



**Nunavut Canada**

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**2nd Session**

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Official Report

**DAY 11**

**Wednesday, June 6, 2018**

**Pages 498 – 578**

**Iqaluit**

**Speaker: The Honourable Joe Enook, M.L.A.**

## Legislative Assembly of Nunavut

### *Speaker*

**Hon. Joe Enook**  
(Tununiq)

**Hon. David Akeegok**  
(Quttiktuq)

*Minister of Finance, Chair of the Financial Management Board; Minister responsible for the Workers' Safety and Compensation Commission*

**Tony Akoak**  
(Gjoa Haven)

*Deputy Chair, Committee of the Whole*

**Hon. Pat Angnakak**  
(Iqaluit-Niaqunnguu)

*Minister of Health; Minister responsible for Suicide Prevention*

**Hon. Jeannie Ehaloak**  
(Cambridge Bay)

*Minister of Justice; Minister responsible for the Qulliq Energy Corporation; Minister responsible for Labour*

**George Hickes**  
(Iqaluit-Tasiluk)

**Hon. David Joanasié**  
(South Baffin)

*Minister of Culture and Heritage; Minister of Education; Minister of Languages; Minister responsible for Nunavut Arctic College*

**Joelie Kaernek**  
(Amittuq)

**Mila Kamingoak**  
(Kugluktuk)

**Pauloosie Keyootak**  
(Uqqummiut)

**Hon. Lorne Kusugak**  
(Rankin Inlet South)  
*Minister of Community and Government Services; Minister responsible for the Nunavut Housing Corporation*

**Adam Lightstone**  
(Iqaluit-Manirajak)

**John Main**  
(Arviat North-Whale Cove)

**Simeon Mikkungwak**  
(Baker Lake)  
*Deputy Speaker and Chair of the Committee of the Whole*

**Margaret Nakashuk**  
(Pangnirtung)

**Patterk Netser**  
(Aivilik)

**Emiliano Qirngnuq**  
(Netsilik)

**Hon. Paul Quassa**  
(Aggu)  
*Premier; Minister of Executive and Intergovernmental Affairs; Minister responsible for Aboriginal Affairs; Minister responsible for Seniors; Minister responsible for the Utility Rates Review Council*

**Allan Rumbolt**  
(Hudson Bay)  
*Deputy Chair, Committee of the Whole*

**Hon. Joe Savikataaq**  
(Arviat South)  
*Deputy Premier; Minister of Economic Development and Transportation; Minister of Energy; Minister of Environment*

**Hon. Elisapee Sheutiapik**  
(Iqaluit-Sinaa)  
*Government House Leader; Minister of Family Services; Minister responsible for Homelessness; Minister responsible for Immigration; Minister responsible for the Status of Women*

**Cathy Towtongie**  
(Rankin Inlet North-Chesterfield Inlet)

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**Iqaluit, Nunavut**  
**Wednesday, June 6, 2018**

**Members Present:**

Hon. David Akeagok, Mr. Tony Akoak,  
Hon. Pat Angnakak, Hon. Jeannie  
Ehaloak, Hon. Joe Enook, Mr. George  
Hickes, Hon. David Joanase, Mr. Joeline  
Kaernerck, Ms. Mila Kamingoak, Hon.  
Lorne Kusugak, Mr. Adam Lightstone,  
Mr. John Main, Mr. Simeon  
Mikkungwak, Ms. Margaret Nakashuk,  
Mr. Patterk Netser, Mr. Emiliano  
Qirngnuq, Hon. Paul Quassa, Mr. Allan  
Rumbolt, Hon. Joe Savikataaq, Ms.  
Cathy Towtongie.

>>*House commenced at 10:01*

**Item 1: Opening Prayer**

**Speaker** (Hon. Joe Enook)  
(interpretation): Let us pray.

>>*Prayer*

>>*Moment of Silence*

**Speaker:** Premier (interpretation) and members, good morning. Nunavummiut who are listening to the radio broadcast and watching the televised proceedings, good morning and welcome to your Legislative Assembly. Further, our elders across Nunavut, I hope you have a good day.

Let's now proceed to the orders of the day. Ministers' Statements. Premier of Nunavut, Premier Quassa.

**Item 2: Ministers' Statements**

**Minister's Statement 044 – 5(2):**  
**Community Volunteer Income Tax Program**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Good morning. I say "good morning" to my colleagues, Nunavummiut, and residents of my community.

Mr. Speaker, I would like to take this opportunity to tell my colleagues about a program of great value to Nunavut communities.

The Community Volunteer Income Tax Program is currently being delivered by volunteers and government (interpretation ends) liaison officers (interpretation) to assist and provide another option for Nunavummiut in filing their (interpretation ends) oncome tax (interpretation) returns. Mr. Speaker, the training, software, and hardware to make this service possible were all provided by the Canada Revenue Agency and Service Canada.

Government liaison officer training for the (interpretation ends) income tax (interpretation) program was provided by the Canada Revenue Agency in February 2018 and as of May 2018, there are a total of 26 Community Volunteer Income Tax Program volunteers, 16 of whom are (interpretation ends) government liaison officers. (interpretation) As of May 2018, the Community Volunteer Income Tax Program has filed 435 returns for the 2017 tax year, up from 307 returns the year prior.

Mr. Speaker, based on the increase of Community Volunteer Income Tax Program volunteers and the number of returns done to date for the 2017 tax year, we expect that Nunavummiut who have used this program will receive more than \$1 million in total refunds and

entitlements.

I believe this initiative and our ongoing collaboration to streamline services with the Government of Canada are having a positive impact in our communities. I would like to thank the Canada Revenue Agency and Service Canada, along with our government liaison officers for their ongoing work and dedication to helping Nunavummiut navigate the tax system and helping them receive the benefits they are entitled to. I thank them again. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Justice, Minister Ehaloak.

**Minister's Statement 045 – 5(2):  
Corrections Town Crew Programs**

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I rise today to talk about the renewal of an important corrections program that has been successful in helping our offenders to rehabilitate and has also provided an opportunity to give back to the community.

The Department of Justice's Corrections Division recently renewed its agreements with the City of Iqaluit and Nunavut Parks to allow supervised inmates from the Baffin Correctional Centre and the Rankin Inlet Healing Facility to provide services in those communities. The "Town Crew" program is voluntary and is designed to provide inmates with some work experience and emphasize community service.

Last summer residents of Iqaluit and Rankin Inlet may have seen these men performing various tasks for the benefit of these communities. In the coming year inmates will provide different services to the City of Iqaluit, including helping with the maintenance and repair of city roads and walkways, removal of snow and waste, and clearing utilidor access vaults. In Rankin Inlet inmates in the program will once again help maintain park facilities under the guidance of a correctional caseworker.

Mr. Speaker, I want to acknowledge the City of Iqaluit and Nunavut Parks for continuing this opportunity and the volunteer inmates who are making an effort to better themselves and their community.

The "Town Crew" program and similar initiatives encourage Nunavut inmates to reconnect and give back to the community, which can help with their reintegration once their sentences are complete. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Health, Minister Angnakak.

**Minister's Statement 046 – 5(2):  
School-aged Hearing Assessments**

**Hon. Pat Angnakak**: Thank you, Mr. Speaker. Good morning, everyone.

Mr. Speaker, I rise today to talk about the importance of audiology services, treatment and support for Inuit children.

It is estimated that hearing loss in the Canadian Arctic is 40 percent higher

than in southern Canada. I am therefore pleased to report that in October 2017 Health, in partnership with our colleagues at the Department of Education, embarked on a hearing loss prevalence study to better understand the audiology problem in Nunavut.

Health will use the findings of the hearing screenings to develop a plan to improve access to audiology services, treatment plans and ongoing support.

Hearing loss can have a significant impact on key developmental milestones, but screening children early can help mitigate risk factors for further hearing loss and developmental delays.

As of today, more than 200 children in the Baffin region have been screened as part of this program. Community visits in the Kivalliq and Kitikmeot regions are scheduled. A total of 600 assessments are planned for children in elementary schools, which will be completed in a total of six communities, two in each of the three regions. Communities selected for this study are Pond Inlet, Igloolik, Arviat, Whale Cove, Cambridge Bay, and Kugluktuk.

Mr. Speaker, this project is an important first step towards reducing the high rates of hearing loss in Nunavut and giving our children the audiology services, treatment and support they need to succeed. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Education, Minister Joanasié.

### **Minister's Statement 047 – 5(2): Inuktit Language Arts Curriculum**

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. Good morning, my colleagues and Nunavummiut.

Mr. Speaker, my department has created Inuktit Titiqqiriniq, a comprehensive balanced literacy program. It incorporates the elements of balanced literacy, such as reading, writing, and word study, to improve literacy outcomes for Nunavut students.

Mr. Speaker, my department recognized the need for such a program in Inuktit. We began with a guided reading series, Uqalimaariuqsaniq, that uses small group instruction. Books are levelled and the levels get progressively more difficult. Students are placed at an appropriate level and as they learn the skills to decode text and learn to read, they move to the next level.

Mr. Speaker, this program also incorporates a writing component to help students learn the skills they need to create written texts in all different formats. Moreover, my department created a phonics program to teach students the relationship between the sounds and meaning of syllabics. All of these elements contribute to helping students develop the skills they need to be literate readers and writers in Inuktit.

Mr. Speaker, I am pleased to tell you that we have created over 450 new Inuktit books as part of this program. This includes contributions from the departments of Health, Family Services, and Environment. Along with these books we have created teacher resources,



in-service videos, posters, literacy centres, and other classroom materials.

Mr. Speaker, I am also proud to tell you that we have completed Inuinnaqtun books for levels 1 to 8, along with the related teacher resources. This means over 150 books have been created in Inuinnaqtun to support literacy.

Above all, we know how important it is for our students to be able to read and write to set them up for success now and in the future. We also know it is essential for students to see themselves in the resources they use in our schools. Inuktitut Titiqqiriniq provides these opportunities to our students and we will continue creating the educational supports that students and teachers need to improve literacy. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Community and Government Services, Minister Kusugak.

**Minister's Statement 048 – 5(2):  
Smart Cities Challenge**

**Hon. Lorne Kusugak** (interpretation): Good morning, Mr. Speaker. I say "good morning" to the people of Rankin Inlet.

(interpretation ends) Mr. Speaker, on June 1, 2018 Prime Minister Justin Trudeau announced that the Nunavut Association of Municipalities is one of the finalists in the Smart Cities Challenge.

The Smart Cities Challenge is an Infrastructure Canada program which is

open to all municipalities, local or regional governments, and indigenous communities in Canada. This challenge is a new, competition-based approach that encourages communities to come up with innovative solutions.

The Nunavut Association of Municipalities submitted a joint proposal in collaboration with Pinnguaq Association, the Embrace Life Council, and the Qaujigiartiit Health Research Centre. The proposal is called the Community, Connectivity, and Digital Access for Suicide Prevention in Nunavut. The goal is to use technology to reduce the risk of suicide in Nunavut through a decentralized and community-based digital health and wellness platform.

The Nunavut Association of Municipalities is competing in a prize category to win up to \$10 million. As one of the finalists, they will receive a \$250,000 grant from Infrastructure Canada to develop their final proposal. The winners will be announced in the spring of 2019.

Mr. Speaker, I would like my colleagues to join me in congratulating the Nunavut Association of Municipalities on the work they have done. I look forward to hearing more about the results of competition and wish all the very best in this effort to make positive changes for all Nunavummiut. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Moving on. Members' Statements. Member for Hudson Bay, Mr. Rumbolt.

### Item 3: Members' Statements

#### Member's Statement 076 – 5(2): Recognition of Stephen Keoughan

**Mr. Rumbolt:** Thank you, Mr. Speaker. Good morning to the people of Sanikiluaq.

Mr. Speaker, I rise today to recognize and express my appreciation of Mr. Stephen Keoughan, who will sadly be leaving the community of Sanikiluaq for new adventures.

Mr. Speaker, Stephen's name will be familiar to many of you, as I have risen in this House before to encourage and congratulate Sanikiluaq's badminton players on their success across the region, territory, and Canada.

Stephen has been the driving force behind the program of coach and mentor. He coached our Sanikiluaq youth, who knew little about badminton to start with, and helped turn them into champions on the national stage. I am confident that he leaves behind a good base of well-rounded athletes who will continue in the sport and carry on his legacy.

Mr. Speaker, no less important, Mr. Keoughan has been a long-time teacher in Sanikiluaq, helping and supporting our youth in their education and ongoing learning.

Mr. Speaker, the departure of Stephen Keoughan will be a loss for the community of Sanikiluaq, but I anticipate a great gain for the community of Sachs Harbour, Northwest Territories, where he is headed next. I wish Stephen the best of luck and thank him again for

his contributions to the community of Sanikiluaq. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Kugluktuk, Ms. Kamingoak.

#### Member's Statement 077 – 5(2): Honouring June Okalik Klengenber

**Ms. Kamingoak:** *Koana*, Mr. Speaker. Good morning, colleagues, Kuglukturmiut, and Nunavummiut.

I rise today to honour a wonderful person, June Okalik Klengenber. Last Friday, this lovely Elder, who is my late grandmother, Nellie Kanovak Hikok's best friend, celebrated her 104<sup>th</sup> birthday.

>> *Applause*

Mr. Speaker, I'm very humbled and greatly appreciate that the community of Gjoa Haven helped to make her day very special.

Mr. Speaker, honouring our elders is a big part of the reason why I continue to push our government to support the establishment of a long-term care elders centre in Kugluktuk.

Mr. Speaker, Okalik is originally from the very friendly and beautiful community of Kugluktuk, which I represent. I am certain that reaching the milestone of 104 years of age would have been that much more special if Okalik Klengenber had been able to celebrate it with her family in her home community of Kugluktuk. *Koana*, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Baker Lake, Mr. Mikkungwak.

**Member's Statement 078 – 5(2):  
Congratulations on Retirement**

**Mr. Mikkungwak** (interpretation): Thank you, Mr. Speaker. I rise today to congratulate my former teachers in Baker Lake, Sally Seeteenak and Winnie Tapatai, on their retirement from teaching.

Mr. Speaker, these two teachers have taught and supported many residents of Baker Lake over the years. Their contributions to our lives were many and even I know as a former student that they made a big difference.

Mr. Speaker, I regret that I was unable to attend the celebration, which was held yesterday evening on June 5, at Baker Lake's Rachel Arngnamaktiq Elementary School in celebration of their retirement. I wish them well and I wish I could have been there to congratulate them in person.

Mr. Speaker, I can truly say that the work of these two very special teachers will be hard to follow. I thank them very much, and Baker Lake thanks them for their many years of teaching. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Arviat North-Whale Cove, Mr. Main.

**Member's Statement 079 – 5(2):  
Hinaani Design Attends  
Indigenous Fashion Week**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. Good day colleagues, Premier, ministers, and those watching the proceedings on TV in Whale Cove and Arviat.

I rise today to congratulate and recognize the business owners of business called Hinaani Design. They had a fashion show at Indigenous Fashion Week Toronto where they showcased Inuit clothing and accessories.

Last week, Nooks Lindell was there and people really enjoyed Hinaani Design fashions which are geared toward young people. We can't wear them in the House, but they are very beautiful. They are business owners from Baker Lake, Paula Ikuutaq Rumbolt...

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

...and Emma Kreuger. These three Kivalliq residents own their business and I am extremely proud of their success.

I also further urge them to continue as they make beautiful articles of clothing based on traditional Inuit art or traditional designs using their traditional sewing skills by adapting them so that it becomes a contemporary youthful design that youth can wear. They are extremely fashionable.

I want colleagues to note that you can order from them online and you can visit their website at [www.hinaani.ca](http://www.hinaani.ca). Write it down...

>> *Laughter*

...so that you can order some of their attire. They have already provided invaluable assistance to their community as they are working within the community to provide economic support. They are also not being cheap as they don't just buy the cheapest materials but work with outstanding (interpretation ends) companies.

(interpretation) I can't remember the Inuktitut terms here. (interpretation ends) They make an effort to supply their business from ethical and/or Canadian suppliers, so that is also very important, Mr. Speaker. Excellent work and continue your efforts to grow your business. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Netsilik, Mr. Qirngnuq.

**Member's Statement 080 – 5(2):  
Congratulations to NTEP  
Graduates**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. Good morning to you, the Premier, government officials, my colleagues and the residents of Kugaaruk, Taloyoak and throughout Nunavut.

Firstly, I was absent from the House yesterday and my adoptive child celebrated their birthday yesterday, so I send birthday greetings to Rhonda Rose Qirngnuq.

Mr. Speaker, I rise today to express my

pride and to share celebratory news about the Netsilik NTEP program, where the students began their graduation ceremony which I had the pleasure to attend.

Mr. Speaker, the residents of Taloyoak celebrated this graduation with a traditional dance and Inuit songs, with Bernadette leading the dancing and David Nanordluk drumming on the Inuit drum. After the dancing, several young people also did some *qiarvaaq* throat singing which was very beautiful to listen to.

Afterwards, invited guests began their speeches, including the Mayor of Taloyoak and myself, who were asked to speak to the graduates, and for that opportunity, I thank the residents of Taloyoak. There were also officials from NAC, some from Iqaluit who travelled to the community who also spoke.

Mr. Speaker, I wish to thank the college and the administrators who allowed me to fly with them to Taloyoak to attend the NTEP graduation ceremonies and I was able to get a seat. The graduates from the NTEP program are:

- Yolande Aupalu,
- Corrine Boisvert,
- Casey Howell,
- Kristen Eetoolook, and
- Lenny Panigayuk

Mr. Speaker, I ask my colleagues to join me in celebrating the graduation of these NTEP students. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you.

Members' Statements. Member for Pangnirtung, Ms. Nakashuk.

**Member's Statement 081 – 5(2):  
Pangnirtung Participants at Skills  
Competition**

**Ms. Nakashuk** (interpretation): Good morning. I say "good morning" to my fellow residents of Pangnirtung and to my colleagues. I rise today to remember that during the (interpretation ends) winter sitting (interpretation) there were six people from Pangnirtung who attended the skills competition here in Iqaluit, who I believe were winners.

I was especially proud of a participant from Pangnirtung; Denise Nauyuq, who is currently at the national skills competition in Edmonton on (interpretation ends) job demonstration. (interpretation) As one of the participants, she was also going to showcase some of her hand sewn items and demonstrate how to make mitts and other products.

I would also like to congratulate Denise. She is also the student council president and she also gathers empty bottles to be recycled. She does a lot of work around our community. I am very proud of her and I would like my colleagues to join me in congratulating her. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Amittuq, Mr. Kaerner.

**Member's Statement 082 – 5(2):  
Wishing Safe Travels**

**Mr. Kaerner** (interpretation): Thank you, Mr. Speaker. Good morning, ministers, my fellow MLAs, and my fellow community members.

I rise this morning to say that it's very nice outside now for hunting and travelling. I say to the people of Nunavut and my community, please be very careful. Sometimes we will fall through the ice or get wet. That's going to happen now this time of year. If you're going to go out on the land or on the sea or hunting, tell your family members where you're going and when you will be back, such as in six hours. That's to make sure there's no need to be worried about you.

This time of year when it's really nice, some people will regret saying, "I should have gone hunting today." If you're going out hunting, bring your SPOT device and extra socks. I just want everyone to be careful and that's why I rise today. It's beautiful outside and I'm sure I made everyone here homesick.

>> *Laughter*

That's what I wanted to say, Mr. Speaker. Thank you for the opportunity.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Quttiktuq, Mr. Akeegok.

**Member's Statement 083 – 5(2):  
Arctic Bay Participants at  
Qamutik Cup**

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. Before I start, I would first like to congratulate my in-

law Terry and Anna on the arrival of their new daughter yesterday. My daughter had a birthday as well. I wish her (interpretation ends) a happy belated birthday.

(interpretation) Mr. Speaker, last month the Arctic Bay hockey team were part an annual competition. They went to beautiful Pond Inlet for a competition...

**An Hon. Member:** Thank you.

...in an effort to keep the cup. Two teams from Pond Inlet, two teams from Igloolik, and one team from Hall Beach participated in what was an exciting tournament, combined with a great host of welcoming people from all those communities and a good way to start the spring. It was joyous.

Mr. Speaker, it is with pride and joy that I announce that the Arctic Bay hockey team won the Qamutik Cup for the second time in a row. Please join me in recognizing:

- Tom Naqitarvik,
- Moses Kigutaq,
- Darryl Levi,
- Kurri Olayuk,
- Don Taqtu,
- Steven Taqtu,
- Jeffery Eecherk,
- Adrian Arnauyumayuk,
- Justin Muckpa,
- Rick Oyukuluk, and
- The Willie line: Rex, Owen, Lionel, and Curtis.

Mr. Speaker, I want to make a special mention about Darcy Enoogoo who mentioned that he is named after your father through namesake and he was telling me that although you had two

teams from your community, because you have deep respect for his namesake, you cheered for him.

On my recent trip to Arctic Bay, Darcy handed his gold medal to you for you to showcase in your office as he too is proud to carry your father's name. That's what he wanted me to say.

This coming year when they compete for the Qamutik Cup, I expect Arctic Bay to win it for the third time. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. I am also thankful Darcy is named after my father. Thank you, dad.

Members' Statements. Let us proceed. Returns to Oral Questions. Recognition of Visitors in the Gallery. Member for Rankin Inlet South, Mr. Quassa.

**An Hon. Member:** Mr. Kusugak.

**Speaker** (interpretation): Mr. Kusugak. I'm sorry.

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

**Hon. Lorne Kusugak** (interpretation): Mr. Quassa Kusugak. You said it right, Mr. Speaker. Thank you.

Mr. Speaker, (interpretation ends) I would like to recognize two very hard-working people, other than you and myself.

>> *Laughter*

I would like to recognize Mr. Brian

Fleming, Executive Director of the Nunavut Association of Municipalities. Welcome to the legislature.

>> *Applause*

Also, Mr. Tony Bird, the Assistant Executive Director of the Nunavut Association of Municipalities. Welcome to the Assembly. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Please feel welcome. I'm sure when I get older I'll remember your names better. Recognition of Visitors in the Gallery. Member for Aggu, Mr. Quassa.

>> *Laughter*

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Yes, you said my name right.

I would also like to recognize the people who are here with us this morning. I know Brian Fleming was recognized but I have known him for many years. In 2005 to 2011 and in 2012 while I was the mayor, he was the senior administrative officer for Igloodik. I worked closely with him. Before that, he was the SAO for the Municipality of Sanikiluaq. He has been working with hamlets for a very long time. He never stops and he never gives up, and sometimes he will go through challenging times, but he never gives up. I'm very proud of him.

My fellow Quassa said good things about him too. He is the Executive Director of the Nunavut Association of Municipalities. I would like to recognize

Tony Bird as well because they both work very hard at their jobs and all of our communities benefit from their work. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Welcome to the gallery. Recognition of Visitors in the Gallery. I have no more names on my list. Let us proceed. Oral Questions. Member for Gjoa Haven, Mr. Akoak.

### Item 6: Oral Questions

#### Question 113 – 5(2): Grays Bay Road and Port Project

**Mr. Akoak** (interpretation): Thank you, Mr. Speaker. I say “good morning” to my colleagues and people watching the proceedings on TV in Gjoa Haven. If my wife is watching the proceedings, I say “good morning” to you.

My question this morning is regarding Grays Bay. (interpretation ends) Mr. Speaker, my questions today are for the Minister of Economic Development and Transportation, and they concern the Grays Bay Road and Port Project.

Last week my colleague from Kugluktuk asked questions about the proposed third party financing arrangement that was described in the formal proposal that the Government of Nunavut and the Kitikmeot Inuit Association originally submitted to the federal government in November of 2017 for consideration under the National Trade Corridors Fund.

Mr. Speaker, the President of the Kitikmeot Inuit Association has been

quoted by CBC News as stating that “It is important to note that the Government of Nunavut’s role in providing contingent support for the Grays Bay Road and Port Project was always intended to be a temporary measure to provide comfort to the federal government about the project’s ability to obtain third party financing ... It was also always understood that if we were ultimately unsuccessful in lining up sufficient third party use, the GN was not committed to providing the contingent support. The GN could walk away with no harm or foul.”

Mr. Speaker, my first question for the minister is this: does the government accept KIA’s position concerning the proposed bond market guarantee, and, if it not, can he clearly explain why not? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Minister Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. I enjoy the opportunity to give our side when questions are asked, and Mr. Speaker, when the project was put ahead for funding purposes, the Government of Nunavut’s share would have been \$138 million, and we would have been the guarantor of that. That would be added onto our debt cap.

It runs along the same line of if we have long-term leases, the way the accounting process works, the total cost of the long-term leases on anything that we have is added to the debt cap. It’s an accounting procedure and it’s accepted. So our share of the project of the \$550 million would still have added to our debt cap of the \$138 million. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Akoak.

**Mr. Akoak:** Thank you, Mr. Speaker. If the government would have met with the KIA, they would have understood and they would have walked away with “no harm our foul” as was mentioned.

Earlier in the spring sitting, the Minister of Community and Government Services answered questions in the House concerning the proposed Manitoba-Kivalliq winter road. The minister stated that “There is nothing to say that we can’t resubmit an application to this. It is not a ‘You try once, you do not get it, and it is over.’ I’m sure the appropriate department would submit and continue to submit applications to this fund to make this road a reality.”

Mr. Speaker, I support my neighbours in the Kivalliq region as we all should support all Nunavummiut. The government has said that they will work with all Inuit organizations for the betterment of Nunavut...

**An Hon. Member:** Agreed.

**Mr. Akoak:** ...which is very important to the region. I also appreciate the support that we have received from some members.

Mr. Speaker, my second question for the minister is this: is he willing to consider resubmitting the Grays Bay Road and Port Project to the federal government, yes or no? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr.



Speaker. As I stated earlier, even if the project was resubmitted, it would still be applied to the debt cap if it was approved. We don't have the room for an extra \$138 million to push our debt cap up.

Just to give an explanation, any projects we do, any long-term leases, any money that we use, if we don't have the money right in hand, it goes to our debt cap and there is a limit to our debt cap. If we reach our debt cap, we will not have the ability to finance projects that are needed. If a school burns down again, God forbid, we would have to come up with money. If we have to build a health centre in a community, if we have to build another school, all these projects affect the debt cap. I'm sorry that the member doesn't want to hear this, but whether it was submitted before or if it's resubmitted, it will go to the GN's debt cap if we are a co-component.

If the Kitikmeot Inuit Association, with their funders and their bond funding, want to resubmit the proposal, then that's their choice. They're welcome to it and I wish them the best. Private industry can submit. For example, First Air submitted under the same funds and they got approved for a cargo facility here in Iqaluit. The Kitikmeot Inuit Association, with their funders, backers, and subsidiaries, can resubmit this project to the feds and I wish them well if they resubmit it. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Speaker. I don't know what else to say.

Mr. Speaker, it is my understanding that the KIA has offered and is willing to travel to Iqaluit to meet with the minister and his officials to explain how the third party financing approach can be made to work without putting the GN over its debt cap. They have asked to come over to talk with the government and nothing has ever come up.

Mr. Speaker, my final question for the Minister of ED&T is this: is he willing to meet in person with the Kitikmeot Inuit Association to discuss this issue, yes? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq**: Thank you, Mr. Speaker. Just to reiterate again, we support this project in principle. We have no ill feelings towards it. We are here to work with the Inuit orgs. It's part of our mandate, but once the mandate was done, our priorities changed from the last government. I'm not unwilling to meet, but in terms of what we decided, we're here to listen. If this project goes ahead as a government as a co-component, we will be responsible for the debt cap.

If the Kitikmeot Inuit Association, with their backers and selling bonds or anyhow they want to get funding, go it alone, then it's not onto our debt cap because it's their project. We will support them and we do support them in their goal to get the Grays Bay Road and Port Project done. We fully support them in principle and I truly wish them the best that they can find a way to get their project done. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you.

Oral Questions. Member for Arviat North-Whale Cove, Mr. Main.

**Question 114 – 5(2): Sexual Abuse Rates in Nunavut**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I would like to direct my questions to the Minister of Justice.

As Members of the Legislative Assembly, we don't always talk about good news and sometimes we have to talk about heavy issues.

I know that (interpretation ends) sexual abuse (interpretation) exists in Nunavut. We are aware of it. We met with the RCMP. I would like to thank the minister for that. We were informed that within Nunavut, sexual abuse is 155 (interpretation ends) percent (interpretation) higher than the (interpretation ends) national average. (interpretation) We need to tackle this issue as a government.

I would like to ask the minister: within this fiscal year and the fiscal years coming, what is the department going to do to deal with issue? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Justice, Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) The Department of Justice has a program called the Victim Care Program and under this program it is federally funded and Government of Nunavut administered.

The Department of Justice will continue to work with our federal counterparts to

advance victim services in Nunavut. The Department of Justice is currently working on trying to find housing for victims to house them while evidence is being gathered.

The Department of Justice, under the RCMP, also does school visits to educate students on various initiatives, which also includes sexual abuse. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Speaker. I would like to thank the minister. (interpretation ends) Under the *Family Violence Prevention Framework for Action*, one of the areas for action listed is to raise public awareness. I wonder if the minister could tell the House what is being done to raise awareness within Nunavut on the issue of sexual abuse against children. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Any member, community, or any organization that wants to provide services to victims of crime or to educate people can apply to the Department of Justice for funding. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Speaker. In the Department of Justice business plan, I will say it in English because it is written in English.

(interpretation ends) One of the objectives under the Community Justice Division of the Department of Justice is “To help create a positive healthy relationship between the offender and the community.”

Can the minister explain to me what that looks like when it comes to a convicted sexual offender who is returning to a small community where they may be in very close contact or may see the victims or the people that have been negatively affected by their crime? What does creating “a positive, healthy relationship between the offender and the community” look like in terms of sexual abusers? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak:** (interpretation) Thank you Mr. Speaker. (interpretation ends) Thank you, Mr. Main, for your question. I don’t have that level of detail of information, but I am willing to share it in the House and table the document on how the Department of Justice handles these issues. Thank you, Mr. Speaker.

**Speaker:** (interpretation): Thank you. Oral Questions. Member for Pangnirtung, Ms. Nakashuk.

### **Question 115 – 5(2): Nurse Positions in Pangnirtung**

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Health and I would like to get back to her statement yesterday.

Yesterday I had asked her how many

nurses are required in the community of Pangnirtung and her response was that since April 30, 14 nurses that had gone through Pangnirtung. How many nurses are required to be (interpretation ends) permanent indeterminate nurses (interpretation) in Pangnirtung? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Health, Minister Angnakak.

**Hon. Pat Angnakak:** Thank you, Mr. Speaker. I thank that member for the question. For Pangnirtung, according to my information, the total PYs are 14, permanent are 7, and there are 6 casuals. We are minus 1, but the total PYs that are allocated to Pangnirtung is 14. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you, Mr. Speaker. I would like to ask the minister to look into that. I am not aware of there being 14 nurses in my community. (interpretation ends) Seven permanent, and six casuals, (interpretation) are they replacing each other?

Also, regarding mental health workers, her response was there are five mental health workers and three additional mental health workers for a total of eight. I do not believe this because I have not seen that many nurses in Pangnirtung. Sometimes we have to close the nursing station or health centre because of the lack of available nurses.

I would like to ask the minister if she could look into this further because we

know that if we had that many mental health workers, they would be seeing patients, talking with people with depression, and also talking about suicide prevention.

I am sure that it would have a greater impact and it would be better run if we had that many mental health workers and 14 nurses. There would be patients being seen because some patients are not seen even though they have appointments. I would like to ask the minister if that's the actual case. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you, Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. Yes, that is the way it is supposed to be. In reading the briefing note, Pangnirtung had five nurses and will have an additional three nurses, for a total of eight nurses. Perhaps the three additional nurses have not been hired and those are mental health workers. There have to be 14 nurses, but there were 7 (interpretation ends) permanent employees and 6 casuals.

(interpretation) That is how it is set up, but sometimes it is difficult to see because they do not work all at the same time. Some may be on their vacation, (interpretation ends) or I don't know, (interpretation) but that's how I can respond to you. I can look into it and get back to you in regard to this issue. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank

you. Yes, I would urge the minister to look into it to make sure that it is the case so that they could see the patients that have appointments and also see the patients with mental health issues, and that they see those patients more.

Another issue is the (interpretation) community mental addictions worker (interpretation) who will be hired. We know that it would be better to hire an individual at the local level. I would like to thank the minister for bringing that up. My colleague was in support of this to hire an elder for counselling services because we would like to get more elders providing counselling. I would like to ask the minister if she can consider this further. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. I didn't really hear a question, but I give the floor to Minister Angnakak.

**Hon. Pat Angnakak** (interpretation): Thank you, Mr. Speaker. Yes, our elders should be more involved and I would support that. It can be looked into. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Netsilik, Mr. Qirngnuq.

### **Question 116 – 5(2): General Rate Application**

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I say “good day” to my colleagues.

(interpretation ends) Mr. Speaker, my questions are for the Minister responsible for the Qulliq Energy Corporation.

During Friday's sitting of the Legislative Assembly, the minister announced that the government has decided to reject the Qulliq Energy Corporation's proposal to move to a territory-wide structure. Had this proposal been accepted, a number of communities, including Kugaaruk and Taloyoak, would have seen power rates decreasing.

Mr. Speaker, although the minister's statement announced that the government has rejected the Qulliq Energy Corporation's proposal to move to a territory-wide rate structure, she did not clearly explain its reason for rejecting the proposal.

My first question for the minister is this: can she clearly explain why the government rejected the Qulliq Energy Corporation's proposal to move to a territory-wide structure? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for the Qulliq Energy Corporation, Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) *Koana*, for the member's question. The reason, as Minister of the QEC and this government did not accept the territorial-wide structure, it would have meant that the communities like Iqaluit that pay a lower rate than a community that pays a higher rate, their power rates would have increased rather than level. We didn't think that this would be fair for the larger communities. That's why this government didn't approve the territorial-wide structure. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you.

Your first supplementary, Mr. Qirngnuq.

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I also thank the minister for her partial response. (interpretation ends) In her statement of last Friday, the minister indicated that the government's decision concerning the Qulliq Energy Corporation's general rate application followed "a thorough review process by the Utility Rates Review Council (URRC)."

The URRC's report is now publicly available. The report states "the URRC supports the proposed move towards a rate for all communities based on Nunavut-wide cost of service." Does this mean that the cabinet rejected the URRC's advice? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) Yes, this government did not accept the URRC's and the QEC's recommendation for a territory-wide rate. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Qirngnuq.

**Mr. Qirngnuq**: Thank you, Mr. Speaker. The community of Kugaaruk has the highest power rate for domestic non-government customers in the territory. In her statement last Friday, the minister announced that the government will undertake an assessment of the current Nunavut electricity subsidy program. Can the minister clarify the timeline for this review? Thank you, Mr.

Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) My colleague is correct. This government has asked the QEC and the Department of Finance to come up with a new subsidy program, but there was no timeline stated. We want to ensure the members that the 6.6 percent increase is over two years. This government is hoping that a new subsidy program will be introduced within the next two years. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Baker Lake, Mr. Mikkungwak.

#### **Question 117 – 5(2): Long-standing Vacancies in Baker Lake**

**Mr. Mikkungwak**: Thank you, Mr. Speaker. My questions are for the Minister of Finance.

As the minister is aware, the issue of long-standing vacant positions in the government has long been a concern of mine. The government's most recent quarterly employment report indicates that there were a total of 33 vacant positions in Baker Lake as of March 31, 2018. I understand and recognize that it is the responsibility of individual departments to initiate job competitions to fill vacant positions.

However, I understand and recognize that it is the role of the Department of Finance and the Financial Management Board to monitor long-standing departmental vacancies and to approve

the number of funded positions in each department. Can the minister explain how long positions are allowed to remain vacant before they are removed from the department's approved organizational chart? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Finance, Minister Akeegok.

**Hon. David Akeegok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) There is no specific timelines as to when the departments or agencies can remove their PYs if they have been left vacant for a long time. This is one area that I have been concerned about too and have raised it with the departments. I have asked them to see how many have been vacant for a certain number of years. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Speaker. As I noted in the preamble to my question, there are currently around 33 vacant positions in Baker Lake. Fortunately the community's overall vacancy rate is lower than the GN's average. The Department of Finance is responsible for the staffing process. Can the minister explain what bottlenecks are currently impeding the ability of departments to initiate job competitions to fill the vacant positions in Baker Lake? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Akeegok.

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) There is no bottleneck that is impeding putting them out for competition. There are certain competitions that go back and forth with the Department of Finance and the departments or agency in terms of what the job descriptions are and leading up to the competitions. If there is a staff house request, then there is that process that they need to go through.

There are a number of steps that departments go back and forth, and I don't want to call that a "bottleneck," but that's going back and forth. If there are certain requirements that departments are requesting, then they go through that too. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Mikkungwak.

**Mr. Mikkungwak**: Thank you, Mr. Speaker. The Minister of Finance led me right into my final supplementary.

The Department of Finance has been working with the Nunavut Housing Corporation to review the government's *Staff Housing Policy*. A number of my colleagues have suggested that in cases where staff housing units have remained vacant for extended periods of time because the positions associated with the units have remained vacant.

Consideration should be given to transferring these units to LHOs for use as public housing. Can the minister explain how his department's review of the staff housing policy is addressing this issue? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Akeeagok.

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I heard a number of questions on that. I'll answer one of them, which is the blueprint for action calls for a review of staff housing and that is one of the areas that we are reviewing. I mentioned a few days ago too, that I'm expecting and anticipating this report to be done and presented to myself and my cabinet colleagues for consideration by this fall. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Manirajak, Mr. Lightstone.

#### **Question 118 – 5(2): Restraint on Employees of Nunavut Arctic College**

**Mr. Lightstone**: Thank you, Mr. Speaker. I would like to return to my questions asked on Monday, June 4 to the Minister of Nunavut Arctic College. My questions are regarding constraints being placed on employees working in Nunavut Arctic College's community learning centres.

We have heard from several members who have raised common concerns that their constituents that are working in these community learning centres, in communities that shall remain anonymous, have been given direct instruction not to communicate with MLAs without prior approval and may not promote programming through social media.

It appears that many of the employees in the community learning centres are

being muzzled. I would like to ask again: is the minister able to confirm that there have been no direct policies or directives given to the employees at the community learning centres not to express or invite community leaders to events or communicating through social media? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Nunavut Arctic College, Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker. I thank him for the question. (interpretation ends) The Nunavut Arctic College is committed to providing relevant and consistent services to learners across the territory and to ensure learner success.

I am not sure exactly where this muzzling or where he is led to believe that the learning centres are being muzzled. I think what I can say on that is that our organization, the college itself, is going through reorganization. I think maybe things are being interpreted wrong. There are new systems being changed. They are trying to do new things. I think this is being portrayed in a different way. It's trying to incorporate new systems, like I said, and new processes are being incorporated. It should be interpreted in not just the wrong way. I think this is something that we need to relook at, but we're open to suggestions. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Speaker. I would like to read from a comment posted online. Nunavut Arctic

College employees recently received an email stating that they're not to invite elected officials, meaning Members of the Legislative Assembly, unless it goes through proper chain of command and the president signing on it. Can the minister confirm or deny these allegations? Thank you, Mr. Speaker.

**Speaker**: Minister Joanasié.

**Hon. David Joanasié**: Thank you, Mr. Speaker. Thank you for this question. I have to look into this. I have never seen an email of this type, but I could look into this and get back to the member. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Lightstone.

**Mr. Lightstone**: Thank you, Mr. Speaker. I really hope that the minister does look into this further.

My last question is on another constraint placed on community learning centres and that's a financial constraint. As per the *Financial Administration Manual* and the *Financial Administration Act*, calls for delegation of authority, and it states that "Sound financial management supports delegation of financial management responsibilities within an organization to levels that are best able to exercise it in a financially prudent manner..." meaning that program managers that are directly responsible for an office or responsibility centre are given the authority to sign off on expenditures that would enable them to carry out the programming.

Once again it has been raised by many members from many communities that



their community learning centres are having these financial authorities revoked and having to go through the head office to get approval for expenditures that are as minimal as purchasing basic classroom supplies. Can the minister clarify what level of financial signing authority is provided to local college staff in the community learning centres? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Speaker, and thank you, Mr. Lightstone. (interpretation ends) As Nunavut Arctic College is a corporation under branch from the Nunavut government, we are bound by *Financial Administration Act* and as such, our agency has to follow the *Financial Administration Manual* and we have to follow the contracting procedures and financial directives that our finance department lays out. We work in partnership with them to ensure that all levels of staff are authorized to spend within their limits. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Aivilik, Mr. Netser.

### **Question 119 – 5(2): General Rate Application**

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

(interpretation ends) I would like to follow up on my colleague, Mr. Qirngnuq's question to the Minister of the QEC.

In her response to his questions on whether it was about the first application rate increase that the URRC requested to the government and they rejected, her response was that it would not be fair for the larger communities for a bigger increase, then those of us from the smaller communities would be impacted.

Mr. Speaker, my question: is the 3.3 percent increase fair to all of Nunavut? That's my first question. (interpretation) Thank you.

**Speaker** (interpretation): Thank you. Minister responsible for the Qulliq Energy Corporation, Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. Thank you, my colleague, for the question. Originally the URRC proposed a 7.6 percent increase and after the QEC, the board reviewed the URRC's recommendation, they came up with a 6.6 percent increase. The 3.3 percent increase for the next two years will help to cover the QEC's costs. They don't get any funding from this government. All the revenues received covers costs for their O&M expenditures. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. I didn't get a response to my question so I will ask again. (interpretation ends) Mr. Speaker, in her response to Mr. [Qirngnuq's] question, it would not be fair for the larger communities to see a big rate increase and for the smaller communities for a minimal increase and some communities would have been reduced.

Under her fair deal, Coral Harbour, my community, the rates are going to increase by \$2.95 per hour, and for Nauyasat, the increase will be \$2.63 an hour. The Iqaluit rate is going up \$1.81 per kilowatt-hour. Is that fair, Mr. Speaker? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Ehaloak.

**Hon. Jeannie Ehaloak** (interpretation): Thank you, Mr. Speaker. (interpretation ends) It's unfortunate that some communities are going to be impacted and some are not with various rates of increase, but again, we didn't want to impose the Nunavut-wide rate as this government instructed the QEC and Finance to come up with a different subsidy program so that communities like those small communities can receive, hopefully within the next two years, a subsidy that will help them with those increased rates. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Netser.

**Mr. Netser**: Mr. Speaker, I give up. Thank you, Mr. Speaker.

**Speaker** (interpretation): Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

### **Question 120 – 5(2): Canada Revenue Agency Audits**

**Mr. Hickes**: Thank you, Mr. Speaker. I would like to direct my question to the Minister responsible for Executive and Intergovernmental Affairs.

Mr. Speaker, the minister made a minister's statement earlier today on the Community Volunteer Income Tax Program and I celebrate the advancements that have been made. I do have some questions regarding the topic, though.

Mr. Speaker, there have been a number of media coverage and comments made in the public on the amount of reassessments or audits, as they are commonly referred to. People that take advantage of this Community Volunteer Income Tax Program that is manned by volunteers, where do the residents go if they are audited or reassessed to receive assistance and direction? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Executive and Intergovernmental Affairs, Premier Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I didn't quite grasp the question he asked, and with your permission, Mr. Speaker, I would like the member to clarify his question. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Mr. Hickes, please rephrase and clarify [your question.] Mr. Hickes.

**Mr. Hickes**: Mr. Speaker, where do people that take advantage of this volunteer service go if Canada Revenue Agency reassesses or audits their return? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Thank you for that clarification. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Although I don't quite get the gist of the question, I will try to respond. The Canada Revenue Agency does ask for audits as certain returns sometimes require they be (interpretation ends) reassessed (interpretation) which I believe is what the question was about.

In those cases, the person would have to return to the volunteer who did their return, as this work is voluntary to provide an income tax return for Inuit who wish to receive assistance. People can request additional assistance from these volunteers if their return is audited or reassessed. They will be able to ask for assistance from the same worker on the reassessments. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Hickes.

**Mr. Hickes**: Thank you, Mr. Speaker. Mr. Speaker I hope the volunteers were informed that their volunteer season goes past the tax season.

Mr. Speaker, like I mentioned earlier, there has been a number of coverage and as the minister is responsible for intergovernmental relations, the national revenue minister, Minister Lebovillier, was here in Iqaluit in April and the issue of CRA reassessments or audits, like I said that they are commonly referred to, was discussed, specifically the percentage or the dramatic difference in the amount of audits that northerners go through compared to our fellow Canadians in the south.

Can the minister provide an update of the discussions with the federal

government on this issue of the high number of reassessments or audits that Nunavummiut experience? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Although I haven't had discussions with the federal minister on this matter, the issue was brought up in a news story where we all heard that the majority of reassessments seem to focus on Nunavummiut, and that it has slowly subsided. We heard about this issue from the news story and subsequent media coverage.

There is regular dialogue between the Minister of Finance and his federal counterpart, and that is part of his mandate. However, it was good to hear that Nunavut residents have finally been acknowledged by the Canada Revenue Agency as being too regularly singled out for reassessments. We have been informed that the number of Nunavut residents being reassessed has significantly decreased. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Hickes.

**Mr. Hickes**: Thank you, Mr. Speaker. As the minister responsible for intergovernmental relations, there were 10 things that the Canada Revenue Agency stated that they will do and number two was, like the minister made in his statement today, to promote community volunteer income tax programs and create partnerships. There are nine other action items that were committed to. The minister's statement

states an ongoing collaboration to streamline services with the Government of Canada. What other items are being addressed with this collaboration? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I indicated that there is ongoing dialogue with our federal counterparts. I can't identify exactly what we're covering, but we're in dialogue right now and it probably includes the number of reassessments and other issues that will be covered. I can't identify the exact details right now. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Arviat North-Whale Cove, Mr. Main.

### **Question 121 – 5(2): Human Resource Functions**

**Mr. Main** (interpretation): Thank you, Mr. Speaker, for recognizing me again. I rise to ask questions to the Minister of Finance, Mr. Speaker.

We all know that lack of capacity is a big problem for the government. Whenever we talk about health, we hear that they have capacity issues. When we look at CGS and different departments and they have a lack of capacity as well. (interpretation ends) Human Resources, (interpretation) and the hiring and retaining of staff was moved to the Department of Finance and it was no longer a stand-alone department.

I would like to ask the minister: as it's under (interpretation ends) the

Department of Finance, is it running better now; hiring and retaining staff? Now that it's under the control of the Department of Finance, is it running better? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Finance, Minister Akeeagok.

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. I also thank the member for that good question. The work is always ongoing and there have been reports on the fact that it's taking a very long time for us to hire adequate staff. We look at different ways to improve by working with departments and agencies. They have committees. Our employees have committees as well and we use those committees to look for better ways of running things. We're always doing that. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank the minister. When it comes to HR issues, which is a very big issue for the government, is the current set-up of having HR within the Department of Finance better than the old set-up, which was to have HR as its own department? I would imagine that there are indicators and statistics that we can look at. I'm interested: is our current system the best in terms of human resources? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Akeeagok.

**Hon. David Akeeagok**: Thank you, Mr. Speaker. There are pros and cons in any

of the jurisdictions. In a lot of jurisdictions you see HR going into Finance or separated, or to an extent, some of them have public service commissions. There are different models and different processes and procedures and to say whether it was better then or better now; I don't want to compare those two because we are currently in this system where HR is in Finance.

Through recognizing this, we have an associate deputy minister that's dedicated to HR and the HR issues, and that's an attempt to ensure that there are speedy processes that we can do. The discussion of which way is best for this government; that is still up for debate with my cabinet colleagues. As I mentioned in the last session, we are and we will continue to review how this process is going to work. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Main.

**Mr. Main:** Thank you, Mr. Speaker. We will have to agree to disagree on this one because I think it's very important to compare the current system versus the old system. If the current system isn't working as well as the old system, then maybe we should go back or we should make changes. If it's working better, then it was a great move to put it within Finance.

In terms of this evaluation, the minister had mentioned an evaluation within the cabinet. What is the timeline in terms of making a judgment on whether to stay with the current system, to go to a public service commission, or maybe to go back to the Department of Human Resources in terms of the specific

timeline? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Akeeagok.

**Hon. David Akeeagok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I don't have a timeline for this. It is a complex one and it is one that if there is going to be any restructuring, there are certain processes that we need to go through. If there are going to be major changes, then there are different timelines that we need to do. If we're going to continue in this process, then my role and my task is to try to fix those processes that are slowing it down. I'm trying to do that with help from all the government officials. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Aivilik, Mr. Netser.

#### **Question 122 – 5(2): Runway Extension for Naujaat**

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. I was going to ask more questions to the Minister responsible for the Qulliq Energy Corporation, but I gave up, so I would like to turn to the Department of Transportation.

We heard before that Naujaat was going to be getting a new air terminal building. We're very grateful for that. We're grateful the Government of Nunavut requested help from the federal government to make this a reality. They are always saying that the airstrip is too short and they have been requesting that it be lengthened a little bit so it can accommodate larger aircraft with Calm Air. Is the minister aware of this

question? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. Yes, I have heard that question and thank you for asking it. The extension of the runway in Naujaat is being looked at to determine if there are any barriers to extending it and how it can affect the proposed extension as that is being studied. If there are no reasons not to extend it, they would then look for a schedule as to this extension. I am not saying here that it will proceed to the next step, but only that the proposed extension is being looked into to determine why this extension of the runway couldn't proceed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your first supplementary, Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Speaker, and I thank the minister. When will we be notified about the possibility of extending the runway? Will the federal government pay for this or the Government of Nunavut, and how much would it cost? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. At this time the cost estimates of this proposed work is unknown, as we first have to study the runway to determine if there are any potential barriers to do the work. At the time when the runway was first built, the length was quite short due to limitations

and that's why it wasn't extended at that time. We are studying the runway to determine if this limitation still exists where we will check all mandatory requirements.

Any airstrip improvement requires funding from the federal government, but sometimes if the project is small enough, we use our own funding. As to how or which government will fund the project is something we can look at down the road. If there are no barriers to this proposed extension, then the next step would be the cost estimate and financing, which we would then look for. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Your final supplementary, Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank the minister. (interpretation) Now I would ask: once the minister or his department is made aware of the study results, would they communicate that directly with the people of Naujaat and me? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. Once I know, I will inform my colleague. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members, please note that the time for question period has expired and therefore we will proceed with the orders of the day. Written Questions. Returns to Written Questions. Replies to Opening Address. Petitions. Responses to Petitions. Reports of Standing and

Special Committees on Bills and Other Matters. Chair of the standing committee, Mr. Main.

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

**Committee Report 002 – 5(2): Bill 3, Cannabis Statutes Amendment Act**

**Committee Report 003 – 5(2): Bill 6, An Act to Amend the Judicature Act and Other Acts in Relation to Judges**

**Mr. Main** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I wish to report that Bill 3, the *Cannabis Statutes Amendment Act*, and Bill 6, *An Act to Amend the Judicature Act and Other Acts in Relation to Judges, 2018*, have been reviewed by the Standing Committee on Legislation and that the bills are ready for consideration in Committee of the Whole. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Bill 3 and Bill 6 will be put on the order paper for June 11.

Reports of Standing and Special Committees on Bills and Other Matters. Tabling of Documents. Notices of Motions. Notices of Motions for First Reading of Bills. Motions. First Reading of Bills. Second Reading of Bills. Consideration in Committee of the Whole of Bills and Other Matters. Bills 4, 5, and 7 with Mr. Akoak in the Chair.

In accordance with the authority provided to me by Motion 4 – 5(2), the committee will stay in session until it

reports itself out.

I would ask that we break for lunch and return at 1:30 p.m.

Sergeant-at-Arms.

>>*House recessed at 11:46 and Committee resumed at 13:30*

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

**Chairman** (Mr. Akoak): Good afternoon. Welcome back, committee. Welcome to the people watching television. Welcome to the proceedings.

I would like to call the committee meeting to order. In Committee of the Whole we have the following items to deal with: Bills 4, 5, and 7. What is the wish of the committee? Mr. Rumbolt.

**Mr. Rumbolt**: Thank you, Mr. Chairman. Good afternoon, members. Mr. Chairman, we wish to continue with the review of Bill 4 and the Department of Education, followed by the Nunavut Housing Corporation. Thank you, Mr. Chairman.

**Chairman**: Thank you. Are we in agreement that we first deal with Bill 4?

**Some Members**: Agreed.

**Bill 04 – Appropriation (Operations & Maintenance) Act, 2018-2019 – Education – Consideration in Committee**

**Chairman**: Thank you. I would now like to ask Minister Joanase: do you have officials you would like to appear

before the committee? Minister Joanasie.

**Hon. David Joanasie** (interpretation):

Yes, Mr. Chairman, I do.

**Chairman:** Does the committee agree to let the minister and his officials go to the witness table?

**Some Members:** Agreed.

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

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

**Hon. David Joanasie** (interpretation):

Thank you, Mr. Chairman. Good afternoon, members and Nunavummiut who are listening and watching the proceedings on the radio and TV.

Mr. Chairman, to my left is my Deputy Minister, Pujjuut Kusugak, (interpretation ends) and to my right is the Director of Corporate Services, Heather Moffett. Thank you, Mr. Chairman.

**Chairman:** Thank you, Minister Joanasie. Welcome to the proceedings, and your officials. Please proceed with your opening comments, Minister Joanasie.

**Hon. David Joanasie** (interpretation):

Thank you, Mr. Chairman. Good day, Mr. Chairman and members. It is a privilege for me to discuss the 2018-19 main estimates and business plan for the Department of Education in this new government.

In our new mandate document,

*Turaaqtavut*, we stated that education is one of the government's top five priorities. Through Sivummuqaqalliajjuvivut, we want to provide education and training that prepares our children, youth, and adults for positive contributions to society and for meaningful employment.

Our goal is the development of self-reliance, and education is the key to realizing this goal. We are committed to working towards providing students in every community access to the same high-quality education and training needed to reach their career goals.

Mr. Chairman, in order to deliver consistent, quality education to Nunavummiut, we have put forward a total budget of \$6,546,000 of new funding for the 2018-19 fiscal year. I am pleased to have the opportunity to highlight for you what we propose to do with this new funding.

Mr. Chairman, we plan on a \$1,977,000 increase to support our funding formula for allocating teaching positions to communities and district education authorities' operations and maintenance funding which was previously funded from within the department's budget. By increasing our funding for teaching positions and our funding to district education authorities, we are supporting our commitment to ensure that the number of teaching positions in Nunavut is competitive if not better than most other Canadian jurisdictions.

Mr. Chairman, we have also allocated \$351,000 for five new positions for the new Amarjuaq High School in Igloolik. These positions include a school secretary, two custodians, an



*Ilinniarvimmi Inuusiliriji*, and a learning coach.

Next, funding in the amount of \$3,866,000 has been requested as a result of the recent ratification of the Nunavut Teachers Association collective agreement in March 2018. This new agreement provides the foundation to continue building a positive relationship between the parties. It also emphasizes Inuit employment in the teaching profession and the promotion and support for Inuit languages, as well as the importance of working together to ensure that student successes and well-being is our collective priority.

Mr. Chairman, lastly, Nunavummiut want students to learn and experience academic, physical, social, emotional and spiritual success in school. We know that students learn best when they feel safe, and educators want to work in a safe environment. New funding of \$352,000 is currently being set aside for the department to provide crisis response training and post-trauma supports to schools. This will allow schools and communities to increase their resiliency.

Mr. Chairman, I believe that student success happens when families, communities, and governments work together to strengthen the education system. The impacts of our work today truly inspire a commitment to lifelong learning. I look forward to working with the committee and my colleagues to provide Nunavummiut with the best possible opportunities for the future.

Mr. Chairman, I am happy to respond to questions from committee members. Thank you.

**Chairman:** Thank you, Minister Joanase. Does the chair of the standing committee have comments? Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you, Mr. Chairman. (interpretation ends) As the Chair of the Standing Committee on Social Wellness, I am pleased to make opening comments as we begin deliberations on the proposed 2018-19 budget of the Department of Education.

Mr. Chairman, the Department of Education's 2018-19 operations and maintenance budget is just over \$213 million, which represents an increase of approximately \$6 million from its 2017-18 budget. The standing committee notes that the new collective agreement with the Nunavut Teachers Association will have some impact on expenditures for compensation and benefits. Members further support all initiatives which seek to increase the number of Inuit working in the teaching professions.

Mr. Chairman, the Department of Education has increased its investment in inclusive education over the years. Members recognize that supports for inclusive education can include such devices as specialized sound systems for classrooms as well as specialist services such as diagnostic testing and psychological or physical assessments. It is not clear how the department ensures that such services are always readily available at the community level when so many Nunavut students require additional supports. The standing committee encourages the department in the initiatives being undertaken in collaboration with Nunavut Arctic College to provide additional training to student support assistants across the

territory.

Mr. Chairman, the lack of Inuit language speaking educators is an ongoing concern. The standing committee notes that the Department of Education's Inuit Employment Plan includes a number of different initiatives to support and encourage Inuit in accessing additional certification and educational opportunities within the teaching profession. In addition, the Nunavut Teacher Education Program at Nunavut Arctic College provides important training opportunities for upcoming educators. Members fully support the department's intention to promote teaching as a potential occupation across Nunavut's communities and look forward to announcements of future course offerings at community learning centres across the territory. Members encourage the minister to explore additional opportunities to train and employ Inuit to work in a variety of occupations in Nunavut's schools. The standing committee has raised some concern with respect to the current formula used to calculate the student-educator ratio and its relevance in determining the resources and staff which are allocated to individual schools. The standing committee looks forward to updates on reforms which are being considered in this area.

During the minister's appearance before the standing committee to review his draft main estimates for 2018-19, members appreciated receiving information on the department's work towards developing Inuit language material. Although concerns were raised with respect to the use of different dialects, members do recognize the necessity of using standardized

terminology across the education system as a whole. The standing committee urges the department to move forward more aggressively in its efforts to create and adapt more curriculum materials for the Nunavut context for all grade levels.

The standing committee notes that the Minister of Education has indicated that a new bill to amend the *Education Act* will be forthcoming within the term of this Assembly. Members look forward to reviewing the legislative amendments that will be proposed with a view to improving the delivery of Nunavut's education system.

Mr. Chairman, the role of district education authorities is critical to the successful delivery of Nunavut's education system. Members appreciate that the department has invested additional resources to provide training and support to DEA staff and members.

Mr. Chairman, the Department of Education also offers programs aimed at supporting adults who wish to improve their educational qualifications, such as obtaining their High School Diploma under the new Pathways to Adult Secondary School initiative. The standing committee is in full support of initiatives to encourage and assist adult Nunavummiut in furthering their educational or career opportunities.

Looking at the other end of the education spectrum, members of the standing committee raised a number of concerns regarding the delivery of early childhood programs in Nunavut's communities, including the lack of daycare spaces, training and funding opportunities for daycare, salaries and training opportunities for early

childhood educators, as well as resources for early childhood education programs. It has been noted that plans to review and amend or replace the *Child Day Care Act* do not seem to be high on the government's list of priorities. The standing committee encourages the minister to work with his officials to consider the establishment of full-time kindergarten and members look forward to receiving updates in this area.

Mr. Chairman, that concludes my opening remarks. Individual members may also have questions and comments as we proceed. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you, Ms. Nakashuk. Well read. Any general comments from the committee? If not, we will begin on page G-4. Education. Directorate. Total Operations and Maintenance, to be Voted. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. For my first question, looking back at the public accounts for the last fiscal year, 2016-17, the public accounts that were released, the Department of Education had lapsed about \$5 million. I was wondering if the minister would be able to provide us with an estimate with the current position that the department is sitting at for the 2017-18 fiscal year. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank him for that question. Currently our estimate is that we require at least \$1.5 million on that line item he questioned. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. I'll continue on the line of financial questions. Looking at the Directorate's actual expenditures for 2016-17, there was about \$5.8 million spent under compensation and benefits. That is a deficit of about \$3.6 million when you compare it to the budget for that fiscal year. Would you be able to let us know how that deficit position came about in 2016-17, if it was repeated in 2017-18, and if the salary situation will be in line in 2018-19? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The actuarial entry there has to do with sick leave and special leave, but we are not anticipating that it would be repeated moving forward. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. The next item would be purchased services. There's a budget request of \$129,000. If I look at prior actuals, we have \$248,000 in 2016-17 and just over \$300,000 the year before that. Is that \$129,000 going to be adequate for 2018-19? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We're thinking that it might be enough to cover what our needs are for the coming year. That's

what we have budgeted so we will try to aim for that expenditure. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Continuing on the lines of purchased services, in the last two fiscal years the average has been \$275,000. Have this branch's expenditures of purchased services changed? Will they be different in 2018-19 than they were in prior years? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Just a moment, please. (interpretation ends) I'm going to ask my corporate services director to elaborate on his question. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) That line item in the past has been mostly used by the Communications Division and a lot of the recruitment campaigns are now under the educator development section of the budgets. We are moving that line item there so that it should be adequate spending for the remainder of the communications budget for the year. Thank you.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. My last financial question related to the branch is: why are there no other expenses being budgeted in 2018-19? I'm sure that it is quite common that the government uses the other expenses to

fund items such as computer hardware and software. I'm sure that with excessive use, they do age quickly and need to be replaced periodically. I was wondering why the branch isn't forecasting a need in 2018-19. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Thank you for his question. We have moved those items into other divisions and Corporate Services buys all computers, if that answers your question. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I definitely understand the need to have a central organization to handle the purchase of computer hardware and software such as the revolving stock of CGS, but when it comes to the aligning or reporting of financial expenditures I believe it is more appropriate that the budget be allocated in the actual program or function that incurs the expense, such as Directorate or any other branch. Is there a reason why it's being reported under Corporate Services? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. If you would allow, I would like the (interpretation ends) corporate services director (interpretation) to respond. Thank you.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you,

Mr. Chairman. (interpretation ends) We find that because things like computers are not purchased every year, it's much easier to control that through a central budget. If Corporate Services has an amount that's allocated to computer purchases, for instance, and it's the same thing with office supplies, we find it easier that we only purchase the computers that are needed. Directorate may or may not need new computers for an entire year; there are only a couple of people in the division. We don't want to see money put in there and then not used. We would prefer to have it accessible to all divisions at the same time and so we can manage those types of expenses.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. My next question is going to be related to the minister's statement this morning. The Minister of Health had noted school-aged hearing assessments. I was curious: what age group are these hearing assessments aimed at; kindergarten, entry-level, grade 6, grade 9? How are old these children or kids that are being assessed? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): One moment please.

Thank you. The Department of Health focuses on children (interpretation ends) aged zero to 5, (interpretation) but in the schools (interpretation ends) we deal with the whole student body, K to 12. (interpretation) I hope that was clear. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Moving on to my next question, my next question is going to be related to education leave. The business plan has identified that the department has created your own Education Leave Policy to encourage more Inuit participation in the Education Leave Policy, which I would like to applaud you for. I believe that the rest of the departments should follow suit.

In the response to my written question regarding education leave, the Department of Education had the highest amount of employees on education leave as of March 31, 2018. Although you were first in the number of employees, you were tied for seventh with the number of Inuit participation in the Education Leave Policy. You had 2 out of 12, or 16 percent. What are you doing exactly to encourage more Inuit to take in the Education Leave Policy? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. With respect to our Inuit employees within the Department of Education, we generally try to provide opportunities to them to advance to higher positions should they choose to do so. The Department of Executive and Intergovernmental Affairs also provides various levels of support for employee advancement, or if they wish to be seconded to another position, we try to accommodate them.

However, I am quite pleased with the introduction of career advancement we have initiated within our plan. This

initiative will have 10 openings for our employees throughout Nunavut as it is geared for the entire territory, but we are open to having more than 10 openings if we have more than 10 applicants. We are trying to encourage them in this regard. I hope I responded adequately, Mr. Chairman. Thank you.

**Chairman:** Thank you. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. My next question is going to be on language training. As the Premier indicated, there were 159 employees that took part in Inuktitut training in the fiscal year 2017-18. Does the minister know how many of those 159 were from the Department of Education, and does the Department of Education have a target for how many employees to send out for language training in 2018-19? Thank you, Mr. Chairman.

**Chairman:** Thank you. Just to a reminder to slow down. We have translators. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Although I don't have the exact figures here, you mentioned 159 employees but I don't have the breakdown as to how many were from our department. Nonetheless, the majority of course participants were employees of our schools, such as (interpretation ends) school staff (interpretation) who work in the school. Albeit, I believe there aren't many opportunities for them to participate because their working hours during the day at the school conflict. Since they have to be at the school, if they want to take the Inuit language course, it can cause conflicts with their working hours.

Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. Is the minister aware of how many employees in the Department of Education speak Inuktitut and how many teachers can speak and teach in Inuktitut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. This is another area where I can't give you the exact numbers, but we can try to recount them. However, if the member can wait, (interpretation ends) we can get back to him on that one. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Continuing on the language training topic, considering that it's difficult for teachers to take part in language training that is offered by EIA, does the department think it's possible to have a fully bilingual workforce in the Department of Education? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. In that regard, we would like to see this changed through different avenues to ensure our employees can speak Inuktitut, by, for example, hiring bilingual staff. However, for staff currently working in our schools, whether they are a beneficiary or not, we

encourage them to learn Inuktitut as training can be provided. Our preference has been to try to use different avenues to provide this Inuktitut training. Hopefully I answered his question properly. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I'll move on to the next topic and that's the upcoming *Education Act*. It's clear that we do have an attendance issue across our territory in pretty much every school. Is there going to be any writing in the proposed *Education Act* on truancy? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): I apologize. I would like the member to clarify his question so I can give him an appropriate answer. Thank you.

**Chairman:** Mr. Lightstone, please clarify your question. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. It is my understanding that other jurisdictions have truancy written into their Education Acts, which puts the responsibility of a child's attendance in the hands of the parents. I was wondering if Nunavut would be moving in that direction. Thank you, Mr. Chairman.

**Chairman:** Mr. Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. At this time we haven't really looked at the idea of whether we are going to include truancy in the *Education Act*. In regard to truancy and how it's dealt with in the

other jurisdictions, we would like to see how effective it is if it is included in the Act, but it's up to the parents. We don't want to turn on the parents, but we would like to be more open and to make it more effective. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I will move on to my next question. In the 2016-17 *Procurement Activity Report* on page 45, the Department of Education had utilized a consultant to conduct a study on full-day kindergarten strategies. I was wondering what the results were of this study. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. One moment please.

Thank you. As we know, this was reviewed by the special committee on education in the Fourth Assembly and was one of the resolutions where they could apply full-day kindergarten classes so parents could work while also reducing the number of kindergarten students per class. It's a (interpretation ends) two-phased project (interpretation) and we do support full-day kindergarten classes.

We would also have to look at the space in the schools. There has to be enough space to provide full-day classes and the population of the school would be a factor. We would also look at the financial part of it where there would be additional costs for the teachers, staff, space, and so on. There would be costs

associated with providing full-day kindergarten classes. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Over the last several decades, as Canadian families have required dual incomes just to make ends meet, all of the other jurisdictions have been moving towards full-day kindergarten to help alleviate the pressures on daycare. I was wondering if and when Nunavut will be moving towards a full-day kindergarten. Thank you, Mr. Chairman.

**Chairman:** Thank you. I think the minister may have answered that question, but Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I can't say when we will have full-day classes, but that's the direction we're taking. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on the list is Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. My questions are around the area of DEA funding. I'm not sure if I'm on the right page, but if I'm not, please correct me. First of all, what factors are used by the government to determine the amount of funding that DEAs get in any given year? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It is 100 percent tied to the number of students in the

schools; so enrollment. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you. If it's based on student enrollment, that means it can fluctuate from year to year. In the upcoming year are there any DEAs that will receive cuts to their funding and, if so, how many? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. (interpretation ends) There are some cuts to some DEA funding but I can't say by every DEA. I can look into having a breakdown provided. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. The minister said he would "look into giving us a breakdown", but I would appreciate if he could commit to giving us a breakdown of which communities are cut.

To continue on, as a result of communities being cut, I would assume that then there is a possibility that staff positions will also be removed from communities. As a result of these DEAs reduced funding, will all of these schools also be losing staff within the schools? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Looking back from the previous fiscal year and this budget that we're presenting, we have a net increase of 3.5 PYs, but yes, there are many



fluctuations. Some communities' enrollments are changing on a year-to-year basis, so we're following that formula right now. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. The minister may not have the information, but will the minister commit to providing us with a breakdown by community of positions lost or positions gained as a result of this formula? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Yes, I will. To make an addition, the student-educator ratio is used when it comes to the district education authorities and they are usually given an additional PY. However, the DEAs decide what's going to be given. I hope that was clear. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. The minister just mentioned the student-teacher ratio and it leads me to my next question. It's my understanding that the schools provide the attendance records and then the department decides from that the amount of funding or the amount of staffing needed in any given community.

What happens in a case where a school submits their student attendance and then the department feels that they're not accurate or the department has a different figure than the school. Which body will have the rule of the number of

students that they have in the school? Will it be the Education department or the school itself? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. I also thank you for the question. (interpretation ends) We work with the schools as well as the DEA on these SER formula allocations and the fluctuations because every year we go through this process and the DEAs are involved. We work with them as well, in addition to the schools. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Just to change the subject a little bit, yesterday in the House the minister talked about possible amendments coming into the *Education Act*. I was reading a news article. It states that they will do a community tour this fall on changes to the *Education Act*. Can the minister inform us whether or not they will be visiting all communities in Nunavut? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We are now planning to visit 12 communities but we haven't identified which communities those will be. Thank you, Mr. Chairman.

**Chairman:** Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. I wonder if the minister can explain why they would only visit 12 communities. The opinions of all our

communities count, so I think they should be visiting all communities. Can he explain why they're only visiting 12? Thank you.

**An Hon. Member:** Good question.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): One moment please.

We're going to be starting the community tour this fall. (interpretation ends) We will be starting consultations with various stakeholders, but also yes, there's a component of visiting communities. Given the time and budget we are allocated, we're limited to do 12. Also, I think at the same time let me say too, that all the DEAs will have an opportunity for their chairs to be involved in the *Education Act* amendment review and the process with the coalition of DEAs. They will have full participation in this matter. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. The minister says that with time restraints you can't visit all the communities, but as he well knows the importance of the *Education Act* to our communities, it's very important that he get as much information as possible from all communities. I think they should take the time to visit all our communities so that they have the proper information so that the proper changes can be made to the *Education Act* so that it suits everybody; not just 12 communities, and some information from stakeholders in other communities. Again, will the minister commit to trying

to visit all the communities in Nunavut? Thank you.

**Chairman:** Thank you. Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I think we will do the best we can to have all the communities participate and we will look into this leading up to the review, but we want to have as much participation from Nunavummiut as we can. If there are areas where we can maximize on other initiatives, we will try to do that. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. With the 12 communities that they anticipate visiting, will the minister commit to visiting more of the smaller communities? I think, in the larger centres and the smaller communities, the education seems to vary differently between the two. I think you need to get the opinions of more smaller communities. Will the minister commit to visiting as many small communities as possible? Thank you.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. The smaller communities will be considered because we do want to visit them. They will not be forgotten in our considerations when we are looking at which 12 communities we will be visiting. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on page G-4. Next name on the list, Ms.

Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. In the business plan on page 96, I don't fully understand the meaning of *Piliriqatigiinnut Iliqqusiqattiarniq*. (interpretation ends) The departmental business plan for 2018-2021 indicates that for the fiscal year 2018-19, there's an increase in funding for what's called the "Partner Relations Division." I don't quite understand what the Partner Relations Division is. Can you describe the role of the Partner Relations Division and how it supports the delivery of the Nunavut education system? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The Department of Education is broken up into different divisions and the Partner Relations Division coordinates the work between the different divisions, and there are different departments. Outside of the government there are the DEAs and other Inuit organizations that we partner with. This division is part of that. The Elders Advisory Committee under the Department of Education also works through the Partner Relations Division. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you. Also, in the 2018-2021 draft business plan you will apparently focus on a Family Engagement Awareness campaign. Can you provide further detail on what family activities will be undertaken under this campaign? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and thank you for the question. We want more involvement from families and people who live in the same community. We would like to make some considerations on how we can increase the number of students who graduate and not just within the school. We want to engage the whole community. I am sure we all play a part in helping the students graduate.

Whenever a student stops going to school, the effort has to start somewhere to bring that student back, so the parents have to be involved. The local DEAs also have different responsibilities and they make policies that will be followed in the schools. We want to start considering what kind of family or parental engagement programs we can do to get parents more involved in school operations. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. One of the processes that I have been thinking is the lack of attendance in the schools, like the member across the floor, Adam, was speaking about truancy.

If a child is not attending school, you give a penalty to the parent, let's say, \$10 on their welfare cheque. We have to start thinking in that process because a lot of the children are suffering and it should be put under the Family Engagement Awareness campaign that I see in the business plan. A lot of the parents are not sending their children to

school and I believe, as a government, the responsibility should be tied to the welfare cheque. If they know their welfare money coming in is going to be affected, they will make sure their child is in school. I do not know across Canada which jurisdiction does that, but if we want to ensure that attendance rates across Nunavut is high, then the parents have to have the responsibility. That is just a comment I wanted to make.

My last question is: according to the draft business plan, one of the departmental priorities for 2017-18 was to work with the Elders Advisory Committee. Can you describe how the outcomes from the committee meetings which took place last year in 2017-18, will be used in educational programs? Thank you, Mr. Chairman. That is my final question.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. We have the Elders Advisory Committee that advises us especially for education programs and curriculum as well in the schools. The elders of the advisory committee always review those to make sure they have the proper language used and this was done 2017-18. They worked mainly on curricula last year. I hope that was clear. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. Minister and your officials, welcome.

My first question is about something in your opening comments. The top paragraph on the third page states that you plan to increase your funding formula for allocating teaching positions to communities and district education authorities. My first question is: some students in Baker Lake don't attend school because we lost some teaching positions. How will that be addressed? That's my first question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman, and thank you for the question. We are now reviewing how the funding or how the teaching positions are allocated to the communities using student enrollment figures. We will be reviewing that. Perhaps we will introduce an amendment to that because we are going to consider various recommendations to the *Education Act*. Some positions have been identified that are crucial to be teaching or to stay in the school. If I understood the member's question, the (interpretation ends) student-educator ratio (interpretation) is how they allocate the number of teachers to the communities. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. I'll ask a supplementary question. The district education authorities do their budgeting annually to enhance the education system in our communities. Is the funding going to increase? How is this funding going to be enhancing the district education authorities? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. With regard to the comment I just made for reviewing the (interpretation ends) student-educator ratio, (interpretation) it's mainly towards that, but the district education authorities are funded through our departmental agreement and that follows the number of students enrolled in each school. I know that the enrollment numbers change annually. With that, we are continually trying to work closely with the district education authorities and the DEA Coalition. They also discuss this issue. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. In the business plan, on page 96 at the top under Objectives, the last bullet states, "To ensure ongoing implementation and integration of *Inuit Societal Values* into the operations of the department and its relationships with partner organizations." I wanted to get further clarification of the different departments or different organizations in terms of who and what they are. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and I thank the member for his question. Yes, they're talking about the department as a whole, and we have divisions within our department that deal with Inuit societal values. On page 100 it lists the positions within the department.

Each department within the government has copies of the Inuit societal values and they work hard to try to have the services provided in Inuktitut as they cooperate on common government operations such as policies, regulations, and the different services they provide. They collaborate to ensure the services are fully available in Inuktitut based on the requests from Inuit or their needs. That is why it is included in the business plan because there are also different stakeholders we are working in cooperation with such as the regional Inuit organizations. To use that example, they share the goal of incorporating more Inuktitut provision within government departments. This is what it says here. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. I thank the minister for his response. Earlier I asked a question and again I'm asking this secondary question. The questions I'm asking seem to be merging now.

The last question I asked was related to Inuit culture, language and ways of preserving them through our education system. Should we increase the base funding for the DEAs? To use this example; if we wish to preserve our language and our cultural traditions the DEAs in our communities will have to look for additional resources such as local experts to provide advice. This is why I'm asking about this. The DEAs will require increases to their budgets if they are to make this a priority, using Baker Lake as an example. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Currently the DEAs receive base funding. Whether their funding levels will increase will depend on the total enrollment figures for local students. Nonetheless, that is what is followed to date. This is how it is currently set up. Perhaps this can be included when the *Education Act* is being amended. After it goes through I believe this will be reviewed. If we are to increase the responsibilities of the DEAs then it requires either increased funding or increased positions to provide additional support if that is what is required by the local DEA. We would review this matter upon the passing of the amended legislation. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. Also, in your business plan on page 97, under Priorities, 2017-18, the second bullet, "Promote the Elders Advisory Committee as a resource of expertise for department-wide operations." I seem to understand that this is for all Nunavut schools. For example, in Baker Lake there are two schools; Rachel Arngnamaktiq School and Jonah Amitnaaq School. Who is going to be advocating in our community? Will the DEA or the Department of Education be promoting this initiative? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The Elder Advisory Committee is within our

department. They mainly focus on looking at the department as a whole. They look at how Inuit language and traditions are being used. This committee advises on culture and tradition. The district education authority at the community level is provided funding so that the elders can go to the schools and be with the students. That is where they get their funding from. The elders are given a special certificate and DEAs in their communities make recommendations as to which elder can be given certification. I hope that came across clearly. Thank you, Mr. Chairman.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. Your response was quite clear. It is being implemented in Baker Lake and the Baker Lake DEA members have called for support, which they received from the Qilautimiut elders group. The elders then taught specific classes in both schools. This is just a comment.

Also on page 97 in your business plan, listed under Priorities for 2018-19, the paragraph above the last or middle states that a new strategy will be developed and that you support all communities to enable affordable and accessible daycare facilities. How will this be accomplished?

As an example, in Baker Lake we have a single daycare facility and the majority of the space is set aside for government employees because it's continually full. As well, this has led to further discussions on other options and we have done some research. To use Iqaluit

as an example, there is an Inuktitut-only daycare facility. They would like to visit that facility to see if the same could be done in Baker Lake. How can you provide more support for communities facing this challenge? I would like to understand your position on that. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. With regard to daycares, yes, certainly some communities suffer from the lack of daycare facilities or the lack of space in existing ones. However, one of our priorities in the *Turaaqtavut* mandate is to enable more daycare facilities and to make them affordable.

Our department does provide support financially primarily during the set-up phase of daycare facilities. Further, we know that daycares require societies with a board that operates the daycare independently. This includes the requirement for by-laws, but we are open to any community that wishes to establish a daycare, as they can contact our department to get the assistance they require to get up and running. Thank you, Mr. Chairman.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. My colleague from Sanikiluaq spoke to this issue earlier where he submitted a request to your department for consideration. Baker Lake was impacted when an error was made in calculating the number of teacher PYs, or actually positions were cut. I, too, wish to put forward an idea for consideration as our

community felt the impacts. We were also listed to get a middle school, but that also fell through. Furthermore, related to the Rachel Arngnammaktiq Elementary School, I called there last week to do some research for a member's statement and I stated that I was happy with the Rachel Arngnammaktiq Elementary School grade 5 students who would be moving up to the Jonah Amitnaaq School. The Jonah Amitnaaq School will obviously have an increase in enrollment and number of students.

With that in mind, if your department is contemplating community visits, and being the only inland community in Nunavut, Baker Lake is quite scenic, I am trying to invite the department to consider coming to our community. Thank you very much, Mr. Chairman. That was just a general comment.

**Chairman:** Thank you. That was just a comment. The next name on the list, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. In the opening comments it speaks to a little over \$6.5 million in new funding and I noticed from what it's being used on are all pretty much issues of forced growth. My colleague did mention that there has been some history of some lapsed funds. What is the confidence level of the minister in being able to make sure that these additional funds, although modest in the overall budget scheme of things, will be utilized to the full effect? I'll start there, Mr. Chairman. Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank the member for his question. We are planning for our future and trying to make preparations for what we want to establish. Sometimes the best plans don't come into fruition, but we always try to be prepared for any eventuality. That is how I can respond.

Further, perhaps if I say, some of this is related to employees resigning or getting hired in different positions. This is one of the biggest factors where we have to hire casuals in our schools. However, this plan is something we wish to see move ahead, but some events are unforeseen which one cannot plan for. We will work to move ahead with these plans. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickers.

**Mr. Hickers:** Thank you, Mr. Chairman. I'm glad the minister actually brought that up; there are unforeseen circumstances. An example, in page 97 of the business plan speaks to the review of the online training modules for DEAs and DEA office managers with the addition of the *Access to Information and Privacy Act* regulations being implemented across DEAs.

In that statement it states that "It is anticipated that the Financial Management e-module" would be launched a couple of months ago, March 31, 2018. Can the minister confirm if that launch actually did in fact take place? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank

him for the question. Yes, it did take place. Thank you.

**Chairman:** Mr. Hickers.

**Mr. Hickers:** Thank you, Mr. Chairman. Can the minister confirm whether all DEAs have participated in the training for the access to information legislation that they now have covered by? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Not all of them have taken the training. We can find out exactly which DEAs have taken this training, but I can say that not all of them have taken the training. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickers.

**Mr. Hickers:** Thank you, Mr. Chairman. I don't necessarily need a list of all the DEAs that have taken it, but does the minister have a time frame of when all DEAs should have or will have completed this training? It is a very important aspect when you're talking about the access to information, when the DEAs want to make sure that the office managers are trained fully in that legislation. Do they have a time frame of when all the DEAs will have completed this training? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): One moment please.

Thank you. Currently some of these items, for example... (interpretation ends) Right now, if I can say, we're



working to have all DEAs be able to access some of the Core Business Network items that this e-module falls under, but we're thinking it might be... Right now we're trying to plan ahead in this fall that by region we would have training done in September-October, in those months, to have all the DEAs covered in this e-module series.

Also I want to point out that right now the ATIPP Act doesn't apply to DEAs as of yet, but we're planning up until that legislation is in effect to the DEAs. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I must have just been a little confused. It states in the priorities and the departmental status, "As a result of District Education Authorities being added to the *Access to Information and Protection of Privacy Act* regulations, the department is incorporating additional information in the e-module to reflect their new responsibilities." I read that as the DEAs are and do fall under the access to information legislation. Maybe if I could just get a clarification. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, to clarify, there is an implementation phase for the regulations to apply to the DEAs. We have a time frame that we're trying to work with and go from there, if that answers his question. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. That does answer my question. Thank you for the response. I just want to go into the priorities. My apologies, Mr. Chairman, I did step out for a moment, so I don't know how much detail went into this.

In the priorities under the same page, page 97, but yet in 2018-19, the second bullet it talks to "Provide oversight on a strategy that will enable affordable and accessible daycare in all communities." Maybe if the minister could just give me a synopsis of what exactly that means and what kind of work is being done. It sounds to me from oversight on a strategy, has the strategy been created or is there a timeline in the creation of that strategy and roll out? Maybe if you can just give me a *Coles Notes* version of what the status is with that priority. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. Maybe I'll reiterate what I said. Some communities seem to have a greater lack of daycare than others and we're all aware that parents want to work. I responded to this earlier, but if the kindergarten students were to be in class all day, there would be more spaces available in daycares.

(interpretation ends) In addition, the Early Learning and Child Care Framework Agreement that we have with the Government of Canada, we're trying to roll out some good initiatives that speak to this priority over this coming fiscal year and the years ahead.

Thank you, Mr. Chairman.

**Chairman:** Thank you, minister. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. My memory is a little foggy on this topic. It's a little over two years ago that I was involved in with the Ed. Act review, but it seems to me I recall that there's a part of the current legislation that we're working under that hampers or restricts the department in rolling out full-day kindergarten. Can the minister elaborate on that aspect of the legislation? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. (interpretation ends) [There is] nothing that I'm aware of, but I'll have to look into that in more detail. Maybe if the member has anything more detailed on that to elaborate. I'm going to have to go look back into the special committee's report if it was in there or elsewhere. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. It might have been just a response to a question that I had back then as well that I believe there was some issue over a pilot project at l'école des Trois-Soleils. They do have the full-day kindergarten. I believe if you look at section 87 in the *Education Act*, it does give some oversight to the Commissioner of Executive Council to provide different hours within the school system to different grades. I'll leave that alone. Maybe I'll have a discussion with the minister on the side on that topic.

I will go on to my next one where I'm looking on page 98 of the business plan, it speaks to, on the third bullet, "Plan and introduce a new Family Engagement Awareness campaign linked to a new policy on student attendance and engagement." I understand there were some discussions already on the family engagement side of things, but maybe the minister could elaborate a little bit more on what this new policy on student attendance and engagement is. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The department promotes positive relationships and active communication between school staff, parents, and community members. Also, we work a lot with the DEAs and they are well placed in the community. They are connected with families, schools, and local organizations to support greater parental involvement in their children's education.

The *Inuuqatigiitsiarniq Policy* is around promoting well-being and student attendance. We work with every school and every DEA to have this policy in place, and that's where we want to enhance and have a better policy. For one, that would result in greater attendance and better working environments for students that are conducive to learning and educational development.

I think that is where we really want to emphasize this *Inuuqatigiitsiarniq Policy*. It involves talking, listening, and learning with the children of the school.

I think they need to be a part of it as well. They are the ones that we are working to strive to have a good education for. It is in their best interest but they should be involved in the solution as well. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I know we all want more positive steps in education outcomes from all of our students from all across the territory. I just have one last question under this topic. Again, as I always say, I believe it is my last question anyway.

With the proposed introduction of the new *Education Act* amendments legislation that is anticipated to come forward during the life of this Assembly, I am thinking in the very near future, there is a lot of work that was done. I can speak from experience. I committed a year and a half of my life pretty much to making sure that communities were engaged and consulted, and stakeholders had an opportunity, and here in this Chamber in a televised setting to speak their peace and to elaborate on their viewpoints of the proposed amendments to the *Education Act*.

Have there, or will there be any substantive changes to the proposed legislation that did not have a chance to get debated in this House in the last Assembly for this Assembly's legislative proposal? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you for that

question. The opportunity to review the *Education Act*, again, in line with the *Inuit Language Protection Act*, gives us another opportunity to give another stab at it for one thing, but also I think we need to have a consensus on the proposal that was presented before on where went wrong.

I think there are amendments that will be proposed relating to the DEAs authorities, including the coalition of DEAs, as well as amendments related to bilingual education, especially around language of instruction. Those three areas are the key components where Nunavummiut had a hard time accepting in the last bill that was presented. So we need to build consensus on where to move forward on those items. I think those are the areas that I would like to hear good feedback from not only members here but also our educational stakeholders and Nunavummiut. Thank you, Mr. Chairman.

**Chairman:** Thank you. We will now take a 10-minute break.

>>*Committee recessed at 15:05 and resumed at 15:23*

**Chairman:** Welcome back. I will call the committee meeting back to order. We're on Education. Directorate. Page G-4. The next name on my list is Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Welcome, minister and your staff to the witness table.

(interpretation) I have a question, Mr. Chairman. We are hearing that there are going to be amendments to the

*Education Act* and staff will be consulting with and visiting the communities. What kinds of amendments do you foresee? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and I thank him for the question.

With the amendments to the *Education Act*, the Department of Education will obviously have quite a lot of work to do, but we will be working with the DEAs in the communities, the Coalition of Nunavut District Education Authorities, the French school board, and Inuit organizations. We will also be working with the Nunavut Teachers Association. We would like to get feedback from these stakeholders during the review and we will also be identifying which communities we're going to be visiting.

We thought about three issues that were identified as concerns in Bill 37 and we will also look at what types of amendments we would like to see. We are going to be working very closely together with stakeholders. Of course we won't be able to see all that we would like to see in the amended *Education Act*, but we will have to come to an agreement on making any amendments to it. Education is a very large portfolio and we have to make changes because it's for our children. We will have to keep reminding ourselves that it's for the students. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We

look forward to what the department is going to do in terms of submitting their plans on the amendments to the *Education Act*. My next question is on the Elder Advisory Committee on page 98; "...as a resource of expertise for department-wide operations." The Elders Advisory Committee, (interpretation ends) who are they and are they employees within the Department of Education? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. They are not staff of the Department of Education; they are elders and I don't have the list of who these elders are. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I note on the status of page 97 it says "Two Elders Advisory Committee meetings took place in 2017-2018, focusing on traditional childrearing, and strategies to support and strengthen Inuit culture and language." (interpretation) Has the report been completed in regard to those two committee meetings that took place in 2017-18? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We haven't stated that we'd be producing a report, but usually there are two (interpretation ends) annual reports (interpretation) that come out and they will very likely identify what the (interpretation ends)

Elders Advisory Committee (interpretation) did over the year. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. We read in the news and in the media about young students bullying or fighting and if a teacher tries to stop the two from fighting, the students turn on the teacher. You can't just be an observer and they can be (interpretation ends) charged. What has the department done about those types of things? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Bullying (interpretation) does not only happen in schools and we have to be aware of that. If an incident occurs in the school, the procedures are there which we try to provide. If a beating happens, this is unacceptable to have it happen inside or outside of the school.

Nonetheless, in cases where it does occur, preparations are required to ensure that the process is laid out for the school employees, or if the student will incur further actions such as being charged. If a student turns on a teacher, we are unsure of what options are available to the employee as well as to the students.

The procedures are continually being reviewed related to bullying, and if the incident is serious enough, we would ask the RCMP to become involved in investigating the incident. Thank you,

Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you. This will probably be my last question, Mr. Chairman. With the *Turaaqtavut* mandate we hear specific funding has been set aside for daycares. Can you provide an update on what is happening with the daycare issue? How much money do we expect to see from government that would be used to support daycares? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I thank the member for that question. The agreement that was reached with the federal government on daycares is what we will use for the next three years as we implement parts of the agreement.

Furthermore, we expect that daycares will receive more support. Currently my department funds daycares through contribution agreements with existing societies that provide services, or we might pay the rent of a facility as long as the rent scale isn't drastically increased.

As an example, we have provided incremental funding increases to some daycares based on the number of clientele, and the funds are used to operate the daycares. To look at some examples, some daycares will receive increased funding; however this hinges on the daycare rates being kept at the same rate billed to the parents. Additionally, whenever we have an opportunity, although we would like to support every request, we provide

assistance to groups looking to open a new daycare facility.

This was done in Igloolik and I also was also contacted about this from a group in Gjoa Haven wishing to open up a daycare centre. We try to support all groups using every possible avenue, but perhaps this agreement will allow us to be able to open more facilities with involvement from the federal government through this agreement.

Also, perhaps we can include the three regional Inuit organizations in these plans. Most daycares operate as non-profit organizations. Assistance can be provided through other means such as having a governing committee for the daycare, or creating a society in order to work towards getting a facility.

This also includes a daycare needing child care providers, so we expect that improvements will be made down the line as we create more daycare facilities with new opportunities. With the federal government agreement we could probably get a subsidy sometime in the future. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would just like to go back to one question I was going to ask on the amendments to the *Education Act*. Now, those of us from the smaller communities have seen time and time again that when our graduates go to Arctic College, which belongs to us, we're supposed to produce students that can go right into Arctic College programs, but that is not the case because of the level of education that we

receive in our smaller communities. I just want to ask the minister: will that be addressed in the coming amendments to the *Education Act*? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The department remains committed to the upcoming amendments that will be presented to the *Education Act* and the *Inuit Language Protection Act*. The goal is always improving student outcomes. That's the goal. We also want to look at our delivery of the education system in Nunavut and what could be done better. I think that's an opportunity. We need to see it as that.

There are many things that we want to do, but what can we do given our time, resources, and our finances and in trying to include all the stakeholders? We're trying to head toward improving student outcomes and there are things that tie into that, attendance being one. I think language of instruction, bilingual education in Nunavut; what does it currently look like, how we can move forward, and what do we need in order to deliver that? Those are some of the questions, I think, we need to think of throughout this process before we present a new bill. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister. I think we all agree and want to see our students, our graduates become lawyers, accountants,

doctors, engineers, and all the good trades that this English-speaking world has to offer.

Mr. Chairman, I really believe in preserving my mother tongue, but from my observations from what is coming out of the minister's mouth, there's too much impetus on the preservation of our language. I believe in that, but I also want my grandchildren to be able to succeed in life and just knowing my language is not going to get there.

(interpretation) There seems to be head shaking across the floor. I had stated that my language is one I believe in, of which I am proud that I can fluently speak. Nonetheless, if our linguistic ability is solely focusing on Inuktitut fluency, then our graduates are not prepared for the outside world.

Mr. Chairman, the majority of the global community speaks English as a common language. If you travel to Israel, they speak English there. If you go to England, they also speak in English. As a matter of fact the entire world has people who can speak in English, (interpretation ends) even in Arabian countries (interpretation) where English is used for communications.

If we want to enable our children to succeed, education is critically important to making that happen. Students should be able to speak, read, and write in English and Inuktitut and I believe in this statement. If we are to see this occur, then we need to make improvements to our education system. Thank you, Mr. Chairman. (interpretation ends) That's just my comment.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Yes, thank you as I want to respond based on my colleague's comments. Why can't we have both languages? Perhaps we need to change our perspective instead today.

Further, I would like to state that yes, our language, our culture, and our identity as Inuit will remain strong. We will work to keep it strong. Also, I believe that our schools and the Department of Education have much to do in this area.

My personal thought on our education system is to find out how the population perceives schooling and education on a personal level. We need to change this perspective, since we constantly hear statements like "education is very important." This keeps being spouted, yet I believe we need to ask questions as to why?

Why is education so important? What reasons are used to make this statement about why we have to have a good education? I think it is only later on when one is actually living life after having gone through school that we note the underlying reasons for the importance of education and it comes later in life.

At this time, some aspects and linked to historical experiences by residents of Nunavut, has had an impact on the perception of education which is part of the problem in some ways, but we need to understand the background in order to move forward successfully.

Perhaps to just comment further, to have

both languages as a basis, for example, our self-identity as Inuit, our language and our culture have to have a place here in Nunavut. However, I do concur with my colleague that indeed, the global community or the world is a large place. And yes, wherever you go, English is spoken but I think we can accommodate both cultures. As an example, this is perhaps where we can start making improvements on the importance of it. This is just for consideration. Thank you.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you. I agree with the minister. We must not lose our language and we have to see able students who are coming out of our high schools. I would like to ask: do we have grade 12 curriculum in Inuktitut? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We have grade 12 in Nunavut. This was discussed. If you're going to graduate, then there are examinations in order to pass. We do follow the Alberta curriculum and that's how it's set up. In high schools they use Aulajaaqtut, which was created in Nunavut. That's what is used in the schools, if you understand me. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser** (interpretation): Thank you. I don't think you answered the question or you won't be able to answer it. Do we offer Inuktitut instruction in grade 12? That was my question. Thank you. That's all, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. There are teaching materials for Inuktitut in grade 12. I hope that was clear. Thank you, Mr. Chairman.

**Chairman:** Mr. Netser.

**Mr. Netser:** What I'm trying to say, Mr. Chairman, is: are there grade 12 levels in my mother tongue? That is the question I'm trying to get across to the minister. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Perhaps if I look into this matter to explain it further. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on the list is Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Good day minister, and your officials.

When we talk about things, we try to make sure that everything is okay; everyone is okay. Like right now, we represent young people and children for their future. We try to plan for their future. We hear that in Arviat there will be 40 students who are going to be graduating. We hear those numbers, but I'd like to know how able those graduates are. If a student graduates from Nunavut and a student graduates from Alberta or Quebec, if we compared the three, are they the same? Do we keep up with the rest of Canada?

In the opening address it stated,



(interpretation ends) "...commitment to ensure that the number of teaching positions in Nunavut is competitive, if not better than most other Canadian jurisdictions." (interpretation) That is really good to hear and we would like to support it. (interpretation ends) How about the quality of the education; the quality of the students that we are graduating? How do we compare? Is there any way that is tracked currently? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and thank you for the question.

I think I need clarification on the question. Are other jurisdictions outside of Nunavut the same, or do we check to see if the education levels are the same for graduates here and elsewhere? What I can say is our Nunavut graduates (interpretation ends) meet the graduation requirements that are outlined. So we can say that. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) I guess then the next question is: how do our graduation requirements compare to other jurisdictions? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not sure if I understood his question but I think going back to his question during oral

questions, every high school graduate needs 100 course credits in order meet the requirements. If that's what he is asking, it's still 100. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'm not trying to make anybody look bad. I'm not trying to criticize all the over 1000 teachers across Nunavut who work very hard. I just want to understand from a management perspective, because we are managing this system, what are the indicators that are being tracked in terms of, if you use an economic development term, "the product," the product that we are producing at the end of the K-12 system? Are we producing a quality product? That's just an analogy, of course, graduates aren't products and they're not for sale. How does a graduate from Quebec, a bilingual jurisdiction, compare with a graduate from Nunavut? Place them side by side. Grade 12 and a grade 12; are they on the same playing field? If the minister could explain in terms of how we would do that comparison, how we would understand if we are on the same level. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. (interpretation ends) No, I don't think there's a comparison that our department does with another jurisdiction. I think we have to be mindful that we are such a unique jurisdiction. Education as an institutional system has been in the territory since the 1950s, and there was residential schooling then, so it's two generations,

whereas in other jurisdictions, it's much longer developed, over a few more generations at least.

We've got to be mindful of these different scenarios that we come from a very different background, but with that in mind, we don't have any comparison to say where our students are at compared to, let's say, Quebec. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. Maybe just a suggestion, in the next annual report that education puts out, it's a very well put together publication, very interesting; maybe if they can look to include some information along those lines. If we don't have statistics to look at, because this is a huge system, then we're forced to rely on anecdotes. Some of the anecdotes are great, "my child going straight from grade 12 in Nunavut straight into university." Some of the anecdotes are not so great, "my child went down college and couldn't get through entry-level courses with a grade 12 diploma." I'm trying to get at the real management perspective. I don't want to get down into telling teachers how to do their job. I just want to make sure that our kids are getting a quality education.

In your department's business plan here, it says here that... I'll look at the Inuit employment plan here, which is on page 130, and it says, from last year's priorities, "Complete an analysis on all departmental job descriptions to ensure knowledge, skills and abilities are not barriers to Inuit employment, yet maintain quality educational standards." So, on the one hand, it appears that we are telling our children "Stay in school

because you're going to get a job; stay in school and go to university." On the other hand, we are, as a government saying that knowledge, skills and abilities should not be barriers to you getting a job. A specific question: it says "This will be completed by March 31, 2018 by Corporate Services." So some specific examples of things that were changed in terms of the staff that we're hiring into the education system under this page 130. Thank you.

**Chairman:** Minister Joanasi

**Hon. David Joanasi** (interpretation): Thank you. (interpretation ends) Before I go to his last question, I want to speak to his comment. I just wanted to say we're working to implementing a consistent and effective approach to assessment. That's an area that we can try to get a sense of where our students are at in comparison to other jurisdictions.

This approach to assessment and reporting would help enhance training, learning, and communication about student achievement in all of our schools. So, there's an area that we can look at moving forward.

In terms of his question on the job description, and... Hold on a second. There are five different job descriptions left in this process but we are trying to recognize that there are different knowledge that we want to tap into, and also keeping in mind stuff like experiential learning or equivalencies that might apply to a certain job. We are not just thinking in a box, if that makes sense. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. If the minister could provide specific examples maybe at a later date in terms of how job descriptions have been changed, I would be very interested to see that because it seems like we are sending mixed messages here, and I already mentioned that.

We have a Department of Education “headquarters”, air quotes for the *Hansard*, in Arviat and they actually coordinate these Elders Advisory Committee meetings. I would like to commend the department on their excellent work. It’s great when we have those elders in town. We are very lucky to have such a wealth of knowledge in our community and I think they feel pretty welcome when they are in Arviat.

In terms of next topics for the Elders Advisory Committee, last year they were focusing on traditional childrearing. (interpretation) This year, what will the Elders Advisory Committee be focusing on? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I would also like to thank the member for his question. The Elders Advisory Committee usually advise and we thank them for going to Baker Lake. They are now planning to have a meeting in August. I am not sure exactly what they will be focusing on this fiscal year, but once I find out their priority I will be able to provide that to the member. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Main.

**Mr. Main** (interpretation): Yes, is the

office in Arviat being managed well or is it lacking PYs. Are there sufficient employees? Are the PYs all filled? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): If the member can wait a bit.

Thank you. Currently, outside of school there are ten positions not being filled in Arviat. There are ten outside of the schools. (interpretation ends) They’re still sitting vacant. (interpretation) That’s how it is. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I also thank the minister. If there were ten positions, we would like to get them filled. Will you be advertising these employment opportunities within this year? When do you plan to fill those positions? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. We are always looking to hire employees, but we’re not filling the positions due to lack of housing being provided. We continually look for employees and if there were any interested applicants out there, even if you’re not a resident of Arviat, you can apply for these employment opportunities. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. If I remember correctly, Arviat has the highest number of staff

waiting for housing. If the Minister responsible for the Nunavut Housing Corporation is listening, I hope they build staff housing over there.

Lastly, my question is in regard to the students with truancy problems. Looking at the DEAs, the DEAs are provided funding according to the number of students enrolled, or do you not provide funding through that? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. Thank you for your question. The DEAs have various roles and responsibilities. There's a provision in the *Education Act* that the district education authorities can budget or allocate funding within the year for what they want to use.

There are various ways to put additional funding through CRC and I believe Mr. Mikkungwak was alluding to it, if they're going to be setting up *Inuuqatigiitsiarniq* programs or education. If they wanted to make a policy, then they can utilize the funding for students. Those are also geared towards early childhood education. We do provide support funding through DEAs for Inuit traditional, cultural or societal values.

The DEAs can use the funding to do their workshops so that they can clearly understand exactly what their roles and responsibilities are through the *Education Act*. Hopefully this is understandable, but let me reiterate that the budget allocations are formulated each year based on the student-educator enrolment numbers and this is how it is

setup currently, and again I wish to restate this. If the proposed amendments bill was to be approved, then the DEA roles and responsibilities would likely increase.

This is something we will review when reviewing funding levels, and if they require additional staff to undertake these additional responsibilities, we would have to provide the funding. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on the list: Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman for getting back to me. I represent Chesterfield and my question is, thinking of Gjoa Haven asking for a daycare. In Chesterfield the daycare is about 40 years old. It badly needs renovation. Under the *Child Day Care Act*, if the society is going to ask for funding to renovate the daycare, is this proposal driven? What is the situation on that? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman, and thank you for the question. Presently daycares are supported financially for operations and maintenance. This is proposal driven. They have to request funding every year. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. I believe in Nunavut. I believe in the education system. If I'm going to present a problem about the system, then I have to provide a solution. I was really amazed in Greenland where

I was presented at the University of Greenland Inuktitut calculus, the highest form of mathematics. I was really floored, and the whole education system in Greenland is Inuktitut.

Looking right across in Canada, the province of Quebec is bilingual; French and English. I've met a lot of Inuit that speak French, Inuktitut, and English. Therefore, in terms of operations as MLAs, we have to find out what the best practice is on policies that are working that we can adapt to Nunavut so our students will be successful.

I challenge each parent across Nunavut, and our MLAs, to spend time with their children. I used to do homework with my two boys and their homework is tough; very hard. Fortunately both of my boys are now journeymen, independent, and can travel right across Canada. It's the parent's responsibility, not just the Department of Education or the DEAs. Therefore I support what is called, if I can say it correctly in English, the Truancy Act. I ask that the Department of Education look at it and analyze it and see if it can be applied in Nunavut.

In saying that, I did not spend time with my daughter. She is the only girl. I didn't discipline her. She did get her grade 12, but she doesn't work, nor does she have any type of certificate, but she's working on it.

In saying that, under policy and planning, I believe if we want to come up with a positive, successful *Education Act*, we have to implement what have been best practices not only in Nunavut, but what have been best practices in Quebec, which is bilingual, and also in Greenland, which has been successful in

producing Inuit doctors, lawyers and teachers, and not only that, but it has been successful in operating their government from graduates within their own education system.

In 10 years, that is what I would like to envision. I would like to commend our minister for the research and development to start this type of initiative. Those are my comments. Thank you, Mr. Chairman.

**Chairman:** Thank you, Ms. Towtongie. You want to comment? Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank the member as she referenced to a number of things, but I believe that attendance is the biggest factor. Some of the matters are written in the *Education Act*, specifically the DEAs. Our department makes annual visits to each school to collect enrolment data and this is continually being monitored.

For example, in past years we studied what the data reveals as to the situation to enable us to plan for the future and how to work towards this goal. Further, we always want to provide support to the school principals and the local DEAs so that we can collaboratively resolve the issues related to school attendance, for instance, the areas where more support could be provided are in different categories. To use schools as an example, work hand-in-hand with the school to work towards the goals listed by that school, perhaps if I say it that way. These are all under consideration.

Further, enrolment figures are continually reviewed annually, and

based on those figures, we want to make incremental increases in the attendance or enrolment numbers in the school. If we can better understand the role of education, how and where it can provide benefits, it will lead to improvements in this area.

Perhaps if we look at education as one of the tools required for lifelong success it is basically a tool for personal gain. For example, (interpretation ends) if I were to use an analogy, I think we need to see education as a tool, and people need to see a tool as a way that they can use to build whatever they want for their future.

To use an analogy: you build a house using a hammer and many other tools. It's the same thing with education; it's a tool to set your life forward. In that sense, I think we need to emphasize and hit that message home to our fellow Nunavummiut. (interpretation) It can be nothing but useful in our life for all the people of Nunavut. I just wanted to state that. Thank you, Mr. Chairman.

**Chairman:** Thank you. (interpretation) Are you done? Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. I would like to thank the minister and the officials who are present. I wanted to ask a question about the Coalition of Nunavut DEAs.

I'm looking at page G-4 under Grants and Contributions, \$665,000. Is that solely given to the district education authorities in Nunavut? That's my first question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank her for the question. No, the \$665,000 is for O&M for the coalition. They hold annual meetings. The DEA coalition and all the chairs of the DEAs meet. Some of it is used for training and paying for the staff of the coalition. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you for elaborating on that. I was a bit confused. I am unsure if it would be contained in this section that you referenced where the *Education Act* will be prepared, then the DEA roles and responsibilities would likely increase.

I am not sure if it fits here, but the district education authorities provided tremendous support in the community as it is an avenue that parents can use, and their roles and responsibilities mean they undergo many challenges, as that seems obvious. They are also looking for improvements affecting the community.

I don't think this falls under this item, but this is related to the honoraria paid to the DEA committee members in the communities. Would it fall in this category? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The Coalition of DEAs also works with local district education authority committees on the various aspects of their operational budgets as they plan for the upcoming school year. This includes O&M funding, and perhaps the DEAs have different rates as each DEA has a

contribution agreement with the department.

This is for their O&M budgets, and I believe that honoraria would be included in the contribution agreement with the department. At least I think it does. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. This may be more for the consideration of the department than for the DEAs, but on the same page G-4, there is a listing of service contracts and I wonder if you can provide more details on what these service contracts were for? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Please wait a moment.

Thank you. Out of the \$370,000, some of the contracts relate to communications which is \$50,000, and the remaining amount of \$320,000 is for the DEA committee orientation training or (interpretation ends) DEA training. Thank you.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. Maybe it's on another page, on school buses, the contracts for school buses in the communities; some communities have school buses under contract, and we know in Pangnirtung the bus there hasn't been used after it was almost burned. Where will the replacement fall under? Would it go through the Department of Education, or would it be the contractor? That will be

my first question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. School buses can be under the Department of Education if there's a requirement to maintain the school bus. We can provide services. Thank you, Mr. Chairman.

**Chairman:** Ms. Nakashuk.

**Ms. Nakashuk** (interpretation): Thank you. I don't have any other questions. I'm aware that the school year is closing, but we will require a school bus in the next school year. There's an increased population of students. Maybe I'll ask this question: some of the schools are crowded, and we only look at the number of students that are registered to prepare for the upcoming year. When do you start planning if there's an overcrowding issue? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We use the (interpretation ends) utilization rate, (interpretation) which is set at 85 percent. Once they reach it then we have to start looking at the space available. 85 percent is the utilization rate. Thank you, Mr. Chairman.

**Chairman:** Thank you. We're on Education Directorate. Total Operations and Maintenance, to be Voted. \$3,872,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Go to page G-5. Branch. Policy and Planning. Branch Summary. Policy Planning. Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. I just stepped out for a minute. Your department is looking at amending the *Education Act* and I will be returning back to it, and I'm sure you're tired of hearing me talking about it. When are we going to see the amended *Education Act*? That's my first question. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. We're looking at the fall. We will consult with various stakeholders and we will start a dialogue on how we can proceed with amendments to the *Education Act*. We will be going to the communities, and as I indicated earlier, we're going to be going to 12 communities possibly in the fall. We will know after the consultation tour. We will look at how we are going to make changes or amendments to the *Education Act*, but we are planning to table the amended *Education Act* in the House in the fall. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. I would like to thank the minister. One of the concerns in our community, and as you indicated earlier, bullying is an issue in the schools. In your opening comments you indicated that you are looking at how to deal with bullying in the schools. I also believe that students go to school hungry, and I believe that is one of the factors of

bullying and fighting in schools.

Have you considered providing a lunch program in the schools so there is better attention? I'm not looking at Iqaluit; I'm looking at the smaller communities. Is it possible to set up a lunch program in the schools? The teachers make requests and then they are the ones who are feeding the students. Is it not possible to for it to become mandated to provide meal programs in all of the schools because they become better and there would be less bullying and fighting? Thank you, Mr. Chairman.

>>Applause

**Chairman:** Thank you. Minister Joanasié, can you clarify when you talk about the amended *Education Act* in the fall, and we're not in the winter sitting. Is there something coming out? Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I don't know who to respond to. I don't know whether I should respond to the member or to the chairman.

**Chairman:** To the chair because you have two different dates. Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Yes, I apologize if I didn't come across clearly. (interpretation ends) Our department is proposing to conduct focused public consultations in the fall, this coming September with the intent that we would introduce a Bill in the winter 2019 sitting. Does that answer your question?

(interpretation) To Mr. Kaernerck's



question, yes, I agree with you wholeheartedly. Food insecurity is a huge issue in all of Nunavut. We work closely with the Department of Health and we thank them for providing funding to provide breakfast programs to the students.

We also try to consider how we can provide further support, either through a program or who will be providing the meals. Some provide those meal programs on a volunteer basis. The school staff do it on a volunteer basis outside of their hours. At this time the Department of Education doesn't provide funds for those types of programs. It's under the Department of Health and we thank them.

Food insecurity is very huge in Nunavut and we would like to work closely together with the different levels of government and different organizations. Providing those types of programs would be a big help. The students would be fed and if you're fed, your attendance and alertness increases.

We would like to hear ideas on how we can provide those types of programs or different types of programs or whether we should work with the private businesses and the different levels of government. If I can recall, there was the *Donation of Food Act*, which can be utilized to provide those types of programs. There are also different businesses or food retail outlets that would be able to supply us with the food that is needed.

You said outside of Iqaluit. You said you were thinking about the smaller communities, but there is a soup kitchen here and there are other types of

donations that are done. Food banks are available in some communities, but we always want to hear ideas on how we can provide food and address food insecurity.

We do provide breakfast programs. I think there's room for lunch programs, but it would have to be on a volunteer basis or the teachers working outside of their hours. Of course they want to go home at lunchtime too during their break. It's who is going to be providing the lunch program on a volunteer basis.

There are different things we have to consider when we're talking about food security and lunch programs. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. I also thank the minister for his long response. I have another question I would like to ask. There are meal programs available. Who would provide the funding? Please tell me if I'm wrong. You said that the Department of Health provides the financial support, and if we were to provide a lunch program, who would fund it? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. I don't think I understood your question. Can you clarify your question please?

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. (interpretation ends) I was referring to a lunch program.

(interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. At this time, we don't have any funds set aside for lunch programs. We will probably have to make a request for next year. If lunch programming should be started, we would work with the Department of Health, as they're the ones who are currently providing the breakfast programs. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. Thank you for explaining that. If we do start a lunch program, it would be great for all of Nunavut. It would be good to introduce it for all of Nunavut, and then education would be uplifted right away. Let me move on to something else. I'll speak in English.

(interpretation ends) In your business plan on page 100, in your 2017-2020 business plan indicates that the new departmental standards of services and operating procedures would be reviewed and developed. This initiative will continue in 2018-19. Can you provide further information on what type of activities are covered by these standards of services and operating procedures?  
(interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. Please wait a moment. If I can get the director of corporate services

to respond to that, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) What we've done within the Policy Division is we've set up a section under policy that's devoted to planning, reporting, and evaluation. That group has just been hired this past year. Looking forward, what they're doing is working with all of the different divisional directors to implement service standards and implement ways of actually measuring their success. That will allow us to actually report on our progress in a much more data-centred way. That's what that's referring to. We're trying to increase our responsiveness or improve our responsiveness to the all divisions within their various portfolios. Thank you.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. Thank you for the explanation. Let me move on to something else. Now, I represent Hall Beach and part of Igloolik. I previously stated my pride in the graduates publicly, and I want to express my pride in all graduates as graduations revolve around pride in accomplishing a milestone.

Now, as I previously stated, there are 23 kindergarten students in our community who will now be moving to grade 1, and there were 23 students in that kindergarten class. Now, in terms of the local school, if you were to take a look at the 23 students who will take classes as they become youths, our school will become too small.

Do you have any plans for Hall Beach as the Department of Education for either increasing the size of the school, or would a completely new school be built? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The situation in Hall Beach is that the school is in good condition, however, yes, they have experienced issues with space and it is being considered for future plans.

Bear with me for a moment. Yes, if we understand the figures correctly, there are 217 students enrolled, but it can accommodate 348 students. Further, it has been moved to the (interpretation ends) preplanning (interpretation) phase, or at least considered to be moved to that phase in 2018-19 and to move forward from there. Thank you, Mr. Chairman.

Actually, I apologize. Perhaps if I can restate this: last year, actually in September the enrolment figures dropped quite drastically. Apparently, if I read this correctly, we have deferred the move to (interpretation ends) preplanning. (interpretation ends) From what I was informed, it is currently at 69 percent, and once it reaches 85 percent, as I said earlier once a school hits 85 percent capacity, it is moved to the preplanning stage. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaernerck.

**Mr. Kaernerck** (interpretation): Thank you, Mr. Chairman. I also thank the minister for providing that information. Hearing that is unfortunate but that is just reality.

Yes, I tend to return to this underlying factor. If students are fed properly at school, then more students would be interested in returning to school. This may be one of the fundamental reasons, which I may be guessing here, but I completely believe this.

If a breakfast program were provided, then attendance numbers would be remarkably improved, and the teachers would be able to concentrate on teaching our children once they no longer had to continually fill out proposals for the various programs, which I wanted to voice.

Now, what about our youth who are still interested in pursuing their education, but who end up pregnant and become young mothers? I will continue to use Hall Beach as an example. Now, when students want to continue their education, the fact that they have a child becomes a barrier to their desire to attend school.

Communities without local daycares, such as Hall Beach, which doesn't have a daycare facility, I wonder based on your comment that the school preplanning phase was suspended, what about if a daycare was established in Hall Beach? When would the Department of Education establish a daycare facility? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. For students who are young parents and who wish to continue their education, we have the Young Parents Stay Learning Program that is always available. It provides

financial assistance to young parents who have daycare needs. Thank you, Mr. Chairman.

**Chairman:** Mr. Kaerner.

**Mr. Kaerner** (interpretation): Thank you, Mr. Chairman. Thank you for explaining further. Yes, if a daycare can be started soon, it would be good. We don't have a daycare and then our need for a new school is suspended. I'm grateful to the teachers for teaching our children. As I stated earlier, once they no longer have to fill out proposals, they can concentrate more on teaching. The teacher will be uplifted once there is a daycare. The daycare will need workers as well. Employment is very important as well. When you can't find a job in the smaller communities, it's just impossible.

In the 2018-2021 business plan, there's an Inuit employment plan. Two new divisions will focus on the department's Inuit Employment Plan. Can you describe some of the new approaches that will be undertaken to address Inuit employment in the education system? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank him for the question. To repeat myself, if there is a barrier to education, like not being able to go to school because you have a child, even if there is no daycare centre in Hall Beach, if the person needs to pay for a babysitter so that the person can go to school, they can get help through the Young Parents Stay Learning Program. I just wanted to explain that further. The parents can be

supported through my department and the GLO program. I just encourage them and anyone who wants to continue to be supported.

With respect to the Inuit Employment Plan, we have set up different things that we're going to be doing, and the newest one is what I started to talk about that will help us move forward. It's quite open to Inuit workers in a school or anywhere in the education department. If there is someone who is interested in getting a job in a school, please come and see the Department of Education. We always want to increase the number of Inuit who work for the Department of Education following their qualifications and their desire for a job. We just want to keep on supporting that.

If anyone wants to become language a specialist or work in different kinds of disciplines in the field of education, some positions have been filled, but not all of them. We want to make sure that people can move in the direction of careers and that they can be supported by government programs. We're always looking for people who want to work. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Once again, before I begin my "scrutinization," I would like to give some praise where praise is due. I would like to applaud the department for beginning of the Sivumuaqpaallirutiksats program, the Inuit Employment Education Leave Program. I think this is such a great initiative on the Department of Education's behalf, and I really wish that

the other departments would follow your lead.

Before I get into my line of questioning, I was wondering if you might be able to provide the House a little bit more detail on this program; how it works, and how it will be rolled out. That would be appreciated. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. (interpretation ends) It's under our business plan. \$420,000 is what we've budgeted for this initiative, Sivummuqpaallarutiksát. It's dedicated towards beneficiaries within our department, whether they're in the schools, and we're targeting school-based positions.

They could be a receptionist, they could be a janitor, they could be a student support assistant, *Ilinniarvimmi Inuusiliriji*, they could be a teacher and they want to become a principal, or they want to advance in their career. Right now, this \$420,000 would cover tuition, books, child care, travel for up to 10 beneficiaries, to cover their costs for education leave, and if we have more than the 10, if there's greater interest in that, we're going to try to accommodate as much as we can and build off this initiative. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. My first question would be: have the employees in the schools been made aware of this program, and will the department be sending out these 10 employees to begin their education leave in the fall semester? Thank you, Mr.

Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We are rolling this program out. We have an application form that's currently in translation, but nonetheless, I've got to say that the Nunavut Teachers Association, since we have teachers and language specialists that are under that category, they can access professional development through their funds. In short, yes, we are making staff aware of this program or this initiative. We hope we can get some uptake in the fall. (interpretation) Thank you.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Once again, I think this is a great program that the department is rolling out, and I hope that the only problem you face is having a selection committee going through the numerous applications. I'll go on with my financial review/analysis. I would like to start off with compensation and benefits. In 2016-17 the branch lapsed 48 percent of the budget and 50 percent of their salaries. I was wondering: what is the current staffing level of this branch? Thank you, Mr. Chairman.

**Chairman:** Thank you. Just to remind everyone to stay here.

>> *Laughter*

We barely have 12 people in here.  
Minister Joanasié.

**Hon. David Joanasié:** Are we that

boring here or what?

>> *Laughter*

We have almost all of our staff but one.  
Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I'm glad to hear that. My next question is going to be regarding travel and transportation. The branch's budget has increased tenfold; \$568,000 for 14 positions is an allocation of \$40,000 in travel per position. I was wondering: why is the branch requesting such a large increase in travel? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This has to do with the *Education Act* consultations. If we're going to go to 12 communities, it's going to be substantial. Thank you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Thank you for that response. The next item is your service contracts within the branch. Last year in 2016-17 there was \$34,000 and the year before that was \$23,000, yet the branch is pretty much doubling the budget for service contracts. May I ask what this increase is for? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. (interpretation ends) Could

ask the director of corporate services to respond? Thank you.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The contract services that are planned for this particular branch are around the annual report, developing some of our monitoring and evaluation programs, as well as for some strategic planning we're doing. There's also some aside for legal considerations, again related mostly to the *Education Act*. Thank you.

**Chairman:** Thank you. Just to remind everyone, we have translators that want to keep up. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I'll move on to my next question. In the business plan on page 102, the first bullet at the top of the page, the department has set a priority in 2019-2020 to "Design and implement key performance indicators and reporting mechanisms for divisional programs and services." My first question is: are these key performance indicators going to be made for every division and program in the department? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's going to be for outside. We're going to put schools first and then focus on the department after. (interpretation) Thank you.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr.

Chairman. Once again, I would like to applaud the department for taking the initiative for actually looking into key performance indicators at the program level. I think this is something where the other departments across the government should be following your lead in. It's just a comment and no further questions. Thank you, Mr. Chairman.

**Chairman:** Thank you. That was just a comment. Next person on my list, Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. My first question will be on the business plan, page 99, regarding legislation. The entire paragraph identifies four major Acts: *Education Act*, *Child Day Care Act*, *Universities and Degree-granting Institutions Act*, and *Nunavut Arctic College Act*. I am predicting that you guys will try and tackle all these Acts in a four-year period or which ones will have priority. The way it is written out, are you guys going to be following that order to address those Acts? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Those four pieces of legislation fall under our department and they are quite different. Under our priorities we outline each piece of legislation we want to work on. In each year in the business plan its outlined, but of course I think the top on our list is the *Education Act* review and the corresponding *Inuit Language Protection Act*, which is Culture and Heritage.

We know the *Child Day Care Act* is in

need of a review and it would follow suit after the *Education Act* is complete. The other two pieces of legislation would follow suit after the two top priorities we have right now. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I thank the minister for his response. In listening to your response, I presume there is an actual timeline that the department has regarding these particular Acts that are under the Department of Education. Would that be correct? An actual timeline of maybe one to two years for the *Education Act*, *Child Day Care Act*, *Inuit Language Protection Act*, and the remaining two Acts on that latter part of this Assembly. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. It says in our business plan for the priorities for 2018-19, we are looking at the *Education Act*, priorities for 2019-2020, there's the *Education Act*, and then when you go on to 2020-21, that is when the *Child Day Care Act* comes up. Like I said, over the next two years it is the *Education Act* with the *Child Day Care Act* to follow. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. I thank the minister for his response. On your business plan, page 100, "IQ Inuit Employment Coordinator", have you identified a location? I am presuming this is an employment opportunity that has already

been posted within our territory. Where is the location? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. Thank you for your question. (interpretation ends) Yes, this position is staffed and it's here at Headquarters in Iqaluit. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. When we look at this particular coordinator, will you have additional employees in the other respective regions? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. (interpretation ends) At this point, no, we haven't budgeted or allocated any PYs to regional positions of this nature. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. You can rule me out of order if you want, but when we're in policy and planning, I know Baker Lake was supposed to get a middle school. Are there any considerations or plans when we're looking at policy and planning, for planning purposes for a middle school? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, the project that was going to be aligned for Baker Lake, this is capital, but it's under planning too. I can say that there were some drops in enrollment in Baker Lake that necessitated this move and it had to be removed from our department's capital plan. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. The *Education Act* was not passed during the Fourth Assembly. We know there is more work that is going to be done on amending the Act, but for the work that has been done, how much money has been spent on the Act to date? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman. Thank you for the question. (interpretation ends) I don't have the level of detail that he is requesting. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Okay, so (interpretation) I know a lot of money was spent working on it, but how much is it going to cost for the new one? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasia.

**Hon. David Joanasia** (interpretation): Thank you, Mr. Chairman, and thank you for the question. I cannot say how much it is going to cost, but you heard Mr. Lightstone's question. Travel and



transportation has increased. \$500,000 is budgeted for travel alone. That is all I can state right now. I don't have any other detail. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman, and minister. My colleague stated earlier that Baker Lake was slated to have a middle school and in Arviat we went through the same thing. If kindergartners were to be in classes all day there would be barriers in Arviat. We know because our school is too small, because they only go to school for half a day. The way it's operating right now, the space is sufficient, but if a full-day kindergarten were implemented, we wouldn't have enough room. Whether it's going to be approved or not, when will we know that about (interpretation ends) full-day kindergarten? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I will refer that to my deputy minister, with your approval, Mr. Chairman.

**Chairman:** Mr. Kusugak.

**Hon. Lorne Kusugak** (interpretation): Thank you, Mr. Chairman. This has been looked into. Phase 2 was completed. There are 22 schools that would not be able to deliver that. We know that in eight schools, all day kindergarten could be implemented today. That's all we know right now, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. When would you have that information, whether it's going to be implemented? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. We're not sure. We would have to look at the costs first. We would need our paperwork and full-time positions would have to be sufficient. We were looking into the costs first, then we would know when we would be able to implement full-day kindergarten classes. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. This is my last question on this matter. What would be a rough estimate of how much it would cost, not thinking about the capital, but thinking only about O&M for staff and for resources? How much would it cost to implement it? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. The estimates, for instance, have not been determined yet. For the cost estimated for all 44 schools, capital would need to be increased by \$16 million, and for 21 teachers for kindergarten, it has been estimated that we would have to spend \$3 million on that. Thank you.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Thank you, minister. It's very good to get responses to our questions because it gives us a better

understanding.

(interpretation ends) I'm just looking for clarification here. I'm looking at the business plan. On page 100 it says that in the last fiscal year the first priority listed is "Continue work to develop regulations for the *Education Act*." Then under the status it says that "Work to develop regulations... was put on hold..." Right? So then we look at the priorities for 2018-19 on 101 and it says, "Continue work to develop regulations for the *Education Act*..." but on the other page it says that that work was put on hold. Just a clarification would be appreciated. Thank you, *Ikhivautaaq*.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. If he can wait a moment.

Thank you. Related to these differences, it does speak to that issue within the 2018-19 business plans. However, there are other regulations that are under the *Education Act* as there are different regulations. The 2018-19 business plan outlines the (interpretation ends) *Education Staff Regulations* and *Student Record Regulations*. (interpretation) I hope I was clear. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Another question on the priorities for 2018-19 on page 101, the last one there for 2018-19 says, "Design and implement monitoring and evaluation frameworks for the education program planning and the school improvement

planning processes." I wonder if the minister could maybe explain what the school improvement planning processes are. Thank you.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. We wish to continually review school operations. The specific question he asked relates to an area where we want to make improvements, as well as recommendations, as an example, so we can undertake research through monitoring and (interpretation ends) evaluation mechanisms (interpretation) that can be used, although it already exists. We want to make amendments to this section, such as (interpretation ends) education program (interpretation) planning with the teachers.

Nonetheless, related to school operations and how to make it more efficient, this is what it is trying to speak to. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Once this priority is carried out, once you have monitoring and evaluation frameworks, will that allow the department to compare schools, let's say, compare the high school in Iqaluit with the high school in Hall Beach, or the school in Arviat? Is that part of what would be achieved there? Thank you.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I was reading when he asked the question. Can he

repeat his question? I apologize, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. I was asking if this priority item, the implementing, monitoring, and evaluation frameworks, will allow the department to compare schools; say compare a high school in one community to another in terms of how they're performing? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It is more to do with what supports are in place for our schools and not really to do with how we can [make comparisons] within the territory within different schools. It's trying to speak to the support systems that are in place for the schools and the education team as a whole and what that looks like at the local level, and how our divisions work to support that system that is in place. Thank you, Mr. Chairman.

**Chairman:** Thank you. The next name on my list; Mr. Netser.

**Mr. Netser:** Mr. Chairman, (interpretation) I don't have any other questions. (interpretation ends) I apologize.

**Chairman:** We're on page G-5. Branch Summary. Policy and Planning. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. Mr. Main's line of questioning sparked my interest when he

asked how much it would cost to implement a full day of kindergarten. The minister had indicated that it would cost about \$3 million annually in O&M costs.

I was wondering, how much is the current budget for kindergarten classes? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you. I don't have a breakdown with the level of detail he is seeking, unfortunately. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. The reason I ask is: if the department has been able to indicate how much it would cost for a full day of kindergarten, I would assume that it would be twice as much as a half day of kindergarten, which was for 21 new positions, as the minister had indicated. I'm going to assume that there are already 21 current positions for the half day daycare. Is that a correct presumption? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** Thank you, Mr. Chairman. Yes, it's a preliminary estimate that we are trying to work with, and this is with the understanding that we're now trying to do a comprehensive cost analysis that would transition into a full-time program. So it's not just looking at HR. There are student support systems or curriculum development, and of course capital and other factors that we need to consider. \$3 million is a rough estimate, if I can say that. Thank

you, Mr. Chairman.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. In that \$3 million O&M estimate, does that include the opportunity costs that would offset the current grant funding that is being contributed to the current daycares? Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Lightstone. It's not part of the funding requests for 2018-19 at the moment, just a reminder. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) No, it's not a part of what he's asking. Thank you.

**Chairman:** Mr. Lightstone.

**Mr. Lightstone:** Thank you, Mr. Chairman. I fully agree that our territory needs to look into and implement full-day kindergarten to alleviate our current childcare situation, but I also do believe that when the government, when conducting their analysis, should take every cost into consideration. I would appreciate if the minister would be able to provide us with the breakdown of the \$3 million O&M estimate for full-day kindergarten and also include the cost savings in grant funding that would be associated with that full-day kindergarten estimate. Thank you, Mr. Chairman.

**Chairman:** Was that just a comment or do you want a response from...? Mr. Lightstone.

**Mr. Lightstone:** Just to clarify my

question, I would appreciate if the minister would be able to provide us at a later date the breakdown of the \$3 million O&M cost estimate for full-day kindergarten and also include the cost savings that would be incurred under the daycare funding grants. Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) This \$3 million, like I said, is just a rough estimate and it's based on the creation of 21 kindergarten teaching positions. To his question, yes, we're anticipating and there's an assumption that daycare spots would open up when full-day kindergarten is implemented. Of course assumptions can change. We have to continue on a more comprehensive cost analysis that would look at everything if we transition to a full-day program. Right now those are some of the numbers that we're looking at and working with an estimate. It might change over time when we factor in all the other components if we move to that stage. Thank you, Mr. Chairman.

**Chairman:** Thank you. Next name on my list, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I've just got a couple of questions here. I would like to go in to discuss the student-educator ratio policy that you have within the Act. It states that the Department of Education must provide an SER that's better than the national average, and I understand the department is doing so.

I would like to get the minister's

opinion. We state that education is a priority, yet there are a number of jurisdictions that... . Sorry, I'll just backtrack. Although we are doing better than the national average, there are a number of jurisdictions that are doing better than us and in one case, a substantially higher student-educator ratio, or lower depending upon your perspective. What is the minister's position on making some real dramatic changes to the SER?

Even something as simple as excluding principals who, in my opinion, are mainly doing administrative work, yet they count an educator ratio. There are a number of different factors on who is included and who isn't included. I know there's no uniform model across the country. When I look up stats, there are all these little disclaimers for this jurisdiction, disclaimers for that jurisdiction, and disclaimers for our jurisdiction.

When you're still trying to perform according to our legislation, if education is a real priority, I think we should be setting the precedent and setting the bar nationally of really making an investment with our students by giving our teachers the resources to be able to do their job. I would like to get the minister's position on that. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Hickes. I just want to remind members that we cannot seek opinions. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I thank the member for the question. (interpretation ends) The student-educator ratio was brought up in the House earlier this

sitting, and what I've shared with colleagues in addition to that, we are reviewing this formula, how it's applied to the schools, we've sent out letters to DEAs requesting their input on some of the options we're considering. A new formula could look at all school staff allocations, while still ensuring that the requirements of the *Education Act* are followed. Just a reminder that our current SER includes principals, vice principals, student support teachers, guidance counsellors and teachers themselves.

However, there's no allocation formula for another fleet of our staff in the schools, including learning coaches, language specialists, school secretaries, custodians, student support assistants, and the *Ilinniarvimmi Inuusilirijiit*, the school counsellors. We are wanting to work out a better formula that incorporates all school staff, and we would be able to allocate our resources in a much more effective way. I don't know if he got what he's looking for. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I appreciate the description of all the different roles that are played in the school system, and I understand that. Some of those positions are more hands-on with students and others, like the example I used earlier of a school principal, who the majority of their time, if not all their time is spent administratively, yet they do count, as you mentioned, toward the student-educator ratio.

To me, that is potentially taking teachers out of the classrooms. When we're

looking at the volatility of teachers coming and going in different communities, as the minister well knows, we're always dealing with numbers a year old. When they do that snapshot of the Maplewood system of how many students are in the school, that's what you guys base your hiring on for the next school year.

You've got to start somewhere, I understand, but when you're dealing with year old information, if you have a large influx of kindergarten students and a low export of graduates, you could be starting behind the 8 ball right from the get-go in your student-educator ratios within the classrooms. I know there are no classrooms out there with 14 students in them, so I know when we're talking about a SER of a national average of 13.8., I know there's challenges and appreciate the work that's going into the Department of Education.

The point I'm trying to make, Mr. Chairman, is that we say education is a priority, yet we're not leading the country in that aspect. I would like to see down the road some real movement on investing in the resources for our teachers to be able to take some stresses off them so that they could provide a better education to our students. Just a comment, Mr. Chairman. Thank you.

**Chairman:** Thank you. That was just a comment. We're on Branch Summary. Policy and Planning. Total Operations and Maintenance, to be Voted. \$2,527,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. On page G-6. Education. Corporate Services.

Questions? Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I would just like to touch on the human resource management side of the picture of the department. We know every year that the department, for an example, right now they're already working on trying to hire the teachers for next year, and have probably doing so for a little while already. There's always a continual struggle of making sure that we're getting the best and brightest across the country. It's no secret that one of the challenges that the department has is providing sufficient staff housing to the teachers in communities across the territory, and I know that there's always been a communication with the Minister responsible for the Nunavut Housing Corporation, and in your officials to their officials.

What types of solutions have been proposed on the table? I know in some cases, you guys have to have teachers co-habiting where there's potential drawbacks to that system, but what type of options have been on the table to explore more suitable housing accommodations for teachers? Thank you, Mr. Chairman.

**Chairman:** Minister Joanase.

**Hon. David Joanase** (interpretation): Thank you, Mr. Chairman, and thank you for the question. (interpretation ends) As a part of *Turaaqtavut*, we want to train and hire more locally. That's one avenue that we're trying to continue our efforts in recruitment and retention. For housing, we're looking at staffing by bed. That's what it's come down to. Instead of being assigned a staff housing unit, they get assigned a bed and that's

what we have to work with given the housing needs of the territory; not only public housing, but staff housing shortages. Of course we work with the NHC and their partners to find more where we can. If there are new ideas, as well as the Nunavut Housing Corporation, I'm sure we're open to suggestions on ways to address this issue. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I know alluded to the staffing that's probably already taking place and has been for a little while. What is the current status of your staffing for the next school year? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié:** As of today, for the upcoming school year, we have 151 vacancies. That's a lot to work with, but it is what it is. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. Again, I understand the struggles that the department faces with staffing, and there was some recent media coverage on the lack of substitute teachers here in Iqaluit, specifically. What efforts are being done? You say you're doing more to hire locally. Is that doing more recruiting and advertising for the NTEP program? Are you looking at alternative academic criteria for potential teachers to be in the classroom? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié (interpretation):** Thank you. I would like to ask if you would allow my deputy minister to respond. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Kusugak.

**Mr. Kusugak (interpretation):** Thank you, Mr. Chairman. Right now, as the minister indicated, we're always looking and as we are searching for staff, we look for Inuit who are educated who can teach. That is sometimes a problem as was just mentioned about the lack of housing. My minister just stated that they're given out beds now and that is a big drawback when we're trying to hire teachers and school support staff. It's a problem when we're trying to hire teachers. That's one of the problems.

Also, in all of Canada, everyone seems to be looking for educators or teachers. With respect to the work that we're doing in Nunavut, we're trying to encourage Inuit to apply. The minister stated that we're looking and whenever we see young people and they're not quite sure what they want to do, we ask them, "Don't you want to become a teacher?" Whenever we travel, we talk about the same thing.

If you know anyone who would be interested in becoming a teacher, please support them. In the communities we need teachers and MLAs supporting us. We need everyone to support us in our efforts to get more teachers. It has always been stated that we have capacity issues and we're always looking for Inuktitut-speaking teachers because we're lacking in that area.

We have been working down south via going online and we've gotten some help

through contract services. They help us look for staff. We are continually looking for teachers from Nunavut. Thank you, Mr. Chairman.

**Chairman:** Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Chairman. I'm just going to go into the business plan. One of the priorities in 2018-19 on page 104 speaks to continue work on a "Human Resource and Teacher Certification database..." How does the department currently keep track of teacher certification information? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It's done manually on a spreadsheet. Thank you, Mr. Chairman.

**Chairman:** You're done? Thank you. Next person on my list, Ms. Towtongie.

**Ms. Towtongie:** Thank you, Mr. Chairman. My question is in Rankin Inlet we had a lot of vandalism. All the windows were broken in the LUS, I believe. A number of Nunavut schools have badly been damaged by fire in recent years. My question is: what new initiatives are being considered or undertaken to address risks to school safety? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank her for the question. We have to take proper care of our schools and we have to keep notifying them and helping

Nunavummiut understand that vandalism does not help anything. Our infrastructure and our big buildings are very expensive, and when we're trying to continue with education, they put a stop to educating, or slow us down. They affect education in general. We have to look at the school year. Education is very important. We have to get people to understand why education is very important.

I said earlier that we try to make sure that all of the schools have security cameras to help keep them secure in the event there is any vandalism taking place or if someone is climbing on the school, or if someone is trying to do something bad to the school so we can find out what is happening right away.

At times we have needed to have security guards in some of the schools. Not all schools have had to do that, but we have had to do it, as well as school alarms. If somebody tries to break in, we've installed alarms and we've maintained them. We ensure they are working at all times.

Some schools have button security at the door. We're thinking of installing those electronic keys. I'm not quite sure what they're called. Those are some of the things that we are doing and have been doing for that. Thank you, Mr. Chairman.

**Chairman:** Ms. Towtongie.

**Ms. Towtongie** (interpretation): Thank you, Mr. Chairman. This will be my final question. Thank you for the good responses. We're worried about our children, and the things that happen in the USA, we don't want happening in



Nunavut. Children who go to school are getting murdered; they're getting shot, so I'm grateful that you're looking at electronic keys to get into schools.

(interpretation ends) One of your department's priorities for 2018-19 will focus on supporting schools in developing the capacity for video conferencing and distance learning. Can you describe what kinds of educational programming will most benefit from this initiative? I'm looking at page 104 of the business plan, "Begin the development of a long-term strategic plan for information technology in schools." Thank you, Mr. Chairman. That's my final question.

**Chairman:** Thank you. Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. Please wait a moment.

Thank you. I'd like to ask if the director of corporate services can respond to that, through you, Mr. Chairman.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We're looking at a number of different initiatives that we can do with video conferencing. We have partners now that connect our schools to experts in different fields. Maybe they'll speak to a biologist, in some cases they've spoken with NASA. We also are looking to connect communities or schools to each other. In addition to that, one of the things that as the broadband opens up and we have more capacity there, we will be able to also have more distance

learning as well, so one teacher in one location teaching to students, perhaps in some of the schools where it's difficult for them to provide some of the high school courses for instance.

There are a number of different ways that we're connecting schools to experts and to each other as well. As we expand the network, we're bringing on eight schools in August, which I believe gives us a total of 20. We're going there, and again, we'll continue do more the next year as well. We're just going at the capacity that we're able to, or the timeline we're able to do, but we're very excited many opportunities that that actually provides for our students. Thank you.

**Chairman:** Thank you. The next name on my list, Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. I would like to ask the minister a question in regard to employment opportunities. I know you have an office in Arviat. In reading the *Hansard* from May 24, you have an office in Pangnirtung, Pond Inlet, Arviat, and Iqaluit. I would like to get further clarification on the 13 PYs you said there are. Are you talking about 10 vacant positions? Do they include that, or are there 23 in Arviat? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. I have to get back to the member because I have to look further into it to exactly what it is. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Yes, I would appreciate it if the minister can get back to me with that. (interpretation ends) Also in the *Hansard* here, in the answer to a written question, this was a written question that I've put to the Premier in terms of decentralization, it says that education deactivated four positions that had a decentralized status, and this is as of August 14, 2017 per CE no. 0416-438. I would just like to know if the minister knows where those four positions were located; the ones that were deactivated. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. One moment, please.

Thank you, Mr. Chairman. They were under (interpretation ends) curriculum and school services, (interpretation) and they were based in Arviat. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Just to clarify; so all four of those positions were in Arviat, is that correct? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I think that's how it is. I have to look further into it. I'll be able to get back to the member once I get the information. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Yes, I would

appreciate it if the minister can get back to me because we do not want to lose employment opportunities in our communities that lack employment opportunities. For example, nobody would really notice if there were four positions deactivated in Iqaluit, but in the smaller communities it is very noticeable. I would appreciate if the minister can get back to me with that.

I'll move on to questions on a different topic. (interpretation ends) In the priorities in your business plan here, page 104, it says "...work with GN departments and agencies to determine options to invest in infrastructure to enhance accessibility and affordability to early child care facilities and resources."

I would just like to understand in terms of the department's position, which is the bigger issue in terms of early child care facilities: is it the accessibility part, or is it affordability? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. It's difficult to respond to the question because both are very important. In some communities there are no daycare facilities, like Hall Beach for example. The communities differ from each other. Some people feel that daycare rates are too expensive, while for others it is due to a lack of space. There are different reasons so I cannot really respond to the question. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. Although I know we will

discuss it when we get to early childhood learning and child care. It seems like this is part of the (interpretation ends) infrastructure (interpretation) program and that you will be working on it this coming fiscal year. What about (interpretation ends) private corporations, (interpretation) or mining companies? Have you discussed these issues with them to get funding from them? Thank you, Mr. Chairman.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. It could be due to the fact that private businesses are for-profit businesses and aren't a good example as daycares are operated as non-profit businesses, and to keep that in mind, but we may have an opportunity to collaborate with Inuit organizations, perhaps as a partnership on infrastructure if that were the desire.

On that front, we are totally open to any ideas or partnerships in any community wishing to establish a daycare facility where an existing facility is available. We do have funding specifically to support societies in establishing all the required components, such as a board.

They have to be all detailed in the written submission and funding can be provided once these requirements have been met. They would then submit their application and that is one way we can provide assistance but, I believe that Inuit organizations along with other groups might have the ability to assist. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you,

Mr. Chairman. That is something that is worthwhile supporting. Now, as a government, I doubt that it should be the sole responsibility of government as the regional Inuit associations could be partnered with, along with private businesses that wish to throw in their support as some are willing and able. I hope you keep a note of the possibilities and look at discussions related to this issue.

(interpretation ends) When it comes to the student-educator ratio funding formula, there are lots of issues with that formula. In the very short term, I know I have mentioned in the House that we're losing two teacher positions in Arviat under that formula. We're in the in-between period. There's going to be a new formula in place, hopefully soon, and we're working with a flawed formula right now.

Is there anything in place in terms of an interim solution for communities like Arviat that are facing teacher cuts, because again, it's only two jobs, but those are two very important jobs to my community. In terms of an interim solution or something that could be put in place until a longer term fix is found, I would be interested to hear about that.

(interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. At this time we don't have that, but (interpretation ends) we're working with a cabinet-approved formula and anything outside of that would need cabinet approval.

(interpretation) Let me reiterate that the (interpretation ends) student-educator ratio (interpretation) is the basis for allocating PYs to the schools, nonetheless, the DEAs are responsible for the identifying the types of positions to be funded. (interpretation ends) We allocate resources to the DEAs based on the formula. The DEAs in turn use their authority and assign the PY as they see fit. Perhaps as an alternative, it's a chance of talking with the DEA of where they're allocating their resources. Maybe that's where an alternative can come out. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you. I thank the minister. In terms of getting cabinet approval because it is a cabinet-approved formula and getting cabinet approval to deviate from that formula, how often is that done in terms of these types of positions across Nunavut? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you. One moment, please.

Thank you, Mr. Chairman. (interpretation ends) I believe it has been done twice and there were exceptions that had to be made in regard to Grise Fiord and Resolute Bay. They had to provide a full staff complement. It was done twice, but I can't say when that was though. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you. The next question is: does the minister have any intention of bringing similar requests to

cabinet with regard to those two positions in Arviat? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) At this time no. We're trying to assign equity across all schools and communities. For every school we assign the PYs based on the number of students, but it's with equity in mind across all the schools and communities. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Thank you, Mr. Chairman. I guess I'll just say on the record that I think it's very unfortunate that we are shortchanging our students. I look forward to the day when this ratio or this formula is changed, and I encourage the department to change it as soon as possible.

Under Corporate Services it says that one of the objectives is "To provide support to regional offices, schools and District Education Authorities" because they have a lot of responsibilities, the DEAs especially. How many times do the staff of Corporate Services actually visit the DEAs across Nunavut? Thank you.

**Chairman:** Minister Joanasié.

**Hon. David Joanasié** (interpretation): Thank you, Mr. Chairman. I'll have the (interpretation ends) director of corporate services (interpretation) answer that question. Mr. Chairman, thank you.

**Chairman:** Ms. Moffett.

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) We generally do not spend time one on one with DEAs outside of the capital planning process. Within our Partner Relations Division and within our regional school operations, we have people who are working directly with DEAs in the areas of finance, training, and so on.

When it comes to the financial component, the only time that we're visiting DEAs directly would be if there are issues that they're having around their financial management. We do oversee the audits and so we may step in when there is an issue that has been identified, but generally speaking, Corporate Services does not work directly with DEAs outside of the capital process on a normal basis. Thank you.

**Chairman:** Mr. Main.

**Mr. Main** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Say in the last year, how many of the DEAs across Nunavut have experienced those types of issues that you described in terms of financial issues that would require special visits or extra assistance? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you, Mr. Chairman. There is one at this time. Thank you, Mr. Chairman.

**Chairman:** Mr. Main.

**Mr. Main:** Which DEA was that? Thank you.

**Chairman:** Minister Joanasie.

**Hon. David Joanasie** (interpretation): Thank you. In Igloolik. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. I would like to make a motion to report progress at this time, please. Thank you.

**Chairman:** Thank you. There is a motion on the floor and it's not debatable. I will now rise to report progress.

>> *Laughter*

All those in favour.

>> *Laughter*

All those opposed. Thank you. The motion is carried and I will now rise to report progress.

>> *Laughter*

Sergeant-at-Arms, please escort the officials from the witness table.

>> *Laughter*

**Speaker** (interpretation): Thank you, Sergeant-at-Arms. Moving on with the orders of the day. Report of the Committee of the Whole. Mr. Akoak.

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

**Mr. Akoak:** Thank you, Mr. Speaker. Your committee has been considering Bill 4 and the main estimates and would

like to report progress. Also, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. There is a motion on the floor. Is there a seconder? Thank you, Mr. Mikkungwak. The motion is in order. All those in favour of the motion. Thank you. All those opposed. The motion is carried. Going to the orders of the day. Third Reading of Bills. *Orders of the Day*. Clerk Assistant.

### Item 22: Orders of the Day

**Clerk Assistant** (Mr. Innuksuk) (interpretation): June 7:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Responses to Petitions
12. Reports of Standing and Special Committees on Bills and Other Matters
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First

Reading of Bills

16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
  - Bill 4
  - Bill 5
  - Bill 7
20. Report of the Committee of the Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

>>*Applause*

**Speaker** (interpretation): Thank you. He can certainly read Inuktitut with ease, which is a wonderful skill set. In accordance with the authority provided to me by Motion 4 – 5(2), this House stands adjourned until Thursday, June 7, at ten o'clock in the morning.

Sergeant-at-Arms.

>>*House adjourned at 18:14*

