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 –
Safety of Schools and Childcare
Facilities in Nunavut
Iqaluit, Nunavut
April 3, 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:

Ronnie Campbell, Assistant Auditor General Michelle Salvail, Principal Jo Ann Schwartz, Director Roy Green, Deputy Minister of Community and Government Services Kathy Okpik, Deputy Minister of Education Leslie Leafloor, Manager of Early Childhood Development

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>>Committee commenced at 8:59

Chairman: Good morning, everyone. I'll ask Simeon to lead us in prayer today.

>>Prayer

Chairman: Thank you, Mr. Mikkungwak. Members, you all have the agenda in front of you. Are there any questions or additions? Carry on.

I welcome everyone to the second hearing of this week from the Standing Committee on Oversight of Government Operations and Public Accounts.

Today, we will be dealing with the 2013 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on the Safety of Schools and Childcare Facilities in Nunavut.

I would like to take this opportunity to make some opening comments.

I would like to welcome everyone back to this meeting of the Legislative Assembly Standing Committee. We have reconvened today to continue the Standing Committee's hearing on the Report of the Auditor General of Canada on the Safety of Schools and Childcare Facilities in Nunavut.

It should go without saying that the safety of Nunavut's children should be of paramount concern to the government, being mindful that the Report of the Auditor General notes that both the Department of Education and the Department of Community and Government Services were formally advised in June of 2013 of the office's concerns relating to the safety of schools

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and child care facilities.

This hearing provides an opportunity for the government to publicly account for what specific actions have been taken to address the issues and concerns of the Auditor General's report.

I would again like to welcome the staff of the Office of the Auditor General, and I invite Mr. Campbell to deliver any opening comments. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. Good morning, everyone. Thank you for this opportunity to discuss our report on the safety of schools and child care facilities in Nunavut. Joining me this morning at the table are Michelle Salvail, Audit Principal, and Jo Ann Schwartz, Director, who were responsible for this audit.

Responsibility for ensuring the safety of students in schools and children in child care facilities is shared by the Department of Education and the Department of Community and Government Services.

In this audit, we looked at whether these two departments complied with their key responsibilities related to safety in schools and child care facilities. The audit work was conducted in all three regions of Nunavut.

I would like to provide you with a brief overview of the findings of the report.

With regard to child care facilities, we found that the Department of Education is only meeting its requirement to conduct annual inspections one-third of the time. One-quarter of the inspections were more than four months late. In one

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instance, more than two years had passed since the child care facility was inspected.

When inspections were conducted and deficiencies were identified, we found that the department did not ensure that these deficiencies were corrected before it issued a licence. Consequently, some child care facilities were operating despite known deficiencies. Furthermore, we found that some child care facilities operated without a valid licence.

We also found that the Department of Community and Government Services does not conduct fire inspections of child care facilities twice a year as is set out in its own internal procedures. For the sample of child care facilities we looked at, a fire inspection was conducted twice yearly only about one-third of the time. For two of the child care facilities in our sample, no fire inspections were carried out in 2010, 2011, or 2012.

With regard to schools, we found that the Department of Education does not meet the requirements for emergency evacuation drills. In the schools we looked at, none of the principals carried out the required number of evacuation drills. Failure to conduct these drills jeopardizes students' safety and also the safety of school staff.

We also found that, similar to our observations for child care facilities, the Department of Community and Government Services does not conduct fire inspections of schools twice a year as indicated in its own internal procedures. Fire inspections were performed twice a year in only five of the eight schools we audited.

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Mr. Chairman, we would like to point out that in both child care facilities and schools, the Department of Community and Government Services does not ensure that deficiencies identified in fire inspections are addressed. For example, 60 percent of the deficiencies noted in the fire inspections of the schools within our sample had been previously raised in at least one other inspection. For both schools and child care facilities, we found that regardless of the severity of the deficiency, the follow-up to check whether it had been corrected does not occur until the next fire inspection.

Based on our audit work, we identified a need for the clarification of guidance related to the inspection of child care facilities, including the requirements to follow up on deficiencies.

Further, we recommend that the departments of Education and Community and Government Services work together to clarify their roles and responsibilities, and identify and share the information that is needed to ensure that identified deficiencies are addressed.

In view of the serious nature of our findings, we sent letters to the Deputy Ministers of both departments in June 2013 while the audit was underway. Our goal was to raise concerns requiring immediate attention regarding inspections of schools and child care facilities.

The Department of Education and the Department of Community and Government Services have agreed with our recommendations and have made several commitments in their responses. Mr. Chairman, your Committee may wish to seek details from officials about

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some of these actions. In particular, your Committee may wish to ask how the entities intend to ensure that safety inspections of schools and child care facilities are completed as required and that identified deficiencies are addressed.

Mr. Chairman, this concludes my opening remarks. My colleagues and I would be pleased to answer any questions Committee Members may have. Thank you.

Chairman: Thank you very much, Mr. Campbell. Ms. Okpik, I invite you to provide some opening comments.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, Mr. Chairman, for the opportunity to provide comments from the Department of Education on the findings of the Auditor General's Report on Safety of Schools and Childcare Facilities in Nunavut.

The safety of our schools and daycares and the children, staff, and community members that use these facilities is of the utmost importance to us.

We accept all the Auditor General's findings in this report and we are working together with the Department of Community and Government Services to improve how we conduct, report, and follow up on safety inspections in schools and child care facilities.

Licensing of child care facilities plays an important role in ensuring that our daycares are safe environments for our children.

The Auditor General stated that we must carry out daycare inspections annually

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and ensure that all daycares in operation have valid licences.

We completed the outstanding inspections by December 31, 2013 to make sure that all facilities have current, valid licences. We now issue licences for two years rather than one, and have moved to a ten-month inspection cycle. Moving to a ten-month cycle will help ensure that we meet the requirement for annual facility inspections as per subsection 7(1) of the *Child Day Care Act*, and give us the flexibility needed to deal with any possible delays in conducting inspections, such as staffing, available accommodation in the communities, or weather-related issues.

We are working to develop an electronic early childhood database to streamline reporting and document sharing. This system will include a reminder system, shared calendars, and spreadsheets to help identify upcoming daycare inspections. Identifying upcoming inspections will further help to ensure that inspections are conducted annually as required by law.

The Auditor General advised that we must make sure any non-compliance issues are identified in daycare facility inspection reports are corrected before a licence is issued.

By completing facility inspections on a ten-month cycle, we can issue a preliminary report and ensure the program has time to follow up. This will include the development of a comprehensive follow-up process for early childhood officers.

The early childhood officers will conduct pre-inspection interviews with facility

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directors. This process should identify common areas of non-compliance, potential solutions, and issues that may lead to revocation of a licence. Conducting interviews will allow early childhood facilities to address problem areas, renew insurance if necessary, and arrange timely fire, health and Workers' Safety and Compensation Commission inspections prior to the licensing inspection.

Education will continue to work with the Department of Community and Government Services, the fire marshal's office, the Department of Health's environmental health officers, and the Workers' Safety and Compensation Commission to develop simple communication protocols between all of the relevant parties. These protocols will help ensure that all appropriate reports and documentation are provided to the necessary contacts: the licensed early childhood facility, early childhood officers, and the director of child daycare services.

The Auditor General's report indicated that we need to provide clear guidance on how daycares respond to the results of facility inspections, including how to follow up on deficiencies and how to maintain inspection documents, including fire marshal reports and health inspections.

We are working with Community and Government Services, the fire marshal's office, environmental health officers, and the Workers' Safety and Compensation Commission to review existing reporting structures. We need to ensure that proper lines of communication are established among stakeholders. We will conduct a review of the inspection reporting system

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The Department of Education will adopt a compliance rating system of work that needs to be done in daycare facilities (unrelated to health and safety). This will provide a way to address issues that require the attention of the Department of Community and Government Services and ways to escalate urgent issues.

We are developing additional resources for early childhood officers to guide them in conducting facility inspections, including a plain language guide of the *Child Day Care Act*, checklists, and supporting reference materials.

We are committed to developing an operations manual for early childhood facilities that includes a plain language guide to the *Child Day Care Act* and best practices to ensure programs are well run. The manual will help facilities to better prepare for annual inspections and identify points of contact to help them follow up on deficiencies. Much work has already been done on this topic and I'm happy to report that I have a draft version of this manual with me here today.

The Auditor General indicated that we need to ensure that school principals are conducting evacuation drills as required.

The importance of evacuation drills was addressed at the fall 2013 regional principals' meetings. The Department of Community and Government Services presented at the regional meetings to clarify the roles and responsibilities of each department and the principal's role in conducting and reporting evacuation drills.

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We have reviewed pan-Canadian policies and procedures on fire safety in schools in order to adopt possible best practices. Adopting best practices will provide more effective tracking of fire drills and fire alarm inspections, which are conducted by the Department of Community and Government Services. The department will also be changing its protocol on the number of annual fire evacuations to be consistent with the National Fire Codes' requirement.

A review of the principals' monthly reporting template is being done to simplify the process for principals and streamline data collection to produce reliable and up-to-date information; this includes tracking fire drill evacuations in schools.

The regional school operations offices will conduct a review of their file management practices and look for ways to improve the collection and storage of vital documents like those related to fire safety.

It was stated in the Auditor General's report that the departments of Education and Community and Government Services need to work together to clarify their roles and responsibilities related to school safety, communicate them to staff, and identify and share the information that is needed, including inspection reports, to make sure that identified deficiencies are dealt with.

We will collaborate with Community and Government Services to develop and establish protocols on fire safety, escalation procedures, and maintenance issues. These protocols will identify primary contacts to receive important reports and information. These will

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include contacts in both departments as well as environmental health officers, who will provide copies of their reports and inspections for follow-up, reporting, and tracking. These protocols will help us work more effectively together and ensure a more stringent adherence to safety procedures in schools and daycares across Nunavut.

The above initiatives have been incorporated in a comprehensive Safe Schools Project which has upgraded our policies and procedures in these areas as well as many others. These newly revised resources will be provided to schools as early as the spring of 2014 and will be inserviced at the beginning of the 2014-15 school year.

The recommendations in the Auditor General's report have given us clear direction on what measures we need to take to support the well-being of our students and children, with a strong focus on conducting the inspections needed to ensure the safety of our schools and child care facilities.

I look forward to answering your questions. (interpretation) Thank you.

Chairman: Thank you very much, Ms. Okpik. We all talked about how busy your department is yesterday. Just with the previous hearing that we had, it sounds like the undertaking is even greater than what we had thought for you. I commend you and your department for all the work you are going to be doing.

Mr. Green, I invite you for your opening comments.

Mr. Green: Thank you, Mr. Chairman. Thank you for the opportunity to be here

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today to discuss CGS' efforts to address the Auditor General of Canada's recommendations on school and daycare safety in Nunavut.

The safety and security of our schools and daycares is of paramount importance to the Government of Nunavut. We take the Auditor General's recommendations very seriously.

The Department of Community and Government Services fully participated in the Auditor General's review since its outset last spring through to the release of their report this past November.

CGS has worked in consultation with the Department of Education throughout this process to improve how we conduct, report, and follow up on safety inspections in schools and child care facilities.

Several actions have already been taken which directly address findings in the Auditor General's report. These include:

- Ensuring fire inspections have been conducted in each school and daycare in Nunavut;
- Improving how we track, monitor, and follow up on school and daycare inspection reports so that deficiencies are immediately addressed;
- Streamlining the process for regular and preventative maintenance requests; and
- Developing a Safe Schools Strategy that provides each school a manual on all elements of safety for use in all schools and child care facilities.

Other ongoing actions include:

• Conducting an internal review of the

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Protection Services Division of CGS to improve the legislative framework and inspection procedures related to the *Fire Prevention Act* and the *Boilers and Pressure [Vessels] Act*; and

 Working with Education to maintain strong partnerships and collaboration on facility maintenance and inspections.

Mr. Chairman, I would be pleased to discuss in further detail CGS' efforts to address the Auditor General's recommendations.

Before concluding my opening remarks, I would like to thank the Auditor General's office for their assistance and cooperation throughout this process. I would also like to extend my thanks and appreciation to Kathy Okpik and her staff at the Department of Education for their ongoing collaboration and teamwork on this matter.

Thank you, Mr. Chairman. I will now take your questions.

Chairman: Thank you, Mr. Green. I hope that ongoing communication goes very well between your two departments. Are there any comments or question from Regular Members? Mr. Enook.

Mr. Enook (interpretation): Good morning, Mr. Chairman. Good morning to everyone. I just wanted to ask a question in regard to the whole Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on the Safety of Schools and Childcare Facilities in Nunavut.

How can I formulate my question? Perhaps I will ask a question to Ms. Δ ⁶V
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Okpik first. If this report was not tabled, would the children still be in facilities that are not safe? Would we not be able to notice all the safety issues if the report was not done by the Auditor General? It seems like nothing was done before the report was established. Would the status quo remain if the report was not done? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I thank each and everyone for the Report of the Auditor General. It is evident that they made recommendations that are very serious. We are quite concerned about. First of all, we received correspondence from the Auditor General's office in regard to their concerns. For example, the Department of Education provides many services like income support and elders programming. We had separate offices for people working in early childhood and reporting to the regions.

Since early childhood officers moved to Family Services, they are now reporting to our office. Now that they are reporting to our office, we will be able to deal with them. It's evident that this report is very beneficial to us, but the director of early childhood did not have the authority to give direction to the regions. We would have found out later if the report wasn't done. The action on the safety issues would have taken longer. I thank the Auditor General's office for bringing this out. Thank you.

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

Mr. Enook (interpretation): Thank you,

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Mr. Chairman. I will ask more questions in regard to that when we reach that topic.

In the Auditor General's report, paragraph 7, I have a question to Mr. Green. Mr. Chairman, perhaps let Mr. Green respond to this question.

Nunavummiut know that we're talking about early childhood facilities. They're talking about the safety issues of child care facilities and schools.

Paragraph 7 of the Auditor General's report describes that the Department of CGS was not following its own policies of having to inspect the facilities. The government really wants us to abide by their policies. We have to follow and abide by the government policies. How can the departments themselves not follow their own policies? Was it okay to do that? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. CGS did recognize that it wasn't conducting its inspections twice a year as per its internal procedures. Some of the reasons that contributed to that was the fact that we had two regional fire marshal vacancies in the Kitikmeot and the South Baffin regions. Due to capacity issues we did not have the resources within the department to undertake all of those inspections twice a year. Right now we've recruited those two fire marshals. We now are up to staff. We've actually completed all of our inspections of schools and daycare facilities. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Ms.

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Ms. Angnakak: Thank you, Mr. Chairman. Welcome to everybody today. My question is for the Assistant Auditor General. Can you explain what brought the daycare facilities to your attention, that something needed to be done and then you did the audit? Thank you, Mr. Chairman.

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

Mr. Campbell: Thank you, Mr. Chairman. Thank you for the question. When we were in the early stages of our planning work for the audit on education, we learn things by phases as we go through. We start with some assumptions and we think we know what the big issues are. When we started to realize that there was a risk of significant noncompliance on the safety issues related to schools, we also then asked a question of the daycare facilities.

When we started to see that inspections are not being done and there was no evidence of follow-up, we took the decision to embark on a separate audit, and that's the one that we're dealing with today. As you can recall, in the last few days we have dealt with a lot of complex issues on education, and we didn't want this issue somewhere to get buried within another audit report. We wanted it to really get the attention that it's getting now. We made the decision to do a separate audit, an additional audit.

As we conducted the audit and we started finding what we found, these were clearly very, very serious issues. They needed immediate action. That was the reason we wrote to the two Deputy Ministers in

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June 2013 so that they had the information at that time and didn't have to wait until such time as the audit was completed. Thank you.

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

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. In your opinion, why do you think the deficiencies occurred? Thank you, Mr. Chairman.

Chairman: Thank you for that question. Mr. Campbell.

Mr. Campbell: I'll say two things, but I don't think either of them is an excuse, so I don't want to portray them as such.

Certainly, Mr. Green talked about resources and sometimes there simply aren't staffs in positions to do things. I think also the Chairman, in his opening comments, commented on the Department of Education just has so many big and complex things that they're trying to move. So they have a lot of work. Sometimes they don't have the resources. That being said, this is safety. This is very serious. As Mr. Green has eloquently said already, it's about the children.

I don't want to portray any of those factors as an excuse. Clearly, we think those deficiencies should be fixed. They should have been fixed by now. I was encouraged to hear the Deputy Minister relating to that. I'm sure Members will have questions for them. So they shouldn't been seen as excuses. Thank you.

Chairman: Thank you, Mr. Campbell.

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Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. Did you find in your audit that the people that you interviewed in the daycare facilities, were they just as concerned at you were, or were they numb to it? If it's been happening for so long, "Oh well, we just accept that inspections aren't being done." What's your opinion on that? Thank you, Mr. Chairman.

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

Mr. Campbell: Thank you. Thank you for the question. I'll maybe try and do this in two parts, the bit that I know, and the bit that Michelle and Jo Ann know. I'm going to pass your real question on to them. I will say that when we brought those issues to the attention of the Deputy Ministers, they were on it right away. There was no push back. There was no argument. There was no obfuscating. They got on it right away. I say that because that was my experience in dealing with them.

I am going to ask my colleagues, perhaps Madam Salvail, to answer the question that you did ask, in terms of what went on the facilities. Thank you.

Chairman: Thank you for that, Mr. Campbell. Madam Salvail.

Ms. Salvail: Thank you, Mr. Chairman. I can certainly speak to the schools. I'll have Ms. Schwartz talk about the daycares. When we went to schools and talked to principals, they certainly were concerned about safety. As we mention in the report, there was that whole question of roles and responsibilities.

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They clearly saw things in their school that needed to be fixed and they were worried about the fact that they weren't. So there was a clear understanding that those were serious issues related to safety.

Chairman: Thank you, Madam Salvail. Ms. Schwartz.

Ms. Schwartz: For the childcare facilities, we focused mostly on speaking with the early childhood officers who are conducting the inspections. They noted, as we explained in the report, hesitations and issues they had with the amount of guidance they were provided.

In terms of individual daycares, we did visit a few. For the most part, we didn't have detailed findings in terms of their feelings about the safety issues that they had been explained. That they had heard about through the inspections.

Chairman: Thank you, Ms. Schwartz. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. I have a question for Mr. Green. In his opening comments, he talked about several actions have already been taken, which directly addressed the findings of the Auditor General's report. Why did it take the Auditor General's report to bring these items to light? Thank you, Mr. Chairman.

Chairman: Thank you for that question, Mr. Rumbolt. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. CGS recognized that we weren't doing our due diligence in terms inspections on the GN-owned assets and some of the maintenance requirements as well, prior

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to the OAG audit. We recognized that there was more required in preventative maintenance, and that there was a lack of policies and procedures in place.

Prior to the audit, we were already committed to developing a facility management guideline to clearly define the roles and responsibilities of client departments, and the Community and Government Services with regard to some of those services we provide to our departments. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. We know that the Auditor General, when they do their audits, they only do a portion of the daycares and facilities in our territory, and they base their findings on that. In your opening comments, you said inspections have been done in all the facilities. After these inspections were done, is it fair to assume that the auditor's findings are consistent across the territory and their numbers are fairly accurate? Thank you, Mr. Chairman.

Chairman: A very good question, Mr. Rumbolt. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Once the audits were conducted on the all the daycares and the education facilities, there was no risk that came out of those inspections in terms of any major issues that would produce health and safety risks to the occupants of those buildings.

Some of the issues that we saw from the inspections there was combinations of some operational issues like garbage blocking exits in the facility, sprinkler

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systems didn't have the proper rings around, some of those types of deficiencies. But, there was nothing structurally or anything that I'm aware of was at high risk to shut those facilities down. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. Just one more question. I'll try to be a little clearer. The Auditor General's report said that about one-quarter of the inspections were not being carried out properly. Is it fair to say that one-quarter of the inspections were not being done throughout Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rumbolt. Mr. Green.

Mr. Green: Yes, correct.

Chairman: Thank you. I have no more names on my list. Mr. Sammurtok.

Mr. Sammurtok: My question is directed to Roy Green. You indicated in your opening remarks that all schools and daycares in Nunavut have been inspected. Does that include the private daycares or is it just the school facilities? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Sammurtok. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Just to my knowledge, it's all facilities.

Chairman: Thank you, Mr. Green. Mr. Sammurtok.

Mr. Sammurtok: As you probably

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Chairman: Thank you, Mr. Sammurtok. Mr. Green.

Mr. Green: I will get my official, Ed Zebedee from Protection Services to validate that. Thank you.

Chairman: Thank you, Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Any facility that has been licensed has been inspected. Thank you.

Chairman: Thank you, Mr. Green. I have no more names on my list. I've got a couple of questions. I'll ask for responses from both Ms. Okpik and Mr. Green.

It has been identified through previous challenges of capacity have contributed to a lot of the challenges that we've had on the inspection, on the licensing side, as well as the actual infrastructure inspections. There are a lot of lofty goals that are mentioned in both your opening comments to improve the communication between your departments. How comfortable do you feel with the current capacity of your departments and the communication goals that you set out to this legislature? I'll ask Mr. Green to respond first, please.

Mr. Green: Thank you, Mr. Chairman. In terms of the fire marshal's office, we are pretty much fully staffed now, so we have the resources that, we believe, going forward, to be able to meet our obligations in our internal procedures in

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terms of the inspection of all GN facilities.

We are working very closely with the Department of Education in terms of developing the Safe School Manual that we previously talked about. CGS has also developed a facility maintenance guideline. That has already been posted on the CGS website. It gives all the work order requests. It gives a list of the staff that you need to discuss with in terms of maintenance. We also have an escalation procedure in place in the event that some of our client departments contact CGS for preventative maintenance. If that maintenance is not done, then there is an escalation process that they can follow to make sure that the appropriate deficiencies are addressed.

In terms of the inspection reports, we've redefined our inspections report to break them down in terms of operational and preventative maintenance. Those inspection reports are reviewed by our partners as the management department. And then they would share any operational deficiencies in the Fire Marshal's report back to the Department of Education, or any other applicable department.

Any of the preventative maintenance remains in CGS and is deemed to be urgent, immediate action is taken right away. Thank you.

Chairman: Thank you, Mr. Green. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think there are realistic goals in terms of the work that we're doing with Community and Government Services.

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We've had our very key staff working very closely together in developing the fire safety manual for principals, which we have a couple of copies here if people wanted to see. With the SAFE Schools document, we can go into more detail with that later on, with respect to updating all the protocols and putting them into one central place.

Three out of our four early childhood officer positions are filled. With respect to communication, they've participated in the drafting of the manual for them to get a strong education on what's in the Act and the regulations, and how the checklists are out. They're very detailed in terms of each specific part of the regulations that have to be followed with respect to the inspection of daycares. The other too, our early childhood officers no longer function through regional directors. They report directly now to the early childhood education manager, who will be provide that guidance and oversight.

One of the things we've been having discussions with Community and Government Services is ensuring that we receive the fire marshal's report that we can more closely monitor any compliance issues that need to be addressed with daycares. So that protocol that we'll be finalizing should address that. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you very much for that response, Ms. Okpik. I also have a question for you, Ms. Okpik, on the licensing term cycles. It has been switched to two years rather than one for the child care facilities. I looked it up in the Act and basically it said the determination of the Minister on the

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length of the term that the licences are approved for. What made you use a two-year term versus going over a longer period? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's administratively just so much easier to do a two-year licence. However, that doesn't stop us from the annual inspections. Due to a number of factors, a lot of our daycares weren't getting inspected within that 12-month timeframe. So we've moved it to track it now for a ten-month timeframe, which gives us a window, if it's not done in the ten months, then very quickly follow up.

The other thing that we're doing is we ensured that if staff is off on annual, or off on leave, that an early childhood officer from another region can come in and fulfill those duties. The other we have done is cross-trained two additional early childhood workers that work on the resource development side, which will be able to go into community to be able to do daycare inspections. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Campbell, I've also got a question for you. It's basically a lot to do with the first question that I asked both Deputy Ministers. Your staff and your office have gone through, in quite minute detail, the capacity and the issues that have resulted in this report. How comfortable are you with some of the timelines in the work plan? I'm sure that the departments have submitted to you on rectifying some of these issues. I know they've got great plans. How do you feel that the issues will be dealt with? Mr. Campbell.

Mr. Campbell: Thank you, Mr.

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Chairman. As auditors, we always prefer to look back than to look forward. From my experience in dealing with the two departments, I had no doubts that the Deputy Ministers took this seriously from the first time we mentioned it to them.

As I mentioned earlier in response to another question, there wasn't any pushback or reluctance that we saw. There's always a danger, I think. There's always a risk that the departments want to undertake those fixes and make the effort. Sometimes, as we've found out on the education audit, some of those things don't go according to plan and can get slowed down. So there's always that risk.

If I may, Mr. Chairman, one of things that perhaps your Committee might want to consider would be to ask for updates from the departments going forward so that in the event that some of the work goes slower than planned, you'll be aware of that information and, as Mr. Enook had said, not have to wait for an audit to bring that to your attention. You may want to consider that. Thank you.

Chairman: Thank you, Mr. Campbell. There have already been some discussions from this side of the room on keeping the departments accountable to some of the work plan goals.

At this time, I have no other names for the opening comments. I will move on to the paragraph-by-paragraph review of the 2013 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut on the Safety of Schools and Childcare Facilities starting with paragraphs 1 through 5. Any questions or comments? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr.

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Chairman: Thank you, Mr. Rumbolt. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. I'm going to ask if I can refer that question to Madame Salvail.

Chairman: Thank you, Mr. Campbell. Madame Salvail.

Ms. Salvail: Thank you, Mr. Chairman. We met with all the people you mentioned with the exception of contractors. Thank you, Mr. Chairman.

Chairman: Thank you, Madame Salvail. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. In the course of your audit, did you review inspection processes themselves or did you mainly focus on whether or not inspections had been conducted? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rumbolt. Madame Salvail.

Ms. Salvail: Thank you, Mr. Chairman. Our audit focused on the inspection reports themselves. Thank you.

Chairman: Thank you. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr.

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Chairman. I have a question for the Deputy Minister of Education. In paragraph 1 of the Auditor General's report, it noted that early childhood officers who carry out inspections of child care facilities are appointed by the Department of Education. Currently, are all early childhood officer positions filled? If not, how many vacancies are there? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have four early childhood officers: one in the Kitikmeot, one in the Kivalliq, and two in the Baffin. There is one vacancy in the Baffin right now, but the competition just closed, so we hope to start screening very shortly. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you very much, Ms. Okpik. I have no more names on my list. Now I do. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. This question is for the Department of Education. How often do the early childhood officers and the fire marshal meet to go over any concerns that they might have come across? I would like to know if that's changed since the audit. What were you doing before and what are you doing now? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Maybe just to elaborate a little bit more. The Kitikmeot Early Childhood Officer

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is located in Cambridge Bay. The early childhood officer for the Kivalliq is located in Rankin Inlet, and the two early childhood officers for Qikiqtaaluk are in Pangnirtung. They don't meet with the fire marshal. The fire marshal goes and does the inspections, submits the report to the early childhood facility. That has been one of the concerns that we had raised and are working through that protocol to address to ensure that early childhood officers receives the fire marshal's reports, as well as within our headquarters function. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that answer. The same question, but regarding principals in schools and the fire marshal, I'm trying to get a good sense of the communication line and where it broke down before, and how you're fixing it now. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends)
Again, I'm not sure exactly where the fire marshal's report goes to once the school is inspected; I believe it is right to the principal. Again that's one of our things in the protocol that we need to address, in terms of it coming to either the regional school operations level for follow-up. In the fall of the new school year, in 2013, we met with all our principals at the three regional principals' meeting, and Community and Government Services also came and sent representation to all three meetings to review fire safety and

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fire evacuation drills. Our message to principals was the need to document that the fire drills had to been taking place. In anecdotal discussions that we've had with principals and regional school offices, the fire evacuation drills had been happening on a number of occasions, but had not ever been documented. During the audit they looked for the actual documentation of the paperwork where it was conducted. I was pretty confident pretty much across the board that fire evacuation drills were taking place, but just not documented. So we've streamlined our principal monthly reporting process to ensure that the reporting is taking place and that we'll be able to track it.

The other thing with the Fire Safety
Manual that was jointly developed
between Community and Government
Services and the Department of
Education, coming out we're much more
confident about the changes. It also
clarified what the roles and
responsibilities were of the principal
versus Community and Government
Services. For example, if you have boxes,
or different things blocking a fire exit,
then it's the responsibility of the principal
to ensure that those types of obstacles are
removed.

The other common thing that comes up about schools is that as teachers, we love to put children's work up on the walls and display it, but there is also a certain amount of paper that you can only put up. So principals need to ensure that school staff adheres to those types of things.

With respect to actual fire inspection, and whether the panel is working, those types of things that was indicated, that was the responsibility of Community and

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 Government Services. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. How well do you think principals know the fire codes? Like you said, you can only have certain amount of paper up on the wall, and things like that's news to me. I'm sure, as a principal, they would know things like that. Do you think there is more training that's needed? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) No doubt. There's always more training needed. That's the reasons we always have regional principal conferences. For new principals, they get extra more days, in terms of in-servicing. They all meet again to meet and go over different aspects of their job.

We need to provide principals with the tools and we need to provide our regional school operations with the tools. We do have our guide now for fire safety plan for schools. We're hoping that again, this will be a working draft where any type of information as we move forward that we feel is missing, so talking about national codes, and whatnot, will be addressed through that.

Also the Safe Schools document that we've compiled together as well that looks at anywhere from lockdown, lockin, shutdown. So we've gone into very in-depth detail working with the RCMP, CGS, and our partners, even reporting the

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number of people, possibly, in wheelchairs, for example. If you have to evacuate, what's the plan to evacuate the students, those different types of things that we've been really working on and have documented. We had a lot of existing documents that we've updated and centralized as well, that will be inserviced as well. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. My question is for the Assistant Auditor General. In your opinion, and maybe you want to pass it to your lovely ladies over there, how in the smaller communities that you audited, did you find there were less inspections, or were they kind if the same within the five communities? Thank you, Mr. Chairman.

Chairman: Thank you for that question. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. Thank you for the question. Yes, I'd like to pass this question to one of my colleagues, and it would be Madam Salvail.

Chairman: Thank you, Mr. Campbell. Madam Salvail.

Ms. Salvail: Yes, Mr. Chairman. We didn't do the analysis to determine whether it was more prevalent or less prevalent in bigger or smaller communities. Thank you.

Chairman: Thank you for that response. Ms. Angnakak.

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

Mr. Campbell: Thank you, Mr. Chairman. I believe it's in the audit. Back to a previous answer I gave, it's not an excuse. These are serious steps, evacuation drills, inspections, and all those kinds of things. Whoever is responsible for them has an obligation to make sure they document that, because in the worst of scenarios, how would you ever been able to demonstrate that you had done your job if you hadn't documented it. Sometimes in bureaucracies people think documentation is just documentation. It's absolutely vital for public servants carrying out their duties to be able to demonstrate that they've met their obligations. I can't say enough about it that if you're going to do something important, you must document it, and you must be able to demonstrate that you've done it. Thank you.

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

Ms. Angnakak: One last question. This question is for the Assistant Auditor General. In the schools, who were the people you spoke with when conducting the audit? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Campbell.

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Mr. Campbell: In the visits that I did, we certainly talked to principals and teachers. Thank you.

Chairman: Thank you for that response, Mr. Campbell. I have no more names on my list. I just have a quick question for Mr. Campbell. Were ratios considered in the child care facilities, the ratios of the attendees could have an impact on safety on any evacuation process or even just overseeing the children, were ratios taken into consideration during the audit?

Mr. Campbell: Thank you, Mr. Chairman. No, this is about safety. This is about children, and things were either done or they weren't done. So we didn't go into looking for a whole bunch of reasons why things might have been done differently in different schools. Thank you.

Chairman: Thank you for that response. Mr. Joanasie, please proceed.

Mr. Joanasie (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is for the Office of the Auditor General. The audit focuses on fire inspection, boilers and electrical inspection as well as evacuation drills. Did you guys note any other types of safety procedures that schools or childcare facilities conducted on a regular basis? Thank you.

Chairman: Thank you for that question, Mr. Joanasie. Madame Salvail.

Ms. Salvail: Thank you, Mr. Chairman. We are aware that there are health inspection done at daycares and they are done by the Department of Health but they were not part of our audit. Thank you.

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Chairman: Thank you for that response. Mr. Joanasie.

Mr. Joanasie: Thank you, Mr. Chairman. My other question is for the Department of Education. You had mentioned about lockdowns. I think that's part of safety. Do all schools conduct lockdown drills? Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not confident right now to say if they all do lockdown procedures, but I do know that a large number of schools do both lockdown and lock-in procedures. We've had several incidents over the last few years where we've actually had real life lockdowns within schools. So, that's something that's of great importance to us.

Again, through the Safe Schools Initiative document that was done, we've clearly outlined what the difference between what a lock-in is and a lockdown. I know that here in Iqaluit, schools and students have actually gone through drills in the event of someone coming into the school, that and their safety was compromised. We know those types of things have taken place.

The other thing that we are doing, which is a pilot here in Iqaluit, specifically at the request of the Iqaluit District Education Authority, is to look at all the entrances of all schools and determine safety. For example, it's different from community to community with respect to schools. Some schools lock all their doors, except the front door, after the bell has rung. Some schools may keep their

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doors open. I have been in discussion with staff, one of our IQ principles of *Tunnganarniq* is being welcoming. Locking schools down like that kind of goes against it. For the safety of our students, we are documenting what schools have different procedures in terms of locking all their doors and keeping one door open.

For example, for the middle school, because the main entrance goes straight into a stairwell, we're now moving the front entrance back to its original place so that whoever comes into the school can be monitored. We are looking at a buzzer and camera system for a couple of the schools as well. This is at the request of the Iqaluit District Education Authority. We've basically started to assess the schools and not just the schools but looking at daycare facilities as well in terms of what type of extra safety supports they would need and what the cost would be as well.

I live in Iqaluit and all the daycare facilities I have gone into, you can just basically walk into. That's a concern for us as well. So we're going to be working with daycares further on that in terms of determining policies of keeping doors locked or having a buzzer and camera system and those types of things. We have done some work in that area. (interpretation) Thank you, Mr. Chairman.

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

Mr. Joanasie: Thank you, Mr. Chairman. My last question is going to be for both departments. You mentioned the lockdown drills and then Madame Salvail had mentioned that they noted that child

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care facilities do health inspections. Are there any other types of safety procedures or inspections that are conducted by either department that wasn't covered within the audits? Thank you.

Chairman: Thank you. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. At least twice a year, CGS headquarter staff and the regional staff do visit all communities and do detailed inspections of all facilities across the territory. At least once a year, we have as and when contractors that go in and do inspections on fire alarms and boilers in every community throughout the territory. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Ms. Okpik.

Ms. Okpik (interpretation): Thank you. (interpretation ends) We conduct the daycare inspections by the early childhood officers. There are a number of items that have to be satisfied, so I don't know if you want me to go into some of the details with respect some of the things about ensuring the facility is in good repair, proof of immunization of children and staff, proof of completion of monthly fire drills, proof of staff with first aid and CPR certificates, and even the proof that staff are in good health. Those are some of the ones that we have been much more non-compliant in.

I can get into some of the details, but ensuring that there are criminal record checks for all staff and volunteers, things like maintaining a first aid kit on the premises, and the documentation of the emergency procedures for fire. I have a whole list, a checklist here that we can provide just what the list shows that the

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early childhood officers, when they go into a daycare and inspect, it's pretty detailed, so we can provide the actual document itself. (interpretation) Thank you, Mr. Chairman.

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

Mr. Mikkungwak: Thank you, Mr. Chairman. I'm not sure. I guess I'll ask this question to both Deputy Ministers. When we look at safety of schools and child care facilities, and there's a variety of inspections that are undertaken by the various inspectors, my question here would be to both the Deputy Ministers. In order for the inspections to be carried out in an accordingly timely fashion, who has the final say on the inspections and to ensure that they are carried out? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. In terms of the inspections under the *Fire Prevention Act* and the Electrical and Boilers Acts, the responsibilities are with the Fire Marshal's office and the other inspectors. Once they do their audit and their findings are noted, they are sent to the respective client departments within the Government of Nunavut.

We have a bring-forward system in place now that once those findings have been identified, then the bring-forward system is in place still to make sure that we follow up and that any deficiency noted in those inspection reports are dealt with immediately. Thank you.

Chairman: Thank you, Mr. Green. I'll take this opportunity to remind Members

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that this is the introduction and the focus of the audit. We will be getting into a lot of the details later on during the report proceedings. Mr. Shooyook.

Mr. Shooyook (interpretation): Thank you, Mr. Chairman. I, too, have a question in regard to the report. I have a question for the Auditor General.

In his report, it states that the department can provide a letter of authority. For example, they have given a letter of authority to the daycare centres so that the daycares can operate without a licence. With that, when licence is very important, what does that mean? Even though they don't' have a licence, they can operate.

Chairman: Thank you, Mr. Shooyook. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. Thank you for the question. Daycares should operate with a licence and prior to getting a licence, they should have met the requirements that they need to meet. In some cases, there were deficiencies in the safety aspects of the daycare, yet they were provided with this letter in lieu of a licence. It's about the safety of the children. Daycares should not have a licence unless they meet the requirements of the licence. Thank you.

Chairman: Thank you for that response, Mr. Campbell. Mr. Shooyook.

Mr. Shooyook (interpretation): Thank you, Mr. Chairman. Children are very important, including the safety of the children. I understand the way it is written that the daycares can operate without a licence. Personally, I find that it's very serious. Later on after the report

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has been done, providing daycares licences after they have met all the criteria or legislation, I know that I'm not a firefighter, but this is quite serious for me. I believe that the daycares should be provided a licence only after they have met all the requirements. Thank you, Mr. Chairman.

Chairman: Thank you for that question, Mr. Shooyook. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We acted upon this right away with the letters of authority. Before the daycare receives the licence, we provided a letter of authority, and then we told the daycare that we will be there. They will use this for the time being.

The early childhood legislation was grandfathered from the Northwest Territories and it has never been amended. We're still using the old procedures with the letter of authority. We're no longer using the letter of authority and all the daycares have been inspected to date. On December 13, 2013, all the inspections were completed for daycares. Thank you, Mr. Chairman.

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

Mr. Shooyook (interpretation): Thank you, Mr. Chairman. Thank you for that explanation. We're still following the grandfathered legislation from the Northwest Territories. Since I'm a new Member of the Legislative Assembly, I realize now that we need to amend our legislation. I urge the department, now that we're governing Nunavut; we need to plan well for the early childhood legislation for the safety of our children. I would like to see the legislation amended

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during our tenure here. Thank you, Mr. Chairman.

Chairman: Thank you very much for that comment, Mr. Shooyook. I didn't hear a question in there. I have no more names on my list. We will move along to paragraphs 6 through 8 under the Observations and Recommendations on safety of child care facilities. Any questions or comments? Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. My question is to the Department of Education on page 4, 6, the second bullet, "keeping a first aid kit and manual on the premises." We talked about how you check to see if they have their first aid certification and they get criminal record checks. Is that also applicable to private daycares and how is that enforced in private daycares? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Maybe to provide some clarification about daycares, daycares are societies unto themselves. Even if they're in a government facility, they're still operated by a society. In essence, they're all private daycares; some just happen to be in a government facility and how they're funded is a bit different with their contribution agreements, for example. There's a lot that they have to do.

The criminal record checks are a big one. When one of the Members talked about inheriting the Act from the Northwest Territories, something that we would like to look at is making some immediate amendments to the regulations that deal

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with the area around criminal record checks.

Currently how it is, you get a criminal record check. All staff and volunteers do have to have a criminal record check completed. If it shows that there's a conviction of an offence involving a child, then the department discusses it with the operator if that person should be hired or allowed to volunteer or not.

We want to have the legislation tied so that no person who has a conviction of an offence involving a child is allowed to work or volunteer in any licensed child care facility where children are present. That's a bit of a grey area.

The big difference between child care workers and teachers is that teachers coming into our system have to have what we call a vulnerable sector check, which is over and above a criminal record check. We're thinking about looking at child care workers having that same type of standard of having a vulnerable sector check.

However, we're a bit concerned right now because we monitor what happens at the federal government level with respect to fingerprinting. As of July 1, for example, if you go to their website, they indicate that they're going to a digital system for fingerprinting. If we do the paper process, which we currently do right now, it will take up to 22 weeks to get your fingerprints processed and that's the approximate timeframe, but through a digital process, it would take about three days.

That's one area that we're working with the Department of Finance and the Department of Justice with to get some CΔ°d4 Λ'd5Δ° 4°J4σ°b°dU°NJ PaΔ°a° Λ'd5°t4T ۲°SNLT° 1275° 15Δ±5°5°σd Δ°baΔ5°d°°SC74°5°6°NJ <ΔΛ&°σ. Ċ°a C°« aJàn°b°C74°5°6°NS°°. 4LJ°CD°° 4°Pσ°°S'° <ΔΛŰ.

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clarification on how we move forward because it will impact more than daycare workers. It will impact, at the local level, our custodians, our student support assistants, our school secretaries, people hired within the territory, for example. That's something that we are talking about.

Some of the areas where, once we got the audit completed, we did follow up with all the daycares to ensure compliancy. The main item that we're still having some issues with in terms of compliancy is ensuring the facility is in good repair. Right now, the Department of Education doesn't provide any type of capital monies to daycares that are not in government facilities.

Proof of immunization of children and staff, for example, again, we will have to be working closely with the local health centres in determining immunization, and again, proof of completion of the monthly fire drills. With children being so small, sometimes the workers don't want to take them out into the extreme cold temperatures, for example. So we're going to be working with the daycare directors in terms of how we ensure we have these drills take place, even silent drills where you don't hear the big alarm so kids aren't scared with that.

One of our other issues is proof of staff with first aid and CPR certificates. In some communities, it's not offered at the local level. Some of the other issues about often staff can't get staff time off or they don't have other people to cover off their shifts to take part in the courses.

Again, with our Safe School initiative that we're taking, we've undertaken and bought a significant amount of first aid <ΔΛΑϽϤʹυ^{*}^{*}Γ^{*}Οσ[†]. ϤͰΔ^{*}CP[†], Δα^{*}Δ'
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equipment and CPR course material for schools. So we're going to be working with the school side to ensure that when those courses are available within the communities that daycare workers are provided with that training.

The other thing too is that they need a certificate from the health centre, or from a doctor that says that the staff is in good health. That has been a bit of an issue. These are main compliance issues that we're working through with daycares right now, for the majority of them.

After the inspections there were about 30 regulations out of 82 listed that were not compliant with these five facilities. After we did the follow-up, about 18 of the regulations were not compliant in the five facilities. We're still working on addressing the compliancy issue with the daycares. (interpretation) Thank you, Mr. Chairman.

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

Mr. Savikataaq: Thank you, Mr. Chairman. I thank Ms. Okpik for telling us all the stuff that are done and not being done, and that the teachers need criminal record checks, but teachers are government workers, and the government has control on who they hire. That's easy to control.

My question was does the government have direct control on who is hired to work in daycares because they don't directly work for the government? That's what I asked. If someone has a criminal record, can the government stop the daycare from hiring that person? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The short answer is no, because they are societies and we work with them through a contribution agreement. We make recommendations to them, but ultimately, it's the daycare society that would make that choice. It's not different than DEA employees. Mind you, they still have to have a criminal record check. In this case, we make the recommendation and then we rely on the daycare board to decide whether or not they will employ the individual. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I'm sure Members will note in your work plan that you've scheduled the review of the *Child Day Care Act* for next year if the legislative proposal is approved. I'm sure all Members will be paying attention to that. Mr. Savikataaq, *Taima*? Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I just want to do a bit of a follow-up on my colleague's question in there. Perhaps before we do that, we've been talking about the different types of daycare. I am wondering if you can give us an overview about the different types of daycares we have in Nunavut, and what your role, as the department is, with those daycares. Just so we're all on the same page and we all get a good understanding. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you,

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Mr. Chairman. (interpretation ends) We have 53 licensed child care facilities in Nunavut. So there are different types of licensed facilities. The primary role of the Department of Education is to assist communities in the start up of daycares, working directly with a society that has been created that wishes to open a child care facility. Our staff will meet them to tell them what all the requirements are, provide all the documentation, in terms of start up, and then there has to be a fire and health safety inspection before they can proceed, and such things as electrical approval, and those types of things, if it's a new daycare.

What our staff also does is actually to go the physical space where the daycare will be because that will determine the number of children that will be in that facility. So there is a space ratio, and I don't have it in my brain right now, but it's different for toddlers, ones that are not in the baby area, clear instruction in kitchen space, sleeping space, play space, and so all those ratios are determined by the amount of space, also the ratio for the number of early childhood workers that would have to be with in respect to the number of children that are within that space.

So we have the primary responsibility for licensing and providing start-up, and then ongoing operational funding. Like I stated earlier, the funding requirements between early childhood facilities in government facilities and not in government facilities differ, for example. So because the 25 out of the 53 facilities that are operating in Nunavut are in buildings, they don't get the same amount of funding for example for electrical, water, and those types of things, because a daycare that's not in a

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 government facility would have to be paying the power bill, and the water bill. Of course, that's incorporated into their agreement.

How we do the funding allocation. We changed it a few years ago where it used to be a 50-50 allocation. So 50 percent of their contribution was based on the attendance within the childcare facility, and 50 percent just the direct payment. We found that this was too burdensome for daycares, the childcare facilities, so we changed it to a 75-25 ratio. So they get the 75 percent of the contribution agreement and 25 percent of it is based on attendance.

So those are the major things within the Department of Education. There are, what we call After School Programs that we license. So you have after school programs in schools. We have pre-school programs. We also license and inspect the seven Aboriginal Head Start programs in Nunavut. We also license day homes. The after school programs, the pre-school programs, and then the child care facilities. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you for all that detail, Ms. Okpik. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you too. That gives me a lot to go on. Just following up with my colleague's question about employing daycare workers, could you not, through the contribution agreement, stipulate that every person that's going to be paid to be employed there through your contribution has to have a criminal record check? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak.

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Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, all people who are going to be volunteering and working within the daycare do have to have a criminal record check. It's where it comes back "may" or "may not." You would have to get fingerprinting. When the results do come back, then basically we make the recommendation to the society whether or not someone should be employed or volunteer. I think that's something that we can certainly take a look at to see if we can go around the regulations and do that through the contribution agreement. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Looking at number 6 on page 4, about the *Day Care Act*, this is for the Department of Education. In your opinion, how well do you think each early child care educator knows the Act that they're operating under? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. I'll allow the question, but we are on safety of childcare facilities. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think there is room for a lot more training of daycare directors. Therefore, we've made the commitment to provide plain language version of the *Child Day Care Act* Regulations. However, if our legislative proposal was approved for a review, then it would make sense to do it afterwards, unless there are provisions that we think wouldn't change. We do

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have a draft manual, again, I have it with me, that's for early childhood officers and daycares. It's an operation's manual for daycares that outlines all the rules, responsibilities, the policies that they need to develop. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. The reason why I raise No. 6 is because it talks about the Department of Education is responsible for inspecting child care facilities annually under the Daycare Act. I'm bringing this up because I think it gives us a good idea of what kind of circumstances early childhood educators are working with, their training, and that.

I guess my next question with that, has any childhood educator in the past, before the audit, raised any safety concerns with your department? Thank you, Mr. Chairman.

Chairman: Thank you for that question, Ms. Angnakak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Not to the best of my knowledge. However, we have raised safety concerns with daycares and been in contact with them immediately. If they don't comply within a certain amount of time, then the result would be a revocation of their daycare licence.

I got a call one day that a child was walking outside on the road and the daycare workers didn't realize that the child had left the premises, and that someone had found the child. We took

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

Ms. Angnakak: Thank you, Mr. Chairman. I have two more questions. One is again for the Department of Education in regard to ensuring that daycares are following the rules. How hard is that to monitor? If you don't have anybody right in the community, is it to really monitor that the rules and the codes are being followed. You talked about ratios where you have workers versus how many children can be under their care. How do you monitor that that is followed? Thank you, Mr. Chairman.

Chairman: Thank you for that question, Ms. Angnakak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) We have a very lengthy checklist and requirements for the daycares. The information is to be provided to the early childhood officers within the region. For example, the daycare has to keep a registry of its employees. It has to keep a registry of criminal record checks and that type of thing. So we're looking at ways of ensuring that information is much more readily available either at the headquarters level so that we can track. Again, we're creating a database system.

Currently, our early childhood managers is working with about eight to ten

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The other thing that we're doing differently this time is that often we went into the communities without notifying the daycare and an inspection would take place. We're taking a proactive approach now. So what we'll do is we'll provide a pre-checklist that says we are coming into your community within the next two months. Here are all the things that we're going to be looking at. Therefore, when the actual inspection takes place, those are the specific things that are going to be looked at when the inspection takes place. It's more proactive. It gives them the opportunity to do the correction, rather than on site being told you're not doing right. We have a pre-checklist, and checklist, and then follow-up.

So we have three different things that we're doing to ensure that daycares are becoming compliant with some of those issues. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: My last question is for the Assistant Auditor General. One can you clarify that you did go into daycare facilities, first of all? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. I believe Madam Salvail mentioned earlier

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that they had gone into daycare facilities. Ms. Angnakak.

Ms. Angnakak: Thank you. I am wondering if they found different infractions across the board, or were they kind of the same, depending on which community you went to. If the code was broken in this section, was the same code not followed in other communities? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Ms. Schwartz.

Ms. Schwartz: Thank you. We didn't do an analysis to compare the communities, or the different daycares. We just look overall at whether deficiencies were identified and if they were followed up by the early childhood officers. Thank you.

Chairman: Thank you for that response, Ms. Schwartz. We'll take a ten-minute break and return at 10:50. Thank you, everyone.

>>Committee recessed at 10:30 and resumed at 10:53

Chairman: Thank you, everyone. Any final questions or comments on sections 6 through 8? Mr. Mikkungwak.

>>Laughter

Mr. Mikkungwak: Thank you, Mr. Chairman. I just have one question on No. 7, bullet 3. It says, "...licensing of childcare facilities on annual inspection results." Would there be adjustments made if a standalone child care facility was renovated on this? To Deputy Minister of Education. Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) For child care facilities that are not in government offices, that is one of the things that we are looking at and that may be some of the reason for noncompliance, ensuring that the facility is in good repair. For example, it may be anything from a leak to the need to replace the boiler, those types of things. Currently we do not have a capital budget to provide to daycares to able to do these repairs or fixes neither do we have renovation monies.

A lot of it is up to the societies to fundraise. So you will see a lot of childcare facilities undertake fundraising activities to support activities that are outside the monies that we do provide for them. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I have no more names on my list. We will move along to paragraphs 9 through 11. Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. On No. 10, I will need further clarification. First of all, I will ask a question to the department that does the inspections and following the *Child Day Care Act*, subsection 2(3) of the Child Day Care Regulations states that an application for a daycare facility licence must not only have a report from the fire marshal regarding compliance with the National Fire Code of Canada, but must also include a report from the health officer regarding compliance with the *Public Health Act*. Did your audit evaluate whether or not health

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inspections had been conducted at child care facilities? That's my first question. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Ms. Schwartz.

Ms. Schwartz: Thank you. We do not report on whether health inspections were completed in the daycares that we examined. Thank you.

Chairman: Thank you, Ms. Schwartz. Mr. Enook.

Mr. Enook (interpretation): Why is that or was that outside of your audit? That's my other question, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman. Thank you for the question. Our logic that led us into daycares was safety and so we looked at the requirements for inspection and the lights in relation to safety, and that led us to you needed to have a safe daycare in order to get a licence. I accept that there are other conditions in order to get the licence, but our focus was not primarily on determining all the things that were required to get a licence. Our focus was on safety aspects and so we did not audit the health portion of it. Thank you.

Chairman: Thank you for that response, Mr. Campbell. Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. Again on No. 10, and I did ask a question on it earlier, but I would like further clarification. This morning, I stated that it's a bit much when we are not in compliance when it

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comes to the safety of our children. Here we find that there are safety concerns. My question was whether we would be in non-compliance if an audit hasn't been done.

Regarding the letter of authority, you use the letter of authority that they are not required to get a licence, but they have to be in compliance in order to receive a licence. It even states here on 10 that "The Department adopted this practice to allow childcare facilities to operate until an inspection could occur." Why is it that we are in non-compliance when the regular Joe Inuk is required to comply? Thank you.

Chairman: Just for clarification for the Anglophones in here, it is letters of permission. It's coming across from the translators as letters of authority. Yes. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not going to use it as an excuse. We acknowledge that we weren't following the Child Day Care Act and Regulations. This Act was a carryover from the Northwest Territories. Also, all of the processes that we had been following were carried over. And so, when we did receive the letter from the Auditor General, I realized that we were not compliant with the Act and regulations. Immediately we ceased using the letters of authority and ensured that all daycares had been inspected. So that was the first course of action that we took. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you for that response Ms. Okpik. Mr. Enook.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I would think so. We've flagged it out two years ago and the need to review the Child Day Care Act and to amend it. Two years ago we had a meeting with one representative coming in from each community. I think we've had two meetings so far and the first meeting was approximately two years ago and we started asking them what is required or what needs to be changed under the Child Day Care Act. Last year, we had another meeting with the kindergarten teachers and we got some feedback from them. There were some immediate actions that were required, for example, looking at the deficiencies and with the present Act that we're following and the by-laws, we have put them in the manual on the operation of those facilities. Thank you, Mr. Chairman.

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

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Mr. Enook (interpretation): Thank you, Mr. Chairman. If you'll allow me to ask two questions with one question, so therefore, I'd like to ask two questions at the time. My first question is if you ever had to shut down a daycare because there is no license?

My second question, Mr. Chairman, the letter of authority states that without the license you can operate with a letter of authority, even though we're not following the legislation or the criteria. Who signs that letter of authority? Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. For the latter of your question, I will respond to that. The letter of authority that was provided to the early childhood officers in the regions, we are no longer using the letters of authority.

For your first question, I don't quite remember your first question, so if you can state that again. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. The member had asked to whether any licensed child care facilities had been closed due to lack of a licence. Ms. Okpik.

Ms. Okpik (interpretation): For the daycares that were using letters of authority, they would not be shut down. I can tell you that we've closed some daycares because they were not following parts of the policy. Sometimes the daycares close because the society did not apply to the Department of Justice or

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because some daycares are not in good standing, that's why we had to close them.

In regard to the letter of authority, we have never shut down a daycare. We're no longer using the letter of authority. All the daycares have now been issued a licence. Thank you.

Chairman: Thank you for that response, Ms. Okpik. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. My question has to do with paragraph 9 on page 4, and it's for the Deputy Minister of CGS. I was wondering if the Deputy Minister can give us assurance today that CGS is now conducting regular inspections to all schools and daycare facilities. Thank you, Mr. Chairman.

Chairman: Thank you for that question. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. To the best of my knowledge, all daycares and schools have been inspected by the fire marshal's office, and that we've also have developed an inspection schedule to do those facilities again this fiscal year. Thank you, Mr. Chairman.

Chairman: Thank you for that response, Mr. Green. Ms. Angnakak.

Ms. Angnakak: So just to confirm that the fire marshal has gone to every single school and daycare facility in every community. Thank you, Mr. Chairman.

Chairman: Thank you for that clarification, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman.

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Yes.

Chairman: Thank you. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I wonder if you can elaborate if these inspections were for mainly preventative or were they for repair. Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. In terms of the fire marshal's office, the fire marshal's office responsibility is to go in and make sure, if there's a sprinkler system in the building, that its certificates have been renewed, they check the fire extinguishers, make sure that they are up to date. They check to see if there are any obstructions in the building that would prevent around emergency areas. The fire marshal, unless they are some minor repairs, would be required if there are holes in the walls, so that those would get addressed through the fire marshal's office for the report as well. Thank you.

Chairman: Thank you, Mr. Green. Ms. Angnakak.

Ms. Angnakak: Just for clarification. Thank you, Mr. Chairman. Just for clarification, does the fire marshal report to your department? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The answer to that is correct. It does. Thank you.

Chairman: Mr. Green. Ms. Angnakak.

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Ms. Angnakak: Thank you, Mr. Chairman. Can you explain why you didn't have this process in place before the audit? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Unfortunately, we were aware of some of the inspections that weren't done prior to the audit. Some of the rationale, why this wasn't being done, was because of the capacity issues within two of the regions where we didn't have assistant fire marshals. Because of the capacity issue, we were not able to do all of the facilities as per our internal procedures. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Is it because of the audit that you were able to get that capacity? Why was it a problem before and not a problem now? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. We had a number of positions that were out for a number of years that we were unable to recruit. Having said that, the process with the department going forward is that we are not going to use capacity as an excuse, we have to find a way to manage capacity to make sure that we carry out the inspections as required under the *Fire Prevention Act*. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Ms. Angnakak.

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Chairman: Thank you for that question. Mr. Campbell.

Mr. Campbell: Thank you, Mr. Chairman and thank you for the question. I don't believe that we've ever encountered something like a letter of permission. We have done audit work in at least one other territory and actually in the federal system, where in office buildings, down south in the federal system, they were not doing the fire drills, the evacuation drills; in that case, we issued the letter, a similar type letter as we did in this case. I don't believe that other jurisdictions have used a letter of permission. Thank you.

Chairman: Thank you for that response, Mr. Campbell. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I guess my next question is for the Department of Education and for CGS. Who has the trump card when it comes to the safety inspection of schools and child care facilities? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. With respect to CGS, it would be the

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Office of the Fire Marshal. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. Earlier, the Auditor General's office stated that they did not include public health inspections in their report. I will ask my question to the Department of Education whether or not we should be concerned that public health inspections are being done in the daycare facilities or not. Thank you, Mr. Chairman

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) To the best of my knowledge, they are taking place. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I have no more names on my list. Moving on to paragraphs 12 through 14. Any comments or questions? I have no names on my list. Paragraphs 15 through 17. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I just want to ask the Department of Education. How does the department work with the daycare facilities to ensure that operators comply with and consistently apply the Act? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The regulations are very detailed with respect

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to compliancy and what specifically needs to be done. We have about 80 regulations that we follow. So we have a checklist for the 80 regulations. So it's like a written policy of program goals and objectives that must be provided. For example, they have to have a required proof of \$1 million public liability insurance; registry files should include the name and phone numbers of the contact person of the Early Childhood Program for the Department of Education, I can go on. I can provide this list so everyone gets a clear idea of what the checklist for every daycare. So this is provided to them.

As I stated before, we've done how we're going to undertake inspections differently. We have the pre-inspection letter and documentation that goes to the child care facility. It will identify the areas that need to be addressed, possibly from the last inspection, but also specifically the whole list of things that need to be adhered to with the daycares.

We'll provide the Committee in terms of all the checklists that we have, the regulations that need to be followed, and then with the development of the Child Care Facilities Operation Manual, it will clearly lay out all the requirements for the daycares. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr. Chairman. Your answer went over the checklist and stuff. What I'm really trying to get at is the fact that there are a lot of early childhood educators that has a high turnover rate. What I'm trying to get at is you have your list and that, but how

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are you going to ensure that the rules, regulations, and codes are known by the people that operate these facilities. Do you have a process that every month you are going to get together? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) So we're hoping to bring all the child care facility directors together. The director is to be the one that has been trained in that aspect around early childhood.

Moving forward, we haven't advised the child care facilities yet, but we've basically purchased many offices for them. So they'll come with a computer and we hope to be able to install consistent financial program for them to be able to track their finances, a scanner and printer so that when we do communicate with them that it's there so they can scan documents and send them to us, for example, or we can send them stuff. That purchase has been made. We're just waiting for them to come in and to be able to advise all the daycare facilities about this purchase. We're going to bring them all together and inservice them on the manual. We hope to do a financial component piece as well.

So as our systems develop, we hope to have things possibly on the learning objects repository that I talked about yesterday or on our website where people can access, specifically, the forms, the plain language version of the Child Care Act and regulations. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I

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think you just informed the daycares of the purchase. I'm sure every director out there is very excited right now. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. That's very good news to hear. Just following up to that comment though. When we talk about the *Child Day Care Act* do you feel that child care facilities are funded well enough to actually carry out the duties under that Act? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) As we go forward with looking at a review that would be one thing that we'd certainly like to take a look at. We give consistent amounts for daycares. We know they're out there fundraising for different types of programming. The wage set up is determined by each society and how much a parent pays for each of the child care facilities is set by the society, itself. It ranges per community, per child, up to a number of children in the communities. Again, we'd be willing to share all that information.

I can't explicitly state if we're funding them enough to enact the Act and daycare regulations. What we don't do is we don't provide minor capital funding or any type of capital funding for daycares. I can say from that perspective, that's a gap. (interpretation) Thank you, Mr. Chairman.

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

Ms. Angnakak: Thank you, Mr.

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Chairman. My last question to the Department of Education would be how they addressed the fact that early childhood officers were applying ratings on daycare facilities inconsistently? Thank you, Mr. Chairman.

Chairman: Thank you for that question. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) How the checklist is designed is strictly a yes or no. What we've determined is that we need to develop a rating system that possibly goes from one to ten. This is not the health and safety aspect, but it would go towards programming, play-based education, also the different types of regulations that are in there about keeping a registry, and those types of things, where you would have things that would weight much higher, when you'd want to determine compliancy; for example, the kitchen and the separation from the kitchen, and such things.

We even note that if a child care worker is holding the baby's bottle or not. All those details come into play when we're doing the inspections. Automatically, when our early childhood officer go in, they're going to be looking at are the workers playing with the children, are they undertaking their activities, are there play-based material, are there different types of how it's set up in terms of where children are sleeping, that type of thing.

We want to develop a rating system that gives some weight to more things that we think should be weighted more. We're just in that process right now. (interpretation) Thank you, Mr. Chairman.

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

Mr. Mikkungwak: Thank you, Mr. Chairman. I have a question to the Office of the Auditor General on number 16. In that paragraph, right in the middle, "one officer indicated that the facility was compliant with regulations, while the other indicated non-compliance." With those two individuals, were they both certified officers? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Ms. Schwartz.

Ms. Schwartz: They were both Early Childhood Officers under the Department of Education. They were employees of the Department of Education...(inaudible)...process for those officers.

Chairman: Thank you. If all the Members and witnesses can either give a thank you or somehow close their comments so people will know which microphones to turn on and off. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I will now ask the department. When you have a situation of that nature, should they be certified individuals so that we don't come across this situation? Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I can get additional information from one of my witnesses. (interpretation) Thank you.

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Chairman: Yes. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) They all have their Early Childhood Education diploma. In terms of training, when it was under three regional offices the training may have been different, but now that it's under one manager, the training is all consistent and the same. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you for that response. Thank you for Ms. Leafloor for providing it. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. My question here then is when you have a situation of that nature, who would have the final say, or who overrides who? Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) If I could get clarification of what nature, as I'm not sure as to specifically the detail. (interpretation) Thank you, Mr. Chairman.

Chairman: Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. One officer indicated that the facility was compliant with the regulations, while the other indicated non-compliance. So when we have that situation between two different officers, who has the final say? Thank you.

Chairman: Thank you, Mr. Mikkungwak. I think the Member is trying to find out whether the facility was

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Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends)
Thank you for the clarification. As I stated previously, the three regions had oversight over the early childhood officers. As of April 1 of last year, when they restructured, they all now report to the manager of early childhood. Any type of inconsistencies like that would go to the manager of early childhood. So she would meet with the staff.

Now that they're all reporting under one person who can interpret the Act and the regulations, we are in a much better position now to be consistent with all daycares across Nunavut. (interpretation) Thank you, Mr. Chairman.

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

Mr. Mikkungwak: Thank you, Mr. Chairman. Thank you for the answer. My last question here would be if they are following the *Child Day Care Act*, as indicated earlier, they do receive a diploma, should they not be certified officers to enforce the *Child Day Care Act*? Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) In our view, they're certified. They do have the requirements as listed in the job description. In terms of opening and closing, all these decisions are brought to the Manager of Early Childhood, and then they are also communicated with me as well. It's pretty consistent now how

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the information and communication flow is now. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I have no more names on my list. We will move on to paragraphs 18 through 20. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. In the response to one of the Auditor General's recommendations, the Department of CGS said it would hire a consultant to conduct a performance assessment on Protection Services Division. Has this consultant completed his work? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rumbolt. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The consultant has been hired. Right now the consultant is developing the legislative framework and the policies and procedures that we want to implement to just to improve roles and responsibilities at the Fire Marshal's office. We suspect that report should be done within the next 60 days. Thank you.

Chairman: Thank you, Mr. Green. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. When this report is completed, will it be tabled in the Assembly, or can we get a copy of that report? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Rumbolt. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. I have no objective of releasing the report, either tabled in the House, or released to

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the Members. Thank you.

Chairman: Thank you, Mr. Green. I look forward to receiving that report. Any other names? I have no more names under this section, paragraphs 21 through 24. Any comments or questions? Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. On paragraph 22 of the Auditor General's report, it states that "When deficiencies are identified, we found that inspection reports do not specify who should address them." It's like they go nowhere. "We also found that, no matter how severe an identified deficiency might be, the follow-up to check whether it has been corrected does not occur until the next fire inspection." Is that no longer the case, I hope? Thank you, Mr. Chairman. I'm directing my question to Ms. Okpik.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I can only speak to the deficiencies that the department and school staff would be responsible for. As I stated last fall, during our regional principal's conferences, we reviewed the roles and responsibilities of where CGS would be involved and where the Department of Education.

So for example, for blockages of exits and ensuring that there is not too much paper on the wall, those types of things, would be the Department of Education staff at the school level. For example, when it comes to things like inspections of fire extinguishers, smoke detectors, the sprinkler system, it would be the

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responsibility of CGS. I don't know if Mr. Green would like to elaborate more on that. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The previous inspection reports that were completed by the Office of the Fire Marshal for deficiencies didn't separate operational findings with preventative maintenance findings in their inspection reports. We have since changed those reports now so that it's clearly identified what are the operational issues and deficiencies within those inspection reports and what are the preventative maintenance deficiencies within those reports.

Our protection of assets, the property asset management reviews those reports and they send it to the appropriate departments for follow up if it's on the operational side and if it's a preventative maintenance side and if it's deemed to be urgent, critical action is taken immediately. We also have set up email accounts for all departments to send their fire marshal's reports to protection services, and then it's being monitored on a daily basis to make sure that any deficiencies that have been identified in those reports are acted on within reasonable timelines. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. Probably if I go back to Kathy's response regarding the schools or the school principals, has the

responsibility but what about the daycares. Who is responsible for reviewing the deficiencies and getting it fixed? Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I would like to get some of my staff over here so that I can have an appropriate response.

Chairman: Ms. Okpik would you like to add a witness to your table?

Ms. Okpik: That would be great, thank you. While she is coming, maybe I can take the liberty of answering the question. So with respect to follow-up with daycares, it's the daycare society that has to follow-up, since it is a private entity, so it would be their responsibility to follow up. However, unless it's in a government building and if the deficiencies are identified to be preventative maintenance, then CGS would be responsible for that. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I would like to welcome Ms. Leafloor to the witness table. She is the Manager of Early Childhood Development of the Department of Education. Mr. Enook.

Mr. Enook: (interpretation) Thank you, Mr. Chairman and I would like to thank you for your response. Going to Mr. Green's comments, he indicated that after inspections, they worked on the ones that need immediate attention. Could you give us an example of what is important enough to get first priority on the maintenance list? Thank you, Mr.

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Chairman: Thank you, Mr. Enook. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. In terms of the preventative maintenance, if the sprinkler system hasn't been certified, we would hire somebody immediately to go in and do an inspection of the fire sprinkler system and make sure that it is functioning properly. If the alarm systems are not functioning properly, we use one of the contracts to take care of the alarm systems immediately. If the fire extinguishers needed to be replaced, then those types of equipment would be taken care of immediately, anything that poses a threat to the occupants of those buildings. Thank you.

Chairman: Thank you, Mr. Green. Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. I would then direct my question to Mr. Campbell. In paragraphs 21 to 23 of your report describes the types of deficiencies that were noted in fire inspection reports of childcare facilities. Can you provide some examples of what is considered to be severe deficiencies? I hope you understand. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Madame Salvail.

Ms. Salvail: Thank you, Mr. Chairman. Some of the examples would be the emergency lights are not working in the daycare. For example, the drapes in the daycare windows that are not fire resistant, those would be examples of severe deficiencies. Thank you.

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Chairman: *Merci*, Madam Salvail. I have no more names on my list. Mr. Sammurtok.

Mr. Sammurtok: The Auditor General's recommendation to the Department of Community and Government Services should ensure that the fire marshal's report specify who is responsible for addressing deficiencies with the Department of Education. (interpretation) He indicated that they follow that. My question is in regard to private daycares and if they are provided those too. Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. As I indicated earlier, the deficiencies that are highlighted by the fire marshal are given to the daycare society. If it's in a government building then it would be up to us and possible CGS to fix the problem. We don't provide any funds to be used for maintenance of the daycare facilities. For example, if they had no fire retardant drapes, we don't provide that kind of money. Thank you, Mr. Chairman.

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

Mr. Sammurtok (interpretation): Why is it that there is no consistency in the way the child care facilities are operated, depending on whether they're in the government buildings or if they're private. Thank you, Mr. Chairman.

Chairman: Thank you for that question, Mr. Sammurtok. Ms. Okpik.

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Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, there seems to be a lot of inequity between daycare facilities within government buildings and nongovernment buildings. Through the contribution agreement, we do fund them differently.

However, the previous government, recognizing that there was a lack of daycare space and knowing that no capital funding was offered to the communities to create facilities, this government committed to ensuring that every time that there was a major renovation, addition, or the creation of a new school, that daycare facilities would be added to address the shortage of daycare facilities within the territory. Thank you, Mr. Chairman.

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

Mr. Sammurtok: Protection Services Division within Community and Government Services will undergo a review of existing practices, procedures, and policies in the fall of 2013. I'm asking the Deputy Minister of Community and Government Services if this is including the private daycare centres. (interpretation) Thank you.

Chairman: Thank you, Mr. Sammurtok. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The current review that's ongoing for the Office of the Fire Marshal is an internal review with respect to the statues and regulations and the policies and procedures within the division. Reviewing daycare facilities and any other GN properties is not a part of the

review.

The statutes says when you do fire inspections from time to time, our internal procedures say that we would do it twice a year. So what we're doing, as part of the review, is looking at the legislative framework. Looking at some of the other jurisdictions just to understand if we need to change some of our requirements is the focus of the review. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. I have no more names on my list. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. A follow-up to my colleague's question here regarding paragraph 24, the department's response to CGS, whether it be a government infrastructure or a private infrastructure, would his department offset additional funding to meet the deficiencies of the inspections? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. In terms of responsibility under the fire marshal's inspection requirements, if it's an operational issue then the responsibility is with the client department to correct these deficiencies. If it's a GN owned asset, it is the responsibility of Community and Government Services to correct the deficiencies within those GN owned facilities. Currently, it is not a part of the Department of Community and Government Services to provide funding to private enterprises. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr.

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Mr. Mikkungwak: Thank you, Mr. Chairman. I'll ask the Department of Education. Would they offset funding to the private daycare facilities to offset the deficiencies? Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, we do not have the funding to offset any deficiencies, but if you would note in the work plan, we will be preparing some paperwork to look at the costs of different types of replacements and stuff like that to see a cost analysis. We will go from there. (interpretation) Thank you, Mr. Chairman.

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

Mr. Akoak: Thank you, Mr. Chairman. Just to follow-up with my colleague. We are trying get our young students to go to school and they have children. I believe what I was getting at is we need our children's children to be safe in the daycare centres. We should be fixing up their problems so they can be safe in the facilities. Thank you.

Chairman: Thank you, Mr. Akoak. I take that more as a comment than a question. I just have a brief question for Ms. Okpik. You had mentioned earlier on in one of your responses that you restructured the Early Childhood Division of your department on April 1 of last year. In your opinion, how has that enabled better communication with other divisions, specifically to the fire inspection reports and identifying

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responsibility of any deficiencies that are outline? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) That restructuring took place as a result of a lot of our programs that we delivered previously. They were moved to the Department of Family Services. Each of the regional offices had responsibility for the delivery of Income Support, apprenticeship, and various programs; included in that delivery was also the daycare work.

The early childhood officer reported directly to a regional director. It is the regional director who supervises those early childhood officers and gets their plans. There was a very indirect reporting relationship to the manager of early childhood. Since the restructuring took place, I can say that the effectiveness of consistency and the communication between directors from the early childhood right to the manager of early childhood. It seems to be working the best for us right now.

However, you will note in our work plan that we will look to further restructure, because we also have two early childhood development officers, who look after resource development and supports to DEAs under the *Education* Act for that \$1.6 million. They're in a different division on the curriculum side. We want to look at bringing everyone together under one roof so that there is more cohesion and more cross training so that in the event where we have staff shortages, or weather-related issues that we can ensure that the continuation of daycare inspections takes place. (interpretation) Thank you, Mr. Chairman.

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Chairman: Thank you for that response. I have no more names on my list. With recognizing the clock, I will start off with the next section. However, I will note at twelve o'clock I may cut off question and re-visit after lunch break. We'll continue on paragraphs 25 through 31. Any comments or questions? Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. My question is to the department on the report on page 10, paragraph 26. According to the *Education Act* a school principal shall ensure the safety of students, staff, and others on school premises. Once a principal has noted a safety problem to the proper authorities-, are they not responsible for safety anymore because they report it? That's a pretty strong statement. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Clearly, the principal has the responsibility and the DEA as well. When it comes to facility management and repair, it's the responsibility of Community and Government Services. Typically, what happens, Mr. Green talked about an escalation process. So internally, we have one as well I think to add a bit more detail to the escalation process.

In order for repair or replacement work to be done in the school, the principal is required to complete a work order request form, which then is faxed or emailed to the Community and Government Services' regional facility manager for asset management. The Community and **Δ৽/«ኦር**» (ጋቪት/ቢሆ): የፀታ°ሲቮኑ, የኦንተ/ቦ°ውና.

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Government Services' Asset Management Office will then initiate the work through the settlement maintainer or an outside contractor.

If the issue remains outstanding for five business days, the principal will then submit a copy of the work order to our department's manager of capital planning to determine why the work is delayed. And then the manager will contact the appropriate personnel at CGS and attempt to get the outstanding work completed. In the event the work remains incomplete for an additional five days, my manager of capital planning will submit a copy of the work order to his supervisor, who is the director of corporate services, and he will contact the appropriate personnel at CGS.

Mr. Roy will note, in the past, where I feel things that need to be dealt with immediately, then I will sometimes flip him an email, but I'm really happy to say that we have a really good working relationship where I can't even remember the last time I had to send him an email.

Our goal between CGS and Education is to keep our lines of communication open and flowing, especially with preventative maintenance stuff. (interpretation) Thank you, Mr. Chairman.

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

Mr. Savikataaq: Thank you, Mr. Chairman. My next question is to the Auditor General's office. On page 10 of your report, it indicates that the Department of Community and Government Services met with the Department of Education to "discuss establishing a communications protocol

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for reporting progress on fire inspection reports." In your view, what type of communication protocols are most effective for ensuring that fire inspection reports are addressed in an efficient and timely manner? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. Madame Salvail.

Ms. Salvail: Thank you, Mr. Chairman. I don't think we have a particular preferred way or tool to be adopted, but clearly I think that whatever the tool is, it needs to be really clear what the roles and responsibilities are, who is responsible, and when it is going to take place.

I would also add to that the fact that.... I mean it's good to have a document and some process, but it's important to reiterate that over and over because what we have seen in schools is that principals are there for a year, and then it's another principal. Sometimes that principal didn't have time to attend training. It's very important to do it often so that everybody is on the same page. Thank you, Mr. Chairman.

Chairman: Thank you, Madame Salvail. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I'll direct my question to the Deputy Minister of Education. No. 31, the recommendation, "The Department of Education should ensure that school principals conduct evacuation drills, as required." I'm not sure if it's going to be a question; I guess it's more of a comment.

Can the Deputy Minister look at changing the directive on the particular

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word "should"? I think that with all the children in the school infrastructures, that word should be changed to "must" to ensure that the safety of all our school children. I'm just wondering if the Deputy Minister can make that a directive instead of the word being "should" that it be "must," that school principals "must" conduct evacuation drills. Thank you.

Chairman: Thank you, Mr. Mikkungwak. The recommendation is from the Auditor General's office. They don't have any authority to dictate to the department, but I'm sure Ms. Okpik does have the authority to dictate to the principals on how frequently evacuation drills are done. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Principals must conduct evacuation drills. As stated previously, we're amending our monthly principal reporting form to ensure that all documentation of fire evacuation drills is conducted. That's one thing.

In addition to that, we have a document that very clearly outlines what the roles and responsibilities are within Department of Education staff. We have here the responsibilities of the principal or the designate if the principal is out of the school. We have responsibilities of teachers and the school administration staff and responsibilities of school custodian staff, and then responsibilities of the fire wardens within the communities, and then facility or maintenance staff, and then the IT staff.

So it goes on and on to look at fire prevention and safety where we have documentation that we're going to be Ċ°α ▷'b▷ዖ'™ Ϥ/²ኦ™C▷'□Ϥ'ι ▷'bԵʹ·Ͽσ
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providing to all principals and schools on roles and responsibilities, our fire safety planning, the fire emergency procedures, the fire drills, a fire bag, and then also fire logbooks, and then fire prevention resources, and then there's a section on the Office of the Fire Marshal of Nunavut, and No. 10 addresses training, and then we have a number of forms that we're using.

So we will have floor plans and site plans, a fire incident form, a fire watch form. In schools where fire alarms aren't working, we have to do fire watch for the school to remain open, a training report, and then the fire logbooks where we have daily log sheets, weekly, monthly, quarterly log sheets, and then the annual log sheets.

It's quite detailed now in terms of how we prep for fire safety within our schools. Between the staff within CGS and my staff in Education, I think we have covered off a significant amount that addresses fire safety within schools. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you for that response, Ms. Okpik. I have no more names on my list. We will return at 1:30 after lunch, starting with paragraphs 32 through 43. Thank you.

>>Committee recessed at 12:01 and resumed at 13:28

Chairman: Welcome back, everyone. We are going to proceed with the paragraph-by-paragraph review of the 2013 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut titled "Safety of Schools and

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Mr. Mikkungwak: Thank you, Mr. Chairman. Paragraph 39, the very last sentence here "None of the schools...had boiler inspections completed." My question would be to the Office of the Auditor General. Was that the secondary schools or the elementary schools? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Ms. Salvail.

Ms. Salvail: Thank you, Mr. Chairman. That would be both; some elementary, some high school. Thank you.

Chairman: Thank you. Mr. Mikkungwak, next question.

Mr. Mikkungwak: Thank you, Mr. Chairman. Paragraph 36, I guess that would be to the Deputy Minister of CGS. In the middle of the paragraph, "Further, we found that the Fire Marshal identified safety risks as many as nine times." Have those safety risks been taken care of? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The new inspection report of the Office of the Fire Marshal now identifies the follow-up dates for any inspection deficiencies within those inspection reports. Based on the information that I have, the deficiencies that have been identified either have been corrected or in the process of being finalized. Thank

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you, Mr. Chairman.

Chairman: Thank you for that response, Mr. Green. Mr. Mikkungwak.

Mr. Mikkungwak: My follow-up question would be as indicated this morning within a ten-month timeframe. Will that be met? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. It is our intention to have all those deficiencies completed within the next two to three months. We are currently doing our annual tours in all facilities across the territory. We just finished the Baffin region, and once we get the information from those inspections compiled, we'll be coming out with an action plan to address any maintenance issues that were identified during those reviews.

We also have tours scheduled for the Kivalliq and the Baffin regions for May and June as well. Once those reviews are completed it will give us an indication of what's left to be dealt with and it will be dealt with as soon as those reports are completed. Thank you, Mr. Chairman.

Chairman: Thank you for that response, Mr. Green. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. Thank you for the answer. Moving on to paragraph 42, Deficiencies known from 2010, "These reports found many deficiencies in Nunavut schools, including missing or empty fire extinguishers." Has that already been taken care of seeing that they're in a government infrastructure? That would

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be my question to the Deputy Minister of CGS. Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Those deficiencies have been taken care of. Thank you.

Chairman: Thank you. I don't have any other names on my list. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. This question is for CGS. I didn't hear you say you're going to inspect the Kitikmeot. Is that coming some time? Thank you.

Chairman: Thank you, Mr. Akoak. Maybe if you clarify which region is going to get inspected in May and which one in June. Thank you. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. We'll be doing the Kivalliq region in May and the Kitikmeot region in June. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. Going back to paragraph 39, the timelines to fix the boiler inspections or to deal with those deficiencies, what timelines are taken into consideration? How many months for boiler inspections, considering the nature of the size of a boiler? Thank you. That would be to the Deputy Minister of CGS. Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman.

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Ϳሲ° (Ͻʹ៶λΛΟυ'): ʹϭͿϧ·ʹαΓ⁺, Δ⁺ν'«ϷϹʹ⁺. Ρ«ʹʹʹ⁺ LΔΓ CΔbσʹϲʹ⁺ͻͿϤ. ϟ⁻ʹ·⁺Ϳ⁺√⁺<⁻ ʹ⁺የበ٬ΓϷ₋ΔϤʹ⁺ν'C. ʹϭͿϧ·ʹαΓ⁺, Δ⁺ν'«ϷϹʹ⁺.

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Protection Services will be doing inspections on all the boilers again this upcoming fiscal year. We do have some contracts, and some of those boilers are inspected on a daily basis. In other situations we have settlement maintainers within those communities who also go in and do maintenance checks on the boilers. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. My question is to the DM of CG&S. On page 13 of the Auditor General's report, it states that "None of the schools we audited had preventative maintenance annual inspections of their electrical equipment in 2010-11 or 2011-12." However, during the Assembly's recent deliberation on the department's 2014-15 capital estimates, it was noted that the department has conducted Nunavut school assessments for the past few years to identify and address the status of all schools across Nunavut. Why weren't preventative maintenance inspections on electrical equipment not included in the school assessments? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Savikataaq. I believe that's addressed to Mr. Green? Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The statute within itself doesn't really give us the frequency that we should be doing electrical inspections. Typically, we don't do electrical inspections once the facilities are completed. We do electrical inspections if there are some renovations or changes to the building footprint.

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We did have a conditional assessment done for all GN municipal assets. That was done about 12 to 16 months ago. This information is all compiled in DFA asset management software. Basically, we are doing a program review now to take all this information that's been on those conditional assessments to rank and prioritize, the high risks would be dealt with immediately, anything that needs to be dealt with immediate future will be and then we will come up with a schedule to address it through the capital planning process if we need substantial capital investments. Thank you, Mr. Chairman.

Chairman: Mr. Green. Mr. Sammurtok.

Mr. Sammurtok: My question is directed to Deputy Minister of CGS. It's regarding boiler inspections. As you indicated, that the facility maintainers do the inspection, they are not qualified to do the inspections, what they do is they do the annual servicing. A boiler inspector goes into the communities to do the certification. Does this mean that you do not have enough boiler inspectors on staff? Thank you.

Chairman: Thank you, Mr. Sammurtok. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. I will answer those questions but I will have Pat, my Director of Protection Services, correct me if I'm wrong. But it was my understanding that we do the certification once the new boilers are installed and then we do maintenance checks on those boilers on an annual basis. Sometimes, like I say, on a daily basis. If we replace a boiler, then it has to be certified before we can bring it into production. Thank you, Mr. Chairman.

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Chairman: Thank you, Mr. Green. I have no more names on my list. Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Chairman. On No. 42, I have some questions. It indicates here in the Auditor General's report that these reports found many deficiencies in Nunavut's schools and the deficiencies have been known since 2010, including but not limited to missing or empty fire extinguishers. Those deficiencies have been known since 2010. These fire extinguishers are a big part of the safety issue, then how come those deficiencies were still there when they have been known since 2010. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. The Fire Marshal's inspection reports in prior periods did not have a follow-up, a mechanism to follow-up to make sure that when deficiencies were noted, that there was no follow-up with the departments to ensure that those deficiencies had been corrected. We recognized that, through the Office of the Auditor General, we needed to change our procedures, and we have done that. We have changed the inspection reports now to break down, in terms of their operational or preventative maintenance. If there is preventative maintenance, we address those issues right away. We do have follow-up timelines. If we don't get a response back, then we would followup with our maintenance staff to make sure that those deficiencies have been corrected. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Enook.

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Mr. Enook (interpretation): Thank you, Mr. Chairman. For further clarity, since fire extinguishers are one of the most important, why is it that there were missing or empty fire extinguishers in a school environment or in daycares? Why it is it that they weren't noted and fixed. I can't see the reasoning behind missing or empty fire extinguishers. Maybe there is a good reason. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Enook. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. That's very difficult question for me to answer. All I can tell is moving forward, that the procedures now that we do visits to all of the communities twice a year. We inspect the fire extinguishers. We inspect the buildings to make sure if there are any deficiencies there that they are noted. Any issues that are addressed to the fire marshal's office, we do have proper procedures now to make sure that those deficiencies are corrected. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I just have a couple of questions there to the Deputy Minister of CGS. In looking at paragraph 40, are the inspectors overwhelmed or their work demands are too much that they had to put off other inspections required? Thank you.

Chairman: Thank you, Member from Baker Lake. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. There was a previous decision made to

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re-allocate the resources from the fire inspections to the new Housing Trust units that were being built. At the same time, we did have capacity issues within the department. There were at least two assistant fire marshal positions that are vacant. Moving forward, what CGS has done is that they've implemented annual inspections on all our facilities.

We've developed a ranking to inspect buildings that are considered high risk like health centres, schools, hamlets, garages, anything that is core basic infrastructure, if something would have to be done, those facilities would present high risk to the GN. We do now have a list completed, and we do have one ranked and prioritized. However we'll go in and do the inspection for the upcoming year. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. So I guess my follow-up question is when you look at the schools and the inspections, what number do they rank in comparison to a new Housing Trust building that's just constructed? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Any new facility like housing corporation, before they can be essentially completed, it requires an inspection by the fire marshal' office. That's an ongoing process. At the same time, we also realize that part of our requirements in the statutory to act is we must complete inspections on all GN facilities. Basically, we look at the

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occupancy in those buildings. In terms of the public occupancy, students and daycare units, we do everyone every year, but we try to deal with the highpriority buildings like education and schools. Thank you, Mr. Chairman.

Chairman: Thank you for that response, Mr. Green. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. So is it fair to say that ranking of your inspections is the critical, key component is capacity-based? Thank you.

Chairman: Thank you for that question. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Based on the programs that are delivered out of those facilities. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. I have no more names on my list. I've got a couple of questions.

Mr. Green, on section 35, it talks about the fire inspection deficiencies. I know Ms. Okpik covered this a little bit earlier, but I would like to get your perspective on how the communication has improved to the point now where I can feel comfortable that if there's a deficiency mentioned in a report from the fire marshal's office, somebody will be taking care of it. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Over the past two years, we have developed the facility management guidelines that clearly identify the roles and responsibilities of client departments and CGS in terms of preventative maintenance or any other improvement to those facilities. We have that on our

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website and we also have the list of all staff within CGS that is responsible for each community. So there is a way now for the client departments to be able to contact the appropriate CGS facility maintainers if they have issues with buildings.

At the same time, we also created new fire inspection reports from the fire marshal's office that not only break it down from operational to preventative maintenance, but it also has a BF system in place where now we actively follow up within a week to make sure that any issues identified in the fire marshal's reports are being addressed. Thank you, Mr. Chairman.

Chairman: Thank you for that response, Mr. Green. Ms. Okpik, I covered it briefly during the Committee of the Whole appearance during the capital estimates. There is a number of dollars that are allocated to your department to deal with ongoing maintenance and asneeded issues. What type of communication with the Department of Community and Government Services is done to establish the priority on how those funds are utilized? A secondary portion of that, if you wouldn't mind going into it, Ms. Okpik, is: how did we get to this state that we're currently at when your department has been allocated over, I believe, the last four or five fiscal years? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, the Department of Education is allocated funding and we do work very closely with Community and Government Services.

With respect to priorities, after the

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assessments were done for all schools, we provided the information in 2010 to the Department of CGS and it was fed into their system so that they're aware of all the deficiencies that need to be addressed. Typically, with the amount of money that's available, it's not typically for things like fire extinguishers because, in our view, that's preventative maintenance.

With the monies that we use and what I do is, either through CGS, who advises me, or on our determination, we will look at, for example, boilers, a significant amount of boiler replacements that are taking place. What I'll do is I'll advise the Committee to let them know that we're moving funds and this is done by a letter from the Minister to the Committee advising them that we're moving funds out of that pot of money for different things, whether it be floor replacement, roof replacement, boiler replacement.

Once that letter is received, we do a delegation of authority where I sign a paper and it gets sent over to CGS and the budget from Education is loaded into CGS, and then they take care of the rest. So if they have to issue a request for proposals or a contract, that is then taken care of by the Department of CGS. We jointly look at the priorities and we allocate the money to CGS, and then CGS acts on our behalf as the client department. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. I appreciate that clarification. We will continue on with paragraphs 44 through 47. Any comments or questions? I have no names on my list. We will continue on with the conclusion, paragraphs 48 through 51. Ms. Angnakak.

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Ms. Angnakak: Thank you, Mr. Chairman. My question is for the Assistant Auditor General. I was wondering if you can tell me, through your audit you got an understanding of how long these deficiencies had been in place. How far back do we go with this? Thank you, Mr. Chairman.

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

Mr. Campbell: Thank you, Mr. Chairman, thank you for the question. We go in back three years for the audit work that we did. We also referenced a report that the Department of Education had done in 2010 that had identified a significant number of deficiencies. I think the answer to the question is that the issues were many, they were pervasive, they were serious and they had existed for quite some time. Thank you.

Chairman: Thank you for that response, Mr. Campbell. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. Thank you for that response. I guess I'd like to ask the same question to the Department of CGS. How long do you think that these mis-inspections and other deficiencies, how long has this been going on? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Prior to the audit of the office of the OAG, at this point we recognize that there were issues within CGS of not addressing the preventative maintenance issues within the territory. As a first step, what we did, I mentioned earlier, the first

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step is that we did a conditional assessment of all municipal and GN assets to get an understanding of what the conditions of those facilities were. They will now be populated into an asset management software program.

At the same time, we also recognize that there are procedures and responsibilities with regards to maintenance. Some of the repairs were not clearly understood. We have actually undertaken a review; we have completed the facility management guidelines. Based on that and based on the changes that we have made to the *Fire Prevention Act*, we think now that we have the processes in place, that we can be more proactive in moving forward in the future to address maintenance issues within our facilities across the territory. Thank you, Mr. Chairman.

Chairman: Thank you for that response Mr. Green. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman and thank you for that response. Just wondering then as a follow up, the facilities management guidelines, are principals and early childhood educators familiar with these guidelines? Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Angnakak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Kathy can correct me if I'm wrong, but I think that over the last six months, when the principals were having their annual meetings, CGS staff met with the DEAs and the teachers to make sure that they understand who to contact, explain what our roles are within CGS, and then we work closely with the Department of Education development of the Safe

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Manual for the principals and schools so that they understand their responsibilities and what the responsibilities of CGS are. I think they have been also advised during those discussions that they could use the CGS website and get the contact information, if they want to follow up for repairs. We have come a long way, we are still committed to improving the processing.

Chairman: Thank you, Mr. Green. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman and thank you for that answer. I'm just wondering if we've had any near misses at schools or even daycare facilities because of mis-inspections. We've had a couple of fires over the last 10 to 15 years, is there any relation to that or can you maybe talk about that a bit with us? Thank you, Mr. Chairman.

Chairman: Thank you for that question. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. I don't have that information with me to be able to determine whether the cause of those four fires in those buildings had anything to do with the inspection of those buildings. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Savikataaq.

Mr. Savikataaq: Thank you, Mr. Chairman. I don't have a question, but this is the conclusion, so this is just a comment to both DMs. Just from listening to the stuff that all these safety issues have been ongoing and from long time ago. It appears that it took a letter from the Auditor General to get the fire

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going to get the stuff done and it didn't take long to get it done. Because the letter was just issued in June and most of the stuff is up-to-date and they have their plans and I can see that they have a work plan here, who is responsible, and they have a timeframe.

Listening to Ms. Okpik and Mr. Green that their communications are open and good, which apparently it wasn't before but it's good now. I just hope that the line of communications and everything else goes good from now on because it appears to be corrected now and we seem to be going the right way in this safety issue. Keep up the good work. Thank you, Mr. Chairman.

Chairman: Appreciate that comment, Mr. Savikataaq. Ms. Okpik, did you want to comment on that?

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes. Prior to 2010 we did receive monies under our capital budget to be able to conduct a facilities assessment for every single one of our schools. We really felt that we needed to have all of our schools assessed. So there were several areas. I know that our Minister has made the commitment to table the assessment. We are just in the process right now in getting translations for certain sections of it for some members and then we will go through the approvals process of getting it tabled. From my understanding, Community and Government Services will have a response to the assessments that we table.

We have been deeply concerned and this is prior to Roy taking on the assignment within CGS, so when we did get the assessments done we provided all the

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information. I had stated at that time, Education could only do so much with respect to some of the big repair items and the boiler replacements. Hence, once the assessments took place then we were able to secure funding to look after things like boiler replacements and the flooring replacements.

I think that Education is in a different position from other government departments because we have that money to be able to provide to CGS to upgrade and to address deficiencies that fall under the scope of that money.

Moving forward, we look forward to continually working with CGS to look at the preventative maintenance side, for us that is a priority. So, I just wanted to add a bit of information on that.

(interpretation) Thank you, Mr. Chairman

Chairman: Thank you, Ms. Okpik. I'm sure we appreciate that. I have no other names on my list. Mr. Mikkungwak.

>>Laughter

Mr. Mikkungwak: Thank you, Mr. Chairman. I have a question to the office of the Auditor General. No. 51, when you look at that paragraph, that very brief and precise paragraph, which infrastructure is that pertaining to? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Madame Salvail.

Ms. Salvail: Thank you, Mr. Chairman. It's both the school and the daycare. Thank you.

Chairman: Thank you. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr.

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Chairman. When you look at that paragraph, can you identify to me the least capacity number and the highest capacity number, relevant to that particular infrastructure? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Madame Salvail.

Ms. Salvail: I can do that off the top of my head. To see which ones were done the most and the least, certainly, throughout the report we highlighted a lot of them that were not performing as they should. For example, I would point out to No. 41, where some preventative maintenance inspections should have been done. We say that none of the schools had the annual inspection done for two years in a row.

That is just a sample of the findings that we had throughout the report. Thank you.

Chairman: Thank you for that response, Madame Salvail. Mr. Mikkungwak.

Mr. Mikkungwak: Thank you, Mr. Chairman. I will re-phrase my question. When we are looking at the schools, I guess my question really here is the least number of humans in a particular school, what was the least number and what was the most humans in a particular school. I guess that's what I am really trying to find out here in reference to 51. Thank you.

Chairman: Thank you, Mr. Mikkungwak. Are you meaning the amount of students and staff in each school? Thank you. The smallest and the largest. Madame Salvail.

Ms. Salvail: I'm too short. We don't have that information. Thank you.

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Mr. Mikkungwak: Thank you. I guess, now, my question will be directed to the Deputy Minister of Community and Government Services. In reference to the safety inspections that should be, I presume, done, can the Deputy Minister tell me what the inspectors are doing, apart from doing these safety inspections? Thank you.

Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. In terms of the Office of the Fire Marshal, when they do their inspections they look at the sprinkler systems for certification, they examine the fire extinguishers to see if they are currently certified, they look at the stairways to make sure that there is nothing obstructing those areas, they look at fire alarms, make sure that they are functioning properly. From that perspective, they deal with their response.

On the other hand, we've started in the last year and a half, we've started twice a year that we go in and go into all GN buildings across the territory, they go in, they take a look at the boilers, and they take a look at the floor and the windows. They do a detailed review of the maintenance issues within those buildings and then once this is completed they use this information then to carry out the necessary repairs for the preventative maintenance of those buildings. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Mikkungwak.

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Chairman: Thank you, Mr. Mikkungwak. Mr. Green.

Mr. Green: Thank you, Mr. Chairman. Typically, the annual reviews are done once a year on March 31 every year. In some situations, we do performance reviews on a quarterly basis as well to address performance issues with employees if they are not meeting their expectations under their job description. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. I have no more names on my list. I just have one quick question myself. Earlier today we were provided with the Early Childhood Work Plan from the Department of Education. Will we be receiving a work plan from the Department of C&GS? Mr. Green.

Mr. Green: Thank you, Mr. Chairman. We certainly will be preparing a checklist and sending it back to the Regular Members. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. I have no more names. We will move onto the final paragraph, No. 52. I believe we have covered most of it already, but if there are any new ones. *Taima?* At this time, I would like to conclude the hearing on the review of the 2013 Report of the Auditor General of Canada to the Legislative Assembly of Nunavut titled Safety of Schools and Childcare

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Facilities in Nunavut. I would like to ask Ms. Okpik if she has any closing comments.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess for the second time, I'd like to thank all the Members here for their questions and for their diligence. Again, I know I provided a lot of detailed information and re-committed to providing documents, especially to the daycare stuff. So we will be doing that.

Again, I would like to thank the staff from the Office of the Auditor General for their work on this with us and our collaboration with Community and Government Services. In a timely manner, we are able to produce some documents that will be available to our staff and daycares.

My policy shop, I know that the Office of the Auditor General had talked about reporting to the legislature through the annual report and provide updates through the annual report. Probably, in the first year or two, we will be probably be doing either quarterly or bi-annually reporting just to keep the Members up to date as to what we are doing as we implement the work plan.

I would like to thank my staff, Pascale, I always have a hard time with her last name, Baillargeon. She spearheaded our safe school initiatives right down. We have about a 135-page document now ready to go to all our staff with all our updated policies. Along with Leslie Leafloor and our early childhood officers, you know who they are in your regions. In Pangnirtung, Amy Graham-Oliver. In Rankin Inlet, I have Sally Cormier-Ittinuar. In Cambridge Bay, I have

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I would like to thank my staff members for providing a lot of information and doing the work very quickly once we started getting the letters from the Office of the Auditor General. (interpretation) Thank you.

Chairman: Thank you, Ms. Okpik. Mr. Green, if you have any closing comments.

Mr. Green: Thank you, Mr. Chairman. I'd certainly like to thank the Members for their questions, the questions were really good questions regarding the responsibilities of trying to hold CGS accountable. I committed that we would prepare the work plan for CGS, we will do that.

We will also provide a copy of the internal review reports that we complete for Protection Services once those have been completed as well.

CGS is committed and will continue to be committed to providing a high quality service to our client departments and their facilities and to make sure that their facilities are safe for all people that have access to their facilities.

I would certainly like to thank the Auditor General and his staff for bringing some of those issues to our attention.

I would certainly like to thank my staff at this here in the Chambers today and along with the staff that is helping us Δ^{μ} Δ^{μ

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bring good quality services back to our client departments. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Green. Mr. Campbell, I invite you, last but certainly not least, to make your closing comments. Thank you.

Mr. Campbell: Thank you, Mr. Chairman. I have been scribbling some notes as we have gone along with some thoughts and there are so many now and I can't read my own writing, but I'll have some specific ones and then I'll have a few more general ones, so if you will just indulge me for a couple of minutes.

First of all, I would like to say that I was pleased with the department's responses, both departments, and as I said earlier, they cooperated right throughout the audit and they took the issues seriously as soon as we presented them to them and they have agreed with all of our recommendations. That's good and they have informed the Committee that they have already taken action, so the world is becoming a better place as we speak, so that's good.

I just want to raise a little bit of a caution and this is a challenge for all of us, for auditors, every time we make recommendations recommending that public servants do something differently than they were doing before or do something new that they were not doing before, and in light of the capacity challenges that some departments have in Nunavut, I think it's a bit of a zero-sum game.

So if I could just take for example the letter of permission, we were pleased when the department realized that they

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didn't have the authority to do that, they stopped doing that. However, in order to ensure that those daycares continue to operate, what they now have to do is do the inspections on a timely basis that they were not doing before, ensure that those significant deficiencies are fixed, which they were not doing before, before they can license those child care facilities. So when the department produces information either for this Committee or for the Legislative Assembly, I think a valuable question for Members would be to ask the department if there's anything that they practice stop doing in order to start doing or increase what they're doing there because I know that capacity, and you hear it every time that we have a hearing here, there's always very real capacity issues that face departments. So I would just sort of raise that as a caution.

When we find something that needs to be improved, we make recommendations and your Committee will make recommendations, and senior officials will agree that they want to do something, but all together, we just need to make sure that they can actually follow through and that they are not making commitments down the road that they find out they can't meet. That's one sort of caution.

The other one I would say is that various pieces of legislation require inspections. Legislation tends not to determine the frequency because the need for the frequency can change over time. If and when you see departments change the frequency of inspections, one question that I would encourage you to ask is to make sure that that change in frequency is based on risk, that whatever frequency they're doing is based on risk, that they're not trying to find the time to do

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everything, you could then have inspections done every five years, which will not protect the people in those schools, daycares, and stuff. So just make sure, I think, that you ask questions about what is the risk basis if and when they make changes like that.

I think your discussions have also really reinforced the need for documentation and I know I'm repeating myself, but I think it's worth saying that, sometimes we think, "Oh, it is just paperwork." Well, it's not just paperwork when you have an obligation to do inspections. When you have an obligation to make sure that things are fixed and things are safe, then you must document to be able to demonstrate that you have done those things. I know documentation takes time and we find it in many of our audits, but it's really important that officials document to show what they have done so that they can be accountable for what they have done or not done.

Those are my specific comments. I just have a couple more general ones and, that is, of course, to thank the Members. This was, I think, a very good week. I thoroughly enjoyed working with this new Committee. The questions were superb, the follow-up was thoughtful, and people had done their homework. As I said, my 80-20 rule worked well, 20 percent of the questions to the auditor for further clarification and 80 percent of the questions exercising accountability and getting answers from the departments. So that was really encouraging to watch.

I was also encouraged to see that the Committee is asking for action plans. I think that that is very important so that you can see in more detail and in a more timely basis what it is what the ᠘᠆°ᠣᡏᠻᢐᡃᡤᢗ᠌᠌ᠵ᠈᠘᠘ᡭᡤᢗ᠑ᠳ᠘᠘᠘°᠘ ᠘᠕ᠬᡃᢥ᠒ᡃᠪᢓ᠋ᢣᡃᢐᡃᢗᠬᠴ᠈᠂ᡃᢐ᠘ᠬ ᡏᢗᠬᡆᡥ᠒ᡣᠧᡝ᠋ᡶᡶᢆᢗ᠂᠋᠘ᢣᡃᢣᢆᠸᡩᡲᠾᢗ᠂ᢗ᠘᠘°ᡆ᠘ᠺᠫᠳ ᠘ᠰ᠘᠙ᡃᠴᠨ᠌᠌᠌᠌ᠰ᠂ᡃᢐ᠘ᡥ᠂ᡏᢗᡤᡆᡥ᠒ᢉᠣᡏ᠋ᡶᢥᡠᡕ

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departments are intending to do. The one thing that I would perhaps suggest, if you haven't done so before, it might be helpful to Committee Members, if you ask for those action plans before the hearing. If you had them a week or two before the hearing it would help you to better inform yourself and think through some of the questions that you would ask. So that might be something that you would want to consider.

The other thing too is reporting to the Legislative Assembly. There are various pieces of information that you as Members should be getting, and as we mentioned a couple of times, it took an audit to raise an issue. Certainly on the hearings that we had on the education implementation of the Act, had that implementation information been reported on a timely basis annually, then Members would have seen long before the audit come along that things might have been off track.

I encourage you to make sure that you get all the information that you're entitled to through the various pieces of legislation. Finally, to thank the team here and the team in Ottawa, as we said a couple of times they put together an additional audit, it wasn't without sacrifice to them but they because it was important and I can see by the response of the Members that you think that it was important too, and that was very gratifying to see.

Finally, Mr. Chairman, I would just like to thank the interpreters, the people who provide the translation. They keep us up to date; there was never a lag. Unfortunately there are people like myself who are significantly unilingual and we couldn't participate in these hearings without the real quality

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interpreters. I understand and I know that my accent probably doesn't make it any easier for them, but I think they do a wonderful job. That's my final word, Mr. Chairman. Thank you.

Chairman: Thank you, Mr. Campbell. I sincerely thank the interpreters as well. I also thank you for the comments as well as the comments from both of the Deputy Ministers. I think that this has been a very educational experience for all of us sitting in this room, all around the table. I think that we have all educated each on the roles and the type of information that, like you said, we are entitled to and now we know a little bit more about what type of information to ask for.

As well, I really appreciate both Deputy Ministers being so forthcoming in their responses to really help us understand some of the previous challenges and some of the goals that they are setting for themselves, moving forward, to overcome some of those challenges in the past.

I just want to thank Siobhan and Nancy for helping me guide through my first chairmanship opportunity that I have had in this legislature, I wouldn't have been able to do this without them as well.

I really just want to thank all Nunavummiut for paying attention to the proceedings on both of these very important issues, education and the safety in schools and child care facilities. Thank you.

I just want to remind Members that there will be an in-camera meeting at 2:45 in the Tuktu Room. Thank you.

>>Committee adjourned at 14:18

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