

Legislative Assembly of Nunavut

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(Aggu)

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(Quttiktuq)
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Development and Transportation*

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(Amittuq)

David Qamaniq
(Tununiq)

Pauloosie Keyootak
(Uqqummiut)

Emiliano Qirngnuq
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(Gjoa Haven)
Deputy Chair, Committee of the Whole

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Government Services; Minister of
Human Resources*

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

Pat Angnakak
(Iqaluit-Niaqunnguu)
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(Iqaluit-Manirajak)

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Minister responsible for Seniors; Minister
responsible for Suicide Prevention; Minister
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responsible for Immigration; Minister
responsible for the Status of Women*

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(South Baffin)
*Minister of Culture and Heritage; Minister
of Education; Minister of Languages*

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Iqaluit, Nunavut
Thursday, November 5, 2020

Members Present:

Hon. David Akeeagok, Mr. Tony Akoak, Hon. Jeannie Ehaloak, Hon. George Hickes, Hon. David Joanase, Mr. Joeline Kaerner, Mr. Pauloosie Keyootak, Hon. Lorne Kusugak, Mr. Adam Lightstone, Mr. John Main, Hon. Margaret Nakashuk, Mr. Calvin Pedersen, Mr. David Qamaniq, Mr. Emiliano Qirngnuq, Hon. Paul Quassa, Mr. Allan Rumbolt, Hon. Joe Savikataaq, Mr. Craig Simailak.

>>*House commenced at 10:00*

Item 1: Opening Prayer

Speaker (Hon. Paul Quassa)(interpretation): Good morning. Before we begin, can you say the opening prayer, please, Mr. Emiliano.

>>*Prayer*

Speaker (interpretation): Good morning. Thank you. I once again welcome our fellow Nunavummiut as your Members of the Legislative Assembly reconvenes today.

Before we proceed to the orders of the day, I wish to make a statement.

Speaker's Statement

(interpretation ends) I am very pleased to take this opportunity to advise the House of a praiseworthy initiative which I am confident that all members will support.

I recently received correspondence from the British Columbia Aboriginal Network on Disability Society concerning the 6th Annual Indigenous Disability Awareness Month, which is taking place this November. Information provided by the society indicates that:

“Indigenous Disability Awareness Month was created to highlight the barriers facing indigenous peoples living with disabilities, and in spite of those barriers, the incredible and significant contributions that they bring to all of our communities. IDAM is the only indigenous-specific awareness initiative of its kind in the world and it has been recommended to Canada by the United Nations International Committee on the Rights of Persons with Disabilities to be declared and recognized annually.”

As Speaker of the Legislative Assembly, I was honoured to receive a number of promotional items that symbolize the important work of the society, which are being provided to all members to display with pride.

I ask all members to join me in paying tribute to the good work being done during this 6th Annual Indigenous Disability Awareness Month.

>>Applause

(interpretation) Thank you. (interpretation ends) We will now proceed with the orders of the day. Item 2. Ministers' Statements. Members' Statements. Minister of Culture and Heritage, Minister Joanasia.

Item 2: Ministers' Statements

Minister's Statement 522 – 5(2): Additional Funding to Support Public Libraries in Nunavut during COVID-19 Pandemic

Hon. David Joanasia (interpretation): Good morning, Mr. Speaker, members, and Nunavummiut.

(interpretation ends) Mr. Speaker, this morning I rise to announce one-time additional funding of \$501,000 the Department of Culture and Heritage has provided to support community public libraries outside of Iqaluit in response to the COVID-19 pandemic.

(interpretation) Mr. Speaker, each year the Department of Culture and Heritage provides approximately \$490,000 for the operations of community libraries outside of Iqaluit in eight communities through contribution agreements. These funds cover the salaries of staff and contribute to the operating and programming costs associated with running a public library.

Mr. Speaker, the additional \$501,000 will be used by community libraries to enhance Internet connectivity, pay for renovations, purchase new equipment, and support community programming. (interpretation ends) Mr. Speaker, this is one-time additional funding for community libraries in Nunavut, many of which were struggling due to the conditions caused by the COVID-19 pandemic. My department is pleased to be providing this additional funding, knowing it will enhance the quality of library services and promote public libraries as enjoyable and safe destinations for the entire family.

(interpretation) Mr. Speaker, while I am speaking about libraries, I would like to give recognition to the new library in Rankin Inlet operated by Ilitaqsiniq, the Nunavut Literacy Council. We are happy to see a new community library and wish the organization all the best. I would also like to give special mention to the Pulaarvik Kablu Friendship Centre for operating the previous library in Rankin Inlet. My department greatly appreciates the years of service done for your community. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Ministers' Statements. (interpretation ends) Minister responsible for the Qulliq Energy Corporation, Minister Ehaloak.

Minister's Statement 523 – 5(2): Qulliq Energy Corporation Expanding LED Street Lights

Hon. Jeannie Ehaloak (interpretation): Thank you, Mr. Speaker. (interpretation ends)
Good morning to my colleagues and all Nunavummiut.

Uqaqtii, energy efficient initiatives are taking place in our communities as we meet here today. I am pleased to inform you that the Qulliq Energy Corporation has resumed upgrading Nunavut's existing street lights with environmentally-friendly LED lights.

This week, crews are replacing street lights in Grise Fiord. Over 500 LED street lights will also be installed in Resolute Bay, Pond Inlet, Igloolik, Taloyoak, and Kugaaruk by the end of fiscal year.

New energy-efficient technologies are helping us to reduce our carbon footprint and improve our impact on the environment. LED lights also save on energy costs for hamlets, while making our streets safer and brighter for all Nunavummiut.

Street lights in Iqaluit, Kugluktuk, Rankin Inlet, Cambridge Bay, and Clyde River have already been upgraded with help from federal funding opportunities. Some of these communities have begun to see savings in operations and maintenance costs on their street light electricity bills. Further LED street light replacements in 14 remaining communities will take place over the next four years.

Mr. Speaker, the expansion of the street light replacement project is made possible through the Government of Nunavut's considerable \$2 million contribution from carbon tax revenue funding. With this financial support, the Qulliq Energy Corporation has been able to deploy environmentally-conscious technologies, while positively impacting and creating savings for our communities. The corporation actively seeks more energy-efficient projects like this to bring a brighter and cleaner energy future to Nunavut. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Acting Minister responsible for the Nunavut Housing Corporation, Minister Savikataaq.

Minister's Statement 524 – 5(2): Uquutaq Society Opens Transitional Housing

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. To the people of Arviat, I say "good morning" to you.

(interpretation ends) Mr. Speaker, the Nunavut Housing Corporation would like to take this opportunity to congratulate our partners in creating more transitional housing options.

A few weeks ago the Uqutaq Society officially opened the doors to its new 60-bed shelter and transitional home. With support from the City of Iqaluit, the Qikiqtani Inuit Association, the Government of Nunavut's Department of Family Services, and \$200,000 in funding from the Nunavut Housing Corporation, this project marks an important development in our efforts to ensure a variety of housing options in the north.

Mr. Speaker, right now public housing serves as a catch-all solution for Nunavummiut. Whether a young Nunavummiuq is turning 19 and wants a unit for themselves or a partner is fleeing domestic violence, many people have a single place to turn for help, which is public housing. That is why we are working alongside our partners to provide more housing options for our territory's most vulnerable members.

We must have more options to ensure everyone has the right housing to meet their needs. This takes time and teamwork. It cannot be accomplished by one or even a few government departments or organizations.

Mr. Speaker, working closely with our partners, we can better serve the most vulnerable members of our society. This continues to be our long-term goal and we remain committed and focused. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Ministers' Statements. Acting Minister responsible for Nunavut Arctic College, Minister Joanasie.

Minister's Statement 525 – 5(2): Tabling of the Community Learning Centre Assessment Report

Hon. David Joanasie (interpretation): Thank you, Mr. Speaker. I am happy to announce that at the appropriate time I will table the Preliminary Report on Community Learning Centres by Region. This report provides a snapshot of Nunavut Arctic College's community learning centres.

Community learning centres are important to the college and all Nunavut communities. These facilities provide Nunavummiut a place to go to upgrade their skills, meet personal educational goals, and prepare for careers. These are sites of learning, commitment, and effort.

(interpretation ends) Mr. Speaker, this report was compiled by the college's capital planner and provides an assessment of building conditions based on data collected by the Department of Community and Government Services. I am grateful to the department for the important work they do for the territory.

Mr. Speaker, building and maintaining community learning centres is important to the college and to my colleagues in this House. I anticipate this report will generate future discussions and I assure my colleagues that college staff are developing future capital

plans that include community learning centres. This will be an expensive undertaking and the college is exploring possible financial support beyond the Government of Nunavut, including engaging other levels of government and our post-secondary network. Thank you, Mr. Speaker.

>>Applause

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

Minister's Statement 526 – 5(2): Non-Insured Health Benefit Negotiations

Hon. George Hickes: Thank you, Mr. Speaker. Just before I get started, I would like to take a moment to sincerely thank Minister Marc Miller, the Minister responsible for Indigenous Services Canada, on the level of understanding and appreciation of Nunavut and the amount of effort he has put into learning about our unique situation here.

>>Applause

Mr. Speaker, as the hon. members and all Nunavummiut know, for the past several years, I have been working toward recognition from the federal government of its responsibilities under the Non-Insured Health Benefits program.

Mr. Speaker, the Non-Insured Health Benefits program is the federal insurance program designated to ensure that eligible Inuit beneficiaries have access to medical services.

For too long, Mr. Speaker, Indigenous Services Canada has only paid for a fraction of what it costs for the Government of Nunavut to deliver NIHB services on its behalf.

Mr. Speaker, delivering this program on behalf of the federal government has cost the territory hundreds of millions of dollars over the years. That is money that could have been spent on improving health care programs, services, or infrastructure here in Nunavut.

Mr. Speaker and members, in March, when the last the Non-Insured Health Benefits agreement expired, I decided not to sign an extension. Instead, I made it clear to the federal government that it must meet its obligations for a program that the Government of Nunavut delivers on their behalf.

Mr. Speaker, I am happy to report that this month we will have a contribution agreement in place for fiscal year 2020-21 that will see the Non-Insured Health Benefits co-pay increase from \$125 for medical travel flights to \$715 per trip, at a value of up to \$20 million for this fiscal year...

>>Applause

...bringing the federal government closer to fulfilling its statutory responsibilities under NIHB.

Mr. Speaker, in addition to this new agreement, there will also be an additional \$58 million contribution for this fiscal year, which will help address the NIHB program's shortfalls and free up millions of dollars for other health care spending needs.

Mr. Speaker, I am also pleased to report that we are working toward an agreement in the next fiscal year that will see the Government of Canada cover 100 percent of the costs of medical travel flights and administration costs for Inuit in perpetuity.

Mr. Speaker, I am relieved to share this news and grateful to the federal government for working with the Department of Health and in accepting its Non-Insured Health Benefits responsibilities.

Mr. Speaker, these new agreements will bring a total of \$78 million in new dollars that can be better spent on improving the health care system and services here in Nunavut. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Ministers' Statements. Continuing on. Members' Statements. Member for Kugluktuk, followed by the Member for Arviat North-Whale Cove. Member Pedersen.

Item 3: Members' Statements

Member's Statement 766 – 5(2): Long-term Care for Our Elders

Mr. Pedersen: Thank you, Mr. Speaker. Good morning, everybody. Good morning to all Kuglukturmiut.

Today I rise to make a very strong and personal statement, but I feel it needs to be said for the benefit of all Nunavummiut.

Yesterday here in the House we all talked about elder care and a bit about education and the preservation for our culture and language. This got me thinking.

Our elders play a very important and vital role in the passage of knowledge to all youth and Nunavummiut.

>>Applause

We are in a time where our culture and traditional practices are slowly starting to fade. We as a government need to make a huge and immediate impact and efforts into fighting for the survival of our people.

I have made my feelings known before about centralizing long-term care for elders, but I would like to add that I am speaking from experience. My own grandmother died in a specialized facility such as this, and I would not wish this pain on my worst enemy.

I am standing here today during our last morning in this fall session to make a very clear point. I want you to remember what I said here. I want you all to think about this in the next few months before we come back to this Chamber for our winter sitting. I sincerely hope that the Inuit organizations will also step up and help with this. We will need their help in setting up these smaller facilities.

I have made this to help get my point across and to paint the very clear picture for you to think about in the next few months. This top piece represents our elders across Nunavut being put into these specialized homes. The bottom represents our youth. These two strands represent the daily passage of knowledge and the wisdom between the two groups, and here come long-term care facilities. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. Member for Arviat North-Whale Cove, followed by the Member for Iqaluit-Manirajak. Member Main.

Member's Statement 767 – 5(2): Long-term Care Strategy for Our Elders

Mr. Main (interpretation): Thank you, Mr. Speaker. I am focusing on elder care facilities and elders' services in general, which I rise to speak to today.

(interpretation ends) Mr. Speaker, I have some suggestions based on discussions with constituents and colleagues on some principles or ideas that I would like to see considered around providing for elders' care and elders' facilities in Nunavut. I will just read them out.

1. A clear commitment to family and volunteer involvement.
2. A clear commitment to every single Nunavut community.
3. Centralize dementia care.
4. Regulations based on Inuit knowledge, not just medical and clinical considerations but real knowledge based on the people who have lived here for thousands of years.

>>Applause

5. Travelling medical staff dedicated to facilities.

Mr. Speaker, last I checked, doctors were able to get on planes, just as elders can.

6. Flexibility on building type, sizes of facilities, and expansions and repurposing existing infrastructure.

7. An on-the-land component attached to every facility.

>> *Applause*

8. A generous stipend or program available to family caregivers at home.

Mr. Speaker, this is an important piece which I feel would prevent many institutionalizations.

>> *Applause*

Finally, Mr. Speaker, No. 9 and these are just suggestions; I don't have a strategy, but neither does the government.

9. Flexible options for operations of facilities via contracted services or the government itself.

Mr. Speaker, I make these suggestions and I really hope that they can be considered, and I do believe some of them must have some value. (interpretation) Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Iqaluit-Manirajak, followed by the Member for Baker Lake. Member Lightstone.

Member's Statement 768 – 5(2): Happy Birthday to Son

Mr. Lightstone: Thank you, Mr. Speaker. Before I begin, I would like to commend my two colleagues who spoke before me and I am standing in unison with my fellow members on this topic of elder care, but I would like to bring a lighter note to the Assembly today. Mr. Speaker, I rise today to mark a special occasion.

Mr. Speaker, it is one year ago today in which I received a phone call and had to rush out of the Assembly. Mr. Speaker, I had frantically left the Assembly in order to pick up my wife and take her to the hospital. Mr. Speaker, a number of hours later my wife and I held a bundle of joy in our arms when we had the opportunity to welcome our second son to this world.

Today we have the opportunity to celebrate our son's first birthday and I would like to first of all state "Happy birthday, Aviaq, and I wish we could throw you a first birthday party which would be appropriate for the occasion." Unfortunately due to the pandemic restrictions, we will be having a much smaller gathering than we had for our first son Aiden's birthday, but we look forward to having some cake and opening some presents this evening. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. We wish our fellow Nunavummiut happy birthdays.

Members' Statements. Member for Baker Lake, followed by the Member for Iqaluit-Niaqunnguu. Member Simailak.

Member's Statement 769 – 5(2): Essential Workers Travelling during Pandemic

Mr. Simailak: Thank you, Mr. Speaker. Good morning to all and everyone back home in Baker Lake. See you next week.

Mr. Speaker, since word got out of a great sickness travelling throughout the whole world, many people have had a lot of fears and concerns, and their fears and concerns were only heightened when we learned that the sickness was taking so many lives right around this world.

I have mentioned numerous times now in this House that I have many constituents who are elders in Baker Lake. They are very special to me. I love them. They are the group of people who are most vulnerable.

Mr. Speaker, I myself have had concerns for the past few months, and now we keep hearing of a second wave that has begun and it's supposed to be worse than the first wave, but thanks to the efforts and preventative planning, such as travellers having to first quarantine in isolation hubs that our Chief Public Health Office help set up, that COVID-19 has not arrived in our territory.

Mr. Speaker, as time went by, we started receiving travellers deemed essential workers. They arrived into our territory without isolating. When we hear of people coming in without isolating, people start to get scared, genuinely scared where they do not even want to go out of their house or go to work and with good reason, as they are afraid of contracting the sickness or passing it onto their family.

As I stand here thinking of the many Nunavummiut who have concerns, who are afraid, I must ask questions about these travellers who are not quarantining, essential workers. At the appropriate time I will be asking the Minister of Health questions with regard to travellers who have not quarantined. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Members' Statements. Member for Iqaluit-Niaqunnguu, followed by the Member for Iqaluit-Tasiluk. Member Angnakak.

Member's Statement 770 – 5(2): Called to the Arctic

Ms. Angnakak (interpretation): Thank you, Mr. Speaker. I say "good morning" to everyone watching the proceedings, especially my husband and my siblings who are watching. I will speak about the book that my father wrote and how proud I am of it.

(interpretation ends) Mr. Speaker, as today is the last sitting day of what has been a very difficult year for all of us, I am very pleased to be able to end this on a positive note.

Mr. Speaker, the evening of November 29, 2011 was one of the proudest moments of my life. On that evening, my dear father, the Reverend Michael Gardener, who many people in Nunavut know very well, was invested into the Order of Nunavut at a ceremony held in this very Chamber.

Mr. Speaker, the recognition for his lifetime of spiritual and community leadership followed a career that spanned over half a century.

Mr. Speaker, earlier this year my father's memoirs were published in a volume titled *Called to the Arctic*. Mr. Speaker, I want to take a few moments to say a few words about the process that led to its publication.

Mr. Speaker, anyone who knows my dad knows that he really never sought the limelight. However, our family has been strongly encouraging him for many years to commit his memories to paper.

Mr. Speaker, getting my father to commit to this has been as difficult a challenge as it has been some days to get ministers to commit to certain things.

Mr. Speaker, after much effort and persuasion, my father put pen to paper and I am delighted to say that what he has produced will make a valuable contribution to the history of the Eastern Arctic.

Mr. Speaker, I want to take a moment to thank John McDonald for his help on this project. John is a former long-term resident of Igloolik who the Speaker knows very well and who is himself an author, and I know that my father was very appreciative of his advice during the writing of this book.

Mr. Speaker, my father arrived in Kimmirut, which back then was still known as Lake Harbour, in the year of 1955, a very different era than the one in which we were living today.

Mr. Speaker, one of the stories that my dad tells us is where, after shortly arriving in Kimmirut, in fact the very first Sunday that he was there, he gave his first sermon in Inuktitut. He was able to do this by copying out syllabics into roman orthography for his short talk.

My dad says that he wasn't sure how much of his talk anybody could actually understand, but he felt the need to show how earnest he was in learning the language, getting to know the people and the culture, and he wanted to do this as soon as possible.

At that time the transition to community life was underway, and I know that my dad had great respect and empathy for the elders who were helping the people adapt to the change.

Mr. Speaker, the title of the book refers to the feeling that my father had as a child that his destiny would ultimately take him north. It was this destiny that led him to meet his wife, my mother, and to start a family who are proud to call this beautiful land our home.

Mr. Speaker, I seek unanimous consent to complete my statement. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member is seeking unanimous consent to conclude her statement. Are there any nays? (interpretation) There are no nays. (interpretation ends) Please proceed, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker.

Mr. Speaker, we are living in a time of global pandemic. This scourge has cost many precious lives and caused great pain. Our very way of life has been disrupted in ways both great and small. However, it has not and will not diminish the importance of family, which is the foundation of my father's book and a reflection of a lifetime of service.

Mr. Speaker, as we approach the warmth of the Christmas season and look forward to better days ahead, I warmly invite you and all of my colleagues to enjoy this work that my dad has done and take comfort in its wisdom. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. We are proud of him. Members' Statements. Member for Iqaluit-Tasiluk, followed by the Member for Quttiktuq. Member Hickes.

Member's Statement 771 – 5(2): Recognizing Anna Lambe

Hon. George Hickes: Thank you, Mr. Speaker. I have always thought of a trickster being a deceiver, cheat, fraud, or a person that plays tricks, but I have recently discovered that the term is also used to describe a supernatural figure appearing in various guises and typically engaging in mischievous activities and usually perceived as a cultural hero.

Well, Mr. Speaker, there's a new series on CBC called the *Trickster*, and when I first saw the trailers, I was surprised and impressed at the number of indigenous cast members. I'm probably dating myself, but the last time I personally noticed that in a mainstream television series was the *North of 60*, almost 30 years ago.

Mr. Speaker, I have been watching this series and it's got a great mind-bending storyline and I have been very impressed by the overall quality of acting. I would like to draw attention to one actress in particular. When my family and I first watched her, we all thought how great it was to see an Inuk that lives just around the corner from us on a major TV series.

Mr. Speaker, I don't know Anna Lambe all that well personally, but I do know her parents and I know that their whole family is incredibly proud of her. To go from her first role in *The Grizzlies* to a major TV series is incredible, and already she is using her voice and leading other Inuit to pursue their dreams. This is what she wanted me to say on her behalf:

"I couldn't be in this position without the love and support from my community. Mainstream media never tells our stories across what we currently call Canada. We have been pushed to the edges of film and television with little funding, interest, or support for our projects and our dreams.

As a young Inuk, never seeing myself represented in media, film and television, it seemed like an impossible dream and one that I never thought twice about. *The Grizzlies*, my first film, changed that and *Trickster*, my first television gig cemented that we as Inuit not only have a place in this industry, but we can take these platforms and tell our stories unapologetically, truthfully, and powerfully.

To my fellow Inuit out there that want to pursue this path, do it. We have made our mark in film and television and we will not go away. We are taking this industry and making it our own. I know for a fact that we have so many stories to tell and so much to share, not only amongst our communities but also to the world. This is our time.

Nakurmiik, Anna Lambe."

Anna, keep being you. Thank you.

>>Applause

Speaker (interpretation): Thank you. We are very proud of those who try. Members' Statements. Member for Quttiktuq, followed by the Member for Netsilik. Member Akeeagok.

Member's Statement 772 – 5(2): Qikiqtani Inuit Association Elections

Hon. David Akeeagok (interpretation): Thank you, Mr. Speaker. This morning before I start my statement, I would like to say "happy birthday" to my nephew, P.J. Akeeagok.

I want to speak briefly about the body he works under, the Qikiqtani Inuit Association. The body tries to provide real benefits to the Inuit in the region, so I wish to also express my gratitude.

At this time their electoral process is now open, and there are people within my constituency of High Arctic who will be running as usual. The elections are from October 26 to November 6, and voting polls are open now, and I encourage my fellow Inuit to elect the representatives they want representing them at the QIA. Please make your vote count.

And further, I want to especially acknowledge these three Inuit who have worked tirelessly on behalf of their communities within the Inuit association, as they have been involved for many years and I want to acknowledge their dedication and ongoing work.

The first person is Paul Amarualik, who lives in Resolute Bay and he has represented the community as far back as I can recall, even back to the days when QIA was still BRIA and negotiating the land claim. Pauloosie would recall that if he was asked, so for his undying commitment representing his community, I wish to expressly thank him.

In Grise Fiord, Liza Ningiuk has represented our community undertaking numerous roles, and I wanted to acknowledge her as well, and to voice my thanks and when I travel up and try to visit her, she is constantly on a teleconference or out doing local work and she never stops. She is very dedicated to her role and she has ensured that paths are laid for others.

The third person in Arctic Bay is Levi Barnabas. He used to sit in the Speaker's Chair and he also has never stopped representing his people on boards. He is fully committed to that and he is usually quite committed to ensuring Inuit voices are heard. When he became an MLA, I worked for him and I enjoyed the experience. I have been very proud of him because he has done a lot.

I would like them to keep going. If they're going to run again, please run again, but Inuit will be the people who vote on who they want to represent them. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Members' Statements. Member for Netsilik, followed by the Member for Cambridge Bay. Member Qirngnuq.

Member's Statement 773 – 5(2): Housing Needs in Netsilik

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I say "good morning" to my fellow residents of Netsilik and Nunavut.

(interpretation) Mr. Speaker, as today is our last sitting of the year, I rise again to address the issue of housing needs in my constituency of Netsilik.

Mr. Speaker, I will illustrate the problems that we face by sharing a recent experience that I had.

Mr. Speaker, during a recent constituency visit to Taloyoak, I spoke with two residents who are facing very difficult circumstances due to the shortage of housing in the community. They have no option but to live in a shack and I know that they are not the only ones in our territory who have to live in this way.

Mr. Speaker, my constituents are not lazy. They work whenever they can, even though they are not allowed a job in the community. As their Member of the Legislative Assembly, I intend to continue to advocate for action.

Mr. Speaker, over the past few weeks the government has been responding to a number of concerns. We recently approved the capital estimates of the Nunavut Housing Corporation and the 30 new public housing units that have been allocated to Kugaaruk and Taloyoak beginning in the current fiscal year are a good start.

Mr. Speaker, I do want to thank the acting minister for responding to my concerns regarding the vacant units in the community and for contacting the local housing authority directly.

Mr. Speaker, I recognize that the Nunavut Housing Corporation is currently undertaking reviews of its public housing construction allocation methodology, public housing rent scale, and related matters.

(interpretation) Mr. Speaker, as I only have a short section left, I am requesting unanimous consent to conclude my statement.

Speaker (interpretation): Thank you. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I also thank you, my colleagues.

(interpretation ends) I look forward to revisiting these issues during our upcoming winter sitting and hope that we will see some good progress in this area.

(interpretation) Mr. Speaker, I will not have a question about this today as this is the last day, but I'm just hoping that they will recall it for the winter session and I will raise the question in the new year when we are sitting again. Thank you for the opportunity to make my statement, Mr. Speaker.

Speaker (interpretation): Thank you. Members' Statements. Member for Cambridge Bay, Member Ehaloak.

Member's Statement 774 – 5(2): Wishing Safe Travels

Hon. Jeannie Ehaloak: Thank you, Mr. Speaker. (interpretation ends) First of all, I want to give my heartfelt condolences to family and friends at home. Maybe you're given strength and guidance during this difficult time. (interpretation) I feel for you.

(interpretation ends) Mr. Speaker, I want to wish everyone safe travels home after this session.

To all Nunavummiut, continue to socially distance and wash your hands, as our efforts to keep the pandemic out of the territory is working. As cases in southern Canada rise, we must continue to stay vigilant.

I want to thank our interpreters for their tireless work. It does not go unnoticed. Our messages, issues, concerns, and questions are being relayed across Nunavut.

I also want to thank our pages for all the work they have done in this House.
(interpretation) Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you. Members' Statements. Member for Amittuq, Member Kaernerk.

Member's Statement 775 – 5(2): Appreciation of Fall Sitting

Mr. Kaernerk (interpretation): Thank you, Mr. Speaker. Good morning wishes to residents of Sanirajak and Igloodik, as well as all Nunavummiut.

Mr. Speaker, this morning I rise to speak about the challenges we have faced in our sitting. It has sometimes been quite hard, stressful and difficult, nonetheless, we represent Nunavummiut, and hence this is a learning experience for me especially in representing my constituents more effectively in Amittuq.

When we deal with emotional or difficult issues, particularly events that affect our daily lives, in looking back at them, I recall the advice I received from my parents that apply towards these times, advice such as "If you are able, assist others," "Treat people with respect if you want to be treated properly," and if you are a youth, "Listen to your elders" if they are advising you instead of arguing back.

These are the pieces of advice I kept hearing, and I wish to thank everyone here, because although in the moment my questions may not be clearly understandable, I try to contextualize the concerns of my constituents and I voiced the concerns passed on to my attention.

In particular, my own children who are all in school, and especially my wife, Samantha Morgan, as I am deeply grateful for your ongoing support even though we have to be away for long periods, and although we too have emotional moments, we have to work collaboratively while I am here at session and you are looking after our children. It can get quite stressful, but dealing with children sometimes causes difficulties.

I thereby urge all youth to listen to this advice "Even when it feels unmanageable, you must never give up." Many of the obstacles and hardships in life are lessons in life according to our elders; however, we must never give up. Perhaps some of you may even sit in this House.

After we learn from the hardships we overcame, we can use the experience to help other Inuit. This is completely truthful and part of our ancient Inuit methods to offer advice and disciplinary words.

I really want to thank my friends as I went through some hardships, and I just wanted to voice my appreciation and I am taking this time now to voice my goodbyes, and we will see each other in the winter sitting. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Members' Statements. I have no more names on my list. Let's proceed. (interpretation ends) Returns to Oral Questions. Minister of Health, Minister Hickes.

Item 4: Returns to Oral Questions

Return to Oral Question 1080 – 5(2): Impact of COVID-19 on Kivalliq Medical Travel

Hon. George Hickes: Thank you, Mr. Speaker. I have a return to oral question, a question asked by the MLA for Arviat North-Whale Cove, No. 1080 – 5(2), asked on November 2, 2020, the impact of COVID-19 on the Kivalliq medical travel.

Mr. Speaker and members, my response:

The Department of Health issued a press release regarding changes to medical travel for medical clients from the Kivalliq region. For the benefit of the listening public, the MLA asked the minister to elaborate on how these changes may impact medical travel plans for Kivallirmiut in the coming weeks.

The press release issued on October 31, 2020 was in response to an increase in cases of COVID-19 in Winnipeg, Manitoba. Manitoba may reduce some non-essential services which could impact medical travel in the Kivalliq.

The Department of Health is monitoring the situation closely and officials are reviewing appointments scheduled to take place in Winnipeg. Patients will be notified by their health centre if their appointment is being deferred to a later date, changed to an alternate treatment location, or changed to an alternate method such as telephone or telehealth.

Currently there is no change to the common travel area with Churchill, Manitoba. However, Nunavummiut are reminded that travel is not advised at this time and common travel areas may be rescinded without notice.

Nunavummiut who have questions about medical appointments scheduled in Winnipeg are advised to contact their health centre and not the Kivalliq Inuit Services. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Returns to Oral Questions. Minister of Environment, Minister Savikataaq.

Return to Oral Question 1066 – 5(2): Polar Bear Management

Hon. Joe Savikataaq: Thank you, Mr. Speaker. My return to oral question, question asked by Mr. Qirngnuq, MLA for Netsilik, asked to the Minister of Environment, No. 1066 – 5(2), the date is October 30, 2020, and the subject is polar bear management.

Mr. Speaker, I rise today to supplement answers I provided on October 30, 2020.

The Member for Netsilik requested information on the current status of available credits for the M'Clintock Channel and Gulf of Boothia polar bear subpopulations.

After the 2019-2020 harvest, there were 127.98 male credits and 23.76 female credits available for the Gulf of Boothia polar bear subpopulation.

Mr. Speaker, after the 2019-2020 harvest, there were 5.33 male credits and 2 female credits available for the M'Clintock Channel polar bear subpopulation.

Updated credit and harvest information was sent to all co-management partners in August 2020 (regional wildlife organizations, hunters and trappers organizations, Nunavut Wildlife Management Board, etcetera) for all Nunavut polar bear subpopulations. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Returns to Oral Questions. (interpretation) Continuing on. Recognition of Visitors in the Gallery. We look forward to having visitors sometime in the future. Oral Questions. Member for Iqaluit-Manirajak, followed by the Member for Netsilik. Member Lightstone.

Item 6: Oral Questions

Question 1112 – 5(2): Security at the Arnakallak Building

Mr. Lightstone: Thank you, Mr. Speaker. I would like to direct my questions to the Acting Minister responsible for Family Services.

Mr. Speaker, beach safety has been a growing concern for Iqalumiut for a number of years. Mr. Speaker, people are dying on the beach in Iqaluit. There is public intoxication observed almost 24 hours a day and children no longer play on the beach because they know it is not safe to do so.

Mr. Speaker, I would like to follow up on an issue that I raised during the review of the capital estimates for the Department of Family Services with respect to expanding external coverage of the surveillance system at the Arnakallak Building in Iqaluit.

As discussed on Monday, November 2, the current set-up of the Arnakallak Building security camera focuses towards the building itself and on areas where staff are present and not on the outside public spaces.

Mr. Speaker, it was further noted that the staff of the Arnakallak Building had witnessed incidents occur outside the building and reported them to the authorities. However, it was not made clear whether any of this surveillance camera footage of any of these incidents had also been shared with the RCMP.

Mr. Speaker, I would like to ask the minister: can he clarify whether any surveillance camera footage from the Arnakallak Building has ever been shared with the RCMP? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Acting Minister of Family Services, Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. I thank the member for questioning me on this topic again and I want to clarify too. This is giving me an opportunity to clarify. The Arnakallak Building is not a government-owned asset. We are leasing that from a landlord and it is through that that we get the security surveillance in for that building.

As for the question of whether the RCMP has requested any footage, yes, they have from time to time asked for footage for the outside. Thank you, Mr. Speaker.

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

Mr. Lightstone: Thank you, Mr. Speaker. Returning to our deliberations in Committee of the Whole, I asked the minister if he would consider expanding the external coverage area of the surveillance system. The minister agreed that expanding the surveillance camera coverage for public areas around the Arnakallak Building is an issue of public safety. The minister also noted that if we started taking pictures of the public, then the public should be made aware of that. The minister also indicated that there may be some privacy concerns.

I would like to ask: can the minister clarify whether he has consulted with Nunavut's Information and Privacy Commissioner on the issue and elaborate on why he feels that privacy concerns may override concerns for public safety? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Acting Minister of Family Services, Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. I personally have not had any discussions with the privacy commissioner on this, but I do know that when security cameras or any kind of security or anything that's going to be related to public, the departments that are installing these do have to have the privacy checks on this. They

would often consult with the commissioner herself to see if that is covered under our privacy legislation. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your second and final supplementary question, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Speaker. As the minister has previously indicated that he would be supportive of expanding the range of the surveillance cameras at the Arnakallak Building and as he indicated, and I quote from the *Hansard* on Monday, November 2, “It would be a very good deterrent from my perspective and something, if need be, I would be supportive of.” I would agree that taking this step is needed as a means of enhancing public safety.

I would like to ask: will the minister commit to beginning the discussion with his counterparts in the government, with the city officials, and with the RCMP about increasing camera surveillance of the public areas around the Arnakallak Building and report back to this House on the results of those discussions? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Acting Minister of Family Services, Minister Akeagok.

Hon. David Akeagok: Thank you, Mr. Speaker. I would like to thank you for recognizing me as an acting minister for this portfolio. I don’t really want to commit a minister on this. As I stated, this is a public safety matter. I don’t think it is a matter for Family Services to take the lead, especially in that building. It is a public safety matter and something that as government we should have that discussion.

I agree that we need to have that discussion with the right authorities, including the City of Iqaluit, RCMP, and any of the law authorities that are out there. That discussion needs to be had and something that our government would be in support of having those discussions, but whether to install them or not should rest with those authorities, not with this department. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Netsilik, followed by the Member for Kugluktuk. Member Qirngnuq.

Question 1113 – 5(2): Waste Reduction and Recycling

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. My questions are for the Minister of Environment.

(interpretation ends) This past summer I was very frustrated to see large quantities of plastic bags and other waste in the community.

Mr. Speaker, one of the ways in which we can achieve a cleaner environment is by reducing waste and recycling more. As the minister is aware, the federal government has

recently announced plans to “ban single-use plastic items like bags and straws...” This initiative is part of the Canada-wide Action Plan on Zero Plastic Waste, which the Canada Council of Ministers of the Environment has been developing.

What’s the Government of Nunavut’s official position on this? I’m sorry, Mr. Speaker. What is the Government of Nunavut’s official position on this proposed federal plan to ban single use plastic items? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. I was on the call when the Canadian council of environment ministers spoke about the ban of single-use plastic bags, and all the environment ministers from the territories and provinces at the federal-provincial-territorial meeting agreed with the ban of single-use of plastic bags. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary question, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. (interpretation ends) Phase 2 of the Canada-wide Action Plan on Zero Plastic Waste was announced in July of this year by the Canadian Council of Ministers of the Environment. Can the minister describe what other waste reduction and recycling initiatives are underway in Nunavut as part of the plan? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. There is not too much recycling going on within Nunavut. I know they have some recycling here in Iqaluit and some communities have recycling of aluminum cans, pop cans mostly. Thank you.

Mr. Speaker, due to the costs of shipping any recyclable material to the south is one of the biggest hindrances that we have in terms of recycling within Nunavut. Mr. Speaker, I can say that there’s not a whole lot of recycling happening within Nunavut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. As the minister is aware, the Northwest Company is administering its own Greener Tomorrow Program to reduce the use of plastic bags. The issue is that due to their light weight, even a moderate wind can lift plastic bags way up into the air, and people have actually seen bags go flying way up, and it can even endanger a plane that is flying above, but bags also impacts our wildlife and environment.

(interpretation ends) As the minister is aware, the Northwest Company has been administering its own Greener Tomorrow Program to reduce the use of plastic bags by charging a fee to customers. Between 2018 and 2020 the community of Taloyoak received approximately \$32,000 from this program to undertake community programs.

In the event that the federal plastic ban is approved, this source of funding may be lost. Can the minister describe what funding is available from his department for municipalities and community organizations to undertake waste reduction and recycling initiatives? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq: Thank you, Mr. Speaker. Before I go on, just so we will know what the single-use plastic products ban will include, I would like to just read it out for Nunavummiut to know. When the federal government imposes their ban, the ban will include plastic cutlery, straws and stir sticks, plastic checkout bags, six-pack beverage container rings, food packaging made from plastic that is difficult to recycle. Mr. Speaker, those are the single-use plastic products that will be banned within Canada when this legislation is enacted.

Mr. Speaker, to the member's question there, I think it's upon all of us, all of us Nunavummiut, to try to reduce our waste because all the food products and other products we get come up to the north and not very much leaves the north, whether it's for food, whether it's snowmobiles, vehicles, almost anything. It's a one-way trip. Products from the south come to the north and stay here and we have to manage the waste products.

Mr. Speaker, I think we, as Nunavummiut, should do our share to reduce our waste and buy products that have less waste and try not to waste so much. I know it's hard because what we buy is already pre-packaged, so we have to deal with the packaging once it gets here, but do our share to buy the products that have [fewer] waste products. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Kugluktuk, followed by the Member for Arviat North-Whale Cove. Member Pedersen.

Question 1114 – 5(2): Inuinnaqtun Resources for Schools

Mr. Pedersen: Thank you, Mr. Speaker. I would like to direct my question to the Minister of Education.

Mr. Speaker, I was recently browsing the Legislative Assembly's library collection and I was very pleased to come across this hefty and very impressive Inuinnaqtun dictionary for the Kangirjuarmiut dialect. I do recognize that this dialect is the strongest in the Inuinnaqtun-speaking regions of the Northwest Territories. However, the publisher is Nunavut Arctic College Media and the publisher's note on the front of the book notes

that this work will also benefit the communities of Kugluktuk and Cambridge Bay in the development and preservation of Inuktut.

Mr. Speaker, I myself am trying to relearn my Inuinnaqtun language, so I will be asking one of my questions in Inuinnaqtun today a bit later on.

Can the minister clarify whether his department has purchased and distributed copies of this dictionary to the schools in Kugluktuk and Cambridge Bay? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Education, Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Speaker. I thank the member for his question. Mr. Speaker, I can't confirm if this particular Kangirjuarmiut Inuinnaqtun dictionary is in our kindergarten to grade 12 schools, but I note that as it was published through Nunavut Arctic College, I would imagine that they have them in all community learning centres as a resource for Nunavummiut to use.

Mr. Speaker, further to that, schools and our learning centres are for learning and books are resources for that learning. It makes sense for our schools to have any type of book that relates to our language and so I'll confirm with the member if these dictionaries are in our schools. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary question, Mr. Pedersen.

Mr. Pedersen: Thank you, Mr. Speaker. Before I go on, I would like to recognize James Panioyak and say thank you for helping me with this next portion.

(interpretation) Can the minister describe some of the current activities which his department is undertaking to promote and to revitalize Inuinnaqtun resources in our schools? Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you. Minister of Education, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. I also thank him for being able to ask a question using his language. I'm proud of him and I congratulate him.

Mr. Speaker, our entire language with all dialects is very precious and I am very passionate about preserving our language while in this ministerial role in Education, in Culture and Heritage and Languages, as well as the portfolio I am acting minister of, Nunavut Arctic College, as they all have links to education and languages.

Mr. Speaker, efforts to revitalize the Inuinnaqtun language continue to date, and we know that the Kitikmeot Inuit Association is a partner with the regional departments, to determine what can be taught in our schools, and we commit to continuing that work, and

further, we take pride in the many efforts to preserve and revitalize their language, and who want to retain the language by taking classes.

I would be very pleased to work with the Kitikmeot organizations I am also encourage Nunavummiut and particularly the Kitikmeot region to have Inuinnaqtun curriculum and reading materials available in the region. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Arviat North-Whale Cove, followed by the Member for Baker Lake. Member Main.

Question 1115 – 5(2): Support for Teachers

Mr. Main (interpretation): Thank you, Mr. Speaker. I rise to ask questions to the Minister of Education regarding support provided to teachers.

Mr. Speaker, news has filtered out about the Department of Education preparing work on a plan specific to retention and recruitment of teachers, or in English (interpretation ends) Recruitment (interpretation) and keeping teachers employed or in English (interpretation ends) Retention (interpretation) planning.

My first question to the minister is, due to the importance of this plan which I am acknowledging, and it helps one envision a future with more Inuktitut-speaking teachers. I wonder if the minister can elaborate on where this plan for the retention and recruitment of teachers is at this time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Education, Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Speaker. I also thank the member from Arviat for that question. Mr. Speaker, this plan surrounding the retention and recruitment of teachers within Nunavut is under development and we are providing the direction we want to head towards. There is a committee that is working on developing the plan, and it includes representatives from Nunavut Arctic College as we develop the plan.

Nonetheless, we will also consult the other groups that link to language and education whom we want to work with. We have experienced some delays due to the COVID-19 pandemic, however... (interpretation ends) What I can say is a project charter has been developed and a project plan as well with focus on addressing teacher shortages and this would be aligning with our Inuit employment plans. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. This has surfaced in several news articles dealing with educational initiatives and teacher shortages in the last few months.

(interpretation ends) I believe it was in the spring, the Nunavut Teachers Association representative or head was quoted as saying, “Teachers are choosing to end their careers in Nunavut because of the chronic lack of support in schools for students and educators, in particular for our Nunavut Teacher Education Program graduates and for teachers who are new to Nunavut.”

Can the minister maybe provide a description of what types of additional supports are being considered or looked at under the development of a strategy? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Education, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. (interpretation ends) I don’t want to put any words into the work that is being done to develop the strategy. The committee’s work is ongoing and we do understand that there are many challenges in the teaching field. On the other end of that, my department, we have been trying to do as much as we can around trying to get Nunavummiut into the teaching field at the earliest stage possible.

Mr. Speaker, I have continued to solicit and approach high school students or teachers, for example, that have completed the Teacher Education Program and we have 90 students currently in the program and I write to them personally to encourage them to go into our schools and teach. However, I am not in a position to say what supports we’re going to be looking at or will be providing to our teachers through that strategy. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Speaker. My last question is regarding the salaries of the teachers. From what I understand, Nunavut teachers, if you look across Canada, Nunavut teachers are one of the highest paid teachers. Can the minister indicate whether this review will include reviewing teachers’ salaries or if it’s going to be part of the negotiating process with the union? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Education, Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Speaker. At the last negotiation process and with the last agreement we signed with the teachers association, we include incremental payments on an annual basis and it looks like it’s going to keep going. I don’t whether that is going to be included in the negotiation process, but we have to know that there’s a limit to the amount of money that we can use for salaries. There are also bonuses that are provided on a one time basis to the school staff. Well, we have talked about giving bonuses as an incentive to the teachers and the staff. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Baker Lake, followed by the Member for Iqaluit-Niaqunngu. Member Simailak.

Question 1116 – 5(2): Visitors to Communities during the Pandemic

Mr. Simailak: Thank you, Mr. Speaker. I would like to direct my questions to the Minister of Health.

Mr. Speaker, constituents in my community have raised concerns regarding essential workers travelling into the region and into the community without being required to quarantine or self-isolate. There are fears that this elevates the risk of spreading the COVID-19 virus.

Can the minister clarify who are considered to be essential workers and what specific requirements apply to them with respect to providing negative COVID-19 test results, going through quarantine in an isolation hub, self-isolating in the community upon arrival, or other risk mitigations? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. I appreciate the member's question. I will give a slight correction that although there may not be a requirement to quarantine, there is still a requirement to self-isolate for critical workers.

Mr. Speaker, I'll just go through quickly from the listing from the website that we have at gov.nu.ca/health, where you will find this information. All critical workers must contact the CPHO's office prior to booking their flights and provide a letter for the CPHO's review and approval. The letter should include the following:

- The employee's travel history over the past three weeks;
- The name and birthdate of the employee;
- A statement that the employee is asymptomatic;
- A brief explanation as to why the employee is deemed critical;
- The measures that will be taken by the employee to self-isolate outside of work hours.

Mr. Speaker, upon arriving into Nunavut, the employee must commit for the initial 14 days to provide a daily update to their manager or supervisor on the status of their health and disclose the presence or absence of any signs or symptoms; self-monitor daily for signs and symptoms of COVID-19; follow infection prevention and control protocols, including diligent hand hygiene; practise social distancing of two metres; reduce close contact with colleagues and avoid shared spaces where possible, example is facilitate

virtual arrangements; wear a mask at all times, even if they are asymptomatic; maintain appropriate physical distancing with others, at least two metres, when travelling to and from work and between shifts; remain isolated at home on days when not required at the workplace; and self-isolate immediately if symptoms develop and contact the Public Health Unit or health centre to receive further instructions. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary question, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker. I thank the minister for his response and the answers there. It looks promising that we can keep the virus from being transmitted to other people with these practices.

Mr. Speaker, community residents have expressed the desire to be informed when essential workers and others who have not been through quarantine will be arriving in their community so that they can prepare themselves and minimize the risk of exposure to the virus.

Can the minister clarify what process is in place to advise communities of when essential workers and other visitors who have not been required to quarantine will be visiting a community? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. Firstly, it's important for all of us to maintain diligence at all times under this COVID-19 pandemic. Mr. Speaker, we don't and do not have any plans of notifying communities when critical workers are coming in; it would be a constant job. There have been hundreds, if not thousands, of critical workers who have travelled into the territory. We all have to remain diligent.

I do want to remind members that there are travel bubbles that we do share. Not all critical workers are coming from the south and bypassing isolation. Many are coming from the Northwest Territories, where the travel bubble currently still exists up until such point, like I had mentioned earlier in a response, that it could be ended at any moment. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your second and final supplementary question, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker. I thank the minister for his responses. Mr. Speaker, we are all aware that the second wave of COVID-19 is hitting our southern jurisdictions hard. The level of concern in Nunavut is also rising and communities are considering what steps they can take to protect the most vulnerable.

One suggestion has been made for the hamlet to request a restriction on visitors into the community if the visitors did not isolate for the 14-day quarantine period before their arrival. Can the minister clarify whether the chief public health officer would not

authorize travel approval for visitors to a specific community if the hamlet made such a request? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. The chief public health officer does not have that authority, even if a hamlet would request that type of restriction. Mr. Speaker, I would caution any hamlet council or SAOs or any members of the public that are listening right now, I strongly caution them to take advantage of the information that is available.

Mr. Speaker, these are critical workers and they are deemed critical workers for a reason. Mr. Speaker, there is a number of different careers that are needed or jobs that are needed occur in our communities that could potentially risk the health of residents, so taking such a tragic uncalled for measure would be very risky, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you. Oral Questions. Member for Iqaluit-Niaqunngu, followed by the Member for Gjoa Haven. Member Angnakak.

Question 1117 – 5(2): Harassment-free Workplace

Ms. Angnakak: Thank you, Mr. Speaker. I have some questions today for the Minister of Human Resources and they relate to the issues raised earlier in our sitting by the Member for Pangnirtung.

As the minister is aware, his department recently updated Directive 10-10 of the government's Human Resource Manual which concerns a respectful and harassment-free workplace. The new directive provides that "Anonymous personal complaints will not be addressed under this directive but may be subject to a workplace investigation at the discretion of the GN."

Can the minister clarify the circumstances in which the government envisions investigations of this nature being undertaken? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Human Resources, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. The harassment-free workplace directive has been revised to provide for an anonymous complaint provision and add a bystander provision, so there is a provision now to include anonymous complaints, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you. Your first supplementary question, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker. Just to say, I got this from number 18, anonymous complaints, where they will not be addressed under this directive but may be

subject to a workplace investigation at the discretion of the GN. It doesn't go too much further.

My next question is: can the minister confirm the extent to which the ethics officer was consulted in the development of the revised human resources directive concerning harassment-free workplaces? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Human Resources, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. The issue of dealing with harassment-free workplaces, or the need to treat people fairly and respectfully is being drawn up with the directive, and there are many departments and employees who were consulted. Actually they also created a body that would undertake these investigations.

With respect to the extent of the directive and where and how it can be amended are areas I can speak to, as that monitoring group and the one our colleague just mentioned were in discussions, however, I cannot say to what depth they undertook these consultations reached or the length of discussions. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker. Can the minister confirm when his department's updated Harassment-free Workplace Policy will be updated? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Human Resources, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. As per my previous response to that question, I stated that it would be replaced with an updated policy or under this agreement or rather what has to be part of the legislation. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Gjoa Haven, followed by the Member for Tununiq/Pond Inlet. Member Akoak.

Question 1118 – 5(2): Land Links

Mr. Akoak: Thank you, Mr. Speaker. Good morning to my colleagues and Gjoa Haven. First of all, would like to say a happy 43rd anniversary to my wife, Annie Akoak.

>>Applause

Thank you. This morning she told me she would be walking to work, which is about a mile away and she's over 60 years old. I, too, am over 60. If you don't believe me, I have my birth certificate in my office.

>>*Laughter*

Happy 43rd anniversary, honey, and I hope you enjoy your day.

>>*Applause*

Thank you, Mr. Speaker. My questions are for the Minister of Economic Development and Transportation.

I would like to read a paragraph from a news release by the Government of Canada which is important to my line of questioning. "The Government of Canada supports infrastructure projects that create quality middle-class jobs and boost economic growth. Enhancing the northern transportation system supports and promotes economic growth and social development, offers job opportunities, ensures greater connectivity for Northerners, increases its resilience to a changing climate, and ensures that it can adapt to innovative technologies."

Mr. Speaker, as the minister will recall, the federal government announced \$21.5 million in funding in August 2019 to "complete preparatory work necessary for the first phase of construction of the Grays Bay Road and Port Project. The proposed 230 kilometre all-season road would be the first road to connect Nunavut to the rest of Canada."

Mr. Speaker, can the minister update the House today on the status of his department's involvement with this important project? Thank you, Mr. Speaker.

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

Hon. David Akeeagok: Thank you, Mr. Speaker. I had an opportunity to have discussions with the president of the Kitikmeot Inuit Association. This project is run by that organization.

He gave me an update in terms of what they're planning on doing and they want to see if our government can continue to provide information and we are committed in providing that information. We look forward to working closely with them while they're doing the environmental assessment for the potential port and road. Thank you, Mr. Speaker.

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

Mr. Akoak: Thank you, Mr. Speaker. Can the minister clarify the extent to which this project is impacting his ongoing engagement with the Kitikmeot Inuit Association in respect to the proposed acquisition of TMAC Resources? Thank you, Mr. Speaker.

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

Hon. David Akeeagok: Thank you, Mr. Speaker. There is no impact between the two. Those are two separate events that are transpiring right now; one is the acquisition of an existing mine, the other one is doing a feasibility study for the environmental assessment on the port and road for the potential that's going to inland. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your second and final supplementary question, Mr. Akoak.

Mr. Akoak: Thank you, Mr. Speaker. As the minister is also aware, the federal government also announced \$30 million in funding in August 2019 for "environmental planning and studies supporting the Slave Geological Province Corridor, including planning, road design and alignment from Highway 4 to the Nunavut boarder." Mr. Speaker, can the minister clarify the extent to which his department has been consulted on this project? Thank you, Mr. Speaker.

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

Hon. David Akeeagok: Thank you, Mr. Speaker. To date I don't think we have been consulted in the NWT environmental assessment on this particular project the member is referring to. If we have, it would be at the staff level, but as a minister I have not been consulted related to the work that's being done to date in the Northwest Territories. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Tununiq, followed by the Member for Iqaluit-Niaqunngu. Member Qamaniq.

Question 1119 – 5(2): Baffin Island Caribou Survey

Mr. Qamaniq (interpretation): Thank you, Mr. Speaker. Good day to my colleagues and to people in my community, my constituents and everybody in Nunavut.

Mr. Speaker, I would like to direct my question to the Minister of Environment in regard to the number of caribou and movement in Baffin north and south.

There was going to be a study, but it was stopped by the coronavirus pandemic. I think it was stopped, unless I'm mistaken.

Mr. Speaker, I'm asking if the Department of Environment is planning to do a study on 2021-22 in South Baffin. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Yes, the Department of Environment is going to do a study in the Baffin in April. In English it's called a (interpretation ends) composition survey. (interpretation) We were trying to see how many females have calves and in the fall after they have had their calves, we count them and after the winter, we do another survey to see how many calves survived the winter and that will be done in Baffin in 2021. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary question, Mr. Qamaniq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Speaker. I also thank the minister for answering my question. Mr. Speaker, unless I'm mistaken, the Baffinland Iron Mines Corporation said that they can provide funding to do a study of the number of caribou and movement of caribou by collaring them. Has there been any planning done for the future to do this in North Baffin? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of the Environment, Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Yes, the Department of Environment will collar 15 caribou in the spring of 2021 in South Baffin. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Speaker. Now before I got elected into the Legislative Assembly, I was a member of the local hunters and trappers organization. Collaring can only be done if the people who live in North Baffin approve of it. That is what they were saying in North Baffin. Is the Department of Environment planning to do collaring of caribou in North Baffin? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Environment, Minister Savikataaq.

Hon. Joe Savikataaq (interpretation): Thank you, Mr. Speaker. Yes, we are planning to do work on caribou in North Baffin. The Department of Environment staff will be working with the local hunters and trappers organizations that will be affected by caribou management. They collar caribou to see where the caribou go in the winter and summertime and to see what routes they follow. That's the reason for the collaring of caribou in North Baffin. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Iqaluit-Niaqunnguu, followed by the Member for Arviat North-Whale Cove. Member Angnakak.

Question 1120 – 5(2): Status of Collective Bargaining

Ms. Angnakak: Thank you, Mr. Speaker. I have more questions today for the Minister of Finance.

As the minister is aware, the most recent collective agreement between the Government of Nunavut and the Nunavut Employees Union expired on September 30, 2018. That's almost two years ago.

On November 18, 2019 the union filed a statement of claim in the Nunavut Court of Justice alleging that the GN has engaged in bad faith bargaining.

Mr. Speaker, I fully recognize that there are always two sides or maybe even more to each story and I recognize that the government will present its side.

Can the minister simply confirm today when a decision is expected to be issued in relation to this matter? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Finance, Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. As with any court proceedings, I can't speak to any ongoing court action. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your first supplementary question, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker. In August of this year the Nunavut Employees Union publicly announced that informal discussions had taken place in June between the union and the government but that they ended without substantive agreement. From the government's perspective, can the minister indicate what the major stumbling blocks are to reach a new collective agreement? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. Again, these are ongoing negotiations I can't get into details on. There are differing opinions on certain issues and other issues we're very aligned. I don't want to hinder or compromise any of the negotiations that are ongoing by speaking to it today. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your second and final supplementary question, Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Speaker. The current collective agreement between the Qulliq Energy Corporation and the Nunavut Employees Union expires on December 31, 2020, less than two months from now, and the current collective agreement between the Government of Nunavut and the Nunavut Teachers Association, well, that expires on June 30, 2021. That's less than a year from now. Can the minister confirm if and when negotiations are scheduled to begin with respect to these collective agreements? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Finance, Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. Since April 1, 2020 Finance does not have the lead on this file anymore; it went over to Human Resources with the split, so I wouldn't be able to respond. We do have a presence on the negotiating team from the Department of Finance, but the human resources department is the lead. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Arviat North-Whale Cove, followed by the Member for Iqaluit-Manirajak. Member Main.

Question 1121 – 5(2): Canada Emergency Response Benefit and Income Assistance

Mr. Main (interpretation): Thank you, Mr. Speaker. I rise to ask questions to the Minister of Family Services in regard to income assistance and federal benefits, or (interpretation ends) the Canada Emergency Response Benefit, (interpretation) as it is called in English.

Now, we discussed this issue earlier this month as to the impacts, or in the past two months? The first question I would like to ask the minister about is if any figures have arrived, as there were no official figures released in September, when we first returned to meet.

Now, several news articles have identified that some income support clients had applied to this CERB benefit, and they received funds in the eligibility period. Does the minister have financial figures available or submitted to determine the extent of the CERB usage by income support clients? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Acting Minister of Family Services, Minister Akeegok.

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. We have not requested any breakdowns of residents who applied for this CERB program under the federal government to receive assistance, so the department hasn't officially requested any information on the numbers of individuals who applied.

However, what I can state here which may be relevant, the usual numbers of income support applicants per month to Family Services for assistance has dropped roughly to half of the usual number of clients, as roughly half did not apply after this program came out.

We suspect that clients had applied towards the CERB program, however, only individuals can apply for Family Services for income support, so when the people applied to this federal program, we did not try to determine the numbers of clients, therefore I am

unable to provide any figures as to how many applied to the program, who are also income support clients. Thank you, Mr. Speaker.

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

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) Income assistance recipients go to the program because they have nowhere else to go and I'm concerned about the possible implications or consequences of the CERB on these income assistance clients when it comes to tax season.

My next question for the minister is: has there been any clarity provided by the federal government in terms of what will happen to income assistance clients who have received CERB, either eligible or not eligible? Do we know how they will be dealt with by the federal tax authority? (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Acting Minister of Family Services, Minister Akeegok.

Hon. David Akeegok: Thank you, Mr. Speaker. There is no clarity for the tax season in terms of how the federal government will react to those, whether they were eligible or not. They had clarified the new program, of what it will be, but when it was first rolled out, there was not a whole lot of clarity, but once it was starting to roll out, there was an option to pay them back and from what I understood, a lot of Canadians returned the money and I don't know how many of that was from Nunavut.

I want to state that when this program was rolling out, our Premier and our government were consistent in advising our public that this is not free money. If you lost your employment, that's what it was geared for because right now it is and I share your concern is come income tax time, the hardship will happen. We're trying to communicate that to our federal colleagues in terms of their program will have a huge impact if the individuals, especially those that are at the bottom of their income, is that it's going to be very difficult for those people.

We're bracing for it and I have asked the department to be sympathetic to the income assistance, but it is a federal program and it's something that we're worried about in terms of how they will claw back if any of the individuals did not qualify. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Speaker. Thank you, minister. (interpretation ends) My last question is: has the Department of Family Services put forward any specific suggestions to the Canada Revenue Agency on this important subject? I do share the minister's concern that we might have a mess at tax time. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Acting Minister for Family Services, Minister Akeeagok.

Hon. David Akeeagok: Thank you, Mr. Speaker. Yes, there is an ongoing working group at the staff level and at the directors' level throughout the country in terms of how this has impacted the country, and each jurisdiction has been expressing their concerns over this program and the need for clarity and the need for how they're going to claw back, if they're going to claw back, but we continue to state that this is a federal program and that they need to be very cautious if they are clawing back at the individual's conditions, especially for individuals that used to collect income assistance that are no longer collecting income assistance as a result of getting this. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Members will note that the time for question period... Mr. Lightstone.

Motion 097 – 5(2): Extension of Question Period

Mr. Lightstone: Thank you, Mr. Speaker. Pursuant to Rule 39(7), I move, seconded by the Member for Arviat North-Whale Cove, that the time allotted for oral questions be extended. Thank you, Mr. Speaker.

Speaker: The motion is in order and is not subject to debate. All those in favour. Opposed. The motion is carried and question period is extended for an additional 30 minutes.

I would just like to note to the members that after we conclude with the oral questions, we will break for lunch.

(interpretation) Oral Questions. Member for Iqaluit-Manirajak, followed by the Member for Amittuq. Member Lightstone.

Question 1122 – 5(2): Out-of-Territory Workers for Canadian North

Mr. Lightstone: Thank you, Mr. Speaker. My questions today are for the Minister of Health and I would like to return to questions I asked to the minister on September 24, 2020 regarding exemptions to the mandatory two-week isolation period for persons necessary to maintain supply chain and transportation services.

Mr. Speaker, this week Canadian North advertised 12 full-time ramp and cargo attendant positions in Iqaluit with rotational accommodations provided. Mr. Speaker, this is a concern to me, as it appears that the airline continues to focus their recruitment efforts on out-of-territory hires.

Mr. Speaker, given the pandemic and the threat of a second wave, I would like to ask the minister: does he share my concern over Canadian North's continued emphasis on out-of-

territory recruitment for such jobs as ramp and cargo attendants? Thank you, Mr. Speaker.

Speaker (interpretation): Please wait a moment.

I'm sorry. Minister of Health, Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. I wasn't aware of that job ad going out, but I didn't hear anywhere in the member's preamble that it was restricted to only people outside of Nunavut, so I would strongly encourage any Iqaluit residents to apply on those positions. Thank you, Mr. Speaker.

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

Mr. Lightstone: Thank you, Mr. Chairman. I am personally, definitely very much so concerned over Canadian North's continued reliance on out-of-territory recruitment, given the global pandemic that threatens our territory and all Nunavummiut.

Mr. Speaker, regardless, I'll move on to my next question. As the minister had previously indicated today as well as last month that the chief public health officer's office scrutinizes all requests for exemptions to the travel restriction order, including requesting an explanation as to why those employees are deemed critical.

My next question to the minister is: what explanation was provided by Canadian North to the CPHO's office when they asked whether or not this work can have been done through a local hire? Thank you, Mr. Speaker.

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

Hon. George Hickes: Thank you, Mr. Speaker. I'm sorry, Mr. Speaker, there seems to be a misconception of the role of the chief public health officer. Mr. Speaker, they're there to scrutinize to make sure that there is some justification as warranted by the employer, but they're not there to scrutinize the employment history or staff turnover or other aspects of employment of a private entity. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Your second and final supplementary question, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Speaker. As I indicated, I raised my concern on this matter to the minister last month. Mr. Speaker, it is not just a concern of mine but of all Iqalumiut. Mr. Speaker, it's a growing concern that Canadian North is far too reliant on southern workers to fill such roles as ramp and cargo attendants. As I indicated, I brought this up last month and to the minister's attention, and I hope that the minister has looked into the matter and will be able to answer this next question. Mr. Speaker, I would like to ask: exactly how many exemptions has Canadian North sought for such roles as ramp and cargo attendants? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Health, Minister Hickes.

Hon. George Hickes: Thank you, Mr. Speaker. We don't track each individual career for critical workers that are coming up, so I don't have that information. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. Member for Amittuq, followed by the Member for Baker Lake. Member Kaernerck.

Question 1123 – 5(2): Hiring of Inuit on Government Contracts

Mr. Kaernerck (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Community and Government Services.

Mr. Speaker, now the department is responsible for contracts, and to use this example. In Sanirajak, Kudlik Construction is constructing housing units and dealing with airport maintenance.

My first question I wish to query the minister with is this, with respect to Inuit hires although they may be separate, nonetheless, it is tied into government operations and members always mention the need for more Inuit hires. What is the percentage of Inuit hires today, if the minister has access to these figures of the number of Inuit hires? I would like to ask that as my first question. Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. In an earlier response I stated that the communities identified for infrastructure projects are notified early on, and we work in conjunction, as CGS isn't the sole department, we work with the department we are serving, and the contractor is included in the discussions at that point where the percentage rate is identified and which is the best percentage. This is decided at that level.

For Sanirajak, I believe you asked a question and I can use Sanirajak as an example, because for the airport lights project, the percentage stands at 20 percent which was agreed to, but to date, no updates on whether this percentage was reached in that community.

Once the figures are submitted, then I could get further details if necessary. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary question, Mr. Kaernerck.

Mr. Kaerner (interpretation): Thank you, Mr. Speaker. Yes indeed, the number of Inuit hires is important, because they always start at the bare minimum, although I have maintained that when Inuit have no certification such as electrical.

What is the usual process where the contractors and here I mean in Nunavut, although I used Sanirajak as my example. How does CGS monitor the various contracts? Do they do inspection visits to the communities or how do they determine the actual percentage of Inuit hires or Inuit who were fired? Are there any programs or reviews done to ensure that they are doing the work properly and ensuring that Inuit are hired at that level? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. There are various ways to monitor contracts, especially during the RFP stage as each project has different labour requirements. Some projects are small-scale projects without millions of dollars while other projects are indeed more expensive.

In looking at the scale of the work, they also look at the labour requirements and employment opportunities, along with the training component. To use this example, details included in the agreement would clarify the percentage set aside for Inuit companies under the NNI program.

If the funding is set over \$1 million, and if it is an ongoing project that will last over ten months, or the entire winter, there is a training component required for Inuit workers within that project. Sometimes there are two- or three-week contracts, but if it is going to be a bigger project there has to be a training component in there.

As I indicated last year, we are currently looking at larger projects like schools, nursing stations and also looking at electricians and other trades that have to be included in the project. Inuit should not just be labourers. They should be included in the training on-the-job programs to get into journeyman ticket. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Mr. Kaerner.

Mr. Kaerner (interpretation): Thank you, Mr. Speaker and thank you very much minister for making that very clear. Sometimes they don't have anybody to complain to. They try to do the best they can to do their jobs.

Usually there is an agreement signed where the company has to provide 15 percent, 25 percent, 50 percent Inuit employed. Do you penalize a company if they use less than the percentage of Inuit during that project? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. We have to comply with the agreement and when it comes to the percentage of Inuit that should be employed and if you hire less during that project we have conditions that have to be applied.

It could be monetary. It could also have an effect on the on and upcoming contract. There are different variations that can be applied should they hire less than the percentage of Inuit that should be employed and again there are other conditions that apply.

There is a percentage applied. Certain conditions have to be met and they all have to be met. If they're not and if they use less than the applied percentage there's conditions that are imposed on the company that is doing the project. Thank you, Mr. Speaker.

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

Question 1124 – 5(2): Pre-trades Training in Nunavut Schools

Mr. Simailak: Thank you, Mr. Speaker. I would like to direct my questions to the Minister of Education.

Mr. Speaker, I believe that more attention should be given to providing opportunities for students to begin trades training while they are still in high school. There are many possibilities in such areas as small engine mechanics, carpentry, or electronics, not to mention meal preparation, environmental testing, or hairdressing.

Mr. Speaker, in reviewing the government's business plans for 2020-21, I noted that the Department of Family Services had as one of its priorities for 2020-21 fiscal year to work with the Department of Education to reinstate the Nunavut Early Apprenticeship Training Program. Can the minister provide an update on what steps the Department of Education has taken in collaboration with the Department of Family Services towards reinstating this program and if it will be ready to be delivered in the next school year? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Minister of Education, Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Speaker. I thank the member for his question. Mr. Speaker, the member is correct that my department has been collaborating with the Department of Family Services on the prospect of reintroducing the Nunavut Early Apprenticeship Training Program. The NEAT program is youth apprenticeship training for secondary students and combines practical on-the-job pre-trades training studies.

We're trying to see if it's doable in our communities and what resources would be needed and are allowable. At this time I can't say. I'll have to get back to the member on some

further details on where it's at in terms of developing this into a full program, but it's still in discussion with Family Services. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your first supplementary question, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker. I thank the minister for his response and it sounds hopeful. I'm hoping that it will be a success soon and put in place very soon.

Mr. Speaker, I have also had an opportunity to review the 2019 report of the Auditor General of Canada on support for high school students and adult learners. That report indicated that only one of the seven schools examined by the auditor had a pre-trades program which was part of the Department of Education's multiple options initiative.

Can the minister provide an update on the current status of his department's multiple options initiative and how many schools across Nunavut are offering programs under this initiative? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Education, Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Speaker. I don't have details around what the member asked, so I'll have to get back to him on those. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Your second and final supplementary question, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Speaker. I thank the minister for his commitment to get back to me on that.

Mr. Speaker, I believe that we have to do more to prepare our youth to enter the job market when they graduate. I believe that pre-trades training would be very beneficial for our high school students, given the opportunities for jobs in such industries as mining.

Will the minister commit to bringing forward more pre-trades training in Nunavut schools before the end of our term in this Assembly and, if not, why not? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Minister of Education, Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Speaker. Thank you, Mr. Simailak, Member for Qamani'tuaq, for his questions. Mr. Speaker, I just received some messages from our department that we do not offer any multiple options at this time in our schools. However, putting on my Nunavut Arctic College hat, there are pre-trades trainings that are offered through the college.

Going back to my education hat, Mr. Speaker, we do offer many different types of experiential learning opportunities for our schools and I'll just give an example. In the Qiqirtaq School in Gjoa Haven there's an entrepreneurship class, working with elders and other community experts that produce material that they can sell to the community. The Maani Ulujuk School in Kangiqsiniq partnered with the Rankin Inlet Legal Services office, engaging students about the justice system.

There are these types of opportunities that we do pursue and are provided through our schools and we will continue, and if there are other opportunities that aren't currently there that are worth pursuing, we will consider those. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Oral Questions. I have no more names on my list. Before we proceed, we will break for lunch and we will return at 1:30 p.m.

Sergeant-at-Arms.

>>House recessed at 12:15 and resumed at 13:30

Speaker (interpretation): Thank you. Thank you for returning. We will proceed to Item 7. Written Questions. Member for Amittuq, Mr. Kaernerk.

Item 7: Written Questions

Written Question 074 – 5(2): Departmental Grants and Contributions

Mr. Kaernerk (interpretation): Thank you, Mr. Speaker. Good day. (interpretation ends) Thank you, Mr. Speaker. My written questions today are for the Acting Minister of Family Services and they concern the subject of the departmental grants and contributions.

Mr. Speaker, my written questions are detailed, so I ask that they be entered into the record as read. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Written Questions. Ms. Angnakak. I'm sorry, member. (interpretation ends) The member has asked that his written questions be entered into the record as read. Do members agree?

Some Members: Agreed.

Speaker: It is agreed. Written Questions. Ms. Angnakak.

Written Question 075 – 5(2): Ministerial Travel

Ms. Angnakak: Thank you, Mr. Speaker. My written questions today are for the Minister of Executive and Intergovernmental Affairs and they concern the issue of ministerial travel.

For the benefit of the listening public, I will read out my questions. The title is ministers' travel.

1. Expressing the information in the same format as that which the Government of Nunavut provided in Return to Written Question 48 – 5(2), what ministerial duty travel activities took place during the 2019-2020 fiscal year?
2. What were the duration, itinerary, cost, and purpose of each trip?
3. Who took part in each trip?

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member has asked that her... . Oh, okay. (interpretation) I'm sorry, but I do try to listen.

>>Laughter

Let's proceed. Written Questions. Member Rumbolt.

Written Question 076 – 5(2): Aircraft Charters

Mr. Rumbolt: Thank you, Mr. Speaker. My written questions today are for the Minister of Community and Government Services and they concern the subject of aircraft charters to and from Sanikiluaq.

Mr. Speaker, my written questions are detailed, so I do ask that they be entered into the record as read. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member has asked that his written questions be entered into the record as read. Do members agree?

Some Members: Agreed.

Speaker: It is agreed. (interpretation) Thank you. (interpretation ends) Written Questions. (interpretation) Member Lightstone.

Written Question 077 – 5(2): Government of Nunavut Budget, Expenditures and Cash Flow

Mr. Lightstone: Thank you, Mr. Speaker. I have one written question to submit today. My written question is for the Minister of Finance and the subject is Government of Nunavut's budget, expenditures and cash flow for the last two fiscal years.

Mr. Speaker, my questions are detailed and I ask that they be entered into the record as read. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member has asked that his written questions be entered into the record as read. Do members agree?

Some Members: Agreed.

Speaker: It is agreed. Written Questions. Mr. Pedersen.

Written Question 078 – 5(2): Long-term Care Facilities

Mr. Pedersen: Thank you, Mr. Speaker. My written questions today are for the Minister of Health and they concern the subject of long-term care facilities.

Mr. Speaker, my written questions are detailed, so I ask that they be entered into the record as read. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member has asked that his written question be entered into the record as read. Do members agree?

Some Members: Agreed.

Speaker: It is agreed. Written Questions. Mr. Main.

Written Question 079 – 5(2): Training Plans for Major Construction Projects

Mr. Main (interpretation): Thank you, Mr. Speaker. My written questions today are for the Acting Minister of Family Services and they concern the subject of training plans for major construction projects.

Mr. Speaker, my written questions are detailed, so I ask that they be entered into the record as read. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The member has asked that his written questions be entered into the record as read. Do you agree?

Some Members: Agreed.

Speaker: It is agreed. Written Questions. Mr. Main.

Written Question 080 – 5(2): Trades and Career Training in Schools

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) My next written questions for today are for the Minister of Education and they concern the subject of trades and career training in schools.

Mr. Speaker, my written questions are again detailed, so I ask that they be entered into the record as read. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member has asked that his written questions be entered into the record as read. Do members agree?

Some Members: Agreed.

Speaker: It is agreed. Written Questions. Mr. Main.

Written Question 081 – 5(2): Elder Care

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) My third set of written questions today is for the Minister of Health and they concern the subject of elder care.

Mr. Speaker, my written questions are detailed, so I ask that they be entered into the record as read. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The member has asked that his written question be entered into the record as read. Do members agree?

Some Members: Agreed.

Speaker: It is agreed. Written Questions. (interpretation) Continuing on. (interpretation ends) Returns to Opening Address. Mr. Main.

Item 9: Replies to Opening Address

Reply to Opening Address 003 – 5(2): Mr. John Main

Mr. Main (interpretation): Thank you, Mr. Speaker. I stand today to present my position on elder care in Nunavut.

(interpretation ends) Mr. Speaker, it's become evident in the past weeks and months that this government's plan for elder care facilities in this territory needs further work. I'm deeply disappointed in the planning to date and wish to take this opportunity to speak on this important topic.

I feel that our government has built its position on a very poor foundation on elder care. (interpretation) Mr. Speaker, before I speak about many on how this government's plan is currently formulated. The 2017 election campaign in Nunavut was a time of much dialogue attention on the issue of elder care and the need for care and homes and elders' homes in Nunavut.

Is it still the case today sending them outside of Nunavut to Ottawa? This is a concern and complaint and that's why everybody talks about it. Perhaps as members we speak with many of our constituents on this issue.

(interpretation ends) Mr. Speaker, it was no surprise, when during the development of this government's mandate in Pond Inlet in 2018 there was discussion and focus on ensuring an end to the practice of sending our high needs elders south and towards building capacity in Nunavut.

In our mandate, Mr. Speaker, this issue is referenced directly. Under *Inuusivut* it states under priorities "Valuing our elders by listening to them, paying attention to their traditional knowledge and meeting their needs for care in the territory" and Mr. Speaker, also under *Pivaallirutivut* it states under priorities, "Investing with partners in infrastructure that enhances our wellbeing as individuals and communities including facilities for elder care and additions in the territory.

(interpretation) In the time since our mandate was developed and finalized until now, a fundamental disagreement has emerged on how best to deliver on this important piece within our mandate.

(interpretation ends) Much of the debate has focused on the government's planning process on who was engaged and consulted and where and how long-term care facilities should be built. Much of this could have been avoided, I feel, if a more consensus-based and open planning process was followed.

Unfortunately, since the development of our mandate, it appears much of the government's work on elder care has shifted to behind closed doors.

Mr. Speaker, debate is good. When parties engage in good faith, debate can lead to better outcomes. I feel that on issues like elder care which is critical to our future, we need as many residents and elected officials to be engaged to understand to question, to suggest and to have the ability to contribute to a way forward.

In the 2019-2020 Budget Address the Minister of Finance mentioned "Developing options for in-territory elder care" and also mentioned "Comprehensive long-term care plan" and also mentioned was "Exploring partnerships for more elder care facilities in communities."

When I heard these phrases I was hopeful, Mr. Speaker. Unfortunately I no longer feel that hope based on my experience to date with this issue.

The government's current strategy which I should know is not available to the public for elders care fall short. (interpretation) That is the absolute direction it seems headed towards.

(interpretation ends) I will begin with the issue of consultations, evaluation of options and inclusivity, Mr. Speaker. I feel that on this issue the Regular Members of this Assembly had important contributions to make.

>>Applause

The government's current plan does not reflect meaningful consultations with our partners in Inuit organizations, municipalities, nor with elders or their families who stand to be directly impacted by decisions made on this subject.

The government's current plan which focuses on three new regional long-term care centres and an undetermined lifespan for the remaining four elders' facilities in the territory is one which must be explained, understood and improved, Mr. Speaker.

>>Applause

I feel strongly that including more views more diversity and allowing more debate on this issue will lead to better outcomes and I also feel that more inclusion in term of the private sector and Inuit organizations could lessen the financial burden on this government in building and operating elders' facilities.

An Hon. Member: Hear, hear!

Mr. Main: Best practices in the development of new services and facilities such as the territorial addictions and trauma treatment facility and strategy should be followed.

(interpretation) I expect our government consultation to include families, elders, Inuit organizations and the private sector in order to improve their plans to date. As a result of incorporating these best practices.

(interpretation ends) Another problem area in that approach to date, Mr. Speaker, is the government's budgeting and financial considerations around elders' care facilities.

Regular members were informed by the Minister of Health in his letter of March 3, 2020 that up to "Nine different options were explored" during business case development for long-term care facilities. Now we know which option the government has chosen.

What we do not know is what the other eight options were and what specific factors were considered. We don't know how much weight was given to the issues of cost per bed, cost to build capital-wise, cost to operate and not to mention the cost to train, certify and support the labour force needed to run these facilities.

The Minister of Health has made repeated references to efficiencies and economies of scale on this subject. This appears to suggest a preference for fewer larger elder care facilities. All of these specific budgeting challenges and all of the alternatives available around these specific issues need to be properly evaluated, compared and justified Mr. Speaker.

>>Applause

We must work within our means. I'm not asking or expecting the government to pull off a financial miracle. What I am expecting on the finances side is a clear costing and

justification as to why the chosen option is the best from a budgeting perspective and what the future plans are to support it financially.

Going back to our mandate and the budget address I mentioned recently it isn't clear where the partnerships are in terms of sharing the financial burden. Last I checked the Government of Nunavut is planning to build and operate the three new long-term care facilities proposed alone with no partners whatsoever.

(interpretation) Mr. Speaker, the COVID-19 pandemic and we've heard about on the news about many deaths at elders' facilities in southern Canada and that has triggered an important and ongoing conversation about how to ensure the best care for our elders in this country. Be our fellow Canadians are starting to ask questions and discussing how to take better care of their elders.

(interpretation ends) My understanding is the government's planning to date for long-term care largely based on the pre-pandemic period including work facilitated by southern experts in this field.

Basing our plans on a pre-pandemic picture needs to be questioned. The pandemic has rocked care homes in Canada, the ground under our feet has shifted and this is an important time for governments everywhere in this country to take a real hard look at the underlying assumptions, the financial modelling, the regulatory framework and how to include essential family caregivers and the best way forward in this new world.

Nunavut is not alone in seeking the best way to care for elders. This is something happening in many countries around the globe. We need to reimagine how elders can be cared for because I believe building to copy the model used in pre-pandemic southern Canada would be a serious mistake.

On the role of essential family caregivers in particular, I feel that the government's current plan stands to weaken the role of those persons due to the simple geographical limitations of where elders will be cared for. Nunavut is a unique part of Canada and the regulations around delivering elder care in our territory should reflect that and be built around essential family caregivers.

I expect the government to re-evaluate the planning to date in light of the many COVID deaths in southern Canadian care homes and to aim for outcomes, procedures, partnerships and regulations that are based on an Inuit world view as well as clinical and medical considerations.

(interpretation) Another outstanding concern I hold relates to how much in-depth planning has occurred up to now, and specifically areas of Inuit culture, language, traditional dietary choices, relationships and familial interconnections, traditional medical treatments, family counselling techniques, and how these have been incorporated into current strategic plans.

The Minister of Health spoke about this matter last year, I believe, and he stated that a report exists, which is (interpretation ends) hundreds of pages (interpretation) of legal language specific to that area as it has the most regulations and pertinent legislation.

Elders' care facilities have the most regulated rules that exist, and although I acknowledge the legitimacy of the legislation, and the fact we must adhere to federal legislation and this is what I understand to be the case.

Nonetheless, I don't understand why to this date, why other rules that need to be followed whether or not, they will even be adhered to, as I would state an opposing viewpoint. I would say that Inuit have many unwritten rules in other forms, yet they are unwritten and thusly not necessarily approved by the federal government in Ottawa or even by our territorial lawyers. We have many unwritten laws, but they have to be followed even if they're not written down.

>>Applause

(interpretation ends) How will an Inuit worldview, values, customs and language be included in the proposed new long-term care facilities. I mean not just included as window dressing in terms of saying "oh here's a sewing room for the elders".

But we need to dig down. We need to include Inuit wisdom as the future of elders' care in Nunavut. This is a subject I'm obviously not an expert on. But in my opinion this is a very clear and glaring gap in this government's plan forward.

Have elders themselves been consulted on this plan? Have their families been consulted on this plan? Have cultural experts been consulted? Have language experts been consulted? If they had been I feel the government's plans would be different and better.

>>Applause

Instead we have heard repeated references to medical and clinical factors which suggest a plan based on what I would simply call *qablunaat qaujimajatuqangit*.

This just brings me to another area of concern I have and that is the imposition of views onto unique communities by a government intending to move people from one community to another to access a government service. If it sounds familiar it is.

The legacy of residential schools and forced relocations of Inuit is one we live with at the community level and it is one that we have to live with here in this House as politicians and as representatives of communities that have been deeply scarred, negatively affected and traumatized in the not-so-distant past.

Many of our elders are themselves victims of past actions by governments deciding on their behalf and making decisions that split up families from their loved ones.

>>Applause

Many of our communities are still trying to recover from these traumas so the responsibility falls to everyone in this room to make sure the services we offer, Mr. Speaker, and the way in which we offer them are trauma informed and take this unfortunate legacy into account.

This legacy would seem to suggest that forcing relocation to another community be a last resort and something to be avoided to the best possible, Mr. Speaker.

An Hon. Member: Hear, hear!

>>Applause

Mr. Main: Is the government's current plan trauma informed? Does it include these considerations? If so, it's not reflected in their explanations to date. This is yet another gap.

Yet another area, Mr. Speaker, where the current plan falls short is in supporting existing facilities. I have serious questions about the government's plans for existing elders' homes and continuing care centres.

It is a sad fact to note that Baker Lake has lost their elders home during the life of this government. It is not clear what efforts were made to provide support and fix problems to keep the centre open.

(interpretation) Mr. Speaker, I voted to approve funds for the new facility in Rankin Inlet, the elders centre and we should all be proud that that particular hole in the system will be closed.

(interpretation ends) But I feel strongly that new facilities built in a regional centre should not and cannot come at the cost of smaller community based ones, such as Baker Lake's or Arviat's.

>>Applause

As we sit here today, Mr. Speaker, it's not clear what the plans are for existing continuing care homes, continuing care centres, sorry, in Gjoa Haven and Igloolik and elders homes in Arviat and Iqaluit as well, in terms of what capital needs or other deficiencies exist with those facilities.

In his letter of March 3, 2020, the Minister of Health stated to the Regular Members Caucus, "I wish to reiterate that there is no intention for this government to close any of the existing care centres" but in the very next paragraph the letter goes on to reference, "It is the responsibility of any government to consider the repurposing of facilities once new ones become operational."

Mr. Speaker, in the absence of a plan for these facilities I'm left guessing as to what their future will be. We do not know how long the existing long-term care beds will be part of the system.

Deficiencies and economies of scale come up repeatedly in debate on the existing facilities. Is anyone in this House suggesting that existing smaller elder care facilities cost too much to operate? I would invite them to voice those concerns now because I've yet to hear that argument made, Mr. Speaker.

Another area where the government's plan falls short is in recognizing communities' initiatives, viewpoints and the value of community ownership around elder care.

An Hon. Member: Hear, hear!

>>Applause

Mr. Main: The most recent and glaring example is Kugluktuk proposal. There seems to be a pattern of failed options, Mr. Speaker. Qikiqtani Inuit Association and Qikiqtaaluk Corporation sent a letter in 2018 expressing interest which went nowhere.

Community petitions from Arviat and Cape Dorset have been rebuffed and of course there was a closure of Baker Lake's society operated facility.

To be clear, Mr. Speaker, I don't expect the government will work miracles and give every community everything they ask for but there is a clear value in partnering with the private sector, municipalities or societies.

My expectation is that on elder care, this government will work with, in good faith, with communities to find a way for them to contribute as much as they possibly can. I believe a more flexible, sensitive, inclusive approach on the full spectrum of elders' housing and care would be built at the community level.

As it currently seems to be formulated, the government's plan is simply to build three new facilities alone and operate them alone without partnerships from the private sector, municipalities, or Inuit organizations. I feel this reflects a top-down attitude on this issue, sometimes characterized...

>>Applause

...sometimes characterized as "government knows best." This is disappointing and it doesn't sit well with most Nunavummiut, I feel.

There's a huge need for a comprehensive strategy on elders' care in Nunavut. Such a strategy would help identify the gaps at the community level which are leading to institutionalization, which puts stress on families and elders, and eventually leads to poorer health outcomes. A strategy would help identify the types of infrastructure needed,

including senior-specific housing and supported living environments. It would identify opportunities to partner with organizations outside of the government. It would help determine which levels of care can be provided in which community.

(interpretation) It is entirely regrettable that our government to date has never committed to developing such a strategic plan. Although communities are clamouring to be heard, to use an example of the Inuit of Pond Inlet, as it was asked about yesterday. They demand to be heard and although it would benefit all residents if a strategy were developed.

(interpretation ends) Mr. Speaker, the last formal plan released on this subject dates to 2015 and that was a needs assessment. It is regrettable that we do not have a strategy to guide our work on this important subject, but I feel that may explain why this government has strayed so far from where we should be on this matter.

(interpretation) I am almost at the end of my commentary, Mr. Speaker, and I am aware that I may be grating on your ears, nonetheless, this requires immediate action and many issues are in that same category, especially in discussing our elders and the type of care that can be offered in elders' care facilities within Nunavut.

(interpretation ends) I recognize that efforts have been made to date, but I feel strongly that this territory can do better. I say "this territory" because it's not only our government's responsibility to care for our elders; it's everyone's. There is significant room to improve the government's plans around this important subject and that's what my expectation is.

I do not believe it to be appropriate for a government to put a plan in front of us on a critical issue like elder care and say, "Take it or leave it." I expect the government to put their plan in front of MLAs in this Assembly as well as in front of our residents and ask, "Is this good enough?"

Our consensus model of government means we have to work together. It might be suggested that if you oppose the government's current plan, then you are in favour of sending elders to Ottawa. We need to avoid such simplistic arguments, I feel, Mr. Speaker. We need to be absolutely sure that this is the best possible plan to care for our elders, looking ahead to the next 20, 30, or 40 years.

(interpretation) At this time, I would ask this government to reconsider their strategic direction, please be open to further collaboration to try to meet our needs. This government needs to bear down harder on this critical matter. We need assistance from many partners, and to collaborate and cooperate with like-minded organizations, and to involve more communities directly.

If we are to succeed, we have to use Inuit culture as our foundation. And further, stop the practice of sending out Inuit and wherever possible, to not even consider that approach, and furthermore, Nunavummiut should be provided an opportunity through a public hearing on this issue, Mr. Speaker.

(interpretation ends) Mr. Speaker, I feel very strongly on this topic, and I believe that regular MLAs should be prepared to use every tool available to us if needed in order to make a change.

An Hon. Member: Hear, hear!

>>Applause

Mr. Main (interpretation): We have a role to play in this matter and believe the regular MLAs should be prepared to use every tool that's available to them. We have elders and in order for us to make a change we have to be playing a role in this and it's not simply to approve budgets as presented. That is the way of our southern legislatures, of antagonism. Either approves or if you don't you're not worthy. If you approve, you are a good legislator.

Our role in this matter includes bringing the voice of the people to this House and speaking truth to power and questioning decisions made based on their needs and desires. We have to address dialogue and *Uqaqatigiingniq*? What about *Qanuqtuurniq*?

An Hon. Member: Hear, hear!

(interpretation ends) Our role in this matter includes bringing the voice of the people to this House and speaking truth to power and questioning decisions made based on their needs and their desires.

It is clear that there are differing opinions on this matter in this House and our government has staked out a position but should be open to considering new information and outside viewpoints. We have many ideas on how to make improvements and that is just in this House.

(interpretation) We all know that there are elders out there who also have things to bring to the table. They care deeply about their and their wives as do their families and the Inuit organizations are out there. We understand yesterday there was a mention that there's going to be more discussions and I applaud them.

(interpretation ends) There are so many people who care deeply and truly about the future of elder care in the territory. I'm calling for them to be respected. I am calling for them to be listened to.

Similar to many of the large issues facing our territory such as addictions, such as mental health, such as ongoing pandemic we need to bring together the voices of the people who know the most of the people who care the most and then take their knowledge and develop it into the best possible plan to meet the need to provide the best possible continuum of care for our elders.

>>Applause

Mr. Speaker, as we prepare to leave this House for a while I expect the government's ears to be open on this issue. I will expect a serious reconsideration of the way forward on plans for elder care including long term care facilities so that we together can do what is best for who are probably some of the most important people in our lives, our elders.

>>Applause

(interpretation) I urge you all to use this principle of *Qanuqtuurniq* or brainstorming as the Government of Nunavut, and to show our residents of Nunavut that they will be heard, and to use *Qanuqtuurniq* as our basis for this critically important matter. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. (interpretation ends) Replies to Opening Address. (interpretation) Moving on. Item 10. Petitions. Item 11. Responses to Petitions. Item 12. (interpretation ends) Reports of Standing and Special Committees on Bills and Other Matters. (interpretation) Item 13. (interpretation ends) Tabling of Documents. (interpretation) Thank you.

Item 13: Tabling of Documents

Tabled Document 326 – 5(2): List of Outstanding Statutory Tabling Requirements

(interpretation ends) I have one document today to table which is a list of outstanding statutory tabling documents. Thank you.

Tabling of Documents. Premier of Nunavut, Premier Savikataaq.

Tabled Document 327 – 5(2): Report Respecting Benefits Paid to Ministers under the Ministerial Benefits Policies for Fiscal Year Ending March 31, 2020

Hon. Joe Savikataaq: Thank you, Mr. Speaker. I am pleased to table the report respecting benefits paid to ministers under the Ministerial Benefits Policy for the fiscal year ending March 31, 2020. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Minister of Health, Minister Hickes.

Tabled Document 328 – 5(2): 2019-2020 Annual Report of the Operation of the Medical Care Plan

Tabled Document 329 – 5(2): Chief Public Health Officer's 2019-2020 Tobacco Control and Smoke-free Places Act Annual Report

Hon. George Hickes: Thank you, Mr. Speaker. I'm pleased to table two documents. The 2019-2020 Annual Report of the Operation of the Medical Care Plan and the 2019-2020 Annual Report of the Chief Public Health Officer's *Tobacco Control and Smoke-Free Places Act*. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Acting Minister of Nunavut Arctic College, Minister Joanasia.

Tabled Document 330 – 5(2): Preliminary Report on Community Learning Centres by Region

Hon. David Joanasia: Thank you, Mr. Speaker. I'm pleased to table Nunavut Arctic College's preliminary report of community learning centres by region. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Acting Minister of the Nunavut Housing Corporation, Minister Savikataaq.

Tabled Document 331 – 5(2): Nunavut Housing Corporation 2019-2020 Annual Report

Hon. Joe Savikataaq: Thank you, Mr. Speaker. I'm pleased to table the Nunavut Housing Corporation's 2019-2020 Annual Report. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Minister of Finance, Minister Hickes.

Tabled Document 332 – 5(2): Cannabis Licensing Annual Report 2019-2020

Tabled Document 333 – 5(2): Public Accounts Annual Report 2019-2020

Tabled Document 334 – 5(2): Interim Financial Report (Unaudited) March 31, 2020

Tabled Document 335 – 5(2): 2019-2020 Grants and Contributions Annual Report

Tabled Document 336 – 5(2): Nunavut Liquor and Cannabis Commission 2019-2020 Annual Report

Tabled Document 337 – 5(2): Liquor and Cannabis Board's 2019-2020 Annual Report

Hon. George Hickes: Thank you, Mr. Speaker. I'm pleased to table six documents:

- The Cannabis Licensing Annual Report for the period ending April 1, 2019 to March 1, 2020;

- The Nunavut Liquor and Cannabis Commission's 2019-2020 Annual Report;
- The Government of Nunavut's 2019-2020 Public Accounts Annual Report;
- The Government of Nunavut's Interim Financial Report March 31, 2020;
- The Government of Nunavut's 2019-2020 Grants and Contributions Annual Report; and
- The Liquor and Cannabis Board's 2019-2020 Annual Report.

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Minister of Economic Development and Transportation, Minister Akeegok.

Tabled Document 338 – 5(2): Nunavut Business Credit Corporation 2019-2020 Annual Report

Hon. David Akeegok (interpretation): Thank you, Mr. Speaker. I'd like to table a document with the 2019 Nunavut Business Credit Corporation 2019-2020 Annual Report. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Minister of Community and Government Services, Minister Kusugak.

Tabled Document 339 – 5(2): 2020-2030 Nunaliit Aulajut, Nunavut's Sports, Physical Activity and Recreation Framework

Tabled Document 340 – 5(2): 2019 Annual Report of the Nunavut Fire Marshal's Office

Hon. Lorne Kusugak: Mr. Speaker, I'm pleased to table two documents. The 2020-2030 *Nunaliit Aulajut*, Nunavut's Sports, Physical Activity and Recreation Framework and also the 2019 Annual Report of the Nunavut Fire Marshal's Office. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. Mr. Main.

Tabled Document 341 – 5(2): Implementation Framework: Guidance for Systems and Services, Integrated Care for Older People

Mr. Main (interpretation): Thank you, Mr. Speaker. (interpretation ends) I wish to table the document from the World Health Organization, Mr. Speaker and it is titled Implementation Framework: Guidance for Systems and Services, Integrated Care for

Older People, and just very briefly, the guiding principles of the integrated care for older people approach is:

1. Older people are afforded the same basic human rights as all people, including the right to the best possible health;
2. Older people should be given opportunity to achieve healthy aging, regardless of social or economic status, place of birth or residence, or other social factors;
3. Care should be provided with equality and non-discrimination, particularly on gender, age, and ethnicity; and
4. Health and social care systems and services need to respond to the unique health and social care needs and goals of older people, which may vary over time, and should address the social determinants of health.

(interpretation) I advise you to read the document with care, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you. (interpretation ends) Tabling of Documents. (interpretation) Continuing on. Notices of Motions. No. 15. Notices of Motions for First Reading of Bills. (interpretation ends) No. 16. (interpretation) Motions. 17. First Reading of Bills. Second Reading of Bills. 19. (interpretation ends) Consideration in Committee of the Whole of Bills and Other Matters. Bill 25 with Mr. Rumbolt in the Chair.

In accordance with the authority provided to me by Motion 86 – 5(2), the committee will stay in session until it reports itself out.

Before we proceed to the Committee of the Whole, we will take a 10-minute break.

Sergeant-at-Arms.

>>*House recessed at 14:17 and Committee resumed at 14:43*

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

Chairman (Mr. Rumbolt): Good afternoon. I would like to call the committee meeting to order, please. In Committee of the Whole we have the following item to deal with: Bill 25. What is the wish of the committee? Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. We wish to commence the clause-by-clause review of Bill 25. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Akoak. Are we in agreement that we deal with Bill 25?

Some Members: Agreed.

**Bill 25 – An Act to Amend the Education and the Inuit Language Protection Act –
Consideration in Committee**

Chairman: Thank you. Now I'll ask Minister Joanasie: do you have officials that you would like to appear before the committee? Minister Joanasie.

Hon. David Joanasie: Good afternoon, Mr. Chairman and committee. Yes, I do have witnesses. Thank you.

Chairman: Thank you. Does the committee agree for the witnesses to appear before you?

Some Members: Agreed.

Chairman: Thank you. For the record, Minister Joanasie, if you could please introduce your witnesses. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. (interpretation) To my right is my Deputy Minister of Education, Kathy Okpik, (interpretation ends) and to my left is Legislative Analyst Matilda Madekufamba. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Welcome to the committee meeting. When we left off yesterday, we finished off the opening comments on Bill 25 and we went into general comments. I'll open the floor for a minute in case anybody else has any general comments to the bill. Seeing none, I will ask members to please go to their legislative binders and turn to Bill 25 and we will proceed clause by clause.

It's Bill 25. Bill 25, reprint, *An Act to Amend the Education Act and the Inuit Language Protection Act*. Clause 1. Agreed?

Some Members: Agreed.

Chairman: Clause 2. Agreed?

Some Members: Agreed.

Chairman: Clause 3. Agreed?

Some Members: Agreed.

Chairman: Clause 4. Agreed?

Some Members: Agreed.

Chairman: Clause 5. Agreed?

Some Members: Agreed.

Chairman: Clause 6. Agreed?

Some Members: Agreed.

Chairman: Clause 7. Agreed?

Some Members: Agreed.

Chairman: Clause 8. Agreed?

Some Members: Agreed.

Chairman: Clause 9. Agreed?

Some Members: Agreed.

Chairman: Clause 10. Agreed?

Some Members: Agreed.

Chairman: Clause 11. Agreed?

Some Members: Agreed.

Chairman: Clause 12. Agreed?

Some Members: Agreed.

Chairman: Clause 13. Agreed?

Some Members: Agreed.

Chairman: Clause 14. Agreed?

Some Members: Agreed.

Chairman: Clause 15. Agreed?

Some Members: Agreed.

Chairman: Clause 16. Agreed?

Some Members: Agreed.

Chairman: Clause 17. Agreed?

Some Members: Agreed.

Chairman: Clause 18. Agreed?

Some Members: Agreed.

Chairman: Clause 19. Agreed?

Some Members: Agreed.

Chairman: Clause 20. Agreed?

Some Members: Agreed.

Chairman: Clause 21. Agreed?

Some Members: Agreed.

Chairman: Clause 22. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is the section of the bill that redefines education and local community programs between looking at the roles that district education authorities and the minister have. I guess my first question is in terms of this is a piece of legislation and then there's the real world. We know the school year has already started. In terms of the new roles for DEAs and for the Department of Education, what's the planned date for this to roll out if the bill is approved? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. (interpretation ends) I thank the member for his question. If this bill does get assented, the implementation would be the next step and rolling it out, effective when the assent is done. It would be immediately after that we would start preparing for that for the following school year and onwards. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Thank you, minister. I just wanted to understand that. If this is brought into force, it's not going to mean an immediate shift in the roles and responsibilities. It will be implemented during the summer season, just to confirm that with the minister. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Yes, we would have an implementation plan that would have to outline on the short-term and the long-term implications that are addressed through the bill. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Clause 22. Agreed?

Some Members: Agreed.

Chairman: Clause 23. Agreed?

Some Members: Agreed.

Chairman: Clause 24. Agreed?

Some Members: Agreed.

Chairman: Clause 25. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is one of the larger clauses in the bill and if we look at the different headings on pages 4 and 5, I guess it's kind of the same discussion we had the other day with the *Legislation Act* and *Inuit Qaujimagatuqangit* where it says on page 5, subclause 6, it says, "To the extent applicable, Inuit societal values and the principles and concepts of Inuit Qaujimagatuqangit must be incorporated throughout the curriculum at all grade levels." What does that mean in a real-world sense? Does that mean, in terms of curriculum development, that the goal is to have all curricula that are made in Nunavut? I guess that's my first question. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Yes, this clause is in relation to ensuring that *Inuit Qaujimagatuqangit* and Inuit societal values are considered and part of the education system at all grade levels. Yes, there are ongoing efforts to create Nunavut-made curriculum, but at the same time we recognize not all of it is made in Nunavut to date, so we still want to have *Inuit Qaujimagatuqangit* and Inuit societal values be a part of the day-to-day operations of our schools. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Lower down on that same page, subclause 9, Local education program enhancements, again, I'm trying to just get it on the record in terms of how this is intended to work. If a district education authority wants to establish a local enhancement to the education program, which it says, "reflecting the local dialect, culture or economy," how is this intended to

work? Will district education authorities be submitting proposals for local education program enhancements? I'm just trying to figure out the nuts and bolts, Mr. Chairman. (interpretation) Thank you.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Yes, it would be proposals and I'll give some examples of some existing cultural local programs. There's a two and a half to three-month long land-based program for all kindergarten through grade 12 students in Clyde River, Arviat, and Gjoa Haven, where students go hunting for caribou. They not just go out on the land to catch caribou, but they also learn the butchering process, how to prepare the skin for clothing, and food preparation. Those are all a part of it and of course there are some differences in some of the programs that are approved, but that's a general example of what's existing and can be part of local program enhancement. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. Thank you, minister. (interpretation ends) I'll move on. On page 6, subclause 8, where it says "Parental, student and community involvement," this is something we had quite a lot of discussion on at the committee level in terms of it's something we need more of; we need more parental involvement and we need more community ownership of schools. The way I read it here, the DEA "shall develop and implement programs and procedures for parent, student and community involvement..." Reading the way it's written where it says "shall," is the minister's position that this piece will lead to stronger parental involvement and community involvement within schools? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I sure hope so. This is to ensure that our district education authorities are engaging the community, the parents, and if they're preparing something for submitting a proposal on a local enhancement program, they get input from the affected people, the students and their parents, and the community. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. On page 5, I just want to know the difference between subclauses 7 and 9, where it says:

"Standards and directions

(7) The Minister may establish teaching standards..."

Whereas "Duty of principals

(9) Principals shall ensure that the education program is taught..."

Are they conflicting with each other? Thank you.

Chairman: Thank you, Mr. Akoak. Minister Joanasié.

Hon. David Joanasié: Hold on a second, Mr. Chairman.

Thank you, Mr. Chairman. If I may have one of our witnesses elaborate on the question. It's very technical in relation to the two clauses. If you will allow the legislative analyst to respond, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Madekufamba, I'm not sure how to pronounce your name right, but please go ahead.

Ms. Madekufamba: Thank you, Mr. Chairman. In subclause 7, the minister has the authority to provide those directions for the education program which will affect the school operations, and then in subclause 9, the principal is ensuring that those directions that are given by the minister in subclause 7 are actually being done at the school level.

The implementation part is in 9 and in 7 is where the minister is giving those directions and those directions for the education program include things like setting the curriculum, the assessments and adjustments to be provided under inclusive education, for example, assessments of student performance, so the minister is setting those in subclause 7 and in 9, the principal is ensuring that those things are being implemented at the school level. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Akoak.

Mr. Akoak: Thank you, Mr. Chairman. What about subclause 10? Do they not get direction from the principal? It looks like the teachers are getting directions from the minister in subclause 10. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Yes, subclause 10 refers to the duty of teachers and they work with the principals on implementing those two clauses together. As minister, I would set the direction based on this bill and then as my administrators at the school level, the principal and the teacher are accountable through me. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Clause 25. Agreed?

Some Members: Agreed.

Chairman: Clause 26. Agreed?

Some Members: Agreed.

Chairman: Clause 27. Agreed?

Some Members: Agreed.

Chairman: Clause 28. Agreed?

Some Members: Agreed.

Chairman: Clause 29. Mr. Lightstone, on clause 29? Mr. Lightstone, please go ahead.

Mr. Lightstone: Thank you, Mr. Chairman. I've got quite a few questions in relation to clause 29. I will start off with my first question under subclause 17(1), early childhood programming. The way that the bill is currently written is that DEAs may provide early childhood education programs, should they elect to do so. My first question is: why is it up to the discretion of the DEA whether or not to provide early childhood education programming as opposed to being a mandatory requirement? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I thank Mr. Lightstone for his question. I'm going to have the deputy minister respond on my behalf, if you will allow. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Early childhood, in the consultations we heard around early childhood programming and then the influx of money we had received previously for it, the duty for DEAs to do early childhood programming, what we found in the first few years of it being offered, monies were being lapsed, significant amounts of monies being lapsed and at the daycare level, they felt that they were just the in-between person. What they ended up doing was providing the money that we gave them to other organizations within the community and then had to rely on the money to be accounted for at their level.

In the original consultations, we had proposed to actually take out the early childhood piece and put the funding into the early childhood division, but we did have some daycares that were very adamant, Arviat for example, where they had really strong early childhood programs through the DEA. They still wanted that opportunity to be able to offer that programming. To meet DEAs halfway, we said, "Okay, if you choose to run a DEA early childhood program, you still have that opportunity."

Out of \$2 million, we were typically lapsing about \$1 million, so we felt we needed to look at how we were doing the programming differently to be able to get the best use for the money. Those DEAs that choose to offer early childhood programming have that opportunity and those that don't, we will do it within the division through our early childhood division. (interpretation) Thank you, Mr. Chairman.

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

Mr. Lightstone: Thank you, Mr. Chairman. Moving on to my next question under 17(2), limitations on page 8, I'm not entirely sure what the purpose is of this clause, limitations of early childhood education. I would like to ask if the minister would be able to provide or elaborate further what exactly the intent of this clause is. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. If you will allow me a minute.

Thank you, Mr. Chairman. I believe this is in relation to, since child care facilities are governed under a separate Act, so there are limitations on what this Act can do in terms of that. For example, there are licensing requirements and there are separate regulations that daycares follow. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'm assuming that this 17(2) is included to align with the Daycare Act regulations. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, it is meant to align but also at the same time the *Child Day Care Act* is next, the education department's... . It's due for a review. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: I thank the minister for the clarification. Moving on to my next question, 17(3) titled "Third-party providers," it indicates that "A program provided under subsection (1) may not be provided through an agreement with a third party." I understand that means that DEAs that elect to provide early childhood education must not do so through third parties, yet it sort of contracts what is stated under 17(7), which is at the top of page 9, which indicates that the minister may provide early childhood programs in schools through agreements with third parties. I was wondering if the minister might be able to provide clarification as to why there are two contradicting clauses. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. This is to allow the minister to provide for third party agreements, but district education authorities cannot. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Just a follow-up on that question and response, why is it that the minister is granting himself the sole authority to enter into agreements with third parties and not allowing that same authority to DEAs? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I believe this was stemming from one of the...through the special committee's recommendation, but in terms of I think one example my deputy pointed out is the Aboriginal Head Start programs. It's similar to that. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I'll move on to my next question. Returning to page 8, 17(5), Default election, where a DEA that "fails to make an election in accordance with subsection (4) is deemed to have elected to not provide early childhood education programs." I would like to ask: why is it the default that a DEA would not elect to provide early childhood education programming? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If you can give me a minute, please.

Thank you, Mr. Chairman. I believe that if a DEA doesn't elect to provide an early childhood program, it could be for different reasons, example, space or human resource capacity. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. This is going to be my last question on this topic and I just wasn't quite clear in the minister's response. What is the explicit purpose of 17(5), the default election, DEAs defaulting as not to elect to provide early childhood education? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If you will allow Ms. Okpik to elaborate on the response, Mr. Chairman. Thank you.

Chairman: Thank you. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) What this is, is I think that word "election" is a bit confusing. It's actually choosing whether or not they want to run an early childhood program. The clause under it just says that once they decide they don't want to run an early childhood program, within that year they can't

come back and say, “Oh, we changed our mind.” There needs to be consideration given for funding, how we’re going to provide support, so when the next round, possibly the year after, then they would be able to come back and say, “Okay, we choose to offer an early childhood program.”

Chairman: Thank you. Clause 29. Agreed?

Some Members: Agreed.

Chairman: Clause 30. Agreed?

Some Members: Agreed.

Chairman: Clause 31. Agreed?

Some Members: Agreed.

Chairman: Clause 32. Agreed?

Some Members: Agreed.

Chairman: Clause 32.1. Agreed? Oh, sorry, just a minute. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is a clause I’m very happy to have included in the bill. Again, in terms of the real world and trying to connect this bill to the real world, how soon is it anticipated that this particular clause would be able to be rolled out or delivered on by the department? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Unfortunately I can’t give a specific timeline, but there’s going to be a tremendous amount of work that the department will have to do in terms of regulation development and having the implementation plan ready. We’re going to be, of course, working with our partners and stakeholders around how we’re moving forward with that after this process. Unfortunately I can’t give a specific timeline, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I would like to thank the minister for agreeing to this clause and having this clause in the bill. In the committee’s discussions, there was a lot of discussion around placement, progression, and retention, and I guess the old school type of thinking being that if you don’t meet the proper level, then you should be failed. That’s the old school type of thinking that is still

quite prevalent, if the department has a different approach right now based around placement.

In terms of this reporting, it will be provided on a DEA-by-DEA level. If I could get that clarification. I'm just looking forward to the day when MLAs will be able to look up their own community or communities' DEA and see how they're performing in terms of placement, progression, and retention. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, it's going to be a little bit of a mix on some... . It's going to be reported in our annual report on a regional basis and/or by DEA. This is to have privacy in mind. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wonder if the minister can explain around the privacy issue a bit more. The more information that we can place in the hands of the public or legislators the better. I kind of understand the privacy issue, but if he could just elaborate a bit on it. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I think, generally, it's to do with, for example, if a community has two high school students in grade 11 and it's easily identifiable, so we wouldn't report on that *per se*, but if I can have Ms. Madekufamba elaborate further, Mr. Chairman.

Chairman: Thank you. Ms. Madekufamba.

Ms. Madekufamba: Thank you, Mr. Chairman. Further to the example that the minister just gave, if we're speaking about the number of grade 12 graduates and there is only one grade 12 graduate in Grise Fiord, for example, if we provide that statistic, you can tell who the person is just because of how small the community is and the fact that there is only one student. By getting this information aggregated either by DEA or by region, it makes sure that when there are schools that have only one or two graduates, even three, we're able to maintain the privacy and the confidentiality of that information of those students. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Just one last question on this clause, they will be reporting on the assessments as well as the placement, progression, and retention. How would students be captured in the event that they skip a grade? Would that be considered a progression and is it something that... ? I

realize it's not too common, but it could be useful to track that in terms of also considering the needs of maybe students who are not being challenged enough by the curriculum, the students who have potential to... I'm not sure what the term is, but students who are of higher academic achievement and who do need to be challenged by the curriculum in their grade level. How would skipping a grade be captured? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. It could be reported through the annual report if they do advance further and skip a grade within the privacy provisions considered. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main, you're good? Okay. Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would just like to continue on with Mr. Main's questions in relation to the protection of privacy. Under 13(1), reporting on student assessment and progression, Mr. Main had asked if this information will be provided to each individual DEA. I believe, if I heard correctly, the response was "wherever applicable, as long as it would not breach any individuals' privacy." My question is: what exactly would be the threshold to withhold any particular information from a DEA? Ms. Madekufamba, I believe, gave an example of one student in Grise Fiord or two grade 12 students or maybe even three. I was wondering if we can get a more defined figure. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Sorry, just to clarify, this clause is in relation to an annual report that I would table into the House, or the minister of the day, and the DEAs do already have information on the assessments of their students. This is for tabling purposes. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for that clarification, minister. Maybe I'll just rephrase my question. In the annual report, wherever possible, the minister will include DEA-specific information but will withhold it in order to ensure protection of privacy. In that annual report, can the minister give an example or a specific threshold where the minister will withhold DEA-specific information within this annual report? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If you will allow me a minute.

Thank you, Mr. Chairman, for your patience and the committee. I'll have Ms. Madekufamba explain it. I tried to wrap my head around it, but I couldn't. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Madekufamba.

Ms. Madekufamba: Thank you, Mr. Chairman. I think I'll just start by explaining that. Under 77.1, subclause 1, each of these different statistics is going to be aggregated differently. When you look at a) and you look at the Nunavut-wide assessments, these ones will be given to the Legislative Assembly according to each DEA and separately for each grade level, whereas when you have it for the number of grade 12 graduates, it will be not by DEA but by region. Each of these statistics will be presented differently from a) to d).

We won't be withholding any DEA-related information, but let's say, for example, we had only one person graduate in all of Qikiqtani, that's when this clause comes into place where you're trying to protect the privacy because there's just such a small number. Even though we have already aggregated it by such a large group already, we have tried at least to, then this provision would allow us to be able to still cater to the Access to Information Act to make sure that we are not breaching student confidentiality.

I hope that explains it a little bit more. Thank you, Mr. Chairman.

Chairman: Thank you. Clause 32.1. Agreed?

Some Members: Agreed.

Chairman: Clause 33. Agreed?

Some Members: Agreed.

Chairman: Clause 34. Agreed?

Some Members: Agreed.

Chairman: Clause 35. Agreed?

Some Members: Agreed.

Chairman: Clause 36. Agreed?

Some Members: Agreed.

Chairman: Clause 37. Agreed?

Some Members: Agreed.

Chairman: Clause 38. Agreed?

Some Members: Agreed.

Chairman: Clause 39. Agreed?

Some Members: Agreed.

Chairman: Clause 40. Mr. Main, do you have a question on clause 40? Go ahead, please.

Mr. Main (interpretation): Thank you, Mr. Chairman. Perhaps if we can provide our visioning of everything written down and maybe this is one of the most contentious issues within the proposed legislation.

(interpretation ends) I guess I'll start with a very general question to the minister. I'm seeking an opinion, so I guess he could always choose not to answer, but in the minister's opinion, why has this subject of language of instruction attracted so much attention and debate? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I would have to say that it's in relation to the thought of losing our language and how personal that is. I think that's why it has garnered so much attention. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) This language of instruction, these clauses on language of instruction, we did a lot of work in terms of analyzing what is included in here and what the actual plans were and close scrutiny of the department's plans. I'm personally satisfied with the way things have been presented.

In terms of making sure that we're not delaying anything on the language of instruction and increasing the amount of Inuktitut education in the school, is there anything in these clauses that limits a school from providing Inuktitut language instruction? Let's say if you had a school where there's a really strong base of Inuktitut-speaking educators and the DEA says, "I think we can deliver this up to grade 10," I know the curriculum and resources play into that, but basically my question is: would they be handcuffed by these clauses here on language of instruction in that hypothetical situation? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe that his question would be answered under the schedule through regulation. There are provisions of Inuit language

instruction that says under Part 7, “Nothing in this Schedule or the regulations is to be interpreted as

- (a) preventing Inuit Language instruction in any grade; or
- (b) affecting the operation of Part 4 of this Act or section 8 of the *Inuit Language Protection Act...*”

In a nutshell, we’re not saying it’s against the law. It’s not against the law to teach the Inuit language at any grade level. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) The schedule to which the minister refers, which goes to section 43 of the bill or clause 43...I apologize for jumping ahead, Mr. Chairman. We have covered this and gone through it many times, but I think it’s important to get this clarified and put on the record.

In the schedule it only specifies Inuit Language Arts, so Inuktitut as a first language, Inuktitut as a second language, Inuit Language Arts, Inuinnaqtun. If I pick up this bill and I’m somebody from the public and I look at this and I say, “Oh my goodness, that’s all they’re going to do for Inuktitut language is language arts, language arts, and language arts?” Would that be an accurate statement to make, to say that there will be no more Inuktitut instruction in the school other than language arts or is that something that is not actually accurate to say? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. That’s inaccurate to say. There are curriculum pieces that we’re continuing to build and develop but first we are focusing heavily on the Inuit language arts component cause a student really needs to know the language in order for them to learn a different subject.

So I think that’s where the language needs to come first before the other subjects are covered. And just further to that. Last November we did share that implementation plan that would cover all the subject areas other than language arts.

It’s going to take time, no doubt and a great amount of effort and resources, not just human capacity but financially too, we’ll have to really hone down on in order to implementing this over the course of the 20 years. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess my last question on this is, I mean we could spend all day just on this schedule, right, and still have important conversations or questions to ask but my last question is about dialect and committee members had interesting discussions on this subject. For example, Sanikiluaq dialect is very different than Arviat dialect and you know, all over.

So, I wonder if the minister could explain a bit around the work on an educational dialect which I understand is it, is kind of a foundation for development of resources but can the minister explain how the educational dialect is intended to work with varying dialects across Nunavut? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Our department engages with the specific committee that deals with the educational dialect and they involve educators, linguists and Inuit Uqausinginnik Taiguusiliuqtiit, if I'm not mistaken but the whole intent around this is so that the learning material that's being developed, it's all the same.

However, we do recognize there are multiple dialects in our territory and for the purpose of learning we need to use one standard that can be used across the board. However, locally individuals in schools can apply their own local dialects as the case may be.

I know this year, on a parallel level for English, let's say, we have different words for automobile, vehicle, car but it's all the same thing and if we have the alphabet, the English down pat and we know what everybody is talking so it's the same thing that we want to apply in the Inuit languages, along the same line. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Clause 40. Agreed?

Some Members: Agreed.

Chairman: Clause 41. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Clause 41 is important, as well, in terms of the annual report. I'm really looking forward to seeing the first reporting on these items laid out on subclause 7, here, sorry, the items laid from A-G and it appears to be a list of indicators that would really give a good picture of what the capacity is around delivering Inuit language instruction, the implementation of it, the actions taken by the minister. So my question is when can we anticipate the first reporting under this clause to be brought forward. (interpretation) Thank you, Mr. Chairman.

Chairman: Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Can you give me a minute. Thank you, Mr. Chairman. I believe it would be next year or maybe Ms. Okpik can take this one if you allow Mr. Chairman.

Chairman: Thank you. Ms. Okpik please go ahead.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) So for these sections the coming into force date for language of instruction will be a bit differently.

The goal is for implementation in July. So it would be one full year from July 2021. So it would be the following year after that.

So we were going to be working with all our education stakeholders on the regulations piece for language of instruction and the inclusive education piece as well too. So those coming into force dates if the Bill receives assent this week then the both pieces would come into force July 2021... ? July 2022. Now I'm confused.

>>*Laughter*

2021 yeah. Thank you.

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

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) And so under C where it says the current state of the development of curricula, teaching materials and training programs in the Inuit language that goes to the implementation plan that has been presented to the committee.

And as I understand it that the development of curriculum, teaching materials and training programs that's almost entirely within the Department of Education. I'm not sure if training programs refers to NTEP program.

So if I could just get a clarification how old this reporting be tied back to the goals that are set out in the timeline that are set out in that implementation plan. I hope that's a clear question. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I believe so. Basically the schedule that's outlined in our implementation plan up until 2039. It would have to be progressively implementing at that rate on a year to year basis and keeping in mind what are levels are at but trying to fill that gap on a year to year basis. Thank you, Mr. Chairman.

So it would show on a year to year basis what we are trying to get at and where we're at. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Main.

Mr. Main: Thank you, Mr. Chairman. And from where I sit as a regular member I think this is very important because I don't think it would be appropriate to simply take the implementation plan that the department presented to us last year and then say "Okay, well that is going to happen now, it is in the plan."

It is up to I think both sides of the House in the future to make sure that the goals are being met and that things are progressing, and if things are not moving the way they should be, to make sure that there is additional resources provided to make sure that the curriculum is being developed, teaching materials and training programs are being developed and on the teaching materials in particular, I have heard directly from educators in both my communities who struggle to piece together their own resources.

So I guess my last question for the minister is, in terms of developing teaching materials in Inuktitut that would be available to teachers all across the territory, how much of a benefit does the minister anticipate that being, in terms of strengthening Inuktitut language instruction? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. The... . Excuse me. The training and development would be part of the implementation plan for this and we do have work that is ongoing and we have built some capacity around teaching resources such as the Titiqiriniq Program that has been very celebrated by many of our educators across the territory. We will continue building on those successes and aim high.

The... . I think the teaching material resources, that side of things, we will need those curriculum developers and resource developers who are going forward on top of the teaching the teachers that will be needed to deliver those services in the schools.

So there is a two-pronged approach that we will have to take on that and I agree with the members and in that it will take both sides of the House to ensure that these provisions are going forward in the direction that we want, but I guess I can add to that we will need Nunavummiut to step up to the plate on if we want a bilingual education system there is a great need for Inuit teachers, Inuit resource developers and all the things that surround those. Thank you, Mr. Speaker, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Clause 41. You have questions on Clause 41? Mr. Qamaniq, please go ahead.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. As part of the question that was brought up by my colleague on 7(c). The current state of the development of curricula teaching materials and training programs in the Inuit language.

As the Member for Kugluktuk stated, this was the first time that I have heard him using his Inuinnaqtun language as Kitikmeot has their own unique language and so does the Kivalliq and also Baffin.

We in the future we would like to see the usage of their distant dialects in the schools. Did you want to have a discussion first? At that time when there was the Divisional Board of Education when there were divisional boards in both the Kitikmeot and Baffin or in Kivalliq. It went extremely well that time.

If this bill should go through are you going to be setting up a curriculum developers in the Baffin, Kitikmeot and Keewatin to produce those curriculums because that seems to be the intent under that bracket and as we indicated earlier you talked about a unified writing system and I will want to touch upon this further. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. With the curriculum development, it has started but we will have to work further. We have an organization under the Department of Education that produces curricula to be used in Nunavut and recognizing the distinct dialects of the communities we're trying to make it adjustable to all of Nunavut but we will have to develop a plan and also attach monies to get those programs going.

We currently have curriculum developers but we will have to identify them. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. The Inuit identified here and the minister seemed to have said that they are looking at a unified writing system in the future. Did I understand that correctly that once you start developing those curriculums that you will be using that unified writing system? Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): My apologies. When I say unified, I'm talking about the new orthography and I don't know whether it's *qaliujaaqpait* or *qaniujaaqpait*. So, when you're producing those curriculums are you going to be using the Syllabic writing system or are we talking about Roman Orthography? Thank you, Mr. Chairman.

Chairman: Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. We would have to look into it. For example, Inuit language authority will have to be consulted. With the current curriculums that we are using, we are using both the Syllabics and the Roman Orthography and with the reading materials including Inuinnaqtun we have produced 250 reading materials in Inuinnaqtun and we would like to see additional books being created. Thank you, Mr. Chairman.

Chairman: Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. Should this go through and are you going to do and you're going to be doing a review every five years and if this should go through and if this writing systems don't go as planned can we urge the government to please implement what is in the Act. That is for now, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Yes, should this Bill go through and from 2008 and we have been working on the Education Act and there was a requirement to review it every ten years. That would stay on and this will have to be required to be reviewed every five years.

Chairman: Thank you, Minister Joanasié. Clause 41. Agreed?

Some Members: Agreed.

Chairman: Clause 42. Agreed? On clause 42, Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. So, Clause 42 is in relation to section 28 which is the phased in implementation approach taken by the department and 28 (1) and 28 (2) are clear and precise. My questions are in relation to 28 (3), (4) and (5). And Mr. Chairman, I guess my first question will start with 28 (3) order for full implementation.

And, this is a fairly significant clause and it states the Commissioner and the Executive Council on the recommendation of the minister may by order repeal a number of items listed in A through D. And, A is in relation to the annual report and B is related to this entire section and so, I guess my first question is what is the intent of incorporating this Clause 28 (3)? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I am going to ask for another witness to come into the Chamber, Mr. Chairman. Thank you.

Chairman: Thank you. Does the committee agree another witness to appear before you?

Some Members: Agreed.

Chairman: Thank you. If the witness could please go to the table please and for the record Minister Joanasié if you could introduce your official please? Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. To my left is Thomas Ahlfors who is the Acting Director of Legislation at the Department of Justice. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Chairman. So, the purpose of the clause is really that there is a lot in this current Act that deals with a phased implementation of the language of instruction requirements.

But, obviously the end goal is that one day probably in about 20 years which is in accordance with the schedule. The Department of Education will be able to fully implement the bilingual education requirements of the Act. At that point there is no longer any requirement to phase in because it has already been phased in and so that time an order could be made to basically get rid of all the provisions that deal with phasing in because the department has at that point ready for full implementation of the bilingual education provisions of the Act. Thank you, Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. And thank you Mr. Ahlfors for that explanation. So as you put in and as I understand that this order to repeal these phased in clauses would only be utilized once full implementation has been achieved.

Now I just wanted to confirm that that would be the only case in which this clause would be utilized because as I'd see it item (a) the annual reporting listed under paragraph 25-7 (d) which is capacity to provide instruction in the Inuit language of instruction in the education system including details for any increase or decrease in capacity and the reasons for any decrease in capacity.

Repealing that specific section prior to full implementation could cause significant... I can't find the word I'm looking for. But I just would like to clarify that this clause will only be utilized once full implementation is achieved and will not be used as a means to bypass the phased in targets. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. If you allow Mr. Ahlfors to reply. Thank you.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Chairman. So that's correct. The intent really is for it to be at full implementation and as you can see from 28 (4) if you do make such an order it would have to apply to every single one of (3 a b c and d) so the effect would be that you know if someone were inclined to try to make such an order prior to full implementation what would happen is that the government would be in immediate obligation to have full implementation and could be perhaps ordered to do so by a court and so it would be highly inadvisable for a government to proceed to such a repeal prior to being able to fully implement the language of instruction provisions. Thank you, Chairman.

Chairman: Thank you. Clause 42, agreed?

Some Members: Agreed.

Chairman: Clause 43, go to Schedule on page 44. Schedule, do members agree to the schedule?

Some Members: Agreed.

Chairman: I heard 3. Do members agree?

Some Members: Agreed.

Chairman: Thank you. Clause 43, agreed?

Some Members: Agreed.

Chairman: Clause 44, agreed?

Some Members: Agreed.

Chairman: Clause 45, agreed?

Some Members: Agreed.

Chairman: Clause 46, agreed?

Some Members: Agreed.

Chairman: Clause 47, agreed?

Some Members: Agreed.

Chairman: Clause 48, agreed?

Some Members: Agreed.

Chairman: Clause 49. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. So we're now onto the topic of inclusive education, which is again a topic where we had a lot of digging and discussion.

In terms of this clause, we're on 49 and identification of needs. It says 43 subclause 1, a teacher shall in accordance with the directions of the minister assess each student. In terms of, again, trying to understand the nuts and bolts of this and how it will roll out, can the minister explain what it means for a teacher to assess a student? Does it mean that they have to sit down and test them in some way or is this assessment done during the course of normal instruction in the school? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasié: Thank you, Mr. Chairman. This clause also allows for not just the teacher but the school team to have input into this assessment. Thank you, Mr. Chairman.

Chairman: Thank you. I'm not sure if you got that. They were on the wrong channel for the translation. You're okay, Mr. Main? I wonder if the minister could repeat his answer, please. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Although this clause states that the teacher shall do the assessment, it does allow flexibility for the school team to have a part in this assessment. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Subclause 3 on the next page, page 16, under Request for assessment, it says that a parent can, in writing, request an assessment of the student, right? How are parents supposed to know about this right, that you have a right to have your child assessed to see if they have needs that they need to be considered under inclusive education provisions? Does that tie back to the DEA engagement with parents and the community? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. It would likely involve some level of involvement from the district education authorities, but if a parent is concerned about their child's assessment, then they would want to see something, let's say, their individual student support plans. They can do so and this is also to make it clear that well, if it's here in the Act, then we would communicate what the implications are out to the public on what this means for parents, what this means for students and the school community. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess I'll just end with a general question in terms of inclusive education and individual student support plans. Looking at the system as a whole, how important in the minister's opinion is it that the students who need it have these individual student support plans to ensure that they can benefit as much as possible from the education system? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. Well, if there's a need for any of our students and it's identified and spelled out through the individual student support plans, then I think that's where we can try to address those needs based on that and work with

all involved and making sure the supports are there and if resources are needed, then we advocate for those resources. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasie. We are on clause 49. Agreed?

Some Members: Agreed.

Chairman: Thank you. Clause 50. Agreed?

Some Members: Agreed.

Chairman: Clause 51. Agreed?

Some Members: Agreed.

Chairman: Clause 52. Agreed?

Some Members: Agreed.

Chairman: Clause 53. Agreed?

Some Members: Agreed.

Chairman: Clause 54. Agreed?

Some Members: Agreed.

Chairman: Clause 55. Agreed?

Some Members: Agreed.

Chairman: Clause 56. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) This is the clause that refers to the review board that would provide some oversight on the inclusive education provisions. It's very technical in terms of how it's supposed to roll out. In terms of, again, trying to understand the real-world implications of this, in the event that there's a parent who requests a review by a review board, is it the expectation that that review board will be already constituted and ready to go? Would you have a group of people on the review board ready to participate or would that be something triggered by the request for a review? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I'll just talk in general terms first, but I'll refer it to Mr. Ahlfors. This amendment, along with many others in this bill, aligns

with recommendations from the special committee on clarifying inclusive education and how it's applied in our schools, but if you can allow Mr. Ahlfors to elaborate, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Mr. Chairman. Just to explain the mechanics, it is a little bit later in the bill, it's in clause 57, but basically at the top of page 23 it provides that "The Minister shall establish and maintain a list of potential members..." There's going to be basically a list of members for the potential review boards and once there's a request, then that list is utilized to create...some members of that list are used to create a review board for the specific request. There are basically members ready, but it's not a board that's constituted until there's a request. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I'll ask a similar question to what I asked earlier. Given that this is so technical and parental involvement in the school system is already quite challenged in some cases, how would this right or this process be communicated to parents? Would it be a brochure that accompanies a report card? I'm just trying to understand in terms of making people aware of the rights that they have under this new system. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. That's a very good question. I can't picture what exactly it would look like, but we would also have a separate communication plan going out to schools, to the community, but I don't have a specific detailed or if it would be a brochure or a video or what have you. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Under subsection 2 on page 21 where it says, "A request for review under subsection (1) must" be made in writing, but it does not have to be in any particular form, I like that in terms of it has to be in writing, but it doesn't have to be a formal letter. If a parent approaches the DEA and says, "I want to request a review of my child's individual student support plan," they could literally just write that on a piece of paper right there and then and say, "I want to request a review," and sign their name and that would be sufficient, just if I could get confirmation of that. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Yes, that's the intent of that clause. Thank you, Mr. Chairman.

Chairman: Thank you. We're on clause 56. Agreed?

Some Members: Agreed.

Chairman: 57. Agreed?

Some Members: Agreed.

Chairman: 58. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Where it refers to annual report on 51(2), again just to confirm, is this going to be a separate annual report on inclusive education or is it the department's intention that this will be rolled into the larger annual report of the department? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you. If you give me a second.

Thank you. This is to allow for principals to report to DEAs on inclusive education three times per year, if I'm not mistaken. Thank you, Mr. Chairman.

Chairman: Thank you. We're on clause 58. Agreed?

Some Members: Agreed.

Chairman: Clause 59. Agreed?

Some Members: Agreed.

Chairman: Clause 60. Agreed?

Some Members: Agreed.

Chairman: Clause 61. Agreed? Just a minute. Do you have a question? Mr. Main, I need you to move from your chair. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. I don't really understand this one thing, so I'm asking a question about it. It's sort of in Inuktitut, but it's not my dialect. It says, "*Inuksiutiliriji*".

Can the minister explain to me what it means? It's under section 102(1). Can the minister explain to me what that means? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Following the current *Education Act*, it is written as an elder *inuksiutijiriji* or an adult *inuksiutiliriji*. The term “inuksiutiliriji” would be a person who is quite capable about Inuit traditions or language and be an Inuk. They are recognized as *inuksiutilirijiit* by the local district education authorities and can teach lessons in the school. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Qirngnuq.

Mr. Qirngnuq (interpretation): Thank you, Mr. Chairman. In thinking about this matter, and in looking at Nunavut as a whole, many different dialects exist within our regions.

And the fact that this is under development, and with the completion of the work approaching, are there specific Kitikmeot, Kivalliq and Baffin dialects that may be used in that context? Here I am using the Department of Education as the example here, so that is my question. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Qirngnuq. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. With this legislation currently worded as it is, we are keeping the language as written and as an example, when referring to an *inuksiutilirijiit* position, no matter where it may be.

Perhaps, yes, if the Kitikmeot dialects are not used, albeit for this reasoning, we would look at a Nunavut-wide approach in terms of school operations, especially when referring to cultural programming workers, who are called *inuksiutilirijiit* so that everyone will know and understand the term. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Keyootak.

Mr. Keyootak (interpretation): Thank you, Mr. Chairman. I too wanted to ask for clarification on the usage of the term, but my colleague asked about it partially. The use of this term *inuksiutilirijiit* is a bit confusing, because of dialectal differences.

Was there any further consultation about this particular term, and how best to enact terminology in this case? Or did you have the Taiguusiliuqtit look into this term to see if we can improve it?

When some older people hear *inuksiutilirijiit*, and this applies especially in my dialect, it's talking about country food or Inuit food. Maybe there's another term that can be applied to that term? Didn't you have any other words to choose from? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. Thank you for asking that. From my understanding, it was written like that in 2008 in the *Education Act* and it's always been written like that. I don't know if the Inuit Language Authority was asked to work on that when the term was being recognized. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Mr. Chairman, are we on 63? Oh, sorry. I'll come back.

>>Laughter

Chairman: Thank you. We are on Clause 61. Agreed?

Some Members: Agreed.

Chairman: Clause 62. Agreed?

Some Members: Agreed.

Chairman: Clause 63. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. In clause 63(2) it states that a district education authority, if they wish to, may employ an *inuksiutiliriji* to assist in the instruction of the lessons...why is it written like that? Won't all DEAs need one? I think it should be written as "shall" not "may".

So, it basically states that if you want to have an *inuksiutiliriji* you can have one. If you don't want to have an *inuksiutiliriji* then you don't need one. I think it's too open. Can the minister explain why it is written like that? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you. The District Education Authority in the communities, we want to give them an opportunity if they want to get an *inuksiutiliriji* to work for them then they will ask for it, they would ask for it in any community.

The onus is to find a capable skilled Inuk who is both proficient and knowledgeable in either Inuit culture, language and traditional food preparation and the local DEA would be able to identify the "professional" so to speak, as they will identify the people who have the capacity, and what role or subject matter they may want them working on. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. In the (3) it is under (a), it states that if the person is not an *inutsiutiliriji* they can recommend to the Minister that the person be certified as an *inutsiutiliriji*?

I do not really understand that reference to this terminology. Can you clarify or elaborate further on what position would not fall into the category of *inutsiutiliriji* and whomever is not *inutsiutiliriji* can be provided with certification by virtue of the minister's empowerment?

Can you please explain that? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. To explain it further, in a particular community, like we all have schools in the communities and each school has staff and if they are going to choose one of the staff as *inutsiutiliriji* within the school, the local DEA must recommend to the Minister to authorize a certification via correspondence with the minister's office.

We, the DEA want this person certified as an *inutsiutiliriji* and that would be clarified by the letter on what area they are requesting the certificate in, and this is listed as a power under the legislation. Thank you.

Chairman: Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. Finally under (4)(b), if the person is an *inutsiutiliriji*, and they are certified but require an update, would the staff person with the certification be able to get a higher level of being an *inutsiutiliriji* or any individual that isn't certified to be properly certified? Can the minister clarify this section, please? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, so yes, this would also help to clarify any discrepancies, as they can have multiple persons who are certified as *inutsiutiliriji* in the different categories.

Once the local DEA identifies up to five different people, perhaps one is skilled in igloo-building, while another has the expertise in traditional food preservation techniques, and the *inutsiutiliriji* would be recognizing their specific skillsets through this certificate. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Kaerner.

Mr. Kaerner (interpretation): Thank you, Mr. Chairman. You just stated...I just have one question while we're on this clause. The local DEAs will be able to appoint one

person or two people? One person would be an expert in Igloo building and another would be a sewing expert. How many can they appoint? That's my only question. Thank you.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. The local district education authority can appoint a person that they feel can do it and the *inuksiutijiriji* can have different certifications if the DEA wants it that way. Thank you, Mr. Chairman.

Chairman: Thank you. We are on clause 63. Agreed?

Some Members: Agreed.

Chairman: Clause 64. Agreed?

Some Members: Agreed.

Chairman: Clause 65. Agreed?

Some Members: Agreed.

Chairman: Clause 66. Agreed?

Some Members: Agreed.

Chairman: Clause 67. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) The standardized school calendars which will be developed so that there will be three calendars to choose from, from each region, again, in terms of the rollout, is it anticipated that if this bill is passed and assent is received, then would it be applicable starting immediately the next school year and the fall of 2021? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe coming into force on this one might be set at a little later in terms of we would have to do a bit more consultation on the rollout. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) I guess my last question is just a confirmation of the reason for the need to have common calendars within regions because it was put forth that DEAs should have freedom as to what

calendar they want to set, but in terms of the reasoning behind the need for shared calendars that the minister will make available. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I appreciate this question. There was quite a bit of discussion with different stakeholders and it was brought up in the public consultations as well around DEAs wanting the authority on when they start and end their calendars. In terms of having three options being provided per region, this would allow for some streamlining and standardizing in terms of setting the calendar, for example, professional development or teacher orientation programming, as well as on the other end for high schools, particularly when there are exam schedules. We don't want a huge gap between when the school year ends and when the exams are taking place, as an example. Thank you, Mr. Chairman.

Chairman: Thank you. We are on clause 67. Agreed?

Some Members: Agreed.

Chairman: Clause 68. Agreed?

Some Members: Agreed.

Chairman: Clause 69. Agreed?

Some Members: Agreed.

Chairman: Clause 70. Agreed?

Some Members: Agreed.

Chairman: Clause 71. Agreed?

Some Members: Agreed.

Chairman: Clause 72. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Clause 72 is repealing and replacing section 136 of the current consolidated *Education Act*. My first question, as this particular clause is in relation to vulnerable sector checks for DEA members, I was curious: when does the minister expect this to come into effect? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I thank the member for his question. I think the amendment, this provision, I think it has to do with correcting an error from the 2008 *Education Act*. It sets a requirement that a criminal record check be no older than three years at the time that it is submitted instead of three months or as was intended, but if I can have Mr. Ahlfors add on, Mr. Chairman. Thank you.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Mr. Chairman. The requirement is upon being elected, upon being re-elected, or otherwise becoming a member, so there are some appointment provisions under the current election system. In effect, the requirement would be immediate but would only apply once there's an election, re-election, or an appointment as a member. That's when you have to provide this.

However, the disclosure provision in sub 2, which is if something happens, that would be an immediate requirement. If this were to receive assent this week, for example, and someone commits something next week, well, then they would have the obligation to disclose immediately. The disclosure obligation would be an immediate obligation. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would like to thank the minister for including this clause to expand section 136 of the current consolidated Act, which was more a voluntary disclosure to the minister of any criminal records. I would like to thank the minister for strengthening this and making it a requirement more than a voluntary action. I would just like to get the minister to confirm that upon the next DEA election, the minister will require every single member to submit vulnerable sector checks. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I believe the Act would apply and just further to that, we know some individuals do have challenges in getting their criminal record check or vulnerable sector check in order. However, up until they are in the process of getting that in place, a DEA member that is elected or acclaimed into a position would have to be accompanied along with someone from the school if they're going to be in the school. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. We are on clause 72. Agreed?

Some Members: Agreed.

Chairman: Clause 73. Agreed?

Some Members: Agreed.

Chairman: Clause 74. Agreed?

Some Members: Agreed.

Chairman: Clause 75. Agreed?

Some Members: Agreed.

Chairman: Clause 76. Agreed? Clause 76, Mr. Lightstone? 75? Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would just like to seek clarification from the minister on one small item, clause 75(f), and I believe this section is in relation to language of instruction at the French school, I believe. 75(f) states, “if applicable, no language other than French may be used as the underlying language in teaching the Inuit Language in accordance with paragraph 8(5)(a).” I would just like to seek clarification on the minister. Why was this section incorporated into the bill? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If you can have Mr. Ahlfors respond on this. Thank you.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Mr. Chairman. The purpose here is a concern that was raised by the French school board and sort of flows from the right that the French school board has in the Constitution, in the charter. The idea here is that when teaching the Inuit language, you can of course use the Inuit language. If the students are at a level where teaching can be done completely in the Inuit language, that’s fine, but if you need to use another language to sort of explain it or for example, for beginners, then the language that’s used has to be French rather than English and that has to do with protecting the French character of the school, to ensure that the English language is not introduced into the school and that has to do with the charter of rights that are afforded to French rights holders under the charter. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. I would just like to seek further clarification on this clause. Could it be used in any formal way to prevent Inuit language of instruction within the French school here in Iqaluit? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. If I can again have Mr. Ahlfors respond. Thank you.

Chairman: Thank you. Mr. Ahlfors, please go ahead.

Mr. Ahlfors: Thank you, Mr. Chairman. No, the French school or any other French school in the territory in the future will have an obligation to teach the Inuit language and this cannot be used as an excuse. It is a legal requirement and so they have to find one way or another of fulfilling that legal requirement. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Just to further elaborate on that question, so currently every DEA is struggling to find bilingual teachers to teach Inuit Language Arts, and I can only imagine how much more difficult it would be to find a bilingual teacher who speaks both Inuktitut and French. What position would the CFSN be if they were unable to find a bilingual teacher that speaks both Inuktitut and French? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Lightstone. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Again, if I can have Mr. Ahlfors reply. Thank you.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Mr. Chairman. In that case they would be in breach of their obligations and would then have to find solutions for that, for example, teaching someone who speaks French Inuktitut or teaching someone who speaks Inuktitut French in order to be able to fulfill this requirement. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Lightstone.

Mr. Lightstone: Thank you, Mr. Chairman. Thank you for your response, Mr. Ahlfors. Now, in the event that this did occur and the CSFN was in breach of the Act, would there be any consequences? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. Of course there would be consequences. It would depend on the situation. If I can have Mr. Ahlfors again reply on this. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Ahlfors.

Mr. Ahlfors: Thank you, Mr. Chairman. I think the initial response would be to say that the Department of Education would get as involved as it could to try to help the French school board to resolve the situation, but if the situation becomes sufficiently dire, a parent of a student who finds that the rights of the child are being violated as far as not

being taught the language could potentially even go to court against the French school board to have the court find a solution to the problem if they feel that the school board is not doing enough to fulfill these requirements. Thank you, Mr. Chairman.

Chairman: Thank you. We are on clause 75. Agreed?

Some Members: Agreed.

Chairman: Clause 76. Agreed? I heard one. Clause 76. Agreed?

Some Members: Agreed.

Chairman: Clause 77. Agreed?

Some Members: Agreed.

Chairman: Clause 78. Agreed?

Some Members: Agreed.

Chairman: Clause 79. Agreed?

Some Members: Agreed.

Chairman: Clause 80. Agreed?

Some Members: Agreed.

Chairman: Clause 81. Agreed?

Some Members: Agreed.

Chairman: Clause 82. Agreed?

Some Members: Agreed.

Chairman: Clause 83. Agreed?

Some Members: Agreed.

Chairman: Clause 84. Agreed?

Some Members: Agreed.

Chairman: Clause 85. Agreed?

Some Members: Agreed.

Chairman: Clause 86. Agreed? Just wait for a minute.

Clause 86. Mr. Qamaniq.

Mr. Qamaniq: I'm sorry; it's clause 87.

Chairman: Okay. We're on clause 86. Clause 86. Agreed?

Some Members: Agreed.

Chairman: Clause 87. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. I want to ask about clause 87, specifically section 191 amendments, and within (b)(2), it has a bullet with another subclause underneath. The one underneath, I apologize, Mr. Chairman, is listed as (c) and the other paragraph under 1(a), replaces two employee positions and was amended to increase to six positions, that I believe are positions that can be created by the DEAs. I believe that the DEAs are listed here.

Mr. Chairman, since it is written in English, I will just paraphrase it (interpretation ends) "Two staff positions with at least six staff positions," (interpretation) the wording (interpretation ends) "at least six staff positions," (interpretation) now if this proposed legislation for Education should be enacted, then does that mean the DEAs can now hire up to six staff positions? Thank you.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. It just emphasizes that at least six would be the minimum. And, it also depends on the Coalition of Nunavut DEA's roles and responsibilities if there is a requirement to have additional staff, we are leaving it open. Thank you Mr. Chairman.

Chairman: Thank you. Mr. Qamaniq.

Mr. Qamaniq (interpretation): Thank you, Mr. Chairman. So, you are leaving it open. The Coalition of Nunavut DEAs should they wish to do so and if they find that they need more staff positions. Would it be up to your department whether to deny or approve their request to have additional staff? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasie.

Hon. David Joanasie (interpretation): Thank you, Mr. Chairman. We would review the matter and we would look at their roles and responsibilities and if there is an immediate need or if there is a need we would look at how additional staff would have an affect

whether we're going to have to increase the budget or to make requests for additional funds or supplementary appropriation as it is the government's behaviour. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Joanasié. We are on clause 87. Agreed? No. Sorry. Mr. Main, go ahead please.

Mr. Main (interpretation): Thank you, Mr. Chairman. In regards to my colleagues questioning when could the Coalition of Nunavut DEAs asks for additional staff. Would it be in April at the beginning at the new fiscal year? Well for example, they're asking for two additional staff for the upcoming year. When would be the time that they would make that request for additional staff? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Joanasié.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. If it is on in an annual basis we would probably be looking at June/July where we start planning for the school year, the upcoming school year. And we also look at monies to fund whatever programs we are looking at. Thank you, Mr. Chairman.

Chairman: Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) So, these proposals or the proposal from the Coalition of Nunavut DEAs like there would be process where that interaction is defined.

My question is or I am trying to confirm that if the Coalition of Nunavut DEAs puts in a request to the Department of Education that it won't be considered an unsolicited proposal, that it will be recognized as ok they have the right to request this additional position or positions and so, I am just looking for a confirmation on that. (interpretation): Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasié.

Hon. David Joanasié: Thank you, Mr. Chairman. I can confirm that. Thank you.

Chairman: Thank you. I have another name in my list, no, never mind he does not have a question now. We will continue. Clause 87. Agreed?

Some Members: Agreed.

Chairman: Clause 88. Mr. Main.

Mr. Main (interpretation): Thank you, Mr. Chairman. (interpretation ends) Under subclause 2 here, 192(2), Information from district education authorities, so this is when the DEA coalition is preparing their annual report and it says, "District education

authorities shall provide the DEA Coalition with any information it requires for the purpose of preparing the report...”

I’m just looking at it from the position of a district education authority where maybe they have a lot on their plate already, they have a lot of responsibilities, and this has the potential to burden them further in terms of if information requests are, let’s say, excessive and where it says “with any information it requires.”

My question is: why was there no consideration to putting language like reasonableness or trying to consider the scenario where DEAs could be unable to meet the requests for additional information? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Main. Minister Joanasie.

Hon. David Joanasie: Thank you, Mr. Chairman. I believe that clause makes it open in that the DEA can...well, looking at the list under 192(1)(c), there’s a list there that the DEA would report on to the coalition in some fashion and then the coalition would then look at it from the Nunavut-wide perspective and present the report to us for... . The intent would be for me to table the coalition’s reports on an annual basis. Thank you, Mr. Chairman.

Chairman: Thank you. We are on clause 88. Agreed?

Some Members: Agreed.

Chairman: Clause 89. Agreed?

Some Members: Agreed.

Chairman: Clause 90. Agreed?

Some Members: Agreed.

Chairman: Clause 91. Agreed?

Some Members: Agreed.

Chairman: Clause 92. Agreed?

Some Members: Agreed.

Chairman: Clause 93. Agreed?

Some Members: Agreed.

Chairman: Clause 94. Agreed?

Some Members: Agreed.

Chairman: Clause 95. Agreed?

Some Members: Agreed.

Chairman: Clause 96. Agreed?

Some Members: Agreed.

Chairman: Clause 97. Agreed?

Some Members: Agreed.

Chairman: Clause 98. Agreed?

Some Members: Agreed.

Chairman: Clause 99. Agreed?

Some Members: Agreed.

Chairman: Clause 100. Agreed?

Some Members: Agreed.

Chairman: Clause 101. Agreed?

Some Members: Agreed.

Chairman: Clause 102. Agreed?

Some Members: Agreed.

Chairman: Clause 103. Agreed?

Some Members: Agreed.

Chairman: Clause 104. Agreed?

Some Members: Agreed.

Chairman: Clause 105. Agreed?

Some Members: Agreed.

Chairman: Clause 106. Agreed?

Some Members: Agreed.

Chairman: Clause 107. Agreed?

Some Members: Agreed.

Chairman: Clause 108. Agreed?

Some Members: Agreed.

Chairman: Clause 109. Agreed?

Some Members: Agreed.

Chairman: Clause 110. Agreed?

Some Members: Agreed.

Chairman: Clause 111. Agreed?

Some Members: Agreed.

Chairman: Clause 112. Agreed?

Some Members: Agreed.

Chairman: Clause 113. Agreed?

Some Members: Agreed.

Chairman: Clause 114. Agreed?

Some Members: Agreed.

Chairman: Clause 115. Agreed?

Some Members: Agreed.

Chairman: Clause 116. Agreed?

Some Members: Agreed.

Chairman: Clause 117. Agreed?

Some Members: Agreed.

Chairman: Clause 118. Agreed?

Some Members: Agreed.

Chairman: Clause 119. Agreed?

Some Members: Agreed.

Chairman: Clause 120. Agreed?

Some Members: Agreed.

Chairman: Clause 121. Agreed?

Some Members: Agreed.

Chairman: Clause 122. Agreed?

Some Members: Agreed.

Chairman: Clause 123. Agreed?

Some Members: Agreed.

Chairman: Clause 124. Agreed?

Some Members: Agreed.

Chairman: Clause 125. Agreed?

Some Members: Agreed.

Chairman: Clause 126. Agreed?

Some Members: Agreed.

Chairman: Clause 127. Agreed?

Some Members: Agreed.

Chairman: Clause 128. Agreed?

Some Members: Agreed.

Chairman: Clause 129. Agreed?

Some Members: Agreed.

Chairman: Clause 130. Agreed?

Some Members: Agreed.

Chairman: Clause 131. Agreed?

Some Members: Agreed.

Chairman: Do members agree to Bill 25?

Some Members: Agreed.

Chairman: Do members agree to put Bill 25 on the orders of the day for third reading?

Some Members: Agreed.

Chairman: Minister Joanasié, do you have closing comments? Please go ahead.

Hon. David Joanasié (interpretation): Thank you, Mr. Chairman. I also thank the committee. We have been working on this bill for several years now and there have been deliberations on the implementation deadlines. I would just like to thank all Nunavummiut for participating since the bill was introduced and with so many people who have worked on the bill to date, I thank the officials who were here with me, my deputy minister and Mr. Ahlfors. There were many people involved, but the Department of Education and the Department of Culture and Heritage are also connected with the Inuit language, so I thank the officials from those departments.

I would just like to make another comment. (interpretation ends) Mr. Chairman, our education system is always evolving and since the time Nunavut was formed, the *Education Act* from 2008, this *Education Act* is still from that as a product of the 2008 Act and it will continue to evolve going forward. I referenced Inuuqatigiit, the curriculum from an Inuit perspective. That was from the NWT days, but it's still relevant for use today,

We do have foundational documents that were produced, such as the *ilitaunikuliriniq*, dynamic assessment, as well as *inuglugijaittuq*, inclusive education, and of course the Inuit Qaujimajatuqangit Education Framework. All these as well as much more is the foundation and what we will use to continue to work towards a fully bilingual education system and we will need not just myself as minister and the ministers after me but Nunavummiut to participate and parents in order for us to have a strong, robust education system by 2039.

With that, thank you, Mr. Chairman, Nunavummiut, and all our education stakeholders and partners that we have met and have had countless conference calls and meetings publicly and privately. Thank you for all who have been involved. *Qujannamiik, ma'na, koana.*

>>Applause

Chairman: Thank you, Minister Joanasie. On behalf of the committee, I thank you and your staff for the amount of work that has gone into this bill over the past year and a half or so. I would like to also thank the Standing Committee on Legislation for the amount of work that they have put into this bill and scrutinized it and working with you and with the Department of Education on making changes to make it better for our territory, so I thank them as well.

With that, I will ask the Sergeant-at-Arms, if you could please escort the witnesses out. Ms. Angnakak.

Ms. Angnakak: Thank you, Mr. Chairman. I move a motion to report progress. Thank you, Mr. Chairman.

Chairman: Thank you. There is a motion on the floor to report progress. The motion is not debatable. All those in favour. Opposed. The motion is carried. I will now rise to report progress to the Speaker.

Speaker (interpretation): Good evening. Continuing on. (interpretation ends) Report of the Committee of the Whole. Mr. Rumbolt.

Item 20: Report of the Committee of the Whole

Mr. Rumbolt: Thank you, Mr. Speaker. Your committee has been considering Bill 25, *An Act to Amend the Education Act and the Inuit Language Protection Act*, and would like to report that Bill 25 is concluded and is ready for third reading. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) There is a motion on the floor. Is there a seconder?

>>Laughter

Mr. Joanasie.

>>Applause

Okay. The motion is in order. To the motion.

An Hon. Member: Question.

Speaker: All those in favour. Opposed. The motion is carried.

(interpretation) Continuing on. Third Reading of Bills. Minister of Education, Minister Joanasie.

Item 21: Third Reading of Bills

Bill 25 – An Act to Amend the Education Act and the Inuit Language Protection Act – Third Reading

Hon. David Joanasie (interpretation): Thank you, Mr. Speaker. I move, seconded by the Member for Arviat South, that Bill 25, *An Act to Amend the Education Act and the Inuit Language Protection Act*, be read for the third time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. (interpretation ends) The motion is in order. (interpretation) All those in favour. Opposed. (interpretation ends) The motion is carried and Bill 25...

>>Applause

...is ready for assent.

(interpretation) I wish to remind my colleagues. (interpretation ends) A reminder to the members that assent for all the bills will be by written declaration signed by the Chief Justice of Nunavut.

(interpretation) Continuing on. (interpretation ends) *Orders of the Day*. Mr. Clerk.

Item 22: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for February 22, 2021:

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
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. As many of us will be returning to our home communities, I wish everyone safe travels and I am happy that you will be seeing your relatives again. I also wish families a merry Christmas. I know that we will see each other again in 2021 on February 22, as that is the next date for our next session, which is not until 2021.

In addition, I want to firstly voice our appreciation to our interpreters, as in our daily sessions, they provide linguistic services that assist us every day.

>>*Applause*

Thank you. Also, the broadcasters who allow our fellow Nunavummiut to listen to the sittings, and to reveal whom we are to Nunavummiut, and they too work endlessly daily to ensure we are broadcast and they also seem tireless, and because of their skills, we are seen during our meetings.

>>*Applause*

Another group of tireless workers, are our youthful pages who fetch supplies and other stuff for members, and they have ensured that no one ever gets thirsty within this Assembly ever since we were elected several years ago.

>>*Applause*

I especially wish to state the following names:

Alexis Vincent-Wolfe.

>>*Applause*

Alycia Pedersen.

>>*Applause*

And Naullaq Lambe.

>>*Applause*

We are grateful to them all, and I imagine they will be attending school at home, even after the completion of our session. I wish you a hearty goodbye, and we shall see each other for the next events, and further (interpretation ends) this House stands adjourned until Monday, February 22, 2021, at 1:30 p.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 17:06*

Appendix – November 5, 2020



Written Question

Written Question

Date: November 5, 2020

Asked by: Joelle Kaerner, MLA
Amittuq

Asked of: Honourable David Akeeagok, MLA
A/Minister of Family Services

Title: Departmental Grants and Contributions

74-5(2) NOV 5/20

1. How much funding was provided to the Nunavummi Disabilities Makinnasuaqtiit Society by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years?
2. What reporting requirements were in place with respect to funding provided to the Nunavummi Disabilities Makinnasuaqtiit Society by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years?
3. With respect to funding provided by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years, what expenditures were undertaken by the Nunavummi Disabilities Makinnasuaqtiit Society?
4. How much funding was provided to the Rick Hansen Foundation by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years?
5. What reporting requirements were in place with respect to funding provided to the Rick Hansen Foundation by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years?
6. With respect to funding provided by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years, what expenditures were undertaken by the Rick Hansen Foundation?
7. In addition to funding provided to the Nunavummi Disabilities Makinnasuaqtiit Society and the Rick Hansen Foundation, what other grants and contributions were provided by the Government of Nunavut during the 2018-2019 and 2019-2020 fiscal years for the purpose of supporting persons with disabilities?



Written Question

76-5(2) NW 5/20

Date: November 5, 2020

Asked by: Allan Rumbolt, MLA
Hudson Bay

Asked of: Honourable Lorne Kusugak, MLA
Minister of Community and Government Services

Title: Aircraft Charters

1. Broken down by:

- a. Dates of travel;
- b. Purpose of travel;
- c. Number of passengers;
- d. Equipment type;
- e. Vendor; and
- f. Cost of travel

what aircraft charters to and from the Sanikiluaq Airport (YSK) were undertaken by the Government of Nunavut's departments, Crown agencies and territorial corporations during the 2019-2020 fiscal year?

2. Broken down by:

- a. Dates of travel;
- b. Purpose of travel;
- c. Number of passengers;
- d. Equipment type;
- e. Vendor; and
- f. Cost of travel

what aircraft charters to and from the Sanikiluaq Airport (YSK) have been undertaken by the Government of Nunavut's departments, Crown agencies and territorial corporations during the current 2020-2021 (to date) fiscal year?

Adam Arreak Lightstone



Written Question

Asked by: Adam Arreak Lightstone

Asked of: Hon. George Hickes
Minister of Finance

Number:

Date: November 5, 2020

Subject: Government of Nunavut Budget, Expenditure and Cash flow

Purpose: The cash forecasting component of financial planning is an essential activity in the Government's utilization of its cash resources. It permits the Government to make better investment decisions, identify potential cash shortfalls and ensure stable cash management. Therefore, I would like to request detailed information on the government of Nunavut's budget, expenditures and balance of the Consolidated Revenue Fund for each period in the last two fiscal years.

1. Please provide the O&M (vote 01) budget for each period (1-12) and for each department (01-17) respectively, for the 2019-20 fiscal year, broken down by the following objects.
 - Control object 100 - Compensation and benefits
 - Control object 130 - Grants and contributions
 - Standard Object 310 - Travel and transportation
 - Standard Object 320 - Material and supplies
 - Standard Object 330 - Purchased services
 - Standard Object 340 - Utilities
 - Standard Object 350 - Contracted Services
 - Standard Object 360 - Fee and Payments
 - Standard Object 370 - Other Expenditures
 - Standard Object 380 - Tangible Assets
 - Standard Object 390 - Computer Hardware and Software

2. Please provide the O&M (vote 01) expenditure for each period (1-12) and for each department respectively, for the 2019-20 fiscal year, broken down by the following objects.
 - Control object 100 - Compensation and benefits
 - Control object 130 - Grants and contributions
 - Standard Object 310 - Travel and transportation
 - Standard Object 320 - Material and supplies
 - Standard Object 330 - Purchased services
 - Standard Object 340 - Utilities
 - Standard Object 350 - Contracted Services
 - Standard Object 360 - Fee and Payments
 - Standard Object 370 - Other Expenditures
 - Standard Object 380 - Tangible Assets
 - Standard Object 390 - Computer Hardware and Software

3. Please provide the balance of the Consolidated Revenue Fund as of the end of each period (1-12) for the 2019-20 fiscal year.

4. Please provide the O&M (vote 01) budget for each period (1-12) and for each department (01-17) respectively, for the 2018-19 fiscal year, broken down by the following objects.
 - Control object 100 - Compensation and benefits
 - Control object 130 - Grants and contributions
 - Standard Object 310 - Travel and transportation
 - Standard Object 320 - Material and supplies
 - Standard Object 330 - Purchased services
 - Standard Object 340 - Utilities
 - Standard Object 350 - Contracted Services
 - Standard Object 360 - Fee and Payments
 - Standard Object 370 - Other Expenditures
 - Standard Object 380 - Tangible Assets
 - Standard Object 390 - Computer Hardware and Software

5. Please provide the O&M (vote 01) expenditure for each period (1-12) and for each department respectively, for the 2018-19 fiscal year, broken down by the following objects.
 - Control object 100 - Compensation and benefits
 - Control object 130 - Grants and contributions
 - Standard Object 310 - Travel and transportation
 - Standard Object 320 - Material and supplies
 - Standard Object 330 - Purchased services
 - Standard Object 340 - Utilities
 - Standard Object 350 - Contracted Services
 - Standard Object 360 - Fee and Payments
 - Standard Object 370 - Other Expenditures
 - Standard Object 380 - Tangible Assets
 - Standard Object 390 - Computer Hardware and Software

6. Please provide the balance of the Consolidated Revenue Fund as of the end of each period (1-12) for the 2018-19 fiscal year.



Written Question

Written Question

Date: November 5, 2020

Asked by: Calvin Pedersen, MLA
Kugluktuk

Asked of: Honourable George Hickey, MLA
Minister of Health

Title: Long-Term Care Facilities

78-5(2) NOV 5/20

1. With respect to the Kitikmeot Long-Term Care Facility that is referred to in the Government of Nunavut's *Request for Proposals 2019-27: Owners Technical Team for Seniors Long-Term Care Project*:
 - a. What is the current status of planning for the facility?
 - b. What methodology did the Government of Nunavut use to determine the location of the facility?
 - c. What methodology did the Government of Nunavut use to determine the number of beds to be provided at the proposed new facility?
 - d. What methodology did the Government of Nunavut use to determine the level of care to be provided to residents of the proposed new facility?
 - e. What methodology did the Government of Nunavut use to determine the number of staff to be employed at the proposed new facility?
 - f. What methodology did the Government of Nunavut use to determine the estimated annual operating cost of the proposed new facility?
 - g. What proposals has the Government of Nunavut received to date from the Municipality of Kugluktuk or other entities concerning the establishment and operation of a long-term care facility in the community of Kugluktuk?
 - h. What has been the Government of Nunavut's response to proposals received to date concerning the establishment and operation of a long-term care facility in the community of Kugluktuk?



V

Written Question

79-5(2)

NOV 5/20

Date: November 5, 2020

Asked by: John Main, MLA
Arviat North-Whale Cove

Asked of: Honourable David Akeeagok, MLA
A/Minister of Family Services

Title: Training Plans for Major Construction Projects

1. Expressing the information in the same format as that which the Government of Nunavut provided in Return to Written Question 43-5(2), what training activities took place during the 2019-2020 fiscal year?
2. As of November 5, 2020, what is the status of training activities initiated during the 2017-2018 and 2018-2019 fiscal years?



Written Question

Date: November 5, 2020

Asked by: John Main, MLA
Arviat North-Whale Cove

Asked of: Honourable David Joanasié, MLA
Minister of Education

Title: Trades and Career Training in Schools

Written Question

80-5(2) NOV 5/20

1. What specific programs, modules and curriculum are currently available to Nunavut schools in the area of Trades and Career Training?
2. Broken down by community, how many Trades and Career Training programs, modules and or curriculum were delivered in Nunavut schools during the 2017-2018, 2018-2019 and 2019-2020 school years?
3. How does the Department of Education track and/or inventory the specific equipment and/or infrastructure needed to deliver Trades and Career Training programs, modules and/or curriculum?
4. What lessons were learned from the Pilot of the "Multiple Options" Program in selected Nunavut schools?
5. What specific barriers to increasing trades and/or career training opportunities within Nunavut schools have been identified by the Department of Education?



Written Question

81-5(2)

NOV 5/20

Date: November 5, 2020

Asked by: John Main, MLA
Arviat North-Whale Cove

Asked of: Honourable George Hickes, MLA
Minister of Health

Title: Elder Care

1. With respect to each of Nunavut's existing Continuing Care Centres and Elders Homes, broken down by each facility:
 - a) What is the current operating cost per bed on an annual basis?
 - b) What are the average capital costs on an average annual basis?
 - c) How is the role of Essential Family Caregivers incorporated into services provided at existing Continuing Care Centres and Elders Homes?
 - d) To what extent are Essential Family Caregivers allowed and/or encouraged to volunteer to provide help and support at existing Continuing Care Centres and Elders Homes?
2. What are the projected operating costs per bed on an annual basis for the Rankin Inlet Long-Term Care facility?
3. What financial considerations were incorporated into the Government of Nunavut's business case decisions respecting options for Long-Term Care Facilities?
4. What cost pressures, expenditure controls and other constraints have been identified by the Department of Health in respect to the provision of long-term care for seniors and Elders?
5. What specific audit and evaluation activities have been undertaken within the past three fiscal years with respect to the operations of existing Continuing Care Centres and Elders Homes?
6. What specific conclusions and recommendations resulted from the audit and evaluation activities?