



**Nunavut Canada**

**LEGISLATIVE ASSEMBLY OF NUNAVUT**

**3rd Session**

**4th Assembly**

**HANSARD**

Official Report

**DAY 62**

**Wednesday, March 1, 2017**

**Pages 3444 – 3511**

**Iqaluit**

**Speaker: The Honourable George Qulaut, M.L.A.**

## Legislative Assembly of Nunavut

### *Speaker*

**Hon. George Qulaut**  
(Amittuq)

**Tony Akoak**  
(Gjoa Haven)  
*Deputy Chair, Committee of the Whole*

**Hon. George Kuksuk**  
(Arviat North-Whale Cove)  
*Minister of Culture and Heritage; Minister of Languages; Minister responsible for the Nunavut Housing Corporation*

**Hon. Paul Quassa**  
(Aggu)  
*Government House Leader; Minister of Education; Minister responsible for Nunavut Arctic College*

**Pat Angnakak**  
(Iqaluit-Niaqunnguut)

**Steve Mapsalak**  
(Aivilik)

**Allan Rumbolt**  
(Hudson Bay)

**Hon. Monica Ell-Kanayuk**  
(Iqaluit-Manirajak)  
*Deputy Premier; Minister of Economic Development and Transportation; Minister responsible for the Status of Women; Minister responsible for the Utility Rates Review Council*

**Hon. Johnny Mike**  
(Pangnirtung)  
*Minister of Family Services; Minister responsible for Homelessness; Minister responsible for the Qulliq Energy Corporation*

**Alexander Sammurtok**  
(Rankin Inlet South)

**Tom Sammurtok**  
(Rankin Inlet North-Chesterfield Inlet)

**Joe Enook**  
(Tununiq)  
*Deputy Speaker and Chair of the Committee of the Whole*

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

**Hon. Joe Savikataaq**  
(Arviat South)  
*Minister of Community and Government Services; Minister of Energy; Minister of Environment*

**Hon. George Hickes**  
(Iqaluit-Tasiluk)  
*Minister of Health; Minister responsible for Suicide Prevention*

**Hon. Keith Peterson**  
(Cambridge Bay)  
*Minister of Finance, Chair of the Financial Management Board; Minister of Justice; Minister responsible for Labour; Minister responsible for the Workers' Safety and Compensation Commission*

**Isaac Shooyook**  
(Quttiktuq)

**David Joanasic**  
(South Baffin)

**Hon. Peter Taptuna**  
(Kugluktuk)  
*Premier; Minister of Executive and Intergovernmental Affairs; Minister responsible for Aboriginal Affairs; Minister responsible for Immigration*

**Pauloosie Keyootak**  
(Uqqummiut)

**Emiliano Qirngnuq**  
(Netsilik)

### *Officers*

Clerk

John Quirke

Clerk Assistant  
Stephen Innuksuk

Law Clerk  
Michael Chandler

Sergeant-at-Arms  
Simanek Kilabuk

Hansard Production  
Innirvik Support Services

*Box 1200*

*Iqaluit, Nunavut, X0A 0H0*

*Tel (867) 975-5000 Fax (867) 975-5190 Toll-Free (877) 334-7266*

*Website: [www.assembly.nu.ca](http://www.assembly.nu.ca)*

## Table of Contents

Opening Prayer.....	3444
Ministers' Statements .....	3444
Members' Statements .....	3447
Recognition of Visitors in the Gallery.....	3452
Oral Questions.....	3452
Tabling of Documents .....	3468
Second Reading of Bills.....	3469
Consideration in Committee of the Whole of Bills and Other Matters .....	3469
Report of the Committee of the Whole .....	3510
Orders of the Day .....	3510

**A.**

**Daily References**

Wednesday, March 1, 2017 ..... 3444

**B.**

**Ministers' Statements**

252 – 4(3): Kugaaruk Fire (Quassa) ..... 3444  
253 – 4(3): Congratulations to the Order of Nunavut Recipients (Taptuna) ..... 3444  
254 – 4(3): Child and Family Services Director's Annual Report (Mike) ..... 3445  
255 – 4(3): RISING SUN (Hickes) ..... 3446

**C.**

**Members' Statements**

478 – 4(3): Standing with Kugaaruk in the Face of Tragedy (Qirngnuq) ..... 3447  
479 – 4(3): Congratulations to Louie Kamookak (Akoak) ..... 3447  
480 – 4(3): Congratulations to Ellen Hamilton (Ell-Kanayuk) ..... 3447  
481 – 4(3): A Presentation by Karla Williamson (Okalik) ..... 3448  
482 – 4(3): Recognizing Samuel Qappik (Keyootak) ..... 3449  
483 – 4(3): Kugaaruk School Fire (Joanasie) ..... 3450  
484 – 4(3): Order of Nunavut Recipients (Shooyook) ..... 3450  
485 – 4(3): Collapse of the Sealing Industry (Mike) ..... 3451

**D.**

**Oral Questions**

630 – 4(3): Response to Kugaaruk Fire (Qirngnuq) ..... 3452  
631 – 4(3): Residual Heat Study in Sanikiluaq (Rumbolt) ..... 3454  
632 – 4(3): Support for Shelters (Angnakak) ..... 3455

633 – 4(3): Arena Upgrades under the Small Communities Fund (Akoak) .....	3458
634 – 4(3): Addressing Trauma and Healing (Joanasie) .....	3459
635 – 4(3): Old Nursing Station (Shooyook) .....	3462
636 – 4(3): Trades Training in Baker Lake (Mikkungwak) .....	3463
637 – 4(3): Nunavut Tourism (Angnakak) .....	3465
638 – 4(3): Justices of the Peace (Mikkungwak) .....	3467

**E.**

**Tabling of Documents**

262 – 4(3): Director of Child and Family Services Annual Report 2015-2016 (Mike) .....	3468
--	------

**F.**

**Bills**

Bill 36 – An Act to Amend the Income Tax Act – Second Reading .....	3469
Bill 42 – An Act to Amend the Tobacco Tax Act – Second Reading .....	3469
Bill 34 – Appropriation (Operations & Maintenance) Act, 2017-2018 – Education – Consideration in Committee .....	3470

**Iqaluit, Nunavut****Wednesday, March 1, 2017****Members Present:**

Mr. Tony Akoak, Ms. Pat Angnakak, Hon. Monica Ell-Kanayuk, Mr. Joe Enook, Hon. George Hickes, Mr. David Joanasi, Mr. Pauloosie Keyootak, Hon. George Kuksuk, Hon. Johnny Mike, Mr. Simeon Mikkungwak, Mr. Paul Okalik, Hon. Keith Peterson, Mr. Emiliano Qirngnuq, Hon. Paul Quassa, Hon. George Qulaut, Mr. Allan Rumbolt, Mr. Tom Sammurtok, Hon. Joe Savikataaq, Mr. Isaac Shooyook, Hon. Peter Taptuna.

>>House commenced at 13:29

**Item 1: Opening Prayer**

**Speaker** (Hon. George Qulaut) (interpretation): Can you say the opening prayer, please, Mr. Pauloosie Keyootak.

>>Prayer

**Speaker** (interpretation): Good afternoon, my fellow Nunavummiut. Members, ministers, (interpretation ends) Premier, (interpretation) and visitors, welcome to the House.

Going to Item 2 in the *Orders of the Day*. Ministers' Statements. Minister of Education, Mr. Paul Quassa.

**Item 2: Ministers' Statements****Minister's Statement 252 – 4(3): Kugaaruk Fire**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I rise today to share with you and my fellow members the unfortunate news that there has been a fire at Kugaardjuq School in Kugaaruk

and that it has completely destroyed the facility. At this time the cause of the fire is still unknown. As we have experienced the loss of a school in Cape Dorset, we know that this can be a traumatic event for the entire community.

Mr. Speaker, officials from my department and from CGS and Health will travel to the community in the morning to assess the situation and to work with the hamlet and the DEA to support the community and the school. We will have to make considerations about this.

Mr. Speaker, there are approximately 300 students enrolled in the school. My staff is working with Community and Government Services and the hamlet to look at alternate classroom spaces to ensure our students are able to continue their studies.

Mr. Speaker, I will provide more information as we learn more about this unfortunate situation. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Ministers' Statements. Hon. Premier of Nunavut, Mr. Peter Taptuna.

**Minister's Statement 253 – 4(3): Congratulations to the Order of Nunavut Recipients**

**Hon. Peter Taptuna**: Thank you, Mr. Speaker. (interpretation) Good afternoon, my colleagues, Nunavummiut, and Kuglukturmiut.

(interpretation ends) Mr. Speaker, I rise today to offer congratulations to this

year's recipients of the Order of Nunavut.

(interpretation) Mr. Speaker, last evening Mr. Louie Kamookak, Ms. Ellen Hamilton, and Mr. Red Pedersen received this prestigious honour from Nunavut Commissioner Nellie Kusugak. They were recognized for their dedication to enhancing the profile and culture of our territory.

(interpretation ends) Mr. Speaker, the Order of Nunavut recognizes individuals who have made outstanding contributions to the cultural, social or economic well-being of Nunavut. The order is the highest honour of Nunavut and takes precedence over all others, decorations, or medals conferred by the Government of Nunavut.

We appreciate their contributions to our territory in the fields of public service, history, and the arts and are grateful for everything that they have done to promote our territory, our culture, and our remarkable way of life. I ask my fellow members to join me in congratulating this year's recipients. (interpretation) Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Family Services, Mr. Johnny Mike.

**Minister's Statement 254 – 4(3): Child and Family Services Director's Annual Report**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker, residents of my community, and Nunavummiut.

Mr. Speaker, today I will be tabling the 2015-16 *Director of Child and Family Services Annual Report*.

Mr. Speaker, the 2015-16 annual report provides Nunavummiut with information regarding child protection services that are delivered under the *Child and Family Services Act*. The purpose is to demonstrate the multiple and collaborative ways families and the Department of Family Services can work together in protecting children and youth.

(interpretation ends) Mr. Speaker, the 2015-16 annual report demonstrates the department's commitment to providing Nunavummiut with accessible and clear information regarding the department's services and initiatives and in particular the child protection services that fall under the Children and Family Services Division.

(interpretation) Mr. Speaker, I am pleased to report that the department was able to repatriate 34 children and youth to Nunavut in 2015-16 so that they could receive services within the territory.

The department will continue to strive towards the *Sivumut Abluqta* objective of "Healthy families through strong and resilient communities" and will focus on meaningful community engagement, and explore more collaborative ways to work with families and communities to protect children. (interpretation ends) This includes devoting more positions to prevention and early intervention through our family resources workers, strengthening training for our frontline workers, and exploring Inuit-specific approaches to child protection, such as *Inunnguiniq* parenting.

(interpretation) Mr. Speaker, the Department of Family Services continues to work with the Department of Community and Government Services to obtain office space for our staff in order to achieve our goals and offer more comprehensive prevention programs and services. Thank you, Mr. Speaker.

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

**Minister's Statement 255 – 4(3):  
RISING SUN**

**Hon. George Hickes:** Thank you, Mr. Speaker. My statement today is about a workshop that I had the privilege of participating in for most of the morning today.

Mr. Speaker, the RISING SUN initiative, or "Reducing the Incidence of Suicide in Indigenous Groups – Strengths United through Networks," is hosting their final workshop here in Iqaluit March 1 and 2, today and tomorrow. The two-day event of the US Chairmanship of the Arctic Council will look at common measures for suicide prevention efforts across arctic states.

Mr. Speaker, this international platform coordinated with Inuit Tapiriit Kanatami, Inuit Circumpolar Council, Indigenous and Northern Affairs Canada, and Canadian Institutes of Health Research will support our collaborative approach to create a common understanding of suicide both domestically and internationally.

Mr. Speaker, for the past several years our arctic countries have been working

together to develop a tool kit of common measures that enables our communities, governments, and key stakeholders to understand the effectiveness of suicide prevention interventions in indigenous arctic communities.

Common metrics will facilitate data sharing and pooling, evaluation and interpretation of the work each of us undertakes. In turn this knowledge will support our staff to better serve the needs of our communities, monitor progress, and understand challenges.

Mr. Speaker, we are very excited for the opportunity to speak and learn from the work being done in the Kingdom of Denmark, Finland, Iceland, Norway, Russia, Sweden, and the United States to reduce suicide among indigenous communities. Participants of the workshop will learn and discuss the Greenland Strategy and the Sami Strategy on Mental Wellness.

To all of the participants and speakers of the RISING SUN initiative and to the many Nunavummiut who bring in local ideas and experiences, please take care of each other. The work that you do is immeasurable and for your dedication I am truly grateful. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members, I wish to inform you and you have probably noticed that the Member for Aivilik is not here due to illness and will be absent from the House today.

Members' Statements. Member for Netsilik, Mr. Emiliano Qirngnuq.



### Item 3: Members' Statements

#### Member's Statement 478 – 4(3): Standing with Kugaaruk in the Face of Tragedy

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I rise today to ask you and all members to stand with the people and community of Kugaaruk.

Mr. Speaker, as you know, the community's school was destroyed last night by fire.

Mr. Speaker, as far as we are aware, nobody has been injured and we thank God for that. Mr. Speaker, this is a tragedy and a disaster.

I want to assure the community that I have been in close communication with the Minister of Education, and I will be supporting all necessary actions to address the situation.

Mr. Speaker, I ask all members to put the people of Kugaaruk in their prayers today. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. Member for Gjoa Haven, Mr. Tony Akoak.

#### Member's Statement 479 – 4(3): Congratulations to Louie Kamookak

**Mr. Akoak**: Thank you, Mr. Speaker. Good day to my community of Gjoa Haven and my families watching. Good afternoon to the members.

Thank you, Mr. Speaker. I rise today to formally congratulate my constituent,

Louie Kamookak, for having received the Order of Nunavut.

Just to remind the members who Louie is, I will read a quote from the advisory council announced in 2016. "Louie Kamookak of Gjoa Haven is an oral historian who has earned international recognition for his decades of work in the field of Arctic history, with a focus on the fate of the Franklin Expedition. In 2015, Mr. Kamookak was awarded the Lawrence J. Burpee Medal by the Royal Canadian Geographical Society. Mr. Kamookak is a recipient of the Queen Elizabeth II Golden Jubilee Medal."

Mr. Speaker, I had the pleasure of attending yesterday evening's investiture ceremony, which was held in the Chamber.

I would like to express my appreciation to both you Mr. Speaker and Commissioner Kusugak for having organized a wonderful occasion to honour three distinguished Nunavummiut. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Iqaluit-Manirajak, Ms. Monica Ell-Kanayuk.

#### Member's Statement 480 – 4(3): Congratulations to Ellen Hamilton

**Hon. Monica Ell-Kanayuk**: Thank you, Mr. Speaker. (interpretation) I say "hello" to the residents of Iqaluit-Manirajak.

(interpretation ends) I, too, would like to recognize my constituent today. I was

honoured to participate last night during the Order of Nunavut Investiture Ceremony.

Ms. Ellen Hamilton lives in Iqaluit for many years now. I remember seeing her perform many years ago and heard her song, *The Hunter*. She said last night that she created that song during the decline of the seal pelts and seal hunting to make aware to the world of our love of hunting seals and how we use the catch for everything, especially food.

We watched a short video last night of that song and images of hunting that was produced by Zacharias Kunuk, who is well known in the film industry.

Ellen is also in the film business and she co-produced the famous film *Two Lovers and a Bear* that was filmed here in Iqaluit. This film has been recognized at two major international film festivals.

Ellen is also the founder of Qaggiavuut Society. Qaggiavuut works to strengthen, promote, advocate, and create space for Nunavut performing arts with a focus on Inuit. One of their projects called “Nurturing the Arctic Performing Arts” was recognized as one of the 2015 Laureates of the Arctic Inspiration Prize.

Mr. Speaker, Ms. Hamilton is also a recipient of the Canadian Child Care Federation’s Award of Excellence.

I congratulate Ellen Hamilton on the Order of Nunavut along with the two other recipients. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members’ Statements. Member for Iqaluit-Sinaa, Mr. Paul Okalik.

**Member’s Statement 481 – 4(3): A  
Presentation by Karla Williamson**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I, too, share my congratulations to the recipients of the Order of Nunavut. Unfortunately I was unable to attend this ceremony as I had another commitment and could not split in two.

I attended a sharing stories meeting where I listened to a wise speaker here in Iqaluit. The gathering I attended was due to an invitation from Nunavut Arctic College that an Inuk originating from Greenland who has her PhD was to speak. Her name is Karla Williamson, a professor at the University of Saskatchewan.

She relayed a very interesting story, which she entitled “Patertuumasut” and de-colonization. She relayed her story, which she has conducted research on Inuit living in various parts of the world. She grew up in Greenland in a small outpost camp. The camp she grew up in was closed and the residents were transferred to a larger community.

She reported on the culture, some of which was very similar to our experiences. In particular she alluded to the fact that their traditional language was still strong in Greenland with many practitioners of the language. However, what was being lost was part of their traditional practices and they were left behind.

She stated that in this aspect, Nunavut was enviable as Inuit are still very protective of traditional knowledge and we can work to retain the language. Although our language is still strong, some of our language is being lost on the edges, so our language is slowly eroding.

Now, as she related her story, I really enjoyed the subject matter, especially regarding *Inuit Qaujimagatuqangit* and how it can still be practised today. Further, it should be done in conjunction with western knowledge so that when they are merged, this knowledge can become very strong and provide benefits for all of Nunavut.

This is something I would like to see in the short-term incorporated into our government, as our tools are readily available and we should use them where needed, especially to strengthen our culture and language. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. Member for Uqqummiut, Mr. Pauloosie Keyootak.

**Member's Statement 482 – 4(3):  
Recognizing Samuel Qappik**

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. I rise today to express my congratulations to an individual.

Mr. Speaker, I believe everyone is aware of Qikiqtarjuaq's local clam harvests which occur throughout the year regardless of whether it is summer or winter.

Mr. Speaker, this initiative originally had quite a number of divers who took a training course to be able to dive and

harvest benthic species underwater and in particular to harvest clams on the ocean floor, even if landfast ice is overhead or during the ice-free summer months.

Mr. Speaker, one of the original divers actually passed away and several divers cannot dive anymore for health issues as divers have to be in very good health to dive and health is a primary criterion. Further, these divers have certification for diving. Some of the original divers can no longer participate in the clam harvesting that they used to practise.

However, one diver is left who has been diving ever since he took the diving course and continues to this day. I really want to express my pride in his work as he still dives in the wintertime when the temperature is quite frigid. Samuel Qappik has continued diving to harvest clams.

Divers see things which most Inuit have no idea exist and they observe the conditions underwater. Most Inuit are not capable of diving, so they are practising something most Inuit have no knowledge of.

Whenever it gets really cold and the temperature falls, this person will joke that he would prefer to go underwater as it is much warmer. He states that he misses that temperature change as it is much warmer underwater than above the ice which most Inuit walk on and use.

The people who dive sometimes miss diving. They have told us that it is much warmer underwater than above water and they experience many things most Inuit will never experience.

Furthermore, members should be aware that this diver promised to send clams during the session, and he may ship some clams down to Iqaluit tomorrow. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for South Baffin, Mr. David Joanasié.

**Member's Statement 483 – 4(3):  
Kugaaruk School Fire**

**Mr. Joanasié** (interpretation): Thank you, Mr. Speaker. Good day, my colleagues, as well as those listening to the proceedings, residents of Kimmirut, Cape Dorset, and Nunavut.

I would also like to congratulate the recipients of the Order of Nunavut, Mr. Pedersen, Ms. Hamilton, and Mr. Kamookak.

Mr. Speaker, I rise today to share my empathy and thoughts with the community of Kugaaruk who are dealing with the tragic loss of their only school. It is an experience that nobody would ever want to go through.

Mr. Speaker, I feel deeply for the residents of Kugaaruk as they will need tremendous support to avoid delays to the students' education. My message is that, even though this is tragic, do not lose hope during this trying time.

Mr. Speaker, as Minister Quassa stated, I wish the firefighters, emergency first responders, the Department of Education, the Department of Community and Government Services, teachers, the Department of Health,

hamlet officials, teachers, school staff, parents, and especially the students a seamless path forward. Thank you, Mr. Speaker.

I feel for my colleague from Netsilik and I will be thinking of you. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 484 – 4(3):  
Order of Nunavut Recipients**

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. I say "good afternoon" to my colleagues and my children whom I have left behind in our community, my wife, the residents of Quttiktuq, and those watching the proceedings.

Last night I experienced immense pride at the investiture ceremony in listening to the backgrounds of the people who were recognized. I am quite proud of the achievements of these recipients.

There were two recipients who spoke about using Inuit cultural knowledge to reach the level they are currently in, where they were assisted by local Inuit. This showcased the depth of Inuit skill and I take great pride that there are people who want to assist us. This is part of the reason why Inuit knowledge and practices are constantly discussed.

I was extremely proud of the work, especially the person who helped find the ship wrecks using Inuit traditional knowledge, and he compiled the elders'

knowledge and stories. That is how they found the first ship wreck. This is something I take great pride in. Today let us work harder to incorporate the strengths of Inuit knowledge.

The ceremony last night was quite enjoyable and it was a very happy occasion. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Pangnirtung, Mr. Johnny Mike.

**Member's Statement 485 – 4(3):  
Collapse of the Sealing Industry**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I say "good day" to my fellow residents and relatives in Pangnirtung.

I, too, felt pride when we heard the backgrounds of the recipients during the investiture ceremony. In listening to the comments of the recipients, one of them started way before I was born. This person came up north prior to my birth and they have stayed in the north to this day.

I felt quite proud as I listened to the stories from the recipients, especially related to the sealskin market crash of the late 70's as this was very personally relevant as I shared in the loss of freedom. The recipients were aware of the reasons for the crash, and I listened to the experiences of Louie Kamookak, Ellen Hamilton, and Mr. Pedersen. Mr. Pedersen was in Pangnirtung when I was a youth, and I occasionally recognize him.

To touch on the sealskin crash back then, the prices were quite high for sealskins and within a couple of years, sealskins became worthless. Shortly thereafter the Inuit lifestyle really started to change at that time. This occurred when government was in the north. Basically the Inuit traditional practices have been under attack for many years, especially related to our ancestors' usage of furs and skins.

It seems that many of the social ills that Inuit suffer today started right at that time as Inuit lost their only means of income due to outsiders. This is something I have noted personally. At that time I believed my future was set as a seal hunter who could support his family like my own father or to occasionally trap for furs. As it turned out, that future was cut off prior to becoming an adult.

Last night's ceremony helped open my eyes on a subject I seemed to have forgotten. We must never forget how our lives were deeply impacted and that Inuit culture was almost destroyed. The social ills stem from the time when many Inuit hunters underwent a stressful period as they lost their only means of supporting their families and outpost camps, as well as in the communities. I, too, felt great pride in this story when it was related how the crash affected Inuit.

I am very proud of the three recipients. Their stories were very interesting and they made you wish you could mirror them. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. I have no more

names on my list. Moving on. Item 4.  
Returns to Oral Questions. Item 5.  
Recognition of Visitors in the Gallery.  
Member for Arviat and Whale Cove, Mr.  
George Kuksuk.

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

**Hon. George Kuksuk** (interpretation):  
Thank you very much, Mr. Speaker.  
Good afternoon, my colleagues, people  
of Arviat and Whale Cove, as well as all  
Nunavummiut.

Mr. Speaker, it is a very rare occasion  
for me to stand and recognize people. I  
am pleased to recognize an individual  
who is very well known, especially in  
the Kivalliq region. Some members  
know him. I had breakfast with him this  
morning. He has been my friend for  
many years and I have also worked with  
him on occasion in the Kivalliq and in  
parts of Nunavut. I would like to  
recognize Patrick Tagoona, who is well  
known. He is from Baker Lake, but he is  
now living in Rankin Inlet. He is here on  
business. Welcome to the gallery. Thank  
you very much, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you.  
Welcome to the gallery. Recognition of  
Visitors in the Gallery. Member for  
Rankin Inlet and Chesterfield Inlet, Mr.  
Tom Sammurtok.

**Mr. Tom Sammurtok** (interpretation):  
Thank you, Mr. Speaker. Good day to  
the people of Chesterfield Inlet and  
Rankin Inlet.

I would also like to recognize a person  
who was one of the executive members

of the Kivalliq Inuit Association. He was  
also the president of Sakku Corporation  
and is now one of the directors of a  
private corporation. I would like to  
recognize Patrick Tagoona.

>>Applause

**Speaker:** Welcome to the gallery.  
(interpretation) Recognition of Visitors  
in the Gallery. Member for Baker Lake,  
Mr. Simeon Mikkungwak.

**Mr. Mikkungwak** (interpretation):  
Thank you very much, Mr. Speaker. It is  
very rare that I stand up to recognize  
individuals in the gallery. Although he  
has already been introduced by Members  
of the House who are older than me, he  
has many relatives and friends in Baker  
Lake and I would like to welcome to the  
gallery Patrick Aaruatsiaq Tagoona.  
Thank you very much, Mr. Speaker.

>>Laughter

>>Applause

**Speaker** (interpretation): Thank you.  
Welcome to the gallery. Recognition of  
Visitors in the Gallery. I have no more  
names on my list. Moving on. Item 6.  
Oral Questions. Member for Netsilik,  
Mr. Emiliano Qirngnuq.

**Item 6: Oral Questions**

**Question 630 – 4(3): Response to  
Kugaaruk Fire**

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

Firstly I wish to extend my thanks to the  
minister for his statement earlier about

the tragedy causing hardship to our community. I also wanted to extend my thanks to the local firefighters who fought the fire but were unable to douse it. They are very dear to us and I thank them for their dedication.

I have a question for the minister. Can the minister confirm whether he has been able to speak directly with the mayor and other community leaders, including the school principal and chairperson of the district education authority? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Education, Mr. Paul Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for seeking more information on that. What I can state at this time is that the school principal was not in town. Actually the principal and another teacher were attending a training course. They will return to Kugaaruk as soon as possible.

We haven't had a chance to discuss this with the local groups or teachers, but our department is fully prepared and a delegation has been identified that will travel to Kugaaruk. They are making the preparations to travel immediately to Kugaaruk. This will include a representative of the Department of Education who will meet with all relevant groups to discuss the issue with them. It seems obvious that they will gather the information by welcoming the groups.

Plans are now being worked on to deal with this incident after the school fire. This includes the teachers and other groups, although no conversations have

taken place. However, plans are underway to go to the community. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. The minister responded to some part of my question. I would like to know if the minister can confirm when the government's team is scheduled to arrive in the community. That's my next question. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. At this time they are planning and getting their charter scheduled. We already know who will be going there and they will be leaving tomorrow. Thank you, Mr. Speaker.

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

**Mr. Qirngnuq** (interpretation): Thank you, Mr. Speaker. I would also like to ask the minister if he can confirm what the team's first steps will be. That's my final question. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I didn't quite understand the question. I would like to ask the member to rephrase his question

so that I can respond accordingly. Thank you, Mr. Speaker.

**Speaker** (interpretation): Member for Netsilik, Mr. Qirngnuq, please clarify your question.

**Mr. Qirngnuq:** Thank you, Mr. Speaker. Can the minister confirm what the team's first steps will be? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. There have already been some conversations with the hamlet council. They had a teleconference this morning and they will have face-to-face meetings with the hamlet council. As soon as they arrive, they will look at what buildings are available that can be used in the meantime. They will also inspect the area where the fire was. We will also have the fire marshal go in to do an investigation on the fire and what started it. Those will be the first steps taken by the team that is flying in tomorrow. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Hudson Bay, Mr. Allan Rumbolt.

### **Question 631 – 4(3): Residual Heat Study in Sanikiluaq**

**Mr. Rumbolt:** Thank you, Mr. Speaker, and good afternoon. Mr. Speaker, my questions today are for the Minister responsible for the Qulliq Energy Corporation.

One of the ways in which the QEC has been working to reduce fossil fuel consumption is by undertaking residual heat projects. These are currently in operation in Iqaluit, Rankin Inlet, Arviat, and Kugluktuk. For a period of time the elementary school in Sanikiluaq was connected in this way, but the system has encountered technical problems.

The QEC's 2014-15 annual report indicates that the corporation worked with the Municipality of Sanikiluaq in 2014 to conduct a feasibility study to connect both schools in the community to the district heating system. Can the minister confirm what the results were of this feasibility study? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister responsible for the Qulliq Energy Corporation, Hon. Johnny Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Yes, the QEC board fully supports this study on reusing the residual heat from the power plant by diverting the hot coolant fluids. That is how Inuit would practically describe the concept of this study. This study is supported by the corporation.

This practice is becoming more commonly used in Nunavut. Currently Iqaluit is where we have mainly focused. For that reason, the project specific to Sanikiluaq is something I will have to look into at this time. The previous study results will determine which buildings are serviced in Sanikiluaq. I do know that in other communities the schools and other public facilities are heated by residual heat or other closer units.



The residual heat is used within the community, but some of the previous systems are no longer in use. Once I have more details on this matter, I will be able to provide a more detailed response. Mr. Speaker, this is the response I can provide at this time. Thank you.

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

**Mr. Rumbolt**: Thank you, Mr. Speaker. When buildings such as schools are in close proximity to power plants, there could be huge cost saving to the government by having the buildings heated with residual heat. The system in Sanikiluaq has been down now for over ten years and the study that was done was in 2014. Can the minister explain why it's taking so long to move forward with this project? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. If the study was completed in 2014, I will have to look into it. The Qulliq Energy Corporation board supports such projects fully and I want the member to understand that, but this is the first I have heard that Sanikiluaq has waited that long, for ten years or more. I will look into the details and report back to the member for Sanikiluaq on the question he raised. Thank you, Mr. Speaker.

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

**Mr. Rumbolt**: Thank you, Mr. Speaker. The community has been waiting for 10 years. There was a system in place and it has been broken down for 10 years. It has taken this long for the QEC to get it back up and running.

Also, as I stated earlier, there are only four communities that have residual heat programs in place at the moment. Does the QEC have any plans to expand the residual heat programs to other communities in Nunavut? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Yes, what he's saying is true. I know right now the communities that are presently using the residual heating system from the power plants. We are aware of that and I have been informed that they have saved a lot of money on fuel. When I worked for the Qulliq Energy Corporation, I witnessed its usefulness myself in Pangnirtung when they used that system. That's why I'm saying, especially for Sanikiluaq, I will look into it as soon as possible, Mr. Speaker. Thank you.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Pat Angnakak.

### **Question 632 – 4(3): Support for Shelters**

**Ms. Angnakak**: Thank you, Mr. Speaker. (interpretation) Good afternoon as it is the afternoon.

(interpretation ends) Mr. Speaker, I would like to direct my questions to the Minister of Family Services, who is also the Minister responsible for Homelessness.

Mr. Speaker, it is a sad truth that a number of Iqaluit residents do not in fact have a home to reside in. The Iqaluit men's shelter struggles financially to provide a safe and comfortable place where homeless men can spend the night. In 2016 the government reduced the amount of funding it provided to the shelter.

Can the minister provide an update on what consideration has been given to providing additional support to the Iqaluit men's shelter, not just in terms of funding but also with services like counselling and outreach? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Homelessness, Mr. Johnny Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I thank the member for her question. Yes, the Department of Family Services is involved in homelessness because there are homeless people, especially here in Iqaluit. It's the same situation all over Nunavut. We are fully trying to support them as the Department of Family Services through funding or agreements. Yes, I know we have to strengthen the support for services to homeless people in Nunavut when we witness homelessness and people who are in danger of becoming homeless.

We have wanted to make improvements on how we can give more support to

homeless people or in other areas where we can provide more benefits to them. We are presently working on a strategic plan. Thank you, Mr. Speaker.

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

**Ms. Angnakak**: Thank you, Mr. Speaker. I thank the minister for his response. Mr. Speaker, many of the clients who stay at the Iqaluit men's shelter need assistance and support in accessing services in such areas as housing applications, wellness counselling, mental health counselling, or finding productive choice opportunities. Can the minister describe how his department works with other agencies to ensure that these clients do not fall through the gaps in receiving the necessary services? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister responsible for Homelessness, Mr. Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Our colleague has mentioned the Uqutaq shelter on more than one occasion. Yes, we also work with (interpretation ends) the City of Iqaluit (interpretation) on this issue. They are also trying to provide assistance with how best to deal with homelessness as this is a very important issue.

For this reason, what I can state is that wherever improvements can be made to alleviate homelessness that depends on the homeless shelter, we are working with various agencies and organizations on how best to provide assistance for

any mental or physical needs or any way to provide assistance to homeless people, but only if they want to receive assistance. We are trying to improve their situation by helping them develop skills.

I know for a fact that the organizations that make arrangements for homeless people in Nunavut are working collaboratively, which includes the City of Iqaluit working with the Uquutaq shelter, and we are working closely with them on this issue. It includes life skill improvements and training opportunities to pull themselves out of their situation, whether it is through employment or other types of services that can be provided. It can include working towards getting housing. These are all included.

However, we face difficulties even with the current situation. The groups work together to deal with the challenges of homelessness. Following the concerns expressed, we want to improve this aspect as the Department of Family Services. Further, the *Sivumut Abluqta* mandate is part of the reasoning to try to improve the situation of homeless people in Nunavut, either those on the verge of losing housing or actual homeless people. That is how it is currently set up.

Based on the developments as well as other ideas to combat homelessness, some are brand new while others have been worked on for several years. It is obvious that in the coming days the results will show how much work the organizations have put into this challenge as prepared plans will eventually be submitted. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. Homelessness often afflicts those who also suffer from mental health problems or substance abuse problems. In fact it has been brought to my attention that the Iqaluit women's shelter will not admit clients for the night if they might be under the influence.

Some jurisdictions, such as our neighbours to the west, are considering opening wet shelters where a homeless person who has been drinking can go to sober up in a warm place. This is something I think I have also brought to the House; an issue I have asked before.

Can the minister provide an update on what consideration, if any, has been given to establishing a wet shelter in Iqaluit? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for Homelessness, Mr. Mike.

**Hon. Johnny Mike** (interpretation): Thank you. In looking at this from the homeless perspective, to respond to that, this is currently under review by the department and it is also being prepared as a statement. Yes, I can look into the subject the member raised in her question on the situation today and I can provide an update before the end of this session. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Gjoa Haven, Mr. Tony Akoak.

**Question 633 – 4(3): Arena Upgrades under the Small Communities Fund**

**Mr. Akoak:** Thank you, Mr. Speaker. My questions are for the Minister of Community and Government Services.

Mr. Speaker, as the minister will recall, he participated in the February 29, 2016 announcement that more than \$19 million in federal and territorial funding would be made available for “upgrading community arenas” under the federal Small Communities Fund.

Mr. Speaker, I would like to read some quotes from that news release.

A quote from the Hon. Premier of Nunavut: “Upgrading community infrastructure is a priority of the Government of Nunavut. We continue to work with Canada to see that investments are made to benefit all of Nunavut. Today’s contributions will have long-term benefits for communities as they use these spaces for activities that often move beyond the daily operations of a facility.”

A quote also from the Minister of Community and Government Services: “It is very encouraging to see support for infrastructure projects that improve our access to cultural and recreational facilities. These projects will add positive value to community wellness throughout the territory for many years to come.”

My question is: can the minister tell us how much of that funding has been spent to date, and can he indicate what specific projects have been funded thus far? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Community and Government Services, Mr. Joe Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. The assessments of the arenas that will be fixed up have been done, but up to date no actual funds have been expended to fix up these arenas, just the assessments on what is wrong and what needs to be done to correct them or to make them better. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. As the minister will recall, I asked him a number of questions concerning this program. Specifically I asked the minister how communities can apply for funding under this program. In his response on October 24 of last year, the minister stated that, and I quote, “We’re still working on that and the application process will be through my department. I believe there’s no [actual] application form right now and we’re working on that.”

Can the minister tell us today: what specific steps must a municipality take in order to apply for funding for community arena upgrades under this program? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Community and Government Services, Hon. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. It’s my understanding now that the arenas that are in most need will be the ones that will be worked on,

renovated, or fixed up. As of right now there will be no application process in terms of each community competing against another community. Once we assess which community arenas are the most needed, those are the arenas that will be selected to be renovated and fixed up. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. Can the minister describe the specific types of arena upgrades that will be eligible for funding under this program? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Community and Government Services, Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. As with most government funding, safety and health hazards will be one of the ranked highest criteria for any arenas that need renovations. One of the major ones too is any arena that does not have a concrete pad or floor and no thermosiphons. Those will be targeted first because that is one way to extend the ice season or the arena season in those communities. Those are the two main criteria that will be used to select which arenas will be worked on. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for South Baffin, Mr. David Joanasié.

### **Question 634 – 4(3): Addressing Trauma and Healing**

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

Mr. Speaker, I guess four days of Committee of the Whole wasn't enough. I wanted to ask a few further questions in relation to how his department allocates resources to target and address trauma and healing.

I noted this January it was announced that the federal government will be contributing an additional \$500,000 a year for mental health initiatives in Nunavut.

Can the minister clearly describe how his department focuses on helping Nunavummiut who are suffering from past traumas and ongoing personal struggles to get on a path towards healing? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Health, Mr. George Hickeys.

**Hon. George Hickeys:** Thank you, Mr. Speaker. Even after four days of answering questions in Committee of the Whole, I'm still more than willing and able to continue to help educate my colleagues on what services are available through the Department of Health.

The member's question specifically mentions the investment that the federal government is putting to mental health services, and he's correct that it's approximately \$500,000 per year for the next 10 years. Mr. Speaker, last year we spent almost \$15 million, if not more, on mental health, so you can imagine the impact that \$500,000 will make.

That being said, the reason we have been expending substantial dollars in this line category is because people are accessing the services on a more frequent basis. There has been a lot of information being shared at the community level, even up to the national level on the importance of addressing mental health. I commend the member for continuing to highlight this important initiative.

When somebody feels that they need to access mental health services or a family member wants to enquire about services that are available for a loved one, the initial step would be to contact their health care facility to obtain an appointment with one of our psychiatric nurses or another one of our community health workers in the community to do a one-on-one assessment of what types of services may be required for that specific individual. Those services are quite varied across the territory.

I do invite any of my colleagues or members of the public to visit our website if they have Internet access or to contact our patient relations office if they have specific questions or to schedule an appointment with one of our mental health workers in the community to be able to describe what services are available. Thank you, Mr. Speaker.

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

**Mr. Joanasié:** Thank you, Mr. Speaker. I thank the minister for his response. I commend the department for dedicating such resources towards mental health and putting an emphasis on how our residents can access services.

Mr. Speaker, trauma from past experiences can become a serious problem which affects an individual's ability to lead a healthy life in the future. I would like to get a sense from the minister; he explained, for example, trying to access psychologists either in person or through telehealth. How many psychologists does the department have on staff and how many clients or people who would want to see a psychologist, are there in the territory? Thank you, Mr. Speaker.

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

**Hon. George Hickey:** Thank you, Mr. Speaker. The member is absolutely correct. I spoke earlier of a workshop that is occurring here in Iqaluit today and tomorrow. One of the topics of one of the keynote speakers that I attended to this morning, the president of ITK, talked about this very issue. It was met with a lot of interest from different delegations attending.

Even if a person is in a loving, healthy home, there are still implications of historical trauma that can put people's mental health at risk. They can be in a good home with a good source of food and loved ones and supports and education, but it doesn't mean you are immune to have some of these challenges. I think just the fact that mental health itself isn't such a stigma anymore, it is becoming more recognized.

With regard to the specifics of the member's question, it's a fluctuating number. Our psychologists are here on a contract basis, sometimes at the community level and sometimes

designated at the hospital here. There are services available.

One of the specific examples, and I believe I mentioned it during Committee of the Whole, we have a very good relationship with the Sick Kids hospital in Toronto where they assist some of our children and youth through telepsychiatry, but that is done in conjunction with services that are available locally. It's not the only service that a child or youth or an individual would access. A number of the services are used collaboratively together.

I do apologize, I don't have a specific number that I can give the member on psychologists, but I do know that the services are available as needed. We do our best to provide one-on-one counselling with mental health workers and psychiatric nurses in the community. If it's deemed necessary to deal with a psychiatrist or psychologist, then that would escalate the need where we would attempt to deal with it in the home community through professionals that would travel on a contract basis.

If necessary and if immediate need is identified, we would take the opportunity to send people down to seek those services in other jurisdictions. Thank you, Mr. Speaker.

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

**Mr. Joanasié:** Thank you, Mr. Speaker. The minister stated that he doesn't have the statistics in front of him, but hopefully that information can be forthcoming at a later date either within this sitting or beyond.

Mr. Speaker, mental health issues can affect an individual's personal health and well-being, their family situation, their workplace relationships, and even lead to problems with the law. Will the minister commit to working with his cabinet colleagues to ensure that mental health issues are addressed in a holistic manner across all government departments? Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. One of the things that I did talk about in Committee of the Whole was the importance of dealing at a community level when we're talking about health care in general but specifically with mental health.

Just an example of some of the community initiatives that we have put on, we deal with alcoholics anonymous, we support traditional dancing and drumming lessons, youth and elders' programming, performing arts groups, and peer support with topic-specific support groups. Community-run initiatives can support an individual in their general well-being.

We work very closely with our community wellness coordinators. I believe I have mentioned previously that in the last few months we have gone through training programs with our coordinators where I had the opportunity to speak to two of the three regional groups. I look forward to the completion of the community wellness plans, which assist us as a department to make sure that we're allocating our funding to initiatives that the community feels valued.

Just some examples of societies that we work with right now are the Tukisigiavik Society, the Pirurvik Centre, the YMCA, the Ilisaqsivik Society, and the Pulaarvik Friendship Centre, just to name a few. We work very hard to make sure that mental health and addictions is used to help with parenting and relationship skills, anger management, coping skills, and traditional skill development.

In addition, like I had mentioned before, we do have mobile trauma teams that can assist communities, such as recent events. We're looking at sending in additional mental health workers and counsellors to be able to assist the community of Kugaaruk with their recent loss last night.

To specifically answer the member's question, I do work with my cabinet colleagues regularly through our Quality of Life cabinet committee that I chair. We're always exploring different ways to make sure that we can roll out services in a way that is consistent across the territory and will continue to meet the needs of our residents. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Quttiktuq, Mr. Isaac Shooyook.

**Question 635 – 4(3): Old Nursing Station**

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Community and Government Services.

When I asked questions to the minister yesterday, apparently we had a

misunderstanding, so I will provide further background to the minister.

When I investigated the matter via telephone, the local HTO stated that a building will become vacant shortly when the new health centre opens and the nurses move into the building. The operations will be moved to the new building. The HTO stated that there shouldn't be any funding concerns as the HTO has funding available.

Is that building that is currently in use today owned by the Department of Family Services or the Mental Health Division? Can you clarify that situation for me first? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. If I understood the member's question, I believe he is referring to the health centre in Arctic Bay. Is it the health centre?

If it isn't the health centre, when any government infrastructure owned and used by a specific department is no longer needed and the building is vacated, the government department that wishes to use the building first has to have it inspected. This applies to all buildings where a department has no further need. If they no longer wish to own the building, then they can transfer the ownership of the facility to the hamlet for a nominal fee or it can be provided to the local hamlet. Thank you, Mr. Speaker.



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

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. If the minister is referring to the building no longer to be used, I am not sure when it will be vacated.

The HTO currently has no space in the office, but if that building is vacated upon the transfer of operations to the new health centre, the HTO stated that they will be moving into the old health centre and that there should be no funding concerns as they have funding.

Once the approval to transfer the building comes through, will this transfer go through the hamlet offices or will the HTO have to submit their own application for the building? Can you provide some clarification on this matter? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Environment, Mr. Joe Savikataaq.

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. I apologize to the member. I can't tell the member what is going to be done with the building he's talking about. I have no idea whether the building he's talking about is owned or leased by the government.

I can tell the member that if the department owns that building and no longer requires it, they would offer it to other departments first and if the other departments don't want to utilize that building, then they would offer the building to the hamlet. They would just

follow the process that the government is using.

At this time I don't know exactly who owns the building that the member is talking about. Thank you, Mr. Speaker.

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

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. I understand that. When you have an opportunity, if you can let me know before the winter session is over, will you consult with me so that we can have the same level of understanding? Thank you, Mr. Speaker.

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

**Hon. Joe Savikataaq** (interpretation): Thank you, Mr. Speaker. I will look into the building that the member is talking about. I will then consult with the member and tell him as to who owns that building and whether the HTO can utilize it. Thank you, Mr. Speaker.

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

#### **Question 636 – 4(3): Trades Training in Baker Lake**

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

Mr. Speaker, earlier this sitting my colleague from Rankin Inlet South asked

about the status of the Sanatuliqsarvik Trades Training Facility in Rankin Inlet. While I fully support Nunavut Arctic College's focus on providing trades training in a central location, it is also important to take advantage of other opportunities.

Can the minister provide an update on what trades training opportunities will be made available in the community of Baker Lake in the coming months?  
Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for requesting that information. I can say that on March 23, 2016 we worked with the mining company to do a training course on heavy equipment airbrakes and a class 1 driving course near Baker Lake. To date those programs are held in Baker Lake. We work closely with Agnico Eagle Mines for pre-trades training and we also work with them on pre-trades at the mining site to prepare or plan for their career. That is done at the mine site, not in the community of Baker Lake. The Kivalliq Mine Training Society provides a lot of support on that and we work with them. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak**: Thank you, Mr. Speaker. It is getting closer to that time of year when construction projects will get underway. Can the minister describe what initiatives are in place to ensure

that Nunavummiut who wish to get practical experience in trades training have opportunities to work on construction projects in communities such as Baker Lake? Thank you, Mr. Speaker.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for enquiring about this issue because we each represent and live in different communities. We do want adequate training provided at the community level.

There is a trade school in Rankin Inlet where they offer apprenticeship programs for carpentry and other trades. Those are the programs that we have in that community. We can provide pre-trades training through the community learning centres. That is why we ask the communities every year what they would like to see offered.

If possible, we try to find out if the communities want trades training programs so that we can find and hire instructors. It depends on the number of people who are interested in taking that training in the community. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak**: Thank you, Mr. Speaker. I recognize that the responsibility for "Nunavut Apprenticeship" falls under the Department of Family Services.

However, ongoing communication must occur between Nunavut Arctic College and Nunavut Apprenticeship to ensure that apprenticeship-related training is available to Nunavummiut who wish to become trained and certified in the trades.

Can the minister clearly describe how Nunavut Arctic College's trades training facility works with the Nunavut Apprenticeship unit to identify opportunities for Nunavummiut to gain practical experience towards their apprenticeship certification by working on construction projects in communities such as Baker Lake? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister responsible for Nunavut Arctic College, Hon. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Yes, we work closely with the Department of Family Services on the preparation of the programs and we prepare all community learning centres. The program called G.R.E.A.T. for short is run by the Department of Family Services.

As I said earlier, (interpretation ends) pre-trades and trades (interpretation) training programs continue smoothly. This is specifically towards an (interpretation ends) apprenticeship (interpretation) program as that is the main goal of the program. To date this apprenticeship program is only offered in Rankin Inlet.

Part of the barriers we face with applicants from other communities who really want to be an apprentice is when

no (interpretation ends) journeymen (interpretation) live in their community and the (interpretation ends) apprenticeship (interpretation) can't move. I am sorry I keep using English terms.

However, only certified journeymen can apprentice a person and most communities don't have local journeymen. This is what is slowing down the process, as barriers to (interpretation ends) apprenticeship (interpretation) requires the availability of certified journeymen. Although we want more apprentices, it is part of the reason why this process is so slow, as only certified tradespersons can take on an apprentice. That is the only way this can go smoothly.

Nonetheless, any community can offer the (interpretation ends) pre-trades (interpretation) program in their community, but only certified tradespersons can take on an apprentice. Where they exist, they are an important asset. We are very grateful to the Department of Family Services for initiating the career pathways through the G.R.E.A.T. program. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Pat Angnakak.

### **Question 637 – 4(3): Nunavut Tourism**

**Ms. Angnakak:** Thank you, Mr. Speaker. My question is for the Minister of Economic Development and Transportation.

Last September the minister announced a major change in the role and

responsibility of Nunavut Tourism. Her announcement indicated that Nunavut Tourism will “continue as a membership-based association that will focus on supporting its members.”

It also indicated that the Department of Economic Development and Transportation will assume “responsibility for tourism development, marketing and research, visitor experience and visitor centre operations.”

Can the minister indicate when the new contribution agreement between her department and Nunavut Tourism that formalizes the new relationship between the two entities will be ready to be signed and tabled in the Legislative Assembly? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Monica Ell-Kanayuk.

**Hon. Monica Ell-Kanayuk:** Thank you, Mr. Speaker. Yes, in September we did announce the restructuring of our support for tourism development. The changes clarified the role for Nunavut Tourism as a membership association. The department will continue to work with Nunavut Tourism to achieve the goals set out in *Sivumut Abluqta* and *Tunngasaiji: A Tourism Strategy for Nunavut*.

Currently we are still setting up the GN staffing under the new cultural tourism initiative. Once those have been staffed up, we can allow for Nunavut Tourism to decrease their staffing unit. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. The amount of contribution funding that the department provides to Nunavut Tourism is decreasing from a little over \$3 million per year to about \$1 million. Can the minister indicate how this new amount was determined to be adequate for Nunavut Tourism to fulfill its new role? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Economic Development and Transportation, Hon. Monica Ell-Kanayuk.

**Hon. Monica Ell-Kanayuk:** Thank you, Mr. Speaker. I thank the member for that question. Yes, Nunavut Tourism’s operating budget for 2016-17 will be cut from \$3 million to \$1,625,000, and then to \$1 million from 2017-18 onwards. This move will allow Nunavut Tourism to focus on advocacy for its members and direct marketing efforts primarily for its members’ benefit, the majority of which are already established tourism businesses.

The Cultural Industries Division (TCI) has assumed responsibility for tourism development, marketing and research, visitor experience, and visitor centre operations. This money is doing the responsibility of the project and other expenses for the other fiscal years.

The restructuring was made due to the response to the recommendations that resulted from the 2016 standing committee’s review of Nunavut Tourism. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. I don't think the minister told me exactly how they got to a million-dollar budget, but I do want to speak to a little bit about the employees that you made reference to. I guess it's reasonable to assume that due to the result of the changes in the roles and responsibilities of Nunavut Tourism, can the minister indicate whether or not her department has agreed to fill these new positions with former employees of Nunavut Tourism? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Economic Development and Transportation, Ms. Monica Ell-Kanayuk.

**Hon. Monica Ell-Kanayuk:** Thank you, Mr. Speaker. I thank the member for that question. Mr. Speaker, once the positions are advertised, Nunavut Tourism employees can definitely apply for those positions and based on their experiences and qualifications for that position, they will be considered. Thank you, Mr. Speaker.

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

### **Question 638 – 4(3): Justices of the Peace**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. (interpretation ends) My questions are for the Minister of Justice.

As the minister will recall, in May of 2013 the previous Legislative Assembly passed Bill 44, *An Act to Amend the Justices of the Peace Act*, which included sections that provide for the establishment of Justices of the Peace Appointment and Remuneration Committee. On July 29, 2016 these sections of the legislation came into force.

Can the minister tell us when we can expect to see the appointment of members to the Justices of the Peace Appointment and Remuneration Committee? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Justice, Mr. Keith Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I appreciate the member for praising my memory. As I will recall, I'm not even sure I was the Minister of Justice back in 2013, but nevertheless that's a good question. I can tell Mr. Mikkungwak that the Justices of the Peace committee has been approved by cabinet and we do have members who are getting ready to get to work on that committee. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. Can the minister tell us how his department and the Nunavut Court of Justice keep track of which communities do or do not have a Justice of the Peace position in the community? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Mr. Speaker, we have support persons that work at the Nunavut Court of Justice who interact with the court of justice and the Department of Justice. A person who works in the court of justice keeps my deputy minister apprised. I am aware that there are two or three communities in Nunavut that currently do not have Justices of the Peace. However, I'm also aware that the Justice of the Peace program makes provisions for... . If there are no JPs in the community, then other JPs in Nunavut are available to assist the community that doesn't have a Justice of the Peace. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. The Nunavut Court of Justice indicates on its website that there are three special designations that a Justice of the Peace may receive, including a designation to work under the *Family Abuse Intervention Act*.

Can the minister tell us today how many Justices of the Peace in Nunavut currently have a special designation to work under the *Family Abuse Intervention Act*? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I believe, under that Act, the *Family Abuse Intervention Act*, there are supposed to be 12. We have five designated JPs and I was just checking up on this a few weeks ago. I had an opportunity to speak to the community

justice outreach workers and justice specialists at a conference in Cambridge Bay. I have learned that we have a shortage in FAIA JPs. I think we're down to four. Don't quote me on that number. My memory isn't that good. I think there are four or five.

My department is aware that we need to find people who could be FAIA JPs to support that program. Hopefully with this new committee, they can recruit people who want to be FAIA JPs and make those recommendations to me and to cabinet. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. The time for question period has expired. Going back to the orders of the day. Item 7. Written Questions. Item 8. Returns to Written Questions. (interpretation ends) Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Item 12. Responses to Petitions. Item 13. Reports of Standing and Special Committees on Bills and Other Matters. Item 14. (interpretation) Tabling of Documents. Minister of Family Services, Mr. Johnny Mike.

#### **Item 14: Tabling of Documents**

##### **Tabled Document 262 – 4(3): Director of Child and Family Services Annual Report 2015-2016**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Today I am tabling the *Director of Children and Family Services Annual Report 2015-16*. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Tabling of Documents. Item 15. Notices of

Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. Item 18. First Reading of Bills. Item 19. Second Reading of Bills. The Hon. Minister of Finance, Mr. Keith Peterson.

### **Item 19: Second Reading of Bills**

#### **Bill 36 – An Act to Amend the Income Tax Act – Second Reading**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I move, seconded by the Hon. Member for Arviat South, that Bill 36, *An Act to Amend the Income Tax Act*, be read for the second time.

Mr. Speaker, this bill amends the *Income Tax Act* to maintain education and textbook credits in Nunavut as of January 1, 2017, which would otherwise have become unavailable due to amendments to the *Income Tax Act* of Canada. It also makes other miscellaneous amendments. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The motion is in order. To the principle of the bill. All those in favour. (interpretation) Thank you. (interpretation ends) Opposed. The motion is carried and Bill 36 is referred to the Standing Committee on Legislation.

Second Reading of Bills. Hon. Minister of Finance, Mr. Keith Peterson.

#### **Bill 42 – An Act to Amend the Tobacco Tax Act – Second Reading**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I move, seconded by the Hon.

Member for Arviat South, that Bill 42, *An Act to Amend the Tobacco Tax Act*, be read for the second time.

Mr. Speaker, this bill increases the tax rate per cigarette and per gram of cigarette and other tobacco. Thank you, Mr. Speaker.

**Speaker:** The motion is in order. To the principle of the bill. All those in favour. Opposed. The motion is carried and Bill 42 is referred to the Standing Committee on Legislation.

Item 20. [Consideration in] Committee of the Whole of Bills and Other Matters. Bills 32, 33, 34, and 35 with Mr. Mikkungwak in the Chair.

In accordance with the authority provided to me by Motion 41 – 4(3), the committee will stay in session until it reports itself out.

Before we proceed to the Committee of the Whole, we will take a 20-minute break.

(interpretation) Sergeant-at-Arms.

>>*House recessed at 15:12 and Committee resumed at 15:36*

#### **Item 20: Consideration in Committee of the Whole of Bills and Other Matters**

**Chairman** (Mr. Mikkungwak) (interpretation): Good day, residents of Baker Lake and Nunavut.

(interpretation ends) I would like to call the committee meeting to order. In Committee of the Whole we have the following items to deal with: Bills 32,

33, 34, and 35. What is the wish of the committee? Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman, and good afternoon. Mr. Chairman, we wish to continue with Bill 34 and the review of the main estimates for the Department of Education and, if time permits, the Department of Community and Government Services. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Are we in agreement that we first deal with Bill 34?

**Some Members:** Agreed.

**Bill 34 – Appropriation (Operations & Maintenance) Act, 2017-2018 – Education – Consideration in Committee**

**Chairman:** I would now like to ask the Minister of Education if he has officials that he would like to appear before the committee. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, I would like to have officials with me here. Thank you.

**Chairman:** Does the committee agree to let the minister's staff go to the witness table?

**Some Members:** Agreed.

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

Thank you. For the record, minister, please introduce your officials. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. With me to my left is (interpretation ends) Deputy Minister Kathy Okpik (interpretation) and to my right is Heather Moffett, Director of Corporate Services. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. You can now proceed with your opening comments.

I'm sorry. (interpretation ends) Education. Directorate. Total Operations and Maintenance, to be Voted. \$3,900,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Education on page G-5. Policy and Planning. Total Operations and Maintenance, to be Voted. \$2,076,000. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman, and good afternoon. The special committee to review, which I was part of, the *Education Act* tabled the final report on November 5, 2015 and following that, the department completed its own series of consultations and evaluation of the legislation.

Will any amendments to the *Education Act* be proposed during the term of this Assembly and, if so, when will the bill be introduced? Thank you, Mr. Chairman.

**Chairman:** Thank you. Hon. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The amending bill will be introduced during the life of this



government per recommendations of the special committee. I expect that the introduction will be placed during the winter 2017 sitting this month, (interpretation) it is March 1 today, (interpretation ends) with enough time for the bill to reach second reading before the final day of the sitting and that's where we are. Again, I'm anticipating the first reading to be hopefully on Tuesday (interpretation) of next week. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. Your 2017-2020 draft business plan also indicates that a multi-year strategic plan will be developed to guide the future development of the department and the implementation of the *Education Act*. Can you describe what specifically will be addressed by that work plan? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. As per my earlier remark on the proposed bill, I will be introducing the legislation to the House. Once it has been introduced, it will show that kind of detail queried about.

However, what I can state here is that we will be looking at the subject the member raised in her question, such as our employees and (interpretation ends) staff training, (interpretation) including training funds for our local DEA members. The coalition of DEAs and the local DEAs will be kept informed of

developments. Furthermore, it will include such things as the language of instruction.

It is obvious that this aspect, which I can't translate properly into Inuktitut, relates to (interpretation ends) regulations (interpretation) that will be developed fully, as per the member's question on the details. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. You talk about the Day Care Act in your business plan of 89 and child care obviously has been an important topic for me, just looking at the need that we have, especially here in Iqaluit anyhow, for additional child care spaces.

Your business plan indicates that a comprehensive review will be done on the *Child Day Care Act*. What consideration is currently being given to addressing the need for more daycare spaces across Nunavut? Will any capital funding be available to establish new daycares? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. On that issue, the Special Committee to Review the *Education Act* reviewed child care to date. The department is presently working on two areas. As I mentioned, it's in two parts. The first area is the feasibility study on whether kindergarteners will be in class all day and they will review how that would be set up.

For the second area, I'll speak in English if it's okay with you, Mr. Chairman. (interpretation ends) The second area was the completion of an options paper to discuss the current state of child care in Nunavut as well as contributions to various government departments and agencies. Certainly the paper is now amongst the various government departments that I have indicated.

We will be conducting a thorough needs analysis on demand for child care across the territory. We will collect and maintain records which speaks to the level of need, including but not limited to wait-lists, list of vacancies, vacancy rate, early learning child care programming, address local child care shortage by promoting and supporting the establishment of new child care spaces, work with ELCC centres and non-profit organizations to reduce the administrative burden associated with establishing and running ELCC centres, review and evaluate subsidy programs and amend if necessary to increase uptake, and develop and implement ELCC employee initiatives to retain existing employees and attract, certainly, new ones.

Again, the department has completed a preliminary review of the Child Care Act by conducting cross-jurisdictional research on a number of early learning and child care related topics. The department will use the *Education Act* and the *Inuit language Protection Act* as instruments in helping shape the Child Care Act. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. I'm interested to hear more about the demand for child care that you have done an assessment. Is that something that you could share with us in the House? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Before I answer the question, currently the assistant deputy ministers are reviewing that. It's at the ADM level right now and once they're done with it, it will go to the deputy ministers. We have to follow a procedure before we reach that stage on the issue we're discussing right now. That's where we stand. Once it has been completed, I'll be able to table it very soon. I can't exactly say when but soon. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Chairman. Does the department have an idea on what the wait-list is like for Iqaluit for child care? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. This is rather complicated. We have to look at different factors before we come up with a number. If we recall, I had mentioned numbers before, but they're always changing.

Perhaps we can provide an approximate number for Iqaluit. I think I already mentioned it a while ago. Right now in Iqaluit we have 766 names. To break it down, there would be 180 infants, 415 preschool-aged children, and 171 school-aged children. Let's keep in mind that we have daycare centres in Iqaluit. Sometimes parents put their child's name on every daycare's waiting list and that's why you have such high numbers. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman. This is an area that I'm very interested in. I've had lots of discussions with different parents and looking at other jurisdictions. I'm not too sure how much of a leadership role you can play when it comes to Iqaluit and all the various daycares that we have here. I don't know what discussions, if any, have been held with the City of Iqaluit.

I know that in Ottawa they have a system that seems to work very well where there's one central location that you register your child with and that's at the municipality like in Ontario. You phone and then there's a list. When a daycare space becomes available, wherever it is, it could be over here, and whoever is the next one on the list, that's where they go. It would be a way of really having an idea on what the actual numbers are for children requiring child care. Is this something that the department can look at? Have you looked at what other people doing? Maybe there's a better and a more organized way that the whole system can be set up.

Furthermore, sometimes I wonder just how efficient we are when it comes to all of these different daycares. I guess if you had the magic wand, I would have one daycare big enough for everybody with their own rooms like the Inuktitut-only daycare or the French-only daycare, however you want to divide it up, because economies of scale will come into play where you're paying for one fuel bill and one power bill. There are so many ways of looking at how is it that we can address... .

I'm talking about Iqaluit specifically. I realize that it's very different in the smaller communities but in Iqaluit, because there are a lot of transient people that come back and forth, there's a great number of turnover. I think it might be a model that perhaps should be looked at. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank my colleague for giving us suggestions that we can consider. I agree with you. We look at different ways to make it easier for people with children to work with. That's something that we can look at.

I would like to say that we tried to work with all of the daycares and looked at them as one, which was quite recently. That's what we tried to do, but it was very challenging because they each have their own society status. We can't tell them what they're supposed to do because they have different societies.

We haven't really spoken to the City of Iqaluit, but we can look at what you just

suggested and add it to our considerations. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak**: Thank you. I have a couple of minutes left; I'll keep it on child care.

(interpretation) Yes, I completely understand that (interpretation ends) child care is a topic that could be quite complicated and everybody wants to have it their way, but I really think sometimes we need to think about something that would be the betterment of all instead of looking at so much individuals.

Maybe that's where your leadership could come in too into working with the daycares and saying, "Yes, it's nice you all want your societies," because there is a way of addressing that with all of these different societies. There's a way of addressing that. There's a means of addressing that. If, at the end of the day, it means having less child care spaces because everybody wants their own society, well, then that's not the betterment of all, if you get what I'm trying to say.

I understand it's very complex, I do. I understand how people want their jurisdictions and their own boards and everything, but at some point we've got to start to think, "Well, what actually makes sense here? How is it that we could actually increase spaces for child care? How can we create more spaces for after school care?" These, I think, are to look more at the bigger picture and to

look at it more as what if, if we can do this, how would it look.

This is just a comment, that's all. I've got 58 seconds. Thank you.

**Chairman** (interpretation): Thank you very much. That's just a comment. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, as I stated earlier, we can review this. We can look at any ways to improve things or easier ways to do things. This is another thing that we are considering to see how we can have the daycares open in the summertime. We are considering different things like that and one of them is the fact that daycares usually close in the summertime. We need to maybe find ways to keep them open during the summer. We are looking at different options. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Angnakak.

**Ms. Angnakak**: I only have 51 seconds. No, I'll give it to Mr. Enook. He can take my 51 seconds.

**Mr. Enook**: Thank you.

>> *Laughter*

**Chairman** (interpretation): Thank you very much. Following my list of names, Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I would first like to say to the people of Pond Inlet that their legislative channel has not been working. I apologize for that. It is being worked on. Those who speak Inuktitut

can only hear us in English. I apologize to the residents of my community. Although we speak Inuktitut here sometimes, they can only hear the English channel. It's being worked on. I send them my apologies.

Mr. Chairman, I believe we're on page G-5. Programs can be reviewed. That's what we're always repeating. Some of us can't understand how students can be promoted. I believe I can talk about social promotion, if it's okay with you, Mr. Chairman. Can you clearly explain that, Mr. Minister?

For everyday people out there, including me, we assume that students are promoted not along the lines of their abilities or lack of abilities. They just want to make sure that they stay with their peers. Does this actually happen in our schools? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We don't have a policy on that. However, I believe it is followed in our communities and that's why we get all these questions. I want to clearly explain that as the Department of Education, we do not have a policy on social promotion. It was the first time I heard about it when I became the minister. That's all I wanted to say. We don't have a policy on it and we know that some schools use it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Minister Quassa, I

wonder where you were. This has been talked about for a very long time and only when you got elected, you heard about it. We have been hearing it in Nunavut for a very long time and your deputy minister is agreeing with that comment.

If you don't have a policy, do I understand that it's at the discretion of the schools if they want to do that or not. As you said, you don't have a policy on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. So that we all understand this properly, within the school, if they're trying to see if a student is going to be promoted, I can talk about the process. There is a school team consisting of the principal, the teacher, and the student support counsellor. They determine whether the student should be promoted to a higher grade and they make well-informed decisions.

I can say that, as I stated previously here, if I had eight courses to complete and I passed six or seven of them but not the other two and I get promoted to the higher grade, the teacher can help me complete the two courses that I didn't complete in the previous year. That is how it is set up. I hope you understand that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. The student support counsellor, the teacher, the principal, and

the parent, do all of the students get assessed by these four people to see if they will get promoted or not? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, all students have to be assessed. It is what they usually do near the end of the school year. All of the students have to be assessed properly to see whether they should be promoted to a higher grade or not. The assessments are done near the end of the school year. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. As the assessment is conducted on the student, do these assessors or examiners have a foundation, for example, if they are at this level, they can be moved up a level? You stated earlier that there no policies related to (interpretation ends) social promotion. (interpretation) I am lost now. If you don't have a foundation, why is this practice undertaken? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The progression of education has to continue, so that is where our policy is. The student's education has to be continued. We have a continuous learning directive on that. That's what I can say.

As I stated earlier, the term "social promotion," which is what I was talking about, we don't have a policy on that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I know that a student has to continue their education. We have to promote the students even if they don't reach the required level because they have to continue their education and there's no policy on that. Is that why this occurs? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): As I really want the member to clearly understand this matter, the way it is set up in Nunavut on this subject I referenced related to (interpretation ends) continuous progress. (interpretation) The reasoning for that is every student has their level documented and it is broken down into what subjects have been taught by the teacher, so we are able to assess which area requires more work.

Further, this subject of (interpretation ends) continuous progress (interpretation) includes peer group education as this allows them to progress further. For example, in looking at the entire year and... . How do I say this? As Nunavummiut we are working to make progress on this front. To cite an example, it is easier to determine what level the students are at using evidence-based practice. That is what we need here in Nunavut.

As per my earlier reference, the parent is fully involved if their child looks like they will fail the year. They are asked if they prefer the student to remain in the class and if the parent agrees, then the student can be held back. This is where the reasoning lies, as this can occur but only with the consent of the parent after being fully informed of their child's lack of progress or passing of the grade level.

In addition, part of the reason that I keep reiterating is the parents have to be more proactive in having their children attend classes so that their education isn't impacted and they can move ahead. That is what I can state here. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you. If I believe my child should stay in the same grade, then you won't promote him or her to another grade level. Have you ever promoted a student without the consent of the parents? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. All of us have gone to school, possibly with the exception of one, and we know through education and parents know what grade level the students are at because the children take home report cards. Perhaps I don't really understand the question by the member about whether the parent can ask for the child to stay in the same grade.

As I stated before, the principal, the teacher, the student support counsellor,

the student, and the parents are the school team. Each teacher knows what level the student is at and they inform the parent of the progress of the child. The teachers know what level the child is at. The parents can make a recommendation with respect to their child's placement at a certain level because they know their children very well. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. When you were talking, I made notes that a parent is usually asked if they want their child to stay in the same grade. That's what you said. Are you talking about the child's parents? When you say "*angajuqqaarijaujuq*," does that mean the parent? Does the parent advise you to have their children stay in the same grade, or do you believe that they should be socially promoted to another grade level? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. As per my earlier statement about the inclusion of the (interpretation ends) school teams (interpretation) within the schools, they have to work together in conjunction with the parents.

Now I lost my train of thought. In the past there have been parents who asked that their child remain at the same grade. In the past students were held back and this can also occur today. That is what I wanted to clarify, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Mr. Minister, you first stated that all parents are always involved along with the principal, the teacher, and the student support assistant. Now you say that the parents may be involved. However, earlier you said that they would be involved in the school team all the time. Which is it? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Although I don't really remember what I said and I'm not sure whether I said "may" or "would," I can say, as I said before, that the parents can be involved. (interpretation ends) Parents can be involved (interpretation) fully any time if they request to be involved with the school team. I'm trying to clarify my response. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I, too, am trying to be as clear in voicing this matter based on your previous response. You stated that it is one of the biggest and most important areas that parents are to be involved in. That was what you said, but now it seems that it isn't as important as previously stated. I was quite happy when you stated that this is a very important aspect, but now your response seems to indicate it doesn't matter if a parent who has a child in school is not involved. Therefore I would like

clarification on the answers you provided as to which path is more important. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Parents can be involved as they have parental rights associated with their child who is a student. We also advise the parents when we go to the community and encourage them to be aware of their child's progress. Absolutely, parents can be included in this process, as per my earlier statement that parents can be fully included as they have parental rights. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you. Earlier you stated that the parents have to absolutely be involved, but now your response is that they can be included, which is unfortunate.

Let me turn to another area. If my child is attending grade 5 and it appears they aren't completing their work in some subjects or they're not attending school regularly, would my child remain in grade 5? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Personally I have never heard of a student who was in the same grade for many years. I have never personally seen that myself. I can provide a personal experience, as I had



to take grade 8 twice. That was the only grade I did twice.

Students generally don't stay at the same level forever, as this generally doesn't happen. Nonetheless, what I can state here is that testing is done, including (interpretation ends) research (interpretation) on the students who are stuck in the same grade level. When students are kept at the same grade for too long, they may prefer to drop out. This is one avenue that we have to pay attention to, which is why we encourage students to attend school to avoid this scenario.

As well, our students learn new subjects and the curriculum is geared towards students once the teacher feels the student can learn new subjects, (interpretation ends) when they are ready, (interpretation) irrespective of their age. That is how it is. Students rarely stay at one level with the approval of their parents and most parents don't want to see their child stay in one grade for many years. We wouldn't want to see that. No parent would want to see that. It seems obvious that you wouldn't want to see a student remain at the same grade level.

This is the reason why the school team and the teacher know the progress of the student. This is what is provided to the parent and they are fully informed of the status of their child. A decision is made after consulting the parents and once the parents understand the situation. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I have no clue where the minister heard any reference to keeping a student in the same grade for many years. I didn't refer to this concept of keeping a student in the same grade forever and I doubt I made that statement.

What I was asking was: if my child is attending grade 5 and perhaps due to poor attendance or not completing some of their courses, would they have to repeat that grade? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We have seen this occur very rarely because the parents know their children. This is rarely used, but let's be cognizant that the child is constantly learning and they can take any kind of subject they want in the school.

According to the legislation, section 15, there's a provision there as to who the school team will be, whether the student can be promoted to the next grade. As I stated before, the students repeat the same grade very rarely. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Again you didn't respond to my question. If my child is in grade 5 and has an attendance problem, after reviewing the progress of my child, would they keep him or her in the same

grade the following year? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, that could be the case. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I also thank the minister for that response. Again going back to some of the comments you made earlier, we keep saying that there is no policy on social promotion, but a lot of us don't believe that because we know what's happening in our schools. We might not be as wise as you are, but we do notice social promotion being practised in the schools.

Many of us have also noticed that students who have completed grade 12, for example, we use the Alberta curriculum and they have to pass the exams in order to complete their high school and they have to cover all required subjects. A lot of us don't know why a grade 12 graduate is almost illiterate and can barely read in English. I have seen many students who have passed grade 12 but don't have the oral or written skills. Why is that the case? That's something that a lot of us don't understand why that's the case. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. In grade 12 in Nunavut, a student uses the grade 12 courses that are used in Alberta. We use the Alberta curriculum and it's exactly the same here in Nunavut. They use the Alberta curriculum exam model up here. We have been using the Alberta curriculum for quite a while.

Right now the Department of Education is looking at using a standardized model for all of Nunavut. That has been started. If we're going to be reviewing the *Education Act*, our goal will be to have a standardized system used in Nunavut.

With written and oral skills, it is a priority of our department and we are using more, newer models of teaching. The school staff are also looking at making an improvement and using the newer models in our schools to have proper assessments done because it's a requirement and it's mandatory.

That's the only way I can respond to your question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Regarding the high school, you indicated that you use the Alberta curriculum. Many of us have said that even if that's the case, the grade 12 graduates can barely read and they're certainly not at that level. Does that mean that the Alberta graduates have the same problems as we do up here? Are they graduating with poor reading or writing skills? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I can't speak for Alberta and I don't know how their written and oral skills are, so I can only make reference to Nunavut.

In 2014-15 literacy has been one of our priorities. We have introduced guided reading materials for both English and Inuktitut, which was implemented in 2014, because of the problems that we have noticed, as you have. We have guided reading materials handed out to the teachers from levels 1 to 11 and levels 12 to 14. There are different level requirements following the student's progress.

In 2016-17, again, we introduced resources to help the teachers determine other ways to present learning materials and to provide training. We have also provided different ways to improve literacy courses. We do urge the students not to read only in the school but at home. That's the only way you learn and that is how you get your literacy skills. As parents, we should be encouraging our children to read at home because it improves their reading skills and it improves their level in school.

We urge our students to do more reading and to improve their literacy skills so that we can see an improvement in the literacy skills of grade 12 graduates. They should read and write not only in the schools but also at home. We used to bring homework when we were going to school, which is another avenue to improve the skills of the student. Thank you, Mr. Chairman.

**Chairman:** Thank you. Education. Policy and Planning. Next name on my list, Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. If someone can provide direction on whether this subject is included in G-5, my question relates to the business plan on page... I apologize. In the English version it is on page 90. One of the priorities is to "Begin the implementation of a renewed Inuit Employment Plan set to achieve the department's goals."

I also noted here within the business plan is the Inuit Employment Plan on page 113. I especially noted Inuit employees. In my copy it states that on September 30, 2016 there were 587.35 Inuit employed. I have a copy of the December figures and it states 584.0 as the new figure. Further, it states that by next year, March 31, 2018, they expect 709.65 positions to be held by Inuit. Following your plans, what positions will be filled by Inuit? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank my colleague for requesting that information. We are working on our departmental Inuit employment targets. EIA is more responsible as they look at the Nunavut government as a whole. We are now working closely together with EIA and we are also working closely with Nunavut Tunngavik Incorporated on how to increase the number of NTEP students. Since we received a letter from Nunavut Tunngavik Incorporated, we

have made plans to increase our Inuit capacity.

I don't know where you got those numbers from because I don't think I have them with me. We have 171 principals and teachers who are beneficiaries and there are 477 non-beneficiaries currently. Over and above that, we have literacy coaches, language specialists, student support assistants, school counsellors, and other positions, but the numbers I stated are in reference to the teachers and school principals.

I would like to remind you that the number of NTEP students in total is 83. That's where the figures are at right now. I don't have the specific numbers that you mentioned, but we are working on our Inuit employment plan targets with EIA. Thank you, Mr. Chairman.

**Chairman:** Thank you. I believe Mr. Joanasie was referring to page 113 on the business plan. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Yes, that is the page I referred to. I appreciate the minister's response and the numbers that he provided.

The Auditor General of Canada's report on education indicated they're not keeping up with those numbers, which is why I'm commenting on that.

Mr. Chairman, if it's possible, on G-14 it is talking about the Teacher Education Strategy, \$2,262,000. What is the status of the strategy with their plan to increase the number of teachers in Nunavut? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr.

Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I can say that for the Nunavut Teacher Education Program, we are currently reviewing how we can better utilize the Inuktitut language. That's where we stand.

The Department of Education provides money to Arctic College for the Teacher Education Program to proceed. The Department of Education can allocate funding towards Arctic College to offer the Teacher Education Program.

At this time, I believe I stated earlier that there are 83 students who are taking the (interpretation ends) Bachelor of Education (interpretation) program and this is ongoing for students in eight different communities. I state eight, but Kugaaruk is included in this list. They will work on trying to continue the program there obviously.

To date for the communities offering the Teacher Education Program, the funding received totalled \$2,262,000 and this was provided by the Department of Education to Arctic College for the programming. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Yes, I realize that Nunavut Arctic College is in charge of the Teacher Education Program. Maybe the minister can update us on how many students have taken that program. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Since the inception of the (interpretation ends) Nunavut Teacher Education Program (interpretation) approximately 515 students have completed this program. To break it down further, there are 250 students who received a teaching (interpretation ends) certificate (interpretation) and 265 students who received their (interpretation ends) Bachelor of Education (interpretation) Degree.

As an example, there are different levels, the primary one and the higher degree, if my response is understandable. These are the statistics we have to date in this field. These are the figures since the inception of the program. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank the minister. I have asked the minister about the numbers of teachers, as well as the study conducted on the potential teachers. The minister stated in his response that some of the students who are Inuit prefer to teach in English or that (interpretation ends) they prefer to speak or to teach in English. (interpretation) However, I personally disagree with the minister's assessment, as these teachers will know our language and culture. They took the course because they want to be teachers.

Perhaps it is due to the lack of support from their workplace or the lack of

teaching materials that they prefer to teach in English. At least that is my perception and why I disagree with the minister. I am just commenting on this fact. Further, I want to encourage the minister to provide more materials for our Inuktitut language teachers so that they can teach more courses in Inuktitut. It is incumbent upon us to increase the numbers of Inuit teachers as well. I am just stating this as a comment.

However, I'll turn to another subject that Mr. Enook referenced earlier related to social passing based on whether they have passed certain subjects or failed at others. The minister stated earlier that the Department of Education doesn't have a policy on that, but it may occur. I asked earlier about how the department determines whether or not social passing is being practised. Does it start with the parent or the student? If the parents feel their child has been socially passed, what avenue do they have?

Perhaps I should reference the higher grades, for example, grades 9, 10, 11, and 12, which is based on the Alberta curriculum and exams. I wonder if Alberta could conduct the examinations. If a parent felt that their child is not progressing, can they request Alberta testing? If a parent suspects their child is in that situation, can they request that their child get further testing? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I didn't quite grasp his latter question and I don't understand it, but I want to respond to it, although I know he can rephrase it.

Nonetheless, I would like to add this to his comment. It is related to the courses offered at Arctic College. We also work with the (interpretation ends) University of Regina (interpretation) as we also have to comply with their requirements. However, while they are taking this program, there are three different Inuktitut dialects used as the basis for their courses and they also use three different Inuit cultures. They are included in the curriculum for teacher education. Furthermore, it allows us to plan properly on teaching both Inuit language and culture and how it as to be properly used within all of our schools in Nunavut. This is how it is set up. We have conducted studies on this.

As per my earlier statement, perhaps I can also state that only some of the students prefer to take courses in English to teach in that language. It is a small percentage. The rest of the students would teach in Inuktitut. However, as I stated earlier, we are carefully reviewing how to provide an Inuktitut cultural or (interpretation ends) bilingual education (interpretation) in both English and Inuktitut so that they can teach in both languages. This is why we are studying this aspect.

I didn't get the last part of his question related to the Alberta curriculum. I didn't get that part about returning something. Perhaps he can rephrase that part of his question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. To use an example, a student who is in grade 11 is required

to pass an exam prior to moving up to the next grade. I was referring to the testing or (interpretation ends) examination (interpretation) process. As I recall, they had to order the exams from Alberta and sent to Nunavut, and then the students write their exams. Upon completion, I think the exams are sent to Alberta. I believe that is the case where they are then marked. The exams would determine whether or not the student has been socially promoted.

I think the process was changed. If I recall correctly, the exams are marked and the percentage includes the exam portion and their school subject marks. The percentage allocated to the exam, I believe, has been changed. I wonder if this can be studied further. That is what I am trying to get at here. If a student felt they were behind or if the parent feels they are being socially promoted, can they request the exams to see if that is the case? What I wanted to know is if parents have any recourse to remedy that. That is what I am trying to get at. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We are using the Alberta curriculum, as you stated. We are following the Alberta model and that is how the process is run.

I am sorry. In 2015-16 Alberta made a request that any jurisdiction following their curriculum at 50 percent was lowered to 30 percent, if I understand that. It was changed from 50 percent to 30 percent. Currently about 70 percent of their exam marks and 30 percent of the Nunavut... . As an example, the two

numbers are 70 percent and 30 percent...  
. I am reciting too many numbers and confusing myself, so I apologize.

What it states here is that 70 percent is the school mark (interpretation ends) provided by the teacher and 30 percent exam mark. (interpretation) That is how it is written if the member grasps those numbers, as I believe he asked what the ratio was.

With regard to his other question, yes, since we follow the Alberta curriculum for all exams, the exams are submitted to Alberta for their marks to be determined. The examinations are marked in the south and they are sent to our department. Currently we are trying to change the directive on exactly how the tests in the schools are marked, or (interpretation ends) school marks, (interpretation) and the marks from the Department of Education.

Perhaps I'll state this in English if you don't mind. (interpretation ends) The department is developing a directive on the proper analysis of school marks versus departmental exam marks with the aim towards improving student success and ensuring accountability.

(interpretation) I believe I responded to the question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank you for the response. I know he's trying to help us understand it. I just want to see how else we can improve it.

Let me move on to a different topic. There is the social promotion issue and there is another issue that I have brought up in the past that I will talk about a little bit first before I ask the question.

With respect to language education in the schools and the fact that it was said that the Inuit language is not to be used in the school, I talked about it in the House here at one point. You have said that you don't have a policy on that and the local DEA in Cape Dorset has no policy on that either. However, it may exist like social promotion. It may just be a pattern that people follow when it comes to language use in the classroom.

If a student is learning English language arts, let's say, in the morning from 10:30 until noon, during that class, would it be necessary to tell them to not speak in Inuktitut? I hope I'm making sense with what I'm trying to say. What is the Department of Education's position on this? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Anyone can use their own language in our schools, whether they speak English, Inuktitut, or French. We also have teachers that don't understand Inuktitut at all. If the student is speaking Inuktitut, the unilingual English-speaking teacher will not understand the student and that occurs. They're not supposed to tell them, "Don't speak Inuktitut."

However, if the teacher can't understand the student, then the teacher may think the student is saying bad things about the

teacher. Maybe the teacher at that point would tell the student to say the same thing in English. I'm sure they can do that. They probably do that in the school with some of our students. I can say that Inuktitut, English, and French can be used in the school. Nobody will stop you from speaking your mother tongue. Let us all be aware that some people do not understand both languages.

I hope I answered the question properly. According to our *Education Act*, it is bilingual education. They can learn two languages. Following that, no one should be stopped if they're speaking any of the three languages. I hope I responded to the question properly. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Policy and Planning. Following the list of names, Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Chairman. Welcome to the minister and staff.

Earlier my colleague, Ms. Angnakak, was asking questions on child daycare. She had asked what the waiting list was for Iqaluit. Do you have a waiting list for Gjoa Haven? Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I don't see the figure here in front of me, but I will look for it so that we will know.

We don't have a breakdown of the communities at the moment, but I can say that for all of Nunavut, right now there are 841 names that we have on the waiting list. We don't have the

breakdown per community, but we have it for all of Nunavut.

We're aware that there are 19 daycare facilities in the communities. Looking at the plan, Arctic Bay, Clyde River, Gjoa Haven, and Igloolik don't have daycares right now, but they have preschools. For Gjoa Haven right now, I'm sure they have a list of people who have requested daycare space, which is what they normally do in the communities.

I don't have the figure for Gjoa Haven as I only have the figures for the whole of Nunavut. I can look into this and get back to the member. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Akoak.

**Mr. Akoak**: Thank you, Mr. Chairman. For daycare spaces, we do have a daycare in the school in Gjoa Haven which is not operational. Would he give us a time that it will be operational? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The Department of Education is always interested in working with daycare societies, but let us remember that daycare societies need to have proper society status before they can proceed. I can't say right now if their society status is in good standing or if it has expired. I'm not really sure about that.

However, if there is a daycare society in Gjoa Haven, we can work with them. The Department of Education has staff



dedicated to daycares. I can't tell you when it will be opening, but whenever the people in the community are ready to proceed with it, we can provide operating funds right away. That's how it is. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Akoak.

**Mr. Akoak:** Thank you, Mr. Chairman. Thank you for the response. I believe they do have a daycare society, but because of bad management in the past, that's why they are stuck. They are trying to find funds to pay for some unpaid bills, I guess I can say. Would there be any way that your department would be able to help them to start up a new society? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa:** Thank you, Mr. Chairman. Like I said, yes, the department is always ready to assist any groups in the community that want to start a daycare. If their society status is not up to par, that group can start a new society. Once they start that, we can certainly give them a start-up fund. If it's a society in good standing, we can do that. If the one you're talking about doesn't have a good standing on their society status, they can always get a new society status. (interpretation) That's all. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Akoak.

**Mr. Akoak:** Thank you, Mr. Chairman. It's good to hear because we have some students that leave their babies at home, but I'm happy that they're given a chance to be able to go back to their

home and feed their child during school hours, and then they would get back to the classroom. Daycare is very important. Thank you.

Going on to another, you talked about Inuit employment by my colleague, Mr. Joanasié, for school counsellors. I'm asking: what qualifications do they have? Do they have qualifications in line with a mental health worker or below that? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. With respect to what my colleague is talking about, we have different unions like NTA that we work with. There's the NEU. You may be talking about the NEU. We just had some recent graduates for school counsellors. We just had some completing their training and we expect them to get on line. As I stated earlier, they work under different unions.

In the previous year for student counsellors, mental health and trauma, we just had a major professional development course on those areas. I have some big expectations of those being used in the school.

I hope I responded to the question and if I didn't respond, I can try again. Thank you, Mr. Chairman.

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

**Mr. Akoak:** Thank you, Mr. Chairman. School counsellors are always looking after the children in the school when they have problems. I was asking, for qualifications, would they recognize if that child is having trouble at home?

Would that be recognized? Would he be having problems with another student within the school, are they trained enough to recognize that kind of a situation? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, they should and that's how it is. (interpretation) They recognize the situation, if that's what you're asking. (interpretation ends) They are trained to do as such. Our student support counsellors are very capable in doing their work within all our schools. Yes, they would be recognized.

All our schools are, again, bound by law to report any suspected abuse. As I said, all our support staff are very professionally trained and will do their work to ensure that all our students are well, safe, healthy, and being there every day. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Akoak.

**Mr. Akoak:** Thank you, Mr. Chairman. Thank you for the answer. If the school counsellor feels the situation is over and above what the counsellor can handle, would the school counsellor then send the student to a mental health worker or anywhere else? That would be my last question. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): They are very helpful in our schools and they need to identify everything in detail. Yes, that's exactly it,

(interpretation ends) if the child or the student needs mental health assistance. Again, we need to ensure that the parents are very aware of what is happening. That is one of the things that we want to ensure, that the student support counsellor knows what they're doing. Again, the parents are notified and they have to agree to that first before anything can happen. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Akoak.

**Mr. Akoak:** Thank you, Mr. Chairman. My colleague, Mr. Shooyook, is always talking about *Inuit Qaujimajatuqangit*. With the school counsellor, is there room for a school counsellor to seek help from an elder within the community? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, indeed, because education is based on Inuit traditional knowledge and culture, which we call Inuit societal values. It is based on Inuit societal values. Yes, they can seek the advice of an elder. (interpretation ends) Yes, they can. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Education. Policy and Planning. Following the list of names, Mr. Enook.

**Mr. Enook** (interpretation): Thank you for allowing me to ask questions again. I would like to go back to a question I asked earlier for clarification. I may be the only one who doesn't understand, but that's okay.

When the minister and I were talking about evaluating students and the Alberta system, I said many of us in Nunavut believe there is social passing because some students who graduate don't really know how to read or write. Even though they have graduated from grade 12, they may have problems with literacy. We know many students who are quite capable, but it seems like many of the students who have graduated from grade 12 are not at grade 12 literacy levels.

I think I understand clearly that we are using the Alberta system for testing students' knowledge. The question I asked was: since we're using the Alberta system, is Alberta experiencing the same problems with their students? Do they have the same issues with their education system or with their students? Minister, you responded by saying that you're unable to respond to that question because you only deal with the education system in Nunavut. I agree with you.

One thing that I do not understand is we have the same evaluation process and you stated that the same testing is used. I would think then, if that is the case, Alberta would have the same problems. Is that what happens? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. In Nunavut the *Education Act* states that we will offer bilingual education. Alberta does not offer bilingual education, so that is where the difference occurs. We have bilingual education in Nunavut in English and Inuktitut. In Alberta it is

only in English. That is where the difference occurs with the two.

NWT is using the Alberta curriculum as well. That is where the difference is for students who have grade 12. We have a bilingual education system in Nunavut, but I'm sure that in Alberta it is only offered in English. That is where the difference is occurring, but they are using the same exams or tests. In the past we called them testing. They have those exams and they use the same exam process as the NWT. We can look into what the situation is in the Northwest Territories.

Let us be aware that one of the reasons is that a student should be attending classes daily as long as they are not sick. This is not always the case. Students should be attending school to learn how to read and write. That's the only thing that I can say. Parents should encourage their children to go to school. I agree with my colleague that not all students are like that. Some students are very good and we have seen young people who are very capable. All of our students can be just as capable. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. We have a bilingual education system in Nunavut. (interpretation ends) By the way (interpretation) I would like to say that I'm not overly concerned about the Northwest Territories at this point because we wanted to get the Nunavut territory so that we can set up our own system. I'm not overly concerned about the education system of the Northwest Territories. Thank you for negotiating

Nunavut so that we can start making our own decisions and govern ourselves.

Are you not saying that bilingual education is impeding the students' learning? It's okay if you respond either way. I keep thinking that whether we are using bilingual education or unilingual education, if there's one examination process, I'm sure there's a standardized rule where you can pass to another grade level after completing a certain number of credits. If I had 40 percent, I don't think I should be passed onto another grade.

The Alberta curriculum is based on a unilingual education system and we are using a bilingual education system. Even though that is the case, the exam is the same. With that standardized rule, how is it that those who are not at the required level are passed to the next grade level? I'm quite confused about that. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, I appreciate my colleague wants to understand this clearer. Before our policy changes, we're going to be following the Alberta curriculum. I believe I alluded to it earlier that 30 percent and 70 percent are two percentages used for exams. One is for the Nunavut exam and the other one is for the Alberta exam.

Mr. Chairman, through you, I would like my deputy minister to explain in detail in response to the question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. With respect to the minister's comments in regard to 70 percent and 30 percent, we just follow the Alberta system. Firstly we would use the written exam at 50 percent and the school testing for a whole year, the credits that are required usually are at 50 percent. In Alberta last year they made changes to the examination process of their students and we just followed through because we know as Nunavut that we can't come up with a new exam that can be recognized by colleges and universities. We just follow the Alberta system.

For example, 70 percent is for a whole year of the curriculum. The teacher can make the education plan of the student for nine months of the year. For a whole month they would do an examination or testing of the student's knowledge level and ask questions about the projects that have to be completed within the school, including specific literature they are required to complete reading, as this can determine the level up to 70 percent and how it would be broken down.

As you stated earlier, the student who wrote the exam and received a 40 percent mark, you asked how this student would be treated. If the student only receives a 40 percent mark, as an example 30 percent of his 40 percent mark would be included and written as 30 percent of their marks. That is what happens. Even if a student gets an 85 percent mark on their (interpretation ends) test exam mark, (interpretation) only 30 percent of that mark is included

in their overall mark. I am not sure if that is understandable.

(interpretation ends) How the school mark is determined is we have a 70 percent school mark and a 30 percent exam mark. If they get an 85 percent on their exam, that 85 percent is only worth 30 percent of their mark. With their class mark, let's say they get a class mark of 50 percent, then that class mark is worth 70 percent of their overall mark, and then that mark is combined to get the overall mark. (interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Minister Quassa, do you know that (interpretation ends) one plus one is three? (interpretation) I'm not a mathematician; I am totally confused with those numbers that you're referring to. I'm sure it makes a lot sense, but I just don't get it.

At the end of the day I just want to know no matter what the marks are set at, would the students who complete grade 12 have the same equivalency and be able to read and write at a grade 12 level? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you. They should. They have to. Again, it is up to the student. They are not all at the same level. I think it's like that all over the place, even at the office. It's the same thing at the schools. There are different levels of proficiency.

I would just like to add that we say we use the Alberta curriculum. I think I can say last year I had a meeting in Yellowknife with the NWT Minister of Education and the Minister of Education for Alberta, and we agreed at that time that Alberta is looking at new curriculum, so this is going to be the first time that we're going to be involved while they're developing the new Alberta curriculum requirements. Maybe we could make changes so that it is more Nunavut friendly.

The Northwest Territories, Alberta, and Nunavut are working together on developing the new Alberta curriculum, and I look forward to making the Alberta curriculum more Nunavut friendly. I look forward to seeing a new and improved curriculum. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. With the new Alberta curriculum that is being proposed, would we see more Nunavut friendly materials and it will be used both in Alberta and Nunavut? Is that how I understand it? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We indicated that if Nunavut is involved in drafting up the Alberta curriculum, we would look at the culture and geographical location of Nunavut because at times the Alberta curriculum is a bit foreign to be used up here. With our involvement, we would like to include Inuit culture because of

the larger percentage of Inuit up here. We would like to see more of that in the Alberta curriculum. We are going to be working closely together with the Province of Alberta. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Maybe once the new Alberta curriculum is out and utilized, we will ask more questions.

I would like to move on to another subject regarding bilingual education. Having Inuit instructors or teachers is sometimes quite hard. I don't know for sure or maybe the government doesn't believe us, but the Inuktitut teachers always have a very hard time or have very limited curriculum or teaching tools. Usually to date they create their own teaching tools. I don't know whether I heard this on the media, but I hear that we have limited Inuktitut teachers. You have said that and we all know that.

The Nunavut Tunngavik President, Ms. Kotierk, was being interviewed and she said that part of the problem, if I understood her correctly, is that the Inuit teachers do not want to teach using the Inuktitut language because there are no resources, tools, or curriculum. You're not providing that to them. How would you respond to that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. First of all I

can say that it was like that a long time ago, but it's not the case today. Once computers were introduced, we started utilizing the Internet more.

There are 300 Inuktitut publications produced and we are still producing more. If we look at the past three years, we have made 300 publications in Inuktitut to be available to the Inuktitut teachers. We have produced several versions and are developing more course materials. We also sent a directive that teachers should not have to produce their own curriculum. They have to focus on teaching their subjects and should not develop curriculum. They have to be available. This is what I continue to push as a priority.

Further, as per my earlier comments, more course materials are being produced, with quite a number of books. As a matter of fact, just last week we launched new Inuktitut curriculum material. Ever since 2014-15, which I think I already mentioned, literacy initiatives in Inuktitut have been produced.

Perhaps I already mentioned this, but the material is for our teachers at (interpretation ends) levels 1 to 11 and levels 12 to 14 (interpretation) that will be completed in this calendar year. Furthermore, to date there are now ten books that will be distributed to all schools in Nunavut. (interpretation ends) Each level consists of ten student books, two assessment books, and three take-home books. (interpretation) These are just examples and although I stated them in English, I just wanted to make that clear.

I would like to remind my colleagues that we will be doing a showcase of Inuktitut books from 2:00 p.m. to 4:00 p.m. tomorrow afternoon out in the foyer. These are the publications that are to be used by the Inuktitut teachers. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Indeed Minister Quassa and your staff, I completely comprehend the response as the department will never come out and state that their department isn't properly run. Obviously since it is your department and ministers have to protect their departments as that is the mandate. No minister will ever come out and state their department is in shambles. I know this, so I understand exactly where you come from.

However, this other question I have relates to the president of NTI, who made the statement which I referenced earlier. How would you respond to her position or how did your department respond to her concerns? She stated that Inuit teachers dislike teaching in Inuktitut due to the lack of Inuktitut teaching materials. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I just indicated that we are producing a lot of Inuktitut teaching materials, so I totally disagree with you. I'm not talking about all teachers, but some prefer to teach in English and it's up to them. If I was an NTEP student, whether I was Qallunaaq

or Inuk, my language of instruction could be either language. It's a bilingual education.

We're trying to encourage the number of Inuktitut teachers in the schools. We have 83 to 88 Inuit in the NTEP program. We would like to see more Inuit teachers, but following the *Education Act*, we have a bilingual education system in our schools and in Iqaluit this includes French. If any of the other communities would like French language of instruction, it could be possible some time in the future.

I totally disagree with you that Inuit teachers don't want to teach Inuktitut because of the lack of tools. We have produced a lot of teaching materials. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Minister Quassa, I didn't say that you said this or that. My question is that the Nunavut Tunngavik president stated during a radio interview that the Inuit teachers don't want to teach Inuktitut as the language of instruction because of the lack of tools. Let me ask you again: how would you respond to her comment? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I wouldn't agree with her for the reason that we have a lot of teachers who speak Inuktitut and they teach in Inuktitut. There are many of them. I wouldn't

totally agree with that comment for the reason that even past teachers have produced a lot of reading materials for schools. Even though they're retired, they still write reading materials to be used in our schools more and more.

I wouldn't agree with that comment because Inuktitut literacy materials are increasing and we will keep producing more and we will probably be doing that forever. It's different every year, but every year Inuktitut reading materials will be produced for our children's children and this will not stop. That's what I can say. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you. Therefore I understand you totally disagree with the Nunavut Tunngavik president's comment, if I understand correctly. Thank you.

I would like to give the time that I have left to Mr. Shooyook. Thank you.

**Chairman** (interpretation): Thank you very much. I believe that was just a comment. As the Chair, I still have names on my list. We will take a 10-minute break. Thank you.

*>>Committee recessed at 17:43 and resumed at 18:02*

**Chairman** (interpretation): Thank you very much. We are now back. We're on (interpretation ends) Education. Policy and Planning. (interpretation) Page G-5. Following my list of names, Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. Welcome, minister, Kathy, and the other official. I didn't want to make a comment, but I have no choice but to make a comment now.

Education is a very important issue in Nunavut and in our future. I had urged about using *Inuit Qaujimaqatunqangit* in your department to have real Inuit instructors. I have tried to state in the past that there should be real Inuit instructors. I think there's a policy that they need to be certified to become a teacher. I know the reason for it being slowed down, even if there is a lot of reading material and there's no position. Yes, I understand that there are elders who are invited to speak in the schools about values. That's good.

I keep stating about having real Inuktitut instructors teaching the Inuit language and writing system and to protect the language. Will any funding ever be made available some time in the future for the subject I always state is missing? I imagine it will never be implemented, to have a traditional Inuk who can teach language skills, for example, teaching students starting in kindergarten up to the grade where the students start being taught English courses. I believe the students are five years old who go to kindergarten. Up until the time they reach the grade where they receive instruction in English is what I am getting at, as I believe they are taught by Inuktitut teachers. You can speak to that issue in greater detail later.

The students in the Inuktitut stream should have an experienced traditional teacher and there should be an organization to work towards that. What



is the department's goal in this area?  
Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I thank my colleague for asking for clarification. First of all I think he was asking about different issues regarding education. Our elders are very important. They don't just come to the schools to talk and they're not just lecturers. With respect to Inuit traditions and cultural activities, Inuit are very good at using their hands to work. If they're going to be making Inuit tools of language, they utilize proper grammar in Inuktitut. Elders are utilized in that way in our schools and they should be.

In our (interpretation ends) *Education Act*, (interpretation) the elders in our schools are employees of the local district education authorities. It's clearly laid out that elders who teach Inuit traditional values are called *innait inuksiutilirijiit* and they're recognized within the Act. They're important. The principals and the district education authorities have to work together to fully utilize this part.

Regarding Inuktitut language being taught from kindergarten, according to our Act, five-year-olds can go to school. If the parent doesn't want their child to go to school at five, then at the age of six it's mandatory for them to go to school according to the Act. Kindergarten students up to grade 3 are given purely Inuktitut instruction. It's mandatory. There's no way around it.

To date, even though the Act clearly lays that out, occasionally we cannot follow that because of the lack of teachers in real Inuktitut and English. Yes, we have Inuit teachers, but we still don't have enough. It's actual legislation, but we break it sometimes for the main reason being the lack teachers who can teach real Inuktitut. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I also thank the minister. Yes, I clearly understand that once they reach the age of six, it's mandatory for them to go to school.

Let me return to your earlier comments about the usefulness of Inuit elders who go to the schools to teach language and Inuit cultural values. What I refer to is your statement about teachers and that we don't have enough of them. With that being the case, it has to be our top priority to have our students capable of writing and reading in Inuktitut and to retain Inuktitut. When you stated that the lack of teachers is part of the challenge and that we have students in the programs who are graduating from the NTEP courses, does this mean these new teachers will make a difference and reach the juncture I want to see where we have traditional Inuit teachers who teach only in Inuktitut, whether it is writing or reading?

What I have seen in the past, although I have never had any formal education, is that I was taught the syllabic system and I learned to write in Inuktitut. It wasn't even a year before I was able to write my thoughts on paper. This can be

accomplished today as well if the dedication is there.

With formal education programming these days, I will now speak to our students. When students today are asked to read, they have difficulty reading, yet they are supposedly learning. Although they can read, they read very slowly and not even on par with Inuit with no formal education who can read in Inuktitut.

With that being the situation today, this requires immediate resolution. What I am talking about is something I want the support of my colleagues and I want assistance in this regard. It can only be improved with teachers fully fluent in Inuktitut and that is the only way reading skills can improve. Thank you, Mr. Chairman. I hope I was understandable.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank you for adding to that question. I think I explained earlier that we do have teachers who focus on literacy and reading skills, literacy coaches, language instructors, and school counsellors. There are different types of employees working out of our schools.

The teachers who focus solely on language, or (interpretation ends) language specialists (interpretation) as they are called, are specialists in Inuktitut and that is the purpose. These are the language specialists. In adding up the numbers in Nunavut, there are 79 teachers in all of our schools who are language specialists in Inuktitut. They

are called language specialists. Further, on top of these language specialists, there are other layers.

What I also want to mention specifically, which I believe was relayed by my colleague, is that since 2014-15 we initiated the work specific to Inuktitut literacy initiatives. That was the first time specific written materials were developed. I believe I already mentioned the numbers of books now that have been developed and now in use. There are over 300 course materials that have been developed since 2014.

What you are referring to, my colleague, about the inability of students to read properly in Inuktitut, these language specialists will ensure that the students are fluently able to read and write, even to speed-read. That is the goal, to have fluent readers capable of writing or even to speed-read in Inuktitut. That is the ultimate purpose of the (interpretation ends) guided reading and guided writing, (interpretation) which is entirely in Inuktitut.

All schools now have the Inuktitut materials. To date there are over 300 course materials and the numbers are increasing. There is material available from kindergarten all the way up to grade 3. These materials are now all in usage. From the time the students are small, they have the literacy focus. When the students are getting close to grade 4, we have higher levels available as well. It starts from kindergarten to grade 3. However, our goal is to have it reach grade 4, which we are starting to produce now. This is specific to reading materials and literacy in Inuktitut as our goals. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I thank the minister for explaining that. I want to move to a completely different matter. This is also a concern I have always held related to the importance of education related to our debate here on the exams and testing of the students, as some students are not at the grade 12 level even though they graduate. They are called graduates, but in looking at this holistically and based on the discussions to date, I started to brainstorm ever since I sat in this chair.

If an Inuk child doesn't attend school for a specific number of days, perhaps due to being lazy or even from illness, it has an impact on the child's exam testing as they have already missed days. This would include the missing assignments and the student is stuck at that level. That is how I understand that. Perhaps to use this specific example, I wanted to take my son on a trip while he was in school and he now works at the housing association. He stated that his studies would just start lagging behind and that he didn't want to go hunting until he had completed his high school.

Mr. Chairman, this has a stressful component to it. When we get responses, although I always ask about this matter during question period, what about the school hunting trips where students are sent out for an entire week, although they have studies to complete and if they miss their assignments, then those students are now stuck at that level. There is no homework on the trips, so they can't do the work.

As well, based on the written materials, it states that these week-long hunting trips don't affect their overall school work. If a student starts missing their writing assignments, then that student will not be able to catch up. That is what I understand. This is part of what I understand causing students to fall behind and who are graduated even though their levels are lower than that grade. This is causing many Inuit to not benefit from their education.

This is something we should review as every barrier slowing down students' education levels should be taken down so that our students receive the proper education. I wonder if this is impossible to contemplate because we need action on this front now. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That is exactly how our education system is set up, using the principles of *Inuit Qaujimaqatuqangit*. We use the principles as our foundation and it includes components of Inuit culture. It should never be used as a barrier.

For example, if any student doesn't show up for school, they are marked as absent. However, if the parent or foster parent is going to go hunting with the child, they should notify the school ahead of time. If they are notified, then it is an acceptable excuse of absence because of the fact that they are out hunting and not in school for that purpose.

When the student is absent from school, if he's hunting or out on the land somewhere, then the parent, as I said, has to notify the school. If the student will need more help once they go back to school, that's the purpose and the teacher is notified. That hunting trip can be recognized and if the student spent a certain amount of time and lagged behind because of a hunting trip, the student can be helped to catch up with the other students.

Hunting trips like that should not make students fall behind in their schoolwork because our department is based on *Inuit Qaujimajatuqangit*. It should not be the excuse to lag behind. When that student comes back from a hunting trip and they are back in school, they can get more support if they need it. They're shown what they didn't do and what needs to be done as soon as the hunting trip is over.

I hope I responded to my colleague's question. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. My time is running out already, regretfully.

I understand what you're saying. It's very important. With *Inuit Qaujimajatuqangit*, I don't really support the school hunting trips, but there is always a "but" for me. It makes students fall behind. I know that now, even though I'm not a teacher. It should be corrected in some way. The Inuktitut curriculum has not really been taught because of the lack of resources and that is a hindrance to me.

Using *Inuit Qaujimajatuqangit*, how can education be corrected during the school year to make sure the students go forward? I don't agree with the school hunting programs at all. Can you give it more thought or can you change it? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We consider the local district education authorities very important. They are the ones that can set up programs. The local DEA can set up the whole school year for their community. It's called the school calendar and they will follow it for the whole year. The local district education authorities can put that together in the communities.

In the springtime there are many more people that want to go out on the land. The parents want to take their children along. The school calendar can be set up by the local DEA to accommodate that and they can set it up the way they see fit. They can also set up an attendance policy in the school as to the fact that they need to be in the school. They can make policies like that in the communities. It's the local district education authorities that put things like that together. It is part of their mandate under the *Education Act* and they understand that.

Also these days we are using computers and our schools are using computers too, so we can see more *Inuit Qaujimajatuqangit* on computers. They use computers for literacy purposes and we will be creating software for that purpose to be used in our schools. Even

if they don't come out of the school, they can learn about *Inuit Qaujimajatuqangit* on screen. That's what we're starting to introduce.

They're not a hindrance to education and they should not be a hindrance to education because we are based on *Inuit Qaujimajatuqangit*. We have to try to believe in it and it can proceed better if we believe in it. That's why I said the local district education authority can put together programs or policies like that because it's their job and responsibility. We just encourage them. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Policy and Planning. (interpretation) Following my list of names, Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman, for acknowledging me again. I have additional questions.

This is related to my earlier questions as I just want some clarification first of all. The minister stated that there are currently 171 teachers who are Nunavut beneficiaries and the non-beneficiary members totalled 477. I believe those were the numbers mentioned. Hopefully I am not mistaken with those figures. In total there are 648 teachers.

Additionally, if we look at these figures, approximately 306 positions are required for our Inuktitut teachers. As an example, if we use the bilingual education model here in Nunavut, that would be the number. Is that the case here? Is that number a goal of your department? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The figure that the member has stated is not our figure, but let us be aware that we are continually seeking Inuit teachers. We still have a lot of things to do.

Within this fiscal year there are between 83 and 88 NTEP students who are Inuit. As I said earlier, every time we visit higher grades, we encourage students to take the NTEP program. That is what we keep advising students. Of course it's up to the students to make their own decisions.

We are always seeking bilingual educators and we want to increase the number of bilingual teachers. We don't mind having 100 percent bilingual teachers who are all Inuit. That will be our objective and goal, but I cannot give you an actual number. Thank you, Mr. Speaker.

**Chairman** (interpretation): Thank you very much. It's okay if you call me Mr. Chairman. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. I would like to know what figure is used by the department. If I recall correctly, the Auditor General of Canada submitted a report on education. It included recommendations that requested the department to identify the exact number of teachers to reach the goal of bilingual education, especially if education is going to continue in Nunavut.

I will just use this 306 figure as an example since the minister stated there is

no set number. I have also noted the numbers of students graduating from the NTEP program and I am just guessing here. Every year in looking at a four-year period that they must complete, approximately 12 students graduate if we look at total numbers over the length of this program.

In extrapolating that (interpretation ends) average (interpretation) of 12 graduates, we also know that not all students who complete the Teacher Education Program remain teachers as some choose other careers. Some teachers retire or quit teaching. Ten or nine teachers are being hired annually in Nunavut.

With that being the case, if my math is correct, in order to reach this hypothetical number of 306 teachers with only nine or ten graduates per year, it would take 30 years to reach that figure. Thank you, Mr. Chairman. Are you satisfied with that?

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We're not very pleased about having a sufficient number of Inuit teachers and we won't be pleased until we get all Inuit teachers in all the schools. It will remain that way. We're not just talking about this. We have created the educator development position which is geared toward the NTEP students and how they can help the students. We have that position now.

Let's also be aware that with EIA and the Department of Education working together, we want to identify exactly how many Inuit employees we need or

require, especially how many teachers are required. With that, we just initiated the review of the Inuit Employment Plan.

Let's be aware that the Nunavut Teacher Education Program is being comprehensively reviewed on how we can get teachers who are fully competent and who have no qualms about teaching in either Inuktitut or English.

Those are the different approaches we are using. However, what I can state is that irrespective of the figure, we will never be satisfied until all of our schools have Inuit teachers. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. With respect to your plans, actually the progress made is being reviewed on an ongoing basis, yet it still hasn't picked up. It was mentioned by another member that the process is haltingly slow. That's what I am trying to say here.

Nonetheless, your department and Arctic College should consider fast-tracking certain areas, not just in this category. We should look at ways to increase the numbers of teachers who are fully bilingual. I believe you need to conduct a comprehensive review of that requirement.

You have a previous goal of 2020 for realizing the goal of bilingual education up to grade 12. You have also stated that the legislation has been breached and the department no longer has that goal. Perhaps this goal of 2020 was too

optimistic. What is the status of this goal now? Is it just an open-ended goal to graduate a student who is totally bilingual in Nunavut? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I want to reiterate this statement and I will try to respond shortly.

This (interpretation ends) educator development (interpretation) is a brand-new initiative specific to the goal of increasing the numbers of Inuit teachers who are Nunavummiut. This is a large part of the review. With respect to (interpretation ends) certification, (interpretation) we expect to make improvements and we will explore that.

The other review will be specific to the NTEP program and we will be able to identify the process which is better suited for us. It includes looking at increasing the numbers and a fast-tracked program to get more Inuit teachers. That will be the purpose of this review. We are not just putting it on a backburner. These issues will be carefully reviewed.

In speaking about our language teachers or (interpretation ends) language specialists, (interpretation) they are an important part of the work in our schools. This becomes clear when our NTEP students graduate the program and choose other government positions, but this is something we have no control over. Every person is free to make their own decisions in this area. However, we

are still dedicated to increasing the numbers of teachers.

What I take pride in as we sit here is that we have over 80 students who are taking the program. If we can get the same figure at the NTEP program every year, it would be ideal. We're reviewing how the NTEP program can be improved and the review will continue until we reach our target. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. The numbers are just estimates, but I just encourage the department to consider these more. I was just using them as an example. In order to reach our target, we need 300 more teachers. Are you looking at how we can reach that target earlier? This is just a comment now.

I'll go back a little bit to daycares or preschool. Your business plan indicates that the review of the *Child Day Care Act* will be completed, but will you be reviewing the operations and maintenance of daycares? It's a little over \$2 million to be used for Nunavut daycares, but many parents utilize the daycares in the communities when they go to work. Will you be reviewing the *Child Day Care Act* along with the funding for the daycares? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank the member for that question. Yes, there is a comprehensive review of the *Child*

*Day Care Act* at this time. We are also looking at how the funding can be used if they change the way they operate. Following our Act, the district education authorities are also responsible for the daycares. What we do is we provide the money to the DEAs and they in turn pay for the daycares. We have noticed that some of the DEAs don't provide the funding to the daycares. Maybe it's better if we provide that funding directly to the daycare centres.

They also have the Early Childhood Education Division, which has a similar scheme that is focused on daycares. There will be a comprehensive review of the *Child Day Care Act* to identify different and better ways to provide daycare in the communities. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I also thank the minister. He responded to another question that I was going to ask regarding the district education authorities. They're being given monies that are geared for daycare spaces. Maybe it's because the daycares don't request funding from the DEAs. I would just like to indicate my support in giving that money to the daycares directly instead of using the district education authorities. That's just a comment and that's it for me. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. That was just a comment. Following my list of names, Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman, for giving me another opportunity. I have one question for clarification. I might have another question based on the response.

Minister Quassa, when one of my colleagues was asking questions about the NTEP program, I understood that you are going to be doing a review of how the NTEP program is set up. If I can ask two questions at the same time, Mr. Chairman: is the review taking place now and when can we expect the results of the review? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. There is the Department of Education, Arctic College, and the University of Regina. We have started the review and we've had meetings with all the entities, including the University of Regina. We will have to use a procedure where we will set up an RFP that was done on January 13, 2017 and the closing date was February 10, 2017.

We are looking at getting this project started within two months and it will cost approximately \$111,000. The review is just going to get started, so I can't tell you when it's going to be concluded. I can only tell you that it is getting started. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.



**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Just for further clarification, our present government is going to come to the end of its term this fall, so we might not see the results this year. Is that a possibility? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. First of all I think I said “calendar.” I was trying to say two weeks instead of two months. The project will begin in about two weeks and we hope that we conclude this review before the end of our government’s term. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Will the NTEP program continue without interruption while you are doing the review? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Minister Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, the program will definitely be able to continue. We just hope that there will be an increase of students taking the NTEP program. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Wording is very important in Inuktitut as even one word

can change an entire sentence definition. As you stated, this program will definitely be able to continue. Did you mean it will definitely continue? Will it continue? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Please ensure your response is completely clear, Minister Quassa.

>> *Laughter*

**Hon. Paul Quassa** (interpretation): It may be due to the fact I come from the Amittuq. I’m just joking.

Yes, it will follow what your wording was, that it will definitely continue and that was what I should have said. I have also noted previously that my dialect is very distinctive as I was ridiculed before about that wording I used. I use that particular word, but my meaning was exactly as you said. I apologize if my response was a bit unclear. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Policy and Planning. Page G-5. Total Operations and Maintenance, to be Voted. \$2,076,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Education. Corporate Services. Page G-6. Total Operations and Maintenance, to be Voted. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. I have just a few quick questions under this section.

As we know, there have been a number of schools that have been damaged

recently and in the past with fires, and now we've had another just today. What kinds of new initiatives have been considered or undertaken to address the risk of school safety? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. At this time with regard to security cameras, these are generally the newest technology that we install in the school. We are also looking at how our doors can be installed better. What do they call these? (interpretation ends) Cameras for all Nunavut schools, again, we want to ensure that if they need to, they are repaired and replaced; any outdated CCTV systems.

The new systems have been installed in Igloolik at both schools. A new school system has been installed at the Sam Pudlat school (interpretation) and at the (interpretation ends) modular in Cape Dorset. By the end of the 2016-17 fiscal year the department plans to have a new system installed at both the Alookie Elementary School and Attagoyuk Ilisarvik School in Pangnirtung. Multiple CCTV systems are going to be installed and are planned for 2017-18.

If you remember, after the fire in Cape Dorset, we did have a 24-hour security person there, but after we had the portables and so forth, we decided to cut that down to half a day.

We also have partnered with the safe schools and anti-violence committee, which consists of two government staff and two Nunavut Teachers Association

members. They meet and discuss about what the needs are.

We have also developed two manuals, *Crisis Response Guidelines for Nunavut Schools*; we have a staff manual and safety in schools, the principal's planning manual.

These are quite a few things that we have implemented within our schools to ensure that our schools are safer than we had seen in the past. Certainly we want to do a lot more and I think these are things that we keep looking at after the couple incidents that we had seen in the years on our schools. (interpretation) Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. With all these cameras and the CCT systems that you're installing in schools, are they only set up to record or are these cameras being monitored so that people can watch the activity that's happening around schools? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa:** Yes, Mr. Chairman, they are there just to record. (interpretation) Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. You can set up all the cameras in the world and you're not really preventing a school from being destroyed by fire. You're only catching somebody in the act of doing something, whether you check the monitors two to

four days later or whatever. I think, until we get a system in place where we can actually monitor the activities around our schools, we're always going to have this issue.

With these cameras that you have at the schools, if the school burns down like in the case that just happened today, is the recording done at the local school or is it recorded somewhere else where you can still retrieve the data of the activities around the school? Thank you.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa:** *Qujannamiik*, Mr. Chairman. During the school day they can be monitored. They're being recorded in the school, but they can be monitored during the school day by the principal, during the school hours, and then the recording continues after school hours.

We have been having very preliminary discussions with CGS about camera monitoring. This is something that we take very seriously. Like I said, we are discussing with CGS about how and what is the best means of monitoring our security system.

We also have to remember that parents are our vital links. Again, it's the parents that also are responsible to ensure that our students, our children are not doing these things that cause fire or damage to any of our schools. Certainly this is something that our DEAs should be promoting to the parents that we are all responsible for our children.

Again, I just wanted to add that because parental engagement is something that we really promote and certainly our

DEAs should be promoting and are promoting parental engagement. I think that is another means of keeping our schools safe across Nunavut.  
(interpretation) Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. The minister mentioned that these cameras are monitored during the day at the schools. I'm pretty sure a majority of our fires at schools are all happening after-hours when nobody is around. I think the department needs to very seriously consider setting up some kind of system, whether it's with Community and Government Services, so that these premises, not necessarily only schools but other buildings in our communities are monitored on an after-hour basis. When the community quiets down for the night is when this type of activity happens. I think that's a consideration you guys as the government itself should consider seriously.

To move on, on G-6 there's a line item that says, "Compensation and Benefits," and the amount in the budget is decreasing by \$637,000 from last year. Can you explain the reason for this decrease? Thank you.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. If I say it in English, (interpretation ends) it's what we call the vacancy factor. Again, if you don't mind, Mr. Chairman, if I can have my director of corporate services elaborate a little bit on that just so that

the hon. member will have a good, clear picture of the difference between last year's budget to this year's.

(interpretation) Thank you, Mr. Chairman.

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

**Ms. Moffett** (interpretation): Thank you, Mr. Chairman. (interpretation ends) The vacancy factor is used essentially to acknowledge the fact that we do not have all of our positions staffed at the same time. That allows us to continue to have those positions funded but recognizing some of them will not be staffed and so it allows us to free up a little bit of extra money to do other things within our operations and management.

In order to continue to fund programs from within and to deal with increasing costs, we often have to look at two options. One is to reduce the programs that we're delivering or to pay for those programs using savings where it's coming from the fact that some of those positions are not always staffed all of the time. Thank you.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. If I understand you correctly, you're reducing the amount because of the vacancies. If you're doing that, that means your plan is to leave these vacant positions vacant for the next year and you don't intend to fill them. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman.

(interpretation ends) This is just for part of the year, but by the end of the year we want to ensure that they are filled.

(interpretation) Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. The next line item on page G-6 says, "Grants and Contributions," and that budget is going from \$165,000 down to \$85,000 and if I go to grants and contributions on G-13 it says that the Nunavut Community Access Program is decreasing by that amount, by \$80,000. What is the reason that you're taking the money out of this fund? Thank you, Mr. Chairman.

**Chairman:** Thank you. Hon. Minister of Education, Mr. Quassa.

**Hon. Paul Quassa** (interpretation):

Thank you, Mr. Chairman.

(interpretation ends) We have just reallocated the money to fund Frontier College. University of PEI and Frontier College, we had just diverted that fund to that section. If you want a little bit more detail, we certainly can give you a little bit more detail. (interpretation) Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. According to your business plan, one of your priorities for 2017-18 will be to "Review the student-educator ratio funding formula..." Can you describe some of the problems associated with using the current formula? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. According to student enrolment, we hire teachers using the number of students. (interpretation ends) Maybe if I can just speak in English, it would be fine.

The issue with the SER (student-educator ratio) is the instability of frequent changes in staffing. As you can see, over the years we have seen increases and decreases and it fluctuates on an annual basis. Again, I am basing it on our SER date that switches September 30 every year. Certainly this creates problems for principals and multi-year planning and creates challenges with recruitment. Certainly this is one of the reasons why we felt that we should start looking at possibility another alternative in deciding how many teachers would be in that particular school of that particular year.

I think we would want to look at how other jurisdictions operate in deciding how many teachers would be in that particular school, but on top of that right now as we speak, it's already in the Act and certainly this is something that we will need to look at. (interpretation) Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. I just have one more question and I want to go back to the security camera issue. I just forgot to mention it as maybe a question/suggestion. In most of our communities we have by-law officers. Has your department had any talks with the municipalities to see if there's any way you can ask by-law

officers to increase patrols around schools and whether they can change their hours of operation so that they're around schools or around town more at night? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. (interpretation ends) Certainly this is something that we looked at and we do notice that in some communities they don't have by-law officers. A good example is Igloolik. With a population of 2,000, they don't even have by-law officers. Again, it also depends on the budgeting process with communities and it's the prerogative of the community to decide if they're going to have by-law officers or not. There's that inconsistency if we look at trying to put a blanket policy on how we can keep our schools safe.

We have also talked with the RCMP in the past and we have asked them to increase patrols within the community. A good example is Cape Dorset. Again, we just advise them; we cannot tell them what to do. These are things that we have to look at. It certainly is not just our Department of Education facilities that we have to look at. It's a bigger picture, but certainly this is something that we take very seriously and we will certainly be looking at various ways or means or options to see how we can keep our schools safe day and night.

We have looked at security officers. We did use a bit of security officers for Cape Dorset. Looking at security officers, we estimate that it will probably be close to about \$2.8 million to hire security officers for all our schools.

(interpretation) Thank you, Mr. Chairman.

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

**Mr. Rumbolt:** Thank you, Mr. Chairman. I didn't have any more questions until you said the \$2.8 million. Maybe \$2.8 million is a small price to pay if we can save a school every two or three years. I think that's an option that this government should really consider and again, keep looking at the video surveillance options that we have and the technology that's out there to be able to monitor our buildings in our communities. That's just a comment. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Although it wasn't really a question, I do agree with the member. Thank you, Mr. Chairman.

**Chairman:** Education. Corporate Services. Total Operations and Maintenance, to be Voted. \$4,941,000. Mr. Joanasie.

**Mr. Joanasie:** Thank you, Mr. Chairman. A quick question, number one, priorities for 2017-18, the department says that they will review the funding formula for the DEAs. As of now, would the department feel the DEAs are adequately funded? How are you looking at reviewing the funding formula and in what regard? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Is that on

page 92? Yes, that one. We review the various categories and I believe it was earlier when I mentioned the (interpretation ends) early childhood education (interpretation) facilities where we provided funding. Some facilities are funded while others are not, and they aren't all similarly set up. Part of the needs will require further review of the funds we use to fund the local district education authorities.

As well, we continue to look for a more standardized fund. That is the challenge. It would follow their level of work requirements. Yes, larger communities with more schools get more funding than smaller communities that have fewer schools. We are looking at standardizing their budget allocation. That is the purpose of this review. Thank you, Mr. Chairman.

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

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Do you provide funding to the district education authorities based on the student enrolment numbers? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you. Yes, that is what we do. They are part of the system. If you have a certain number of students, then you get a certain amount of money. On top of that, we also give them through a different program monies slated for Inuit cultural or language activities. We give out funding for different programs.

The main reasoning for the review will be to make a program with fewer

barriers. We're trying to see if we can take away some of the barriers and also identify the barriers. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. You provide funding to the district education authorities. Do all or most communities or DEAs use all the funding that you provide them or do some of them have surpluses? Can you explain that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. They are quite different. The local DEAs use their money quite differently from community to community. I have said a number of times and I said it earlier that those DEAs who have surpluses for early childhood education are supposed to give the money back. Not all of them have to give back the money.

To use an example, in Iqaluit the early childhood education funding is spent properly. In the communities, if I can use Igloolik as an example, they don't have a daycare centre. Even though there is money available, it's not spent there, so it is just returned. Mainly due to that reason, we have the Early Childhood Education Division that handles that. We try to do more work through that division now. The results from all of the DEAs are quite different. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. Also on the same page, 92, under the 2017-18 priorities, the last one talks about the purchase and installation of educational sound field systems. How many sound field systems are currently installed in Nunavut and how many more are needed? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We use the system from (interpretation ends) Better Hearing in Education for Northern Youth. (interpretation) We call it BHENY. We use them and maybe I should go through the regions. In the Baffin region, working with the BHENY group or company, the systems have been installed from kindergarten to grade 5 classes. We're going to have to purchase more that will need to be installed and the teachers have to be trained on how to use them. Right now not all the schools have that system installed. Thank you, Mr. Chairman.

**Chairman:** Thank you. Education. Corporate Services. Total Operations and Maintenance, to be Voted. \$4,941,000. Agreed?

**Some Members:** Agreed.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Recognizing the clock, I move a motion to report progress.

**Chairman:** Thank you. We have a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion. All those

opposed. The motion is carried. I will now rise to report progress to the Speaker.

(interpretation) Sergeant-at-Arms, please escort the minister's officials out.

**Speaker** (interpretation): Item 21. Report of the Committee of the Whole. Mr. Mikkungwak.

**Item 21: Report of the Committee of the Whole**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. Your committee has been considering Bill 34 and the main estimates, and would like to report progress. Also, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you very much, Mr. Speaker.

**Speaker** (interpretation): There is a motion on the floor. Is there a seconder? Mr. Savikataaq. (interpretation ends) The motion is in order. All those in favour. Opposed. The motion is carried.

Item 22. Third Reading of Bills. (interpretation) Item 23. *Orders of the Day*. (interpretation ends) Mr. Clerk.

**Item 23: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that the Standing Committee on Legislation meets again at nine o'clock tomorrow in the Nanuq Boardroom.

*Orders of the Day* for March 2:

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. Replies to Budget Address
11. Petitions
12. Responses to Petitions
13. Reports of Standing and Special Committees on Bills and Other Matters
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First Reading of Bills
17. Motions
  - Motion 42 – 4(3)
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of the Whole of Bills and Other Matters
  - Bill 32
  - Bill 33
  - Bill 34
  - Bill 35
21. Report of the Committee of the Whole



22. Third Reading of Bills

23. Orders of the Day

Thank you.

**Speaker** (interpretation): Thank you.  
(interpretation ends) This House stands  
adjourned until Thursday, March 2, at  
1:30 p.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 19:27*

