒ ካሪ
<b>Chairman</b> : Mr. Enook asked that question. The response was 50 percent. Do you have any further questions, Mr. Mikkungwak? Mr. Savikataaq.	<b>Δ৬/≪ϷϹ·</b> Ϸ (ϽϞϷႶͿና): ΓʹϹ ΔϿ <sup>ͺ</sup> ϷͺϹʹϞͰΓ <sup>ͺ</sup> ϧ ϤΛͺͼϧϷ <sup>ͺ</sup> ͺϷϷϧϷ <sup>ͺ</sup> ϿϭϿ 50 >ኣϷϧͺϤϲͺϳͼ. ϤͰϤϭϷ ϤΛͺͺϞͰϗͼ, ΓʹϹ ΓΡͼʹϞͿϤʹͼ? ΓʹϹ ϞϗϧϹʹͼ.
Mr. Savikataaq: No.	<b>Ϟ&amp;bϹʻჼ</b> (ϽϞϞ∩J <sup>ϲ</sup> ): Ϥ <sup>ϳ</sup> ϧ.
<b>Chairman</b> : We will move on to paragraphs 71 through 77. Any questions or comments? Mr. Enook.	<b>Δッイペレርናゅ</b> (ጋኣኦበJና): bጚィンር ÞናbኵĹናልゅ 71-୮ 77-Jና.
<b>Mr. Enook</b> : Mr. Chairman, did I hear you say to 77? Yes?	<b>Δ_●</b> (ጋኣት∩Jና): ∆ዛኆϷርኈ, ጋኣኆቦና ϷኈԽ⊃∩ና 77-⅃፡?
(interpretation) Mr. Ferguson indicated on more than one occasion that if we get the report on a timely basis, it's going to be of a benefit to us and it will help us in our decision-making.	(ϽϞϷͽϳϨͼʹͼͽϽͽ) ΔͼϫͺͺϹͻϽʹʹϘϧϫͼͺϘϹϷϟϤϚϭ Ϸʹϲʹͼ·ϷϚϷϚͼͼϷϷͱϹϚͺϹͿͼͿϥͿϳͼ ϷϭͼϳϼϲϥʹϞͿϟϹ;ϚͺϒͼϼϲϹϲϲͼϼϲϹϲͿ϶ϿϥͼϹϹ Ϫ;ϹͼϧϫϟϷϚϽϥͼϧϹ;
In June 2013, Ms. Okpik, your	כ∆L לס 2013-୮ ୮ነ ▷ካ∧ካ ∧רת®ልቦኑל ⊳σיטר⊲ר°סי 2009-10-גס∆°ם™
department made a report for 2009-2010 that had been given to the Legislative Assembly and it was a year late. Using the reports and the findings, maybe if we had gotten timely reports, we would have	
known some of the indicators that are identified here. Thank you, Mr.	

Chairman.	
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ<sup>6</sup>/«ϷϹ··</b> (ϽϞϞΛͿͼ): <sup>ϛ</sup> ϭͿϞ <sup>e</sup> ႭϹ <sup>i</sup> , ϹʹϹ Δ.ϼ <sup>6</sup> . Ϲ <sup></sup> Ϸ <sup>6</sup> Λ <sup>6</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) We tabled all the remaining reports in the fall of the last sitting in the last government, I should say. (interpretation) Thank you, Mr. Chairman.	<b>▶</b> • <b>Λ</b> •: ናdታ°ଘ广ঁঁঁঁ, Δ <sup>6</sup> / «ϷϹ <sup>6</sup> . (ϽϞϷΠͿ <sup>6</sup> ) ኣ <sup>6</sup> ϷϹΔ° ዉቢ ϲ Ϸ <sup>6</sup> <sup>6</sup> «Γ Ϥ <sup>6</sup> d <sup>6</sup> Γ Ϸσ <sup>6</sup> <sup>6</sup> ϷΡϤ <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>7</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> Ϸ <sup>7</sup> <sup>4</sup> <sup>6</sup> <sup>4</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>6</sup> <sup>7</sup> <sup>6</sup>
<b>Chairman</b> : Thank you, Ms. Okpik. I have no more names on my list. Mr. Enook.	<b>Δ<sup>ϧ</sup>/«ϷϹ··</b> (ጋኣትበJ፡ን: ኀd৮°உ广ካ, Γነ Ϸካለካ. ⊲በኀቴካዮσንዮኇናL. Γነር Δ
<b>Mr. Enook</b> (interpretation): Thank you. Just for further clarity, your annual reports came in very late. If they got tabled on a timely basis, maybe we would have avoided some of the problems or could have identified the problems sooner. Thank you, Mr. Chairman.	<b>Δ.Φ</b> <sup>•</sup> : <sup>•</sup> id> <sup>•</sup> <sup>°</sup> α <sup>-</sup> Γ <sup>•</sup> . <u>α</u> <u>α</u> Δ <u>α</u> <sup>4</sup> 2LDΔ <sup>•</sup> α <sup>•</sup> <sup>6</sup> D <sup>•</sup> υ. P <sup>•</sup> υ P <sup>•</sup> υ <sup>*</sup> <sup>1</sup> 2 <sup>•</sup> <sup>4</sup> L <sup>4</sup> L <u>α</u> <sup>3</sup> 5 <sup>6</sup> <sup>6</sup> C <sub>2</sub> D <sup>5</sup> LC. P <sup>•</sup> υ <sup>*</sup> <sup>4</sup> C <sup>4</sup> C <sup>4</sup> D <sup>4</sup> C <sup>5</sup> D <sup>4</sup> C <sup>4</sup> D
<b>Chairman</b> : Thank you, Mr. Enook. Ms. Okpik.	<b>Δ•/«ϷϹ·</b> • (ጋኣትበJና): <sup>ና</sup> d৮°உ广 <sup>ͱ</sup> , Γ <sup></sup> ʹϹ Δ.ഛ. Γ <sup>、</sup> Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> .
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. I agree with you. We produce very late reports and we had no employee to do that and we were trying to implement the <i>Education Act</i> at the same time. We apologize for the delays.	<b>ϷϧΛϷ</b> : ·ϭͿϞ·Ͽϲϳ <sup>-</sup> Ϸ, ΔϷϒϘϷϹ·Ϸ. Ϥʹ·ϚʹϷΟͶϚͶϤ <sup>ͼ</sup> ϶ϚϚ ϷϞͿϘͼϷϒͿϚͶϥϲϷʹϷϽͿϚ. Ϳ·ʹϷͼ·ϭͼʹϳͼʹϭϷ ϹϪͼϫ ΔϭϹϒϧϿϚͺϹʹϒͿͳϞͺͿ ϷͿϲϭϤʹϷϽ·Ϸ ΔͼϼͿ·ͼϲϷʹϷϒͿͼʹ·ϒͱͿϚ. ϤϞͿϫ ΛʹͼͿϞͼΓ ϤϽϲʹϷͶϚͶʹͼϲͶϧͻϹ ϤϹϷϚͶϷϭϚ. ϹΔͿͼϫ ϷϞͿϘϨͶϹϒͰͺͺϤϹͺ
When we completed the first report, it made it easier to produce the next two because we knew what kind of information we should be compiling and how the report was to be structured. Again, the report doesn't say anything about the implementation of the plan. Right now, we're looking at what else should be included in the annual report. If you have any suggestions on what should be included in the annual report, we more than welcome you.	CΔ°

Even though the reports were produced, we were already compiling the information on what should be amended in the Act. If you're going to be reviewing the Act, we made suggestions on which sections you should look at or consider. Again, after the review of the Act, we made suggestions on what we should be looking at. Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. I have no more further names. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Chairman. My question will be to the Office of the Auditor General. On 73, when you guys were doing your audit, it's noted that the 2009-2010 report was in. Did you guys have a chance to see the other two reports that were tabled last year? Thank you.

**Chairman**: Thank you, Mr. Mikkungwak. Mr. Campbell.

**Mr. Campbell**: Thank you, Mr. Chairman. Thank you for the question. We have the other reports that were tabled after the audit was over. We haven't done any work or detailed analysis on them since the audit was already over.

Mr. Enook mentioned Mr. Ferguson's comments about the value of information in those reports, and I note that the Deputy Minister has mentioned that there was no information in those recent reports in relation to the implementation of the Act. We have talked today about what a major undertaking this implementation has been and it would seem to me that in order for Members to

**Δ•/<>ር∿** (ጋኻኦ∩Jና): 'd৮°Ⴍ广ঁ<sup>▶</sup>, Γ<sup>\</sup> ▷▷∧▷. ⊲በናb₽°ởናL. Γ<sup>\</sup>ር ΓΡ°℃J⊲ና<sup>▶</sup>.

**ΓΡ° ϞͿϤʹ·** (ϽϞληͿϲ): ʹͼͿϧͼͺϹϳͼ, ΔͼϒͼϷϹͼͼ. ϤΛʹͼͼͿϦͼϭϤͼͽϽʹϞϾͺϹϲϹͼϧϒϷϾͼͶϲϲͼͼ ϷʹͼϲͺϔͼϤ ʹϒϿϲʹͼ ϤϽΔͼϫϷϲϲϷͼͼϒϲϲϷͼϧϲͺϲͼͼϲͼ ϤϽΔͼϫϷϲϲϷͼϧϲͺϗͼϷϲϲϷͼϧϲϗͼ ͼϳϫ ͼ

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get the information that they need, that's the type of information that should be in those annual reports.

It's a major undertaking the department is involved in to implement the legislation. Had you been getting the reports on time, with the information that we're on schedule or we're falling behind, then the previous Assembly would have had the opportunity to raise questions and make suggestions. As Mr. Ferguson had pointed out, not only in the area of education, but there's a whole host of areas where there's a statutory requirement for the Minister to table a report in the House.

If I can just sort of go out a little bit of the soapbox here, Mr. Chairman, it would probably be beneficial to Members of the Committee to getting a listing of all of those reports, when they're due so that you know when to expect them, and so you can raise questions when they don't show up and make sure you get them on time.

We think, in terms of accountability, that those types of reports on all sorts of different government functions are really important to the work of the Legislative Assembly, and we would encourage Members to reach out and try and make sure they get those reports on time. Thank you.

**Chairman**: Thank you for that response, Mr. Campbell. We do get a listing of required tabling documents from the Clerk's Office and I'm very sure that through the Speaker and I'm very sure that understanding the value of the timeliness of those reports for this new government will be of high focus going forward. Mr. Mikkungwak. ΔΔC
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**Mr. Mikkungwak**: Thank you, Mr. Chairman. Thank you for the response. My follow-up question to that would be: if those reports were on time, would that have made differences on the recommendations of your current report? Thank you.

**Chairman**: Thank you, Mr. Mikkungwak. Mr. Campbell.

**Mr. Campbell**: Thank you. Certainly, had the reports been on time, we wouldn't have made the recommendation that they move on with the reports. It might also have changed the dynamic of this discussion if you had quality information on the implementation of the Act and didn't have to wait for the audit in order to identify that for you. Thank you.

**Chairman**: Thank you, Mr. Campbell. Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you. Thank you for the answer. I guess my question will be to the department. I know that in the report, there are some responses given by the department. Are the responses that are provided in this audit report based on just the one report or are the responses in combination of the three reports?

**Chairman**: Thank you, Mr. Mikkungwak. We're looking at the auditor's report, not the annual report from the departments. Maybe if you can clarify your question.

**Mr. Mikkungwak**: I'm assuming that some of the recommendations that were provided by the Office of the Auditor General were based on the information that was provided on that one report that **ΓΡ° ٵۣዻ**<sup>™</sup> (ϽϞͻΛͿϚ): የϭϧͼϫϳͼ, ΔͼϒϭϷϹͼ ϭͱͺ የϭϧͼϫϳͼ ϷϷ;ϥͶϭϫ. ϹΔϹϲ Ϸϫ ϭΛͼϭͶϒϲͿϫϚ ϹϹϽͿͽϧ, ϹϹͼϭϥ Ϸϭͼϧϲϭͼ ϷͺϿͼͼϧϲ ϭϒͼͺϿϪͶͼͶϧϲϷͼϳ ϭϽϲͼϭϧϲϭͼ ϳͼϫ ϷϭͼϧϲϭϫϒͰͻϾ; ;ϭϧͼϫϳͼ.

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was submitted. There are two other reports that were submitted after the audit was completed. So my question to the department is: the responses that they have provided on the audit report, do some of these responses include the other two reports that were submitted after the audit? Thank you.	<ul> <li>ላለჼነሪበሁ ልሮኖ ወላና ውር ሌነሪ ላይ የውን የአስት መስከት የ መስከት በ መስከት የ መስከት የ መስከት በ መስከት በ</li></ul>
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<ul> <li>Chairman: Thank you, Mr.</li> <li>Mikkungwak. I think I know where you're going now. Ms. Okpik.</li> <li>Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Our responses are directly related to the recommendations made by the AG report. (interpretation) Thank you, Mr.</li> </ul>	ጋየረላ <sup>‰</sup> ḋሩ <sup>‰</sup> <ጦና Γ' Ϸላኦ. <b>Ϸ᠈ለኦ</b> : ჼdᢣ <sup>ᢘ</sup> Ⴍ广 <sup>ኈ</sup> , Δ <sup>ϧ</sup> ረペϷር <sup>ሔ</sup> . (ጋኣኦበጋና) የϷ <sup>;</sup> ኣበቦᡄϷ <sup>‰</sup> ርዎና ጋናቴϷስበሩና ላጋርና፟dᢣϲኆንህረLፈውና ር፡L <sup>ŵ</sup> ፖLէ <sup>ŵ</sup> ፖϷ <sup>ŵ</sup> በ፡LሊϷና Ϸσ <sup>ϧ</sup> ቴሎႱσ. (ጋኣኦ <sup>ϧ</sup> ḋዖ <sup>°</sup> ჾ <sup>ŵ</sup> ጋ <sup>ŵ</sup> ) ჼdᢣ <sup>ᢘ</sup> Ⴍ广 <sup>ኈ</sup> , Δ <sup>ϧ</sup> ረ«Ϸር <sup>ŵ</sup> .
Chairman.	
Chairman: Any other questions? I have no more names. We will move on to paragraphs 78 through 83. Any	<b>Δ•/《ÞϹ</b> ᠬ• (ϽϞትႶͿና): ϤΛ·፥dՈ•b°ởና ϤՈ·ϧϨ°ởϚL. ϧϞϟͺͻϹ ϷʹϧϲϹͺϳ·ልϤ 78-Γ• 83-Ϳና. ϷʹϧϷϟϧϪͼ ϤΛ·ͽϥͶϧϪϛͺϿ°ởϚ? ΓʹϹ ϞልϧϹʹͽ.
comments or questions? Mr. Savikataaq.	
Mr. Savikataaq: Mr. Savikataaq. Mr. Savikataaq: Thank you, Mr. Chairman. On page 25, paragraph 79 talks about attendance and parental involvement. We all know that low attendance is a big issue. My question is to the department there. They said, "The <i>Education Act</i> specifies what is expected of parents. For example, parents are responsible for ensuring that their children come to school ready to learn" When something is expected of a person in an Act, there are usually consequences when the expectation is not met. Is there anything there to deal with when the expectations of parents not having their kids ready to go to school is not met? Thank you, Mr. Chairman.	<b>\&amp;bĊ</b> <sup>\$\\$</sup> (ϽϞϡ∩ͿϚ): <sup>\$</sup> d\\$ <sup>\\$</sup> a, Δ <sup>\$</sup> / <\\$
<b>Chairman</b> : Thank you for asking that question, Mr. Savikataaq. Ms. Okpik.	<b>᠘৽៸《ϷϹ·৽</b> (ϽϞϞႶͿና): ᠂dᢣᢩ°Ⴍ广৽, ୮៶Ϲ ᢣልხϹʹ·ͽ Ϥለ℠ⅆՈՐᢣჼഛና. ୮ነ Ϸ৽ለ৽.

<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) In the former Act, there was a punitive measurement for parents, but we determined that the punitive way of doing things didn't work and it was typically not followed up on and there was a fine that was taken out of this current Act.	ϷͽϪϷ;ͺ;ϤϧϧϿϹͺϿͺϘϧϹͼ;ͺͺϽϯϧͶϽͼ) ΓϲϿϷϲϿͼϿϹͺϤϿϲϲϤͶϹͼϷϲϿͼϿϤͽ Ϥϧϧϫͼ ϤͽϲϤͶͼϼͼͼ ϞϭϲϧϤϲϿͼϲͶϿϷ;ϤϲϿͼ ϤϿϲϽ ϤϧϲϿͼ Αδά Αδά Αδά Αδά Αδά Αδά Αδά Αδά Αδά Αδά
With respect to the parental piece with respect to legislation, I would like Mr. Bradley Archambault to elaborate on. (interpretation) Thank you.	ᢗᡃᢆᢦᡰᡆ᠆᠂dᡈ᠋᠋᠋᠋ᡆᢩ᠉ᡠ᠒ᡃ᠈᠋ᢂᢣᢣᢂᠺ᠂ᢗ᠘ᢣ᠌᠋᠌ᡔᠢ᠘ᠼ᠈ᡩᡘᠮ ᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆᠆
<b>Chairman</b> : By all means, Ms. Okpik. Mr. Archambault.	<b>Δ•/ペϷϹና</b> • (ጋኣትበJና): <sup>ና</sup> dታ°ዉቮ° Γ' Ϸ <sup>ϧ</sup> ለ <sup>ϧ</sup> . Γ'Ϲ ዻ፞ኣ <sup>ͺ</sup> ሩ.
<b>Mr. Archambault</b> : Thank you, Mr. Chairman. There is, indeed, a section of the Act, it is section 55 actually, that outlines the role of the parent and it includes such items as to support and encourage the student to learn, to ensure that the student comes to school ready to learn, to support the student's teachers in the effort to educate the student.	
As Ms. Okpik mentioned, in the previous Act, there was a fine associated with parents who failed to meet their obligation. No such provision exists in the Act and in fact, there is nothing necessarily that holds a parent accountable, at least in the Act. There is no such provision in this Act. Thank you, Mr. Chairman.	Γ' Ϸ <sup>ϧ</sup> Λ <sup>ϧ</sup> ϷʹϧϧϧϷϲͳϲ Ϥϧϲϓϥ Ϸϲ Ϸϲ ϲ
<b>Chairman</b> : Thank you for that response, Mr. Archambault. Mr. Savikataaq.	<b>Δ•/ペϷር·</b> • (ጋኣኦበJና): ነሪታ°ዉቮ የϷኦላበ°ഛ, Γነር ዻ፞ኣዛሩና. Γነር ኣልbርኈ.
<b>Mr. Savikataaq</b> : Thank you, Mr. Chairman. My question is for the department again. What is the department doing right now, currently, immediately to address the low attendance issues? No matter how good our education system is,	<b>Ϟ&amp;ϷϹʹ·</b> Ϸ (ϽʹϞϷႶͿϚ): ·ϭͿϒ·ͽϲϹʹ·ϧͺΔϷϒϘϷϹʹ·ͽ. <i>ϒ</i> ϲ ϤΛʹ·ϷϭͿϺϷϐ·ϭ·ʹϷ ϪϹ·ʹ·ϭϚϭϚϲϲͺϷϷϭͰʹϼϚ. ·ʹϷϿΔͺϿʹ·ϷϚϚͺͺͺϹ·ͼͺϹϹϷͺͼ ϪϲϲͺϥϲͺͿϷϷϷͶϹ·ϭͿʹϲͻͺͿͺϷϚϚͶϥͼϫϹϧϥϭͼ <sup>ϳ</sup> ʹ·ϷϪͱͺͺͶϷϞϥͺϿϧϿϥʹͼϚϚͺϪϲ·ʹͼϭϥʹͼϭ·ͽ Ϫϲ·ʹͼϭϥͺϥʹͼϷϲʹϚͺϹͺϥϽϨ·ͼͺϚ;ϫʹϹͱ ͿϨϿͺͿϥϨϹϷͺͿ·ͼͺͼͻϽϛϲʹϲϭϥʹϭϷϭϲ

<ul> <li>if the kids don't go to school, they don't take advantage of the education system that we offer. I would just like to know what they are doing or what they plan to do to address the low attendance. Thank you, Mr. Chairman.</li> <li>Chairman: Thank you, Mr. Savikataaq. Ms. Okpik.</li> </ul>	ጋኣዖLጋΔ°ዒጭጋኈሁ የፖσና <ናሏኦበናቴናኒጐር ርLጋΓኈሁ ኦ<°∿ՐጔላናቴናርσናΓኑ? ናਰታ°ዒ广ኑ, Δዮፖ≪ኦርጭ. <b>Δዮፖ≪ኦርናኈ</b> (ጋኣኦበJና): ናਰታ°ዒ广ኑ, Γነጋ ኣልხርኈ. Γነ ኦዮለኑ.
<b>Ms. Okpik</b> (interpretation): Thank you, Mr. Chairman. (interpretation ends) For this year, monies were provided to district education authorities. This is the year where they have to develop their attendance policies and provide them. Again, there will be consultation with the community.	▶▶∧▶: ᠮ᠔ᢣᠲᡅᡤᢆᡃᡰ,᠘ᡟᠡ᠙᠌ᠺᢗᡃ᠋᠃.(Ͻᡪᢅᢣ᠒᠋ᠨᢗ) ᡧᠮᢋ᠋ᡝᢉᡥᠦ᠙ᢆᡆ᠌᠌Ϸᢣᠮ᠖ᡃᡅ᠒ᡄᢄ᠖ᡃᢧᢗ᠂᠌ᠴᡆᡄᡥᠦ ᠘ᡄᢪᠣᡏ᠖᠆ᢕᢏᢥᡃᡠᢗ᠄ᢗᢞᡇᠦᠴᡧᠮᢋᢆ᠋᠋᠋ᠮ ᢂᡩᡉᢕᡄᠣᠮ᠋ᠴᡗᠻ᠂ᠴᡆᡄᠮ᠔ᡣᠥ,᠂ᢣᡄ.
We have provided a sample template of what we feel should be in the policy. Also, I talked a bit about the parental engagement campaign that we're undertaking. I'll take a couple of minutes to provide some details so that you know what's coming forward.	⊲ጋኈር⊳ኆ፝፝፝ዹኈጋኇና ጋ፞፝፝፝፝፝፝ፘኯ፟፟ዸዸ ርĽ፟፟፟፟፟፟፟፟
I guess I want to start off by saying that many Inuit parents were hurt by their own educational experiences, so we also need to restore their trust and belief in our education system. We also believe that parents are the children's first and foremost important lifelong teachers. Children will understand the value of learning if they see their parents are involved and supportive of their learning and the education system.	ΛΓϤΡL ΈΔ ϤΓ/Ϛ ΔΔΔϚ ϤʹϞ υ Ϟ΅ Ϸ ϲ Ϸ κ Α τ Ϥʹ· σ ΅ C Ϸ ϲ Ϸ Ϛ Ι Ϲ Δ ϲ · · σ Ϥ Ϛ σ α ϲ Ϸ ͼ ν L Ϸ Ϛ Δ C L · α Δ Λ Ϛ α Ϥ α λ α 4 Ϸ δ Ϸ Ͽ Π J Ϸ Ϛ > P λ J · α ͼ ν Ϸ Ϸ σ ͼ σ 4 Ϛ σ Δ Φ σ Ϥ Ϛ σ α Ϛ σ α Ϛ Λ α 4 Ϸ δ Γ Κ Δ Δ ϲ · σ Ϥ Ϛ σ α Ϛ Λ α 4 Ϸ δ Γ Κ Δ Δ τ ν δ τ κ δ α τ σ Δ τ ν δ τ κ δ τ σ δ τ σ δ τ σ δ τ σ δ τ σ δ τ σ δ τ σ δ τ σ δ τ δ τ
Things like talking, listening, asking questions, and learning together are important steps in helping a child succeed, and then also helping your child get to school well rested and fed will help them better in school, and then in order to do well, I keep saying this, students need	Ld స్.ఎ స్. స్. సి. సి. సి. సి. సి. సి. సి. సి. సి. సి

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One thing that we have learned is that reading to children more than once a day has a substantial positive impact on their future academic skills. Research also shows that children with early exposure to books and reading are better at performing mathematical tasks. Again, that's based on research.

I talked about "Parents motivate, Students participate, Together we can graduate." We have done ads on CBC and APTN. The second phase of our parental engagement campaign will be rolled out this spring. It will include a booklet of ideas and tools for parents and posters that use modern visuals that reflect life in Nunavut and clearly show how good attendance gives young people great career choices.

Our attendance improvement incentive plan includes such things as wristbands for students, teachers, and parents and prizes such as T-shirts, hoodies, and caps for most improved attendance in schools. That's just one small component.

The continuation of our parental community engagement plan will take place in September at the beginning of the 2014-15 school year. Also, we're saying that Education Week will be held September 29 to October 3, shortly after the principals' conference. The campaign will be rolled out with principals as well.

Also, the fall date for the Education Week gives us a bit of time to work more closely with our partners, the Nunavut Teachers Association and the Coalition of Nunavut District Education Authorities to prepare strong messaging, encouraging parental and community >%b>/%bc.P<L "</p>
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## engagement.

The other thing I talked about yesterday was that we're a partner with Inuit Tapiriit Kanatami in the Parental Engagement Working Group and we're sharing our materials with them and we're actually going to be putting together two pots of money between the organization and ourselves to further enhance another form of the parental engagement campaign. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you, Ms. Okpik. I have no other names on my list. We will carry on to paragraphs 84 through 88. Any questions or comments? I have no names on my list. Do we agree that we're concluded?

## Some Members: Agreed.

**Chairman**: Thank you. Before I ask for some closing remarks, I would like to thank all the Members and all witnesses for moving this whole hearing in, I think, a very informative manner. As well, we all realize how important education is, not just to our youth but to the whole territory of Nunavut. I think some of the findings and recommendations from Mr. Ferguson's office and Mr. Campbell and his team can only help us move forward along with the Department of Education.

A final question, I'll take the prerogative as the Chairman, to ask Ms. Okpik: is there anything we can do as legislators to help you make the education system better in Nunavut? Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for the opportunity to respond to that question. I keep reiterating that

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attendance is a major issue for us. Any way, as Members, you can give the same message that we're giving out there that well rested students and well fed and those that attend regularly are the ones who are most successful, we encourage all Members to assist us in delivering the same message. (interpretation) Thank you, Mr. Chairman.

**Chairman**: Thank you very much for that, Ms. Okpik. I'm sure we will all bring this information back to our communities and do our best. I would invite you to make some closing comments.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I just want to thank the Members for giving me the opportunity to answer your questions. Education is such an important topic and even though I had some very long answers for some of them, I really felt that I needed to inform you as to what's happening in education.

We agree with the Auditor General's recommendations, and we will be working with the legislature in moving forward with the review of the *Education Act*. We have already identified several components and areas where we feel we need to make some change.

Oftentimes some departments view the AG coming into their office with a lot worry, but with this audit that took place, we actually welcomed them into Education because they were going to give us the snapshot of where we were and how we were doing. Obviously, we take the recommendations that have come forward very seriously and have made immediate steps to address the majority of the recommendations. I thank the staff 

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I would also like to thank my staff. I keep saying to my Minister that I'm very blessed with some phenomenal people working in the Department of Education, right down to teachers and principals and district education authorities that have made a very strong effort to implement this Act and also to our regional school operations, our Curriculum Division, our Assessment Division, and the two who supported me, Bradley and David, who had to leave, along with the people in the background within the policy shop who worked very hard in assisting us to appear for this hearing. (interpretation) Thank you.

**Chairman**: Thank you very much for those comments, Ms. Okpik. I hope all your peers, other Deputy Ministers at other departments, take note of how beneficial this can be to their own departmental workings. Mr. Campbell.

**Mr. Campbell**: Thank you, Mr. Chairman. I would like to just echo some of the comments that have already been made. I would like to thank you and your Committee for the interest that you have in the work of the Auditor General of Nunavut and of Canada. It's evident, from the questions that were asked today and the passion and interest in the subject area, that education is a matter very much uppermost in the minds of Members.

Normally, the Office of the Auditor General provides one audit report a year to the Legislative Assembly of Nunavut. In this particular year, Michelle and her team have been able to produce three 
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reports, the child and family service audit that we tabled and, of course, the safety audit. Because we do so few audits, we try really hard to pick a topic that's important to Nunavummiut. I think, as evidenced by your Committee in the last couple of days, this is clearly one of those issues that we think we got the timing right for this one.	ϤϞϹͻϚϘͽ ʹϧϞϳ϶ϫϥͻ϶ϭϲ ʹϧϷϞϞϪϭʹϧ;Ϸϲͺʹ;ϿͿϲ ϭϿϤͼϟϭͼϿϹͺͺϫϧϹϧϷϟϹͼͺϭϚϲϿͿͼ ϭϿϤͼϟϭͼϿϹͺͺϒ;ϲϫϷϲϧϲϲ ϫϿϫϛϭϿ ϷϹϹ϶ϫͺϹϤͼϫͽϽϲͼͺϷ;Ͽͼ Ϲ;ϧϲϫ; ϲ;; ϲ;; ϲ; ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ ϲ
I would also like to recognize that the Deputy Minister has educated us all, I think, over the last few days and has imparted a great amount of knowledge. I am really pleased that the timing and the scope of this audit has allowed a platform for this type of discussion to allow elected Members to then take this and move on and do the things that are important to you like the legislative review and holding government to account.	ΔሮኣሊጚĽናምቴ ፑውንርኦና ጋናሮላጋና Δሮቴዮምስርኦፖሬር ኦምቴሪኦናምንሪጋና ቴኦኦሬናምንሪ Δጋሮንዮጋ ርኒሬናምንሪ Δጋሮንዮጋ ርኒሬናንያን ውንድርናር ኣጭዮረርኦፖሬኒ ርΔሬድሬናበላጭ ኦቴዮሬናዕበሱ ወኦታፑ መንጻጭርኦፖሬታሪና ኦተፖሪስዮጋዮጋ ለኒሲኦዮንንዮም የኦበፈፖቴናርናጋዮን ሪዲዮዕና.
It's always good to see accountability in action, and I think that's what we have seen here today. I think that I mentioned to a couple of Members earlier that a really good hearing has 20 percent of the questions to the audit team for clarification on the audit and 80 percent of the questions to the department in terms of what they are going to do about it. I think that's pretty well what we have seen here today.	ద్దీ, 'd&ৰaది a సీసి PD>>Dరోరి౧ితి నిరిసింగి ఎ CLጋΓిం ఎ సి ్ వ్ CdోరిDస్ ఎC. D సిరిసిగి పిం L సీ బ్ L C U C D సిగీ బ్ నినిగి 20 > ని గ్ వగి రి C L సిగి గి బ్ ని సినిగ్ వగి రి C D రో L చిం ని సి C D రో L చిం వి సి ది ని సి గి సి బ ది సి గి బి సి గి బి సి గి సి బ ది సి గి బి సి గి బి సి గి సి బ ది గి సి గి బి సి గి బి సి గి సి బి గి గి బి గి గి బి సి గి బి సి గి బి సి గి సి బి గి గి గి బి గి గి బి గి గి బి గి గి బి సి గి గి గి గి సి బి బి గి
I would also like to just thank my own team, Michelle and Jo Ann, for all their work and support, but also the team back in Ottawa who work hard on behalf of the Legislative Assembly and you don't get to see them very often, but hard-working folks and I am proud to work with them. Thank you.	CALC ርԿLጭჄላጭፖኦውስኦቴስኦቴ ჼdታ፟፟፟፟፟፟፟፟፟፟፟፟፟፟
Chairman: Thank you for those comments, Mr. Campbell. I'm very sure	<b>Δ৬/≪ϷϹ·</b> Ϸ(ϽϞϞႶͿና): ᠂d৮°Ⴍ广ჼ ϷናႦϷłႭϞʹϼϚ, Γ៶Ͻ bឞ>. ႭჂႭ°°ՐናϽჼ፥ ϹΔĹናႶ⊲ჼ፥ Δϲ·ϹႭϞϷϞႭ⊲ჼႦჼͱϽና.

that they deserve that recognition.	
We will stand adjourned until tomorrow morning at 9:00 a.m. to deal with the Report of the Auditor General of Canada on Safety of Schools and Childcare Facilities in Nunavut. I will welcome Ms. Okpik, Mr. Campbell, and their teams alongside with Deputy Minister Green tomorrow morning at 9:00 a.m. Have a nice evening, everyone. Thank you.	ഛ <sup>™</sup> Ხ∿ᲡᲮ∆ <sup>®</sup> ഘʿơ⊲๙ና୮Კ୦ <sup>©</sup> ՙᲮᲮ՜<⅃ <sup>©</sup> ▷ﺧ୕୮ 9:00- Jላ <sup>™</sup> < <sup>©</sup> ∧๙Ⴂዺሲ՟ነጋJ ርዛኒ <sup>™</sup> ᆉ <sup>™</sup> ሥ <sup>™</sup> በዛኪሊኦ <sup>&lt;</sup> ኦσʰᲮ՞ህσʰ Ხഘር୮ ସናርഘ <sup>™</sup> ር∆๙ጊ๙๓๙ ነ Ճ๙ <sup>®</sup> ჾላል <sup>®</sup> σ ‹Ճሲል <sup>®</sup> σ ጋ ഛቋ୬୮. ጋ <sup>®</sup> ህሥነፈዋሎኮ ୮ነ ኦኮለኮ, ላዛኪጋ ୮ነር Եነ>ኑ, ለ๙ႢჼᲮበ <sup>™</sup> ቦ՟ጋ ୮σጎርኦና ጋናኆ4 ୮ነር Jሲ <sup>®</sup> ՙቴ⊳ና< <sup>©</sup> ▷ና≟ኮሪና. ኦ°ഛናኮብላ <sup>™</sup> ጋ∆ <sup>®</sup> ഘኦσላ <sup>™</sup> >ሥ. ՙቫኦ <sup>®</sup> ዉՐኮ.
>>Committee adjourned at 16:24	>>_∿5℃ 16:24Г