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Speaker: The Honourable James Arreak, M.L.A.

Legislative Assembly of Nunavut

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**Iqaluit, Nunavut
Wednesday, March 10, 2010**

Members Present:

Honourable Eva Aariak, Honourable James Arreak, Mr. James Arvaluk, Mr. Moses Aupaluktuq, Honourable Tagak Curley, Mr. Ron Elliott, Mr. Adamee Komoartok, Honourable Lorne Kusugak, Mr. John Ningark, Mr. Johnny Ningeongan, Mr. Paul Okalik, Honourable Keith Peterson, Mr. Allan Rumbolt, Mr. Fred Schell, Honourable Daniel Shewchuk, Honourable Louis Tapardjuk, Honourable Peter Taptuna, Honourable Hunter Tootoo.

Item 1: Opening Prayer

Speaker (Hon. James Arreak) (interpretation): Thank you. Before we proceed, I would like to ask Mr. Ningark to say the opening prayer. Mr. Ningark.

>>Prayer

Speaker (interpretation): Thank you, Mr. Ningark. A very good afternoon, Premier, Ministers, Members of the Legislative Assembly, and the people of Nunavut.

Going to Item 2. Ministers' Statements. Minister Shewchuk.

Item 2: Ministers' Statements

**Minister's Statement 104 – 3(2):
Nunavut Designers in Milan
Contest**

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I am pleased to announce that two fur designers from Nunavut recently competed in the REMIX 2010 International Student Design Competition in Milan, Italy. The Mifur

International Fur and Leather Exhibition, which hosts the REMIX competition, was held March 3 to 6. The Department of Environment is proud to have supported these local designers as they showcased their creations at this prestigious event.

The designers, Karliin Aariak and Meeka Kilabuk, are graduates of Nunavut Arctic College's Fur Production and Design program. They have participated in events, such as the North American Fur and Fashion Exposition, the Montreal Fashion and Design Festival, and Canada's Northern House at the Vancouver Olympics where they had a solo fashion display.

Karliin and Meeka have received both praise and recognition for their innovative work in sealskin and fur design. Both were top finishers in a national competition that qualified them to compete at REMIX. Meeka finished among the top eight at REMIX, which is the highest finish for an aboriginal designer and for a sealskin garment in the seven-year history of the competition.

>>Applause

Our designers promoted Nunavut's fur and garment products by presenting their own high-end designs and conveying the cultural significance behind their work to the international audience attending this event. This venue provided us with another opportunity to bring attention to the sealing sector and its importance to Nunavut.

As you are all aware, the last year has been a difficult one for Nunavutmiut and their sealing tradition. We must continue

to celebrate our hunters, seamstresses, and all Nunavutmiut who rely on sealing and the fur through high profile successes such as this. It is in the faces of Nunavut that will help tell the world the story of our sealing tradition.

We are very proud of Karliin and Meeka and congratulate them on their achievement. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister. Ministers' Statements. Minister Louis Tapardjuk.

**Minister's Statement 105 – 3(2):
School Community Counsellor
Training**

Hon. Louis Tapardjuk (interpretation): Good afternoon to Igloodik and Hall Beach residents. It's a very beautiful day here in Iqaluit.

Mr. Speaker, I rise today to inform my colleagues about a recent training opportunity for all of Nunavut's *Ilinniarvimmi Inuusilirijiit*, our school community counsellors.

Mr. Speaker, during the last week of February, these counsellors met in Baker Lake for an intensive three days of programming in Applied Suicide Intervention Skill Training (ASIST) and aimed at developing future training programs. The ASIST instruction aims to help people feel more comfortable, confident, and competent in helping to prevent the immediate risk of suicide. This is a great and necessary skill for our school community counsellors.

Mr. Speaker, under the new *Education Act*, *Ilinniarvimmi Inuusilirijiit* are required to provide personal guidance and counselling to students to promote a positive attitude towards education, individual well-being, and healthy lifestyles. This includes providing activities that are related to study skills, suicide prevention, family planning, self-esteem, and conflict resolution. The *Ilinniarvimmi Inuusilirijiit* are also responsible for working closely with parents and school staff to help ensure the educational well-being of students.

School community counsellors serve a very important role in our schools. It is essential that they are provided with the opportunity to gain the skills to help our young people and help facilitate a relationship with parents and school staff. This is a hugely important role in the development of our school system and I look forward to every school having an *Ilinniarvimmi Inuusilirijiit* in the upcoming school year. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister. Ministers' Statements. Minister Peter Taptuna.

**Minister's Statement 106 – 3(2):
Nunavut Tourism Development**

Hon. Peter Taptuna: Thank you, Mr. Speaker. I would like to take this opportunity to update the Members of this House on the government's plan for developing the tourism sector. As a first step, we have been working closely with Nunavut Tourism to develop and implement a strategy for structuring our investment in tourism to build a strong

partnership model that will allow us to focus on our strengths.

Nunavut has a lot to offer, and by working together with our industry association, the federal government, Inuit organizations, and our communities, we will develop a common vision for the tourism sector that will support and strengthen the economy of our territory.

There are natural linkages between the development of our tourism sector, our transportation infrastructure, and the development and promotion of Nunavut's cultural industries. Mr. Speaker, our government will be taking a much more active role in strengthening these linkages and building a greater presence.

We have the natural beauty, cultural heritage, and strong dynamic communities that will attract tourists in ever increasing numbers. We have the programs to support small businesses and industry development to provide services and opportunities for tourists. We have strong industry associations in both tourism and cultural industries.

Mr. Speaker, our goal is to make Nunavut an attractive destination for tourists and tourism investment. Tourism has significant potential for our territory and we will be working to ensure this sector provides a positive contribution to our Nunavut economy. (interpretation)
Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister. Ministers' Statements. Minister Hunter Tootoo.

Minister's Statement 107 – 3(2): Homeowner Energy Efficient Rebate Extended

Hon. Hunter Tootoo: Thank you, Mr. Speaker. I rise today to inform my colleagues and Nunavummiut that the Nunavut Housing Corporation's Homeowner Energy Efficiency Rebate Program has been extended for one year.

>>Applause

And also, Mr. Speaker, the rebate amount has been doubled.

>>Applause

Since the program's introduction in September 2007, the Nunavut Housing Corporation has provided 385 homeowners with energy efficiency rebates. Mr. Speaker, the program was rolled out to help Nunavummiut make their homes more energy efficient.

Mr. Speaker, the energy efficiency rebate program was initially scheduled to sunset at the end of this month, but with the extension, Nunavummiut can avail of the program until April 1, 2011. The extension also includes provisions that the household 50 percent rebate eligibility amount is increased to a maximum amount of \$2,000. Clients previously approved for rebates can reapply for additional rebates to the \$2,000, if eligible.

Mr. Speaker, the program extension is a further indication of how the Government of Nunavut is helping homeowners conserve energy. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister. Ministers' Statements. Minister Daniel Shewchuk.

**Minister's Statement 108 – 3(2):
Development of New Research
Methods for Polar Bear
Population Studies**

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I am pleased to update you on the work of the Department of Environment in responding to and acting upon the concerns of Inuit and Inuit organizations regarding the need for less invasive wildlife research techniques. At the wildlife symposium held in Rankin Inlet last year, elders and hunters expressed concerns regarding handling and immobilization of wildlife, in particular polar bears, as was done in the past to generate population estimates.

The Department of Environment has been working hard to explore alternatives to the mark-recapture method for polar bears and is presently in the advanced stages of developing and testing an aerial survey method to obtain a reliable population estimate for the Foxe Basin polar bears. In addition, my department recently completed consultations with Baffin Bay communities and found support for initiating a pilot aerial survey project which will generate a much needed new estimate for this population.

Significant progress is also being made in investigating new technologies that apply DNA science to collect vital information on population size and other factors needed for management. The department is proposing to start a new DNA biopsy darting project which may

eliminate the need to drug and handle polar bears for research altogether.

We are very optimistic that these innovative new methods will provide the detailed and rigorous scientific data crucial to wildlife management while respecting Inuit societal values and responding to the needs and interests of all Nunavutmiut. *Ma'na*, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister. Ministers' Statements. Minister of Finance, Hon. Keith Peterson.

**Minister's Statement 109 – 3(2):
Nunavut Human Rights Tribunal**

Hon. Keith Peterson: Thank you, Mr. Speaker. I rise today to applaud the Nunavut Human Rights Tribunal for their dedicated work to raise human rights awareness and ensure that Nunavummiut are not subject to discrimination based on grounds such as race, age, religion, or disability. The Nunavut Human Rights Tribunal recognizes the importance of maintaining open communication with the public.

I am pleased to inform members that the tribunal has prepared information packages which include guides, forums, posters, and a CD-ROM for members to share with their constituents. The tribunal will provide members with these information packages later this afternoon. Mr. Speaker, the CD-ROMs include public service announcements in all languages that members are encouraged to share with their community radio stations. This will help

to raise awareness about individual human rights and the tribunal.

Mr. Speaker, the Nunavut Human Rights Tribunal has also created an informational website that provides details on how individuals can file notifications and respondent organizations can respond to claims. Mr. Speaker, I encourage Nunavummiut to contact the Nunavut Human Rights Tribunal with any questions or concerns. Their information can be found online in all official languages at their new website www.nhrt.ca. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister. Ministers' Statements. Item 3. Members' Statements. Member for Akulliq, Mr. Ningark.

Item 3: Members' Statements

Member's Statement 161 – 3(2): Health Care Complaints Procedure Not Working

Mr. Ningark (interpretation): Thank you, Mr. Speaker. I rise today to talk about the two pieces of correspondence I received from Repulse Bay. I won't be reading them in the House, but I will provide a copy to the minister outside of the session. The context is in relation to medical travel and how patients are treated inequitably in the Akulliq region that I represent, which are the communities Repulse Bay and Kugaaruk.

The letters speak to the disparity between patients who are approved for escorts. The concerns expressed relate to

the same issue. Yesterday, Mr. Arvaluk spoke passionately about this matter during our Committee of the Whole and Mr. Ningeongan also alluded to the same matter.

As you are aware, Mr. Speaker, we have been provided with the contact information for this program. Specifically, if we wish to lodge complaints, we can do so by sending complaints to this body and the English term for this is the patient/client complaints procedure. This is what I'm trying to speak to.

I tried to send the two letters I received, which are in relation to that procedure, via facsimile this morning around 8:30 a.m. to the contact numbers listed under the minister's office. The facsimile number provided was 867-975-5771. I tried to send it early in the morning, as per my previous notation, but it was constantly busy and it could not go through. I tried to resend it at 1:22 p.m., but again, the line was constantly busy and the fax could not go through. I'm not aware of the reason why that was since the contact information seems to be correct.

It states in English that steps 1, 2, 3, and 4 are required. I tried using the fourth step since I imagine these lines are all used by the office. Unfortunately, it could not be transferred. If there was an independent complaints commission established, then it would be easier to access the office. Alternatively, we could ask the federal government to create this office. It seems that we have no other options since the Nunavut government is not listening to our concerns whenever we have complaints.

Again, with respect to the four numbers listed, we have tried to send it to all of them and we know that this is not intentional since they are working hard to resolve these complaints. Some patients' complaints are readily accepted while some patients' request for an escort is approved and others are rejected.

As I stated earlier, I tried to send the correspondence via facsimile, but I could not get through and I cannot read the letters publicly, especially since they are confidential letters and therefore under the Privacy Act, so I will be handing the letters to the minister today.

Thank you, Mr. Speaker.

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

**Member's Statement 162 – 3(2):
Appreciation for Sport Nunavut**

Mr. Aupaluktuq: Thank you, Mr. Speaker. I rise today to share with the House as we all know that the Arctic Winter Games are proceeding. It gives me great joy and great pride to know that this generation of youth, children, and young adults have the opportunity that we never had in our times.

I remember growing up, being a child, thinking that I could be the next Bobby Orr. That wasn't my opportunity, but in the next generation, we do have an NHLer, Jordin Tootoo, which gives me great pride.

An Hon. Member: Hear, hear!

>>Applause

Mr. Aupaluktuq: With that, I would like to give a special thank you to the Hon. Minister of CLEY, Mr. Louis Tapardjuk, and his department and Sport Nunavut for providing such great pride in our youth and our community.

I can honestly say, Hon. Minister Tapardjuk, that we Baker Lake residents have seen the growth and also the confidence in our youth. It's the different way they walk. They really enjoy each other, they talk to each other, and they support each other. And all of that came from having exceptional people in place.

Although this government provides those tools, it's the organizations such as Sport Nunavut that also embody what the spirit of Nunavut is and the spirit of Nunavut is the companionship, survival, and at the end of the day, the sharing and also the caring of each other. I think that's the spirit of Nunavut that I think all of our athletes will be carrying.

With that, I would like to address and identify Baker Lake athletes Tuupik Noah, Harry Aupaluktuq, Kent de Peuter, Troy Owingayak, Kiah Aqa'tuaq Aupaluktuq-Hachey, Anthyme Kudjuk, Trent Aksawnee, Eric Perkison, Kyle Owingayak, Bobby Tagoona, Derek Mikkingwak, and Coach Laz Attangalak. There's also April Aupaluktuq, also Coach Glen Ullyot, who is also the President of the Baker Lake Youth Athletic Association, Paula Peryuaq, Wamajasi Kreelak, Johnny Qarliksak, Shirley Candace Kabloona, Charmaine Kasaluak, Michael Kotelowitz, Virginia Ullyot, Olivia Ullyot, Florence Nagyogalik, Judy Mariq, and my niece from Rankin Inlet, Ashley Aupaluktuq-Burton.

With that, I want to commend the department and all of Nunavut for this great pride that we have and I'm sure all of Nunavut is proud of it as well. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Aupaluktuq. Members' Statements. (interpretation ends) Member for Rankin Inlet South and Whale Cove, Mr. Kusugak.

**Member's Statement 163 – 3(2):
Happy 61st Anniversary to Ollie
and Lizzie Ittinuar**

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. Good day. I, too, am very proud to stand up as Rankin Inlet residents are very pleased and very happy and that there will be a community feast in Rankin Inlet for the 61st wedding anniversary of Ollie and Lizzie Ittinuar. I am very proud. I don't know if anyone of us around here are aged 61, but this couple has been together for a very long time and I am very proud of them. On behalf of members here, we would like to congratulate them.

I am also proud of other individuals. At the Arctic Winter Games, Sean Nipisar from Whale Cove finished first in the two-foot high kick event. He also came in third on the kneel jump. Maggie Kingmiaqtuq from Rankin Inlet won the gold in the women's arm pull. During the children's dog team race, Justin Diaz came in third. We're very proud of these athletes competing in the Arctic Winter Games.

I congratulate Ollie and Lizzie Ittinuar for the celebration of their 61st anniversary. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Member. Members' Statements. Member for Quttiktuq, Mr. Elliott.

**Member's Statement 164 – 3(2):
Further Support for a Child and
Youth Advocate**

Mr. Elliott: Thank you, Mr. Speaker. I rise today to speak again about an issue that has been discussed and studied in depth. It has been tossed around within government departments since division from the Northwest Territories. It has been adopted by almost every province and territory in Canada in some form or another. It provides protection and security for those most in need and supports our youth in pursuit of their dreams.

I am speaking, Mr. Speaker, about the child and youth representative for Nunavut. Through *Tamapta*, the Government of Nunavut has committed to creating this position. I applaud the government for doing this and I am very satisfied that this commitment has been made. What I am not satisfied with is the speed at which we are moving on this.

Mr. Speaker, children and youth make up more than 50 percent of our population. Of a population of 31,500 people, almost 11,600 are the age of 16 or younger.

As stated by the Minister of Health and Social Services yesterday in his appearance before the Committee of the

Whole, last year, over 300 Nunavut children were placed in foster homes. Of those, 60 youth were fostered outside of the territory at a cost to the government of \$6.1 million.

Every year, Nunavut children have to cope with poverty, domestic violence, homelessness, and other social difficulties. Children and youth are one of the most vulnerable groups in our society. They do not vote and they rarely have a voice in determining their lives and their future.

Mr. Speaker, while asking questions in the House to the Premier as to why the development of this position is progressing so slowly, her reply has been that they want to ensure the proper legislation through the *Child and Family Services Act* is in place.

I agree that the legislation is needed, but in order to establish a child and youth representative in Nunavut, we do not need to reinvent the wheel. We have a wide array of models to choose from across Canada. Just a few months ago, the Yukon Territory established its own child and youth advocate's office. The design and planning work has been done.

Mr. Speaker, if legislation is so important to this government, then why does it need only six principles in mining to move forward on the development of multi-million dollar uranium mines in the territory, yet, for our youth, full-blown legislation is required?

Mr. Speaker, since division, legislative proposals have been drafted and briefing notes...

Mr. Speaker, at this time, I would like to request unanimous consent to continue with my Member's Statement. Thank you.

Speaker: (interpretation) Thank you, Mr. Elliott. Mr. Elliott is requesting unanimous consent to conclude his statement. Are there any nays? There are no nays. You may conclude your statement, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. I thank my colleagues. I'll go back to the previous paragraph because I think it's very important.

Mr. Speaker, if legislation is so important to this government, then why does it need only six principles in mining to move forward on the development of multi-million dollar uranium mines in the territory, yet, for our youth, full-blown legislation is required?

Mr. Speaker, since division legislative proposals have been drafted and briefing notes have been written regarding the establishment of a youth and child representative. The framework has been built.

Mr. Speaker, I believe that this is the time to act. We have the commitment of the government to establish the office. Let's move forward and fill that position. Thank you, Mr. Speaker.

>> *Applause*

Speaker: (interpretation) Thank you, Mr. Elliott. Members' Statements. Member for Nanulik, Mr. Ningeongan.

**Member's Statement 165 – 3(2):
Congratulating Nanulik Medalists
at the Arctic Winter Games**

Mr. Ningeongan: Thank you, Mr. Speaker. I rise today to congratulate a number of Nanulik residents who have been very successful at the Arctic Winter Games. Mr. Speaker, so far, our Nanulik athletes can really say they “Own the Podium,” especially the podium in the wrestling arena.

>>Applause

Mr. Speaker, Saul Netser and Eli Paliak from Coral Harbour each won silver medals in their respective weight classes. Adamie Nakoolak and Kyle Maclean also from Coral Harbour each won bronze medals in their weight divisions. Mr. Speaker, Team Nunavut, made up of a number of wrestlers from different communities, including several from Coral Harbour, will be bringing home the bronze medal from the Open Co-ed Wrestling event.

Mr. Speaker, it does not end there. James Tautu from Chesterfield Inlet won gold in the Arctic Sports Kneel Jump event with a distance of 1.52 metres.

>>Applause

Mr. Speaker, there are still three more days of active competition at the Arctic Winter Games. I look forward to hearing of many more wonderful results from our youth. Mr. Speaker, I also want to congratulate all of our athletes who are taking part in the Arctic Winter Games. Medals or not, they have already shown themselves to be winners.

Mr. Speaker, I ask that my colleagues join me in congratulating these athletes on their achievements. Thank you, Mr. Speaker.

An Hon. Member: Hear, hear!

>>Applause

Speaker: Thank you, Mr. Ningeongan. Members' Statements. Member for South Baffin, Mr. Schell.

**Member's Statement 166 – 3(2):
Congratulations to Terry Ryan -
Director of Dorset Fine Arts**

Mr. Schell: Thank you, Mr. Speaker. I rise today to congratulate Terry Ryan on winning a Governor General's Award for outstanding contributions to Canadian Art.

>>Applause

This award honours Terry Ryan for his work in promoting Inuit art over the last 50 years. In 1960, his career in Inuit art promotion started at the West Baffin Eskimo Co-op in Cape Dorset. This co-operative is now called Kinngait Studios.

As I stated in this House last November on the occasion of its 50th anniversary, the Kinngait printmaking studio has had a profound and positive influence on Cape Dorset's art community and the entire Inuit art community. This influence would not have been possible without the dedication and efforts of Terry Ryan to nurture Inuit artists over the past five decades.

Terry Ryan brought various printing techniques to Kinngait Studios, such as engraving, lithography, etching, and

aquatint. Not only did Terry Ryan introduce different techniques to Inuit artists, he also played a lead role in developing an international network of Inuit art dealers.

Terry Ryan is now the director of the Dorset Fine Arts in Toronto, where he continues to promote Inuit art.

Please join me in congratulating Terry Ryan on his Governor General's Award for outstanding contribution to Canadian Art. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Schell. Members' Statements. (interpretation) I apologize, but you can't make a Member's Statement twice.

(interpretation ends) Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Mr. Peterson.

Item 5: Recognition of Visitors in the Gallery

Hon. Keith Peterson: Thank you, Mr. Speaker. It gives me great pleasure today to welcome to the Gallery Errol Fletcher, Chair of the Nunavut Human Rights Tribunal, and Marion Love, Executive Director of the Nunavut Human Rights Tribunal.

Mr. Speaker, they're no strangers to Nunavut. They do great work on behalf of Nunavummiut. I thought it would be important for them to come here today so you could meet them face to face. They are going to be promoting Nunavut human rights this week. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Member. Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. With this being day 3 of having our Air Cadets page, we have with us today Warrant Officer Second Class Candice Sudlovenick, Flight Corporal Newkinga Nowdlak-Moss, Flight Corporal Anika Bychok, and Leading Air Cadet Sheila Papatsie. Welcome.

>>Applause

Speaker (interpretation): Thank you. Recognition of Visitors in the Gallery. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Speaker. There are a couple of individuals here from the Nunavut Human Rights Tribunal. One of them was mentioned, but we have Marion Love, who is the director, and Rosie Tanuyak-Ell. I would like to welcome them to the Gallery. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you. Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Tootoo.

Hon. Hunter Tootoo: Thank you, Mr. Speaker. I would like to take this opportunity to recognize an individual in the Gallery who is no stranger to this Chamber, although he is probably much happier sitting in the visitors' Gallery rather than sitting at the witness table.

This individual had a very good career with the Government of Nunavut in the capacity as assistant deputy minister and deputy minister. He sat in the witness table here many times. He, since leaving the government, has moved on successfully into the private sector.

I would like to take this opportunity to welcome to the Gallery my brother, Victor Tootoo. It's nice to see him here and I'm sure he's happy again to be on the other side. I ask all members to join me in welcoming him back to the Chambers. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Tootoo. Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Komoartok.

Mr. Komoartok (interpretation): Thank you, Mr. Speaker. I would like to recognize an individual from Pangnirtung who is in the Gallery. She is a student at the Arctic College. There are approximately 20 individuals who went to Arctic College from my community in the fall. This individual is one of them and I would like to recognize Ragelee Mike. Welcome to the Gallery.

>>Applause

Speaker (interpretation): Thank you. Welcome to the Gallery. Recognition of Visitors in the Gallery. There being none. Going back to our Orders of the Day. Item 6. Oral Questions. (interpretation ends) Member for Hudson Bay, Mr. Rumbolt.

Item 6: Oral Questions

Question 247 – 3(2): SPOT Locator Devices

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

Yesterday, the minister informed the House that his department has purchased 500 SPOT satellite personal tracker devices for distribution to communities for use by hunters and also for search and rescue operations. I myself have been using one of these devices for the past eight months and I am pleased to say that when used properly, they do work effectively. I applaud the minister for his initiative.

However, these devices come with an annual fee that's close to \$100. If you multiply that by 500 devices, that's between \$40,000 to \$50,000 per year. Can the minister indicate whether the Government of Nunavut will pick up these costs or will this cost be passed on to communities? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. Minister of Community and Government Services, Hon. Lorne Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I thank my colleague for the question. They are an amazing tool when used properly. The costs are high; it's approximately \$2,200 per community. You did the math pretty close. Our department will be covering the costs of the annual fees to keep them going. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Speaker. My next question is: as I noted earlier, I myself own a SPOT device. It is a great tool, but you need to be comfortable with computer technology to use it properly. I am aware that the hunters in Clyde River have been working with experts to develop GPS technology that has an interface in both Inuktitut and English. I know that the SPOT device is fairly user-friendly, but has the department looked at ways to provide training on the use of these devices? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. They are very user-friendly. You just press a button that says, "I'm okay," or press a button that says, "Come and get me."

So in that sense, the people who will use them, when they come and get them, will be shown which buttons you press to say that you're okay or which buttons you press to say that you're not okay. They're that simple, but to my knowledge, there have not been any training programs *per se* because they are quite simple to use, Mr. Speaker. Thank you.

Speaker: Thank you, Minister. Your second supplementary, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Speaker. In his statement of yesterday, the minister also indicated that search and rescue teams responded to 125 requests for assistance last year and that search and rescue volunteers accumulated over 2,000 person hours.

Can the minister indicate how much the Government of Nunavut spent last year in support to search and rescue operations, and can he indicate how many searches required the involvement of the Canadian Forces in providing aerial support? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. Yes, there were 125 searches and approximately 230 people had to be searched for, for many different reasons. It averaged to about 10 searches a month. To date, it has cost the department about \$225,000 in costs associated with searches, Mr. Speaker. Thank you.

Speaker: Thank you. Your final supplementary, Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Speaker. The minister did not answer the final part of my question when I asked how many search and rescues required the involvement of the Canadian Forces for aerial support. Thank you, Mr. Chairman.

Speaker: Thank you, Mr. Rumbolt. Minister Kusugak.

Hon. Lorne Kusugak: That was the plan, Mr. Speaker. I'll have to let you know exactly how many involved the Canadian search and rescue, but I don't have that detail with me, broken down to that detail. I will get back to the minister later to let him know the exact amount of times they were included, but this cost of the search includes those figures. Thank you, Mr. Speaker.

Speaker: Thank you. Oral Questions. Member for Iqaluit West, Mr. Okalik.

Question 248 – 3(2): Cargo Resupply Report

Mr. Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) My question is directed to the same minister.

On June 12, 2009, my colleague for Baker Lake asked about the dry cargo contract and asked when the report will be tabled for the annual dry cargo resupply. At the time, the minister replied that the department has completed the report. However, it is in the hands of the translators and hopefully, it will be ready for tabling as early as this fall session. We are in 2010 at this time, so I would like to know the status of that report. (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Okalik. Minister of Community and Government Services, Hon. Lorne Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I thank the member for the question. The report should be available at the next session. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Okalik.

Mr. Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) I hope that it will be ready and tabled at that time. Further, I would like to know how this past year's sealift supply is. We are two years behind now and when can we expect that report as well? (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. The sealift went pretty well this year. There were a few glitches with shipping dates, as some of the ships had issues with the ships themselves and so on. I'm sure that will be in the report and as soon as it's available, I will table it in the House. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your second supplementary, Mr. Okalik.

Mr. Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) The minister also undertook a pre-market study on sealift supplies. I would like to know if that report is ready for tabling. (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I thank my colleague for the question. I will let him know. I don't know exactly right now as to its exact status. As soon as I find that out, I will let my colleague know. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Thank you, Mr. Okalik. (interpretation) Oral Questions. Member for Tununiq, Mr. Arvaluk.

Question 249 – 3(2): Compensation for Polar Bear Outfitters and Harvesters

Mr. Arvaluk: Thank you, Mr. Speaker. My question is to the Minister of Environment.

Mr. Speaker, my memory is not what it used to be, but it seems from yesterday's

answer by the minister that this government's memory is even shorter. Back in 2001 and 2002, a moratorium was imposed on polar bear hunting on the McClintock Channel that is north of Cambridge Bay, or Iqaluktuuttiaq.

At that time, the GN announced a special economic initiative plan to provide one-time funding of approximately two hundred thousand dollars to the communities of Gjoa Haven, Taloyoak, and Cambridge Bay to assist them in overcoming the negative impacts of the moratorium. In fact, Mr. Speaker, I now clearly remember sitting in this House with my colleagues from Iqaluit West and Iqaluit Centre when our former colleague from Cape Dorset announced how the government would work with HTOs on this issue.

In light of this precedent, will the minister commit to reviewing the government's position on compensation assistance for people in the communities of Pond Inlet, Clyde River, and Broughton Island? (interpretation)
Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Arvaluk. Minister of Environment, Hon. Daniel Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I would like to thank the member for that question. Mr. Speaker, as I outlined yesterday, we are very much interested in working with communities to help them overcome the situation.

I am very glad that the member tabled this document yesterday. It outlines exactly the programs and the initiatives this government is taking to deal with

the situation. In fact, the \$150 that he said the NWT government is providing to their outfitting industry, it is also stated in there that the \$150 is to go and help explore alternative outfitting businesses, tourism industry that they can pursue in light of their hardship.

So we are doing this. I outlined yesterday with the two programs that we have with the Department of ED&T to support the outfitting business and any business proposals, or any business that is looking to alter their actions that they're taking now in their businesses. So we do have that. We do have the program that I outlined that the Department of Environment is going to implement too. We are acting on this and we are acting very responsible. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. I think we are misunderstanding something that is very principally important and that is those guides for the sport hunters are hunters with their dog teams. Let's be clear on that. They are not businessmen. They will not somehow write up a big business plan, a proposal, and submit it to Environment Canada, "I want to start a new tourism using a single auger to a new fishing spot." They don't have the experience or knowledge of making those business plans.

I am asking, Mr. Minister: is it because we already set a precedent on the McClintock Channel to compensate those outfitter/guides? We already set a precedent. Will the minister reconsider his position to review in light of those

quota reductions of 10 annually? That is 40 in four years.

It would have a very strong impact on these hunters and guides. Will the minister then commit to us that he will review rather than bluntly saying no? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Arvaluk. Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. First, I would like to clarify that I said \$150. It was \$150,000 that the NWT is providing for support.

I will tell the member this: first of all, the situations were different with the McClintock Channel. That was a full moratorium where there were absolutely no polar bears allowed to be hunted. Here, there is still going to be, at the end of four years, 65 polar bears in the TAH to be hunted, however the communities choose to hunt those polar bears.

I am also stressing the fact that we are there to assist outfitters and dog team owners in looking for alternative business sources and what they can do. Even in the tourism industry, it is very important. The dog team business is huge and can supply an experience to tourists. So we will assist in any way we can, in collaboration with the Department of ED&T, to assist these hunters, outfitters, and dog team owners. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your second supplementary, Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. Does the minister have a plan then to visit these affected communities and

work with the dog team owners especially to give them different scenarios or different possible plans so that their livelihood is not unnecessarily disrupted or affected by this reduction of polar bear quotas? (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Arvaluk. Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I do have a plan and I am going to visit all of the affected communities after the sitting early in the month of April. I commit that we will work with ED&T to address the needs and listen to the people in communities that are affected.

I would also like to encourage at this time that there are other programs out there that interested outfitters and dog team owners may be able to access through the Baffin Business Development Centre, the Kakivak, regional Inuit associations, and NTI. So I also give them encouragement to explore those options too. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Thank you, Mr. Arvaluk. Oral Questions. Member for Akulliq, Mr. Ningark.

Question 250 – 3(2): Patient/Client Complaints Procedure

Mr. Ningark (interpretation): Thank you, Mr. Speaker. As per my Member's Statement earlier, I referred to the matter that there's too much disparity in the treatment of patients who are sent out for medical treatment or appointments. Moreover, this is not the first time I have raised this concern as I spoke to the issue

during my initial statement shortly after I was elected. I believe the government is aware of the concern that I have expressed previously.

My question is directed to one of my dear friends, Mr. Curley, the Minister of Health and Social Services. I'm also aware of his passion and commitment towards Nunavut and in his attempts to serve the residents in his present capacity.

As per my reference to the contact information for the patient complaint procedures sheet, which I believe is not confidential, this information is in the public domain, so I will note the fax number listed. I was unable to get the transmission I was trying to send through 867-975-5771. It kept stating that the line was busy and unavailable, or perhaps the bill hasn't been paid and the line was cut.

In any event, I'm not sure why this fax couldn't be transmitted. My question to the minister is this: is the fax number actually working?

Speaker (interpretation): Thank you, Mr. Ningark. Minister of Health and Social Services, (interpretation ends) Hon. Tagak Curley.

Hon. Tagak Curley (interpretation): Thank you, Mr. Speaker. I wish to thank the member, John Ningark, for raising the matter about the number. What I can state to you is that if that number is unavailable or if it can't be accessed, then we will attempt to resolve the problem at our end. It has to be open for any faxes that may be sent regarding complaints.

I hope that this matter is already being resolved and my expectation is that this number is being checked to ensure that it works. Since the number was conveyed to all communities in Nunavut, it has to work and I will ensure that this problem is rectified immediately, Mr. Speaker. Thank you.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Ningark.

Mr. Ningark (interpretation): Thank you, Mr. Speaker. I thank the hon. minister for his reply. I believe that we will be having a short break around three o'clock as that is our usual practice and if I attempt to retransmit the letters, I hope that the fax will be received. Thank you, Mr. Speaker.

>> *Laughter*

Speaker (interpretation): Thank you, Mr. Ningark. Minister Curley.

Hon. Tagak Curley (interpretation): Thank you, Mr. Speaker. I don't think it's a question, but my expectation is that the number will be back in service by that time. We are trying to place this as a priority. Thank you.

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

Question 251 – 3(2): Impact of Uranium Mining on Public Health

Mr. Aupaluktuq: Thank you, Mr. Speaker. I want to direct my questions today to the Hon. Minister of Health and Social Services, Mr. Curley.

When I ran for election to this House, I made it very clear that while I support responsible economic development and opportunities for multinational corporations to do business in our territory, the health, safety, and dignity of our people come first.

As the minister is well aware, there are serious concerns about the safety of uranium mining and its impact on the health of our residents. In fact, some governments simply don't allow it at all.

Can the minister clearly explain to the House and my constituents exactly what steps the Department of Health will take or has taken to ensure that potential uranium mining in Nunavut does not pose a risk to the public health of our residents? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Aupaluktuq. Minister of Health and Social Services, Hon. Tagak Curley.

Hon. Tagak Curley (interpretation): Thank you, Mr. Speaker. I thank you for raising the question. The question deals with a very complex matter. Yesterday, when the member was raising questions to the minister during question period regarding the mining sector, it was noted that we don't have any applications that have either been approved or not as of yet.

Further, in regard to the public hearings that are scheduled as per my colleague's comments, they have not even commenced yet. That being the case, I cannot state how they will be received. However, it is only when the applications are actually being reviewed that they request concerns and comments from the public.

If our department was invited to present their concerns specifically in the area of environmental health, our officials will be available for that. However, we cannot state with any certainty since this is still in the review process. With respect to the issue raised by my colleague, we cannot speak to it until that process is completed. Thank you.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Aupaluktuq.

Mr. Aupaluktuq: Thank you, Mr. Speaker. Thank you very much, hon. minister, for that response. I'm not a scientist, not yet anyway. I don't know the full benefits of uranium, but in all areas of life, the well-being of my people and land comes first. I support development and I'm in support of advancement in my community, region, and territory.

I look forward to working with the Hon. Minister Curley in regard to the issues of public health or the concerns that may and will be raised. I also encourage the Hon. Minister of Health as well as the Department of Environment and the Department of Mines to be prepared in the near future to possibly answer some future questions that my constituents and the people of Nunavut may have. Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Aupaluktuq. I didn't hear a question. The statement is duly noted by the government.

(interpretation ends) Oral Questions.
Member for Quttiktuq, Mr. Elliott.

Question 252 – 3(2): Government of Nunavut’s 2010 Budget

Mr. Elliott: Thank you, Mr. Speaker. My questions are for the Minister of Finance, the Hon. Keith Peterson.

In his budget address, the minister informed the House that the Government of Nunavut currently has around 900 vacant positions. However, when you look at the Government of Nunavut’s main estimates for the coming fiscal year, the departments are adding around 90 new PYs to their organization charts, even though it is perfectly obvious that they can’t fill their existing vacancies.

The Minister of Finance’s own department is not increasing its size and I applaud the minister for this prudence, as he would put it.

>>*Laughter*

Will the minister, in his capacity as the Chairman of the Financial Management Board, commit to freezing overall PY growth in the government until such time as the Government of Nunavut makes real progress in filling its existing vacancies? If not, why not? Thank you.

Speaker: Thank you, Mr. Elliott. Minister of Finance, Hon. Keith Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I thank Mr. Elliott for asking that question. Mr. Speaker, we indicated or told in the budget speech that there are 900 vacancies. Those are indeterminate PYs. As the member well knows, many of those positions are staffed through casual employees,

consultants, contractors, and the service has to get done.

Particularly in the health department, we have to deliver health programs in communities to Nunavummiut. So those positions are being covered and we use the funding from some of those 900 positions. I have had discussions with my colleagues about freezing some of those positions. I can take his recommendation under advisement. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. Thank you for that answer. He mentioned contract workers and over the last few days, a number of members have pointed out that the government spends hundreds of thousands of dollars per year on sole source contracts to consultants to provide advice to the government. Is the minister confident that we’re actually receiving value for the money for all of these consultants and if so, what evidence does he have? Thank you.

Speaker: Thank you, Mr. Elliott. Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I again thank Mr. Elliott for his question. Mr. Speaker, as the member well knows, the Government of Nunavut has been in existence since 1999 and it has experienced tremendous growth over those years. The government has had to hire consultants and contractors to deliver a lot of the ambitious programs and services that they have delivered to Nunavummiut, most of which are very good programs.

I have talked to my colleagues again about a program review; we will probably be talking further about the use of consultants and contractors. Until such time as we do manage to hire all of the people we need to deliver the programs and services, we will probably continue rely on various consultants and contractors.

For example, Mr. Speaker, the Auditor General of Canada herself stated in one of her OAG reports that the Department of Finance relies on the use of external organizations to assist us with delivering or preparing our public accounts and other documents because we don't have enough financial people.

Of course, Mr. Speaker, I have indicated to members through various questioning in standing committees that the government is committed to providing training to Nunavummiut to take on those challenging financial officer jobs, not only in Iqaluit but throughout Nunavut. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your second supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. In the coming fiscal year, the GN plans to spend around \$390 million on compensation and benefits for its employees. To put it another way, Mr. Speaker, almost one-third of every GN dollar is spent on paying its own workforce. By my calculations, every PY that's on the books cost the GN around \$100,000. Since we have 900 vacant positions, it's about \$90 million.

In the past, departments have bailed themselves out of trouble by using unspent salary dollars. Will the GN be

doing the same thing next year? Thank you.

Speaker: Thank you, Mr. Elliott. Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I thank Mr. Elliott for that question. Mr. Speaker, I was on *Nunatsiaq News* online the other day and I saw a similar question about the calculations.

Mr. Speaker, it's a good question. The departments do use some of that funding to hire staff or contractors and consultants to assist them to deliver their programs and services. Again, it's something that this government is looking at very closely.

We have committed to a new way of business. I did state in my budget speech, "Prudence," and that will be the theme throughout this government's term, prudence. We will be looking at all of the areas where we can save money and putting new programs and practices in place. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your final supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. I strongly support the government in its efforts to negotiate with Ottawa for enhancements to federal transfers. Can the minister indicate how he is working with his colleagues in the Northwest Territories and the Yukon to put forward a strong tri-territorial case for federal investment in the North? Thank you.

Speaker: Thank you, Mr. Elliott. Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I again thank Mr. Elliott for that question. It's a very good question. It's important that the three territories work together to present a united, common front to Ottawa. We share many of the same concerns and issues.

For example, on the THSSI funding, in December, the three finance ministers met in Whitehorse and we spoke to Minister Flaherty, the federal Minister of Finance. "Thank you" to Premier Fentie, who is also the Minister of Finance. He's our spokesman.

So we do actually work together and we talk. We meet twice a year at federal/provincial/territorial finance ministers meetings to discuss areas of common concern, we make our case to Ottawa, and we try to keep each other up to date on issues of common interest. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Pangnirtung, Mr. Komoartok.

Question 253 – 3(2): Vacant Staff Housing Units in Pangnirtung

Mr. Komoartok (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister responsible for the Nunavut Housing Corporation, the Hon. Hunter Tootoo.

Just recently, Mr. Speaker, I attended a meeting with the infrastructure committee last month in Pangnirtung, actually on February 18, 2010. We discussed capital projects and other infrastructure projects that stem from the Nunavut government, for which materials have to be ordered in via

sealift. We were discussing the capital project plans for our community via this infrastructure committee comprised of community members, GN staff, as well as a consulting company, Aarluk Consulting.

During our meeting, a representative of the NHC apprised us that in Pangnirtung, there are over 12 units allocated for GN staff housing that stand empty across the Duval River. They apparently haven't been utilized for a number of years and here, the community of Pangnirtung has been clamouring for more housing as we are also under a housing shortage.

I approached the NHC to find out how many residents are currently on the waiting list for housing. There were approximately 68 people on this housing waiting list. The breakdown is as follows: 30 individuals wanted a single bachelor unit, 30 more wanted a two-bedroom unit, 6 people wanted a three-bedroom unit, and 2 people wanted a four-bedroom unit.

The total is 68 residents on the housing waiting list, while the government has 12 units sitting empty and just being maintained for a number of years. Based on the decisions made recently, it seems that these units will never be inhabited. These units sit across the river and are set aside solely for GN employees. Whenever a resident of Pangnirtung is successful in landing a GN position, these individuals also tend to have housing units under their name or they own their own house.

That's partially why these units have remained empty and they can't be used for any other purpose. When a

community is suffering from a housing shortage and we have these units sitting empty, I wonder if the minister could contemplate setting aside half of these units for residents and the others for the GN employees. I imagine that those people whose positions are transferred may also leave their units.

However, I believe that at least half of these empty units can be transferred to residents of our community perhaps under the local housing authority. I don't believe it would place the NHC in a precarious position if they did that because they have to provide housing units for GN employees. I would ask that the minister look into this matter and if possible, he could set aside some units for residents of our community. Can the minister look into this possibility? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Komoartok. (interpretation ends) Minister of the Nunavut Housing Corporation, Hon. Hunter Tootoo.

Hon. Hunter Tootoo: Thank you, Mr. Speaker. I thank the member for raising that question. I know this is a question that has been raised since the staff housing was put into decentralized communities. I know, right now, there are 61 staff housing units in Pangnirtung and my understanding is that we have 9 vacant, though he indicated the number 12. I will follow up with my staff to ensure which number is correct.

Mr. Speaker, I know, right now, there are eight active competitions out there for positions that require staff housing. Even though, in some cases, these units may be empty, they're being held for competitions that are being put out by

the various departments in the community trying to hire and fill the vacant positions that they have in their community. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. I would like to remind members who wish to direct questions to the government to just offer a short preamble as a backgrounder prior to asking their questions. This is a reminder to shorten your preambles so as to make better usage of our time.

Your first supplementary, Mr. Komoartok.

Mr. Komoartok (interpretation): Thank you, Mr. Speaker. I also thank the minister for his detailed response.

Some units have remained empty ever since they were built and here, we have a severe housing shortage in our community. Even a small alleviation of these numbers would make a dent in our housing shortage. Even if a small percentage of these empty units were set aside for local housing, it would assist us. We all know that even if a small number of these empty units are used, it will lessen the problems associated with overcrowding and lack of housing faced by people on the list.

Will the minister commit to looking into this issue some time in the future? It doesn't look nice when you see many homeless people in the community. It seems like we need to do something about it and I need to get the minister to commit to look into this issue again. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Komoartok. Minister Tootoo.

Hon. Hunter Tootoo: Thank you, Mr. Speaker. I can certainly empathize with the member and the residents in this community. It's a situation that we face not only in Pangnirtung and the decentralized communities but in all of our communities in Nunavut.

At various times, they have vacant staff housing units that are being held for positions. I think that one of the problems of temporarily using it for a public housing unit, if you move someone into a unit and then if a position gets hired, it's not always the easiest thing to tell someone that they have to move out, whether it's during the winter months, you cannot get someone out of the unit. I mean there are challenges to that, but I will commit to the member to have a look at that possibility.

There are some very big challenges not only as far as dealing with individuals who could end up getting put into a unit temporarily and having to have to move them and find a place for them after that, also, we don't know when a department may need a position. If it's advertised, when it's going to be filled, if they have to re-advertise it... there are all kinds of variables to take into account.

But I will commit to the member to ask my staff to have a look at it and get back to him personally with the rationale and reasoning, one way or the other. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Thank you, Mr. Komoartok. Oral Questions. Member for Iqaluit West, Mr. Okalik.

Question 254 – 3(2): Government of Canada Should Compensate Polar Bear Outfitters

Mr. Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) I want to follow up on a question by my colleague for Mittimatalik (Pond Inlet).

A while ago, I wrote to the Minister of Environment Canada asking that hunters in Baffin Bay be compensated by their actions of banning the export of polar bears. I would like to ask our Premier if she has had a conversation with our MP as to what kind of action the federal government will take in compensating our hunters in Nunavut. (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Okalik. Premier of Nunavut, Hon. Eva Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. I would like to thank the member for his question. This is very important to everyone who lives in Nunavut, especially to the affected communities that hunt polar bears from that area. This is being worked on by the Department of Environment and I trust their work. At this time, I can discuss this matter with Leona to make sure that we urge the federal government to consider this. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Your first supplementary, Mr. Okalik.

Mr. Okalik (interpretation): Thank you, Mr. Speaker (interpretation ends) The ban was not imposed by the international community, the ban was not imposed by our government, the ban was imposed by the federal government. I would like

those hunters to be compensated by the federal government, who imposed the ban on the trade of polar bear skins.

I would like to see in one of her newsletters, for example, what her government plans to do. She does a newsletter every week and I would like to know what their government plans to do for the hunters in these communities because there are not a lot of employment opportunities for these good citizens.

So I would like our government to ask this government to compensate these hunters for this year since they imposed the ban themselves. (interpretation)
Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Okalik.
Madam Premier.

Hon. Eva Aariak (interpretation):
Thank you, Mr. Speaker. I understand his question very well and all I can say is that it is part and parcel to my response.
Thank you, Mr. Speaker

Speaker: Thank you, Premier. Your second supplementary, Mr. Okalik.

Mr. Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) I took the effort of writing to the Minister of Environment and expressed our disappointment in the decision of the federal government. I would like to know if the Premier or any other government has put forward any correspondence to the federal government expressing our disappointment with their decision and if they plan to write any letters or any form of protest of this action. (interpretation)
Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Okalik.
Madam Premier.

Hon. Eva Aariak (interpretation):
Thank you, Mr. Speaker. (interpretation ends) I will commit myself to look into the matter further. Our MP is very much well aware of the situation. I will speak to her again and we will go from there.
Thank you.

Speaker: Thank you. Your final supplementary, Mr. Okalik.

Mr. Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) In trying to be open and accountable, I took the initiative of tabling my letter so that the people of Nunavut will see what I have tried to do. I would like a commitment from this government in tabling any documents they may have in relation to this matter. (interpretation)
Thank you, Mr. Speaker.

Speaker: Thank you. Madam Premier.

Hon. Eva Aariak (interpretation):
Thank you, Mr. Speaker. I didn't hear a question. Thank you, Mr. Speaker.

Speaker: Thank you. Oral Questions.
Member for Quttiktuq, Mr. Elliott.

Question 255 – 3(2): Utilidor Study for Resolute Bay

Mr. Elliott: Thank you, Mr. Speaker.
My question is directed to the Minister of Community and Government Services, the Hon. Lorne Kusugak.

Mr. Speaker, I refer to Tabled Document 98 – 3(2), tabled on December 7, 2009. It is regarding his department's response to the petition I put forward by the

community of Resolute Bay in regard to keeping the utilidor water system in their community.

Mr. Speaker, in his department's response, it talks about a study that was being undertaken. This study was to ensure short-term solutions for the utilidor and the study would be completed in January or early February 2010. With this being March, could the minister update the House on this study? Thank you.

Speaker: Thank you, Mr. Elliott. Minister of Community and Government Services, Hon. Lorne Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I thank my colleague for the question. Yes, the study that was being done is a two-phase approach, I guess, Mr. Speaker.

One is that we have to figure out how to keep the current system running while we look at finding out what we are going to do with the different options in terms of the utilidor system in Resolute Bay. That study was worked on, Mr. Speaker, and it does deal with what do we do to keep the system from falling apart altogether while we try to figure exactly how we are going to address the utilidor issue in Resolute Bay. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. I thank the minister for that response. He mentioned that it was a two-part study. Does it mean that he is not able to provide us with a copy of it or table a copy of it because the second part is not

complete? I just didn't understand that. Thank you.

Speaker: Thank you, Mr. Elliott. Minister Kusugak

Hon. Lorne Kusugak: I'll provide the copy if it is available. I would certainly be happy to provide the copy of the current work to my colleague, Mr. Speaker.

Speaker: Thank you, Minister. Your second supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. In speaking to the hamlet council, one of the big concerns that they have is the fact that preventative maintenance has not been done or completed on the utilidor system and that's the reason why it's in such disarray. Is the government on top of this in terms of are they running a preventative maintenance program for this utilidor system? Thank you.

Speaker: Thank you, Mr. Elliott. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I thank my colleague for the question. Yes, there is a preventative program on the system.

The problem with the utilidor system in Resolute Bay right now is it's over 35 years. It's outlasted the initial intention, I think, of the utilidor system. What we're in the middle of doing right now is trying to figure out how to keep the system running the way it is by improving or replacing some existing equipment to make sure that we don't have a catastrophe in the community where there is no water.

So there is a preventive maintenance that is done on the equipment. Unfortunately, it's a very old system and things that old begin to create a lot of problems. Our department is doing their utmost to make sure that the equipment is able to maintain a sufficient water supply for the fine community of Resolute Bay. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your final supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. As the minister stated, he's correct, it's 35 years old and one of the problems that keep happening is, and I'm sure he is very well aware of it, in terms of the leaks that have been happening.

I know each hamlet is given \$125,000 each year, but one of the things in Resolute Bay is it's costing close to \$425,000 and causing a great hardship on the hamlet to provide the service because of the increased costs of maintaining that system. Has the government looked at helping the community in any way of covering those costs or helping alleviate those costs? Thank you.

Speaker: Thank you, Mr. Elliott. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. That's the cost of trying to maintain such old equipment. Our department is doing their utmost to keep on top of the utilidor infrastructure in Resolute Bay. We will do our utmost to work with the municipality and try to keep costs, in terms of maintaining the facility, at a minimum and help where we can with that. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Pangnirtung, Mr. Komoartok.

Question 256 – 3(2): Baffin Island Caribou Population Survey

Mr. Komoartok (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Hon. Daniel Shewchuk.

Last month, through the news media, we heard that there is going to be a caribou survey done on Baffin Island. I would like to know when that will begin. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Komoartok. (interpretation ends) Minister of Environment, Hon. Daniel Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I'm aware that there has been talk in regard to a caribou survey in Baffin Island. However, I think communities are still being consulted in the consultation stage. I would like to advise the member that we are working on a caribou strategy that will address the issues not only in Baffin Island but the entire territory of Nunavut in regard to caribou. So it's my understanding that they're speaking to communities right now. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. (interpretation) Your first supplementary, Mr. Komoartok.

Mr. Komoartok (interpretation): Thank you, Mr. Speaker. I would like to thank the minister also. When can we expect to hear the commencement of the caribou survey in the Baffin region? When do

you expect to complete the consultations to the communities on the caribou strategy? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Komoartok. Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I'm not sure of the timelines right now, but I will look into that further and find the information out and provide it to the member. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Thank you, Mr. Komoartok. Oral Questions. Member for Tununiq, Mr. Arvaluk.

Question 257 – 3(2): Polar Bear Management between Canada and Greenland

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. When I was asking questions to Minister Shewchuk, I could not ask these questions because these questions are in regard to polar bears from different angles. I'm confused as to why the minister had established a reduction of ten polar bears per year for four years.

We have heard and we also know that there is a joint commission of four members and four members from Canada on the joint polar bear management commission, and they were trying to set up the quota system for the Davis Strait management zone. I think that this coming spring, they will start holding meetings in regard to this.

Even before the joint commission made any recommendations to the minister, why reduce the number of polar bears by

ten each year for four years? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arvaluk. Minister of Environment, (interpretation ends) Hon. Daniel Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I am sure that the member realizes that I did not make this decision on my own. This decision was in the process for over a year through the Nunavut Wildlife Management Board. All stakeholders were involved, all communities were involved, all regional wildlife organizations were involved, NTI was involved. So this is a recommendation that came to me from NWMB. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. Then what is the purpose of having this joint commission from membership from Greenland and Canada for reviewing the quota system for the recommendation to the government?

Under the land claims agreement, I suppose that the government is supposed to only be managing it and these DIOs are supposed to making plans for the purpose of setting the quota system, whether it's for polar bear, or narwhal, or beluga, etcetera. Why is this joint commission being ignored completely? (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Arvaluk. Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. First of all, this joint

commission is not being ignored completely. This joint commission was set up because of this very reason.

The member should know that Greenland has dropped their total allowable harvest to 65, when they were harvesting more than 150 bears annually. So Greenland has taken their part and their interest in conserving the shared population and anything that moves forward from now on will be worked together. The whole goal of this is to find out what the population estimate is for Baffin Bay polar bears and to provide all of the information so management decisions could be made. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your second supplementary, Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. The land claims agreement very clearly stated that DIOs, or Designated Inuit Organizations, such as HTOs, the RWOs that I mentioned, NWMB, will or shall determine what should be recommended to respective governments. This doesn't seem to be happening right now. Can the minister then assure me that there is no danger whatsoever that the land claims agreement is not breached? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Arvaluk. Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I'm not sure what the member is pointing out here, but I do respect the land claims agreement very much.

The process is that the Nunavut Wildlife Management Board provides

recommendations to me on all wildlife management decisions. The interested parties that he states are all involved. They are membership on the NWMB and they are all consulted when decisions are made. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your final supplementary, Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Speaker. There needs to be a very clear, transparent approach to this joint management of wildlife because of the land claims agreement, because we have taken the responsibility as the Nunavut government to manage wildlife on behalf of the harvesters, who are also the beneficiaries of the land claims agreement.

It seems sometimes that we're not all sure what's going on with the government management system. They need to be clear on the table, not under the table. Can the minister then assure this House that everything will be completely transparent and on the table when the process takes place down the road? (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Arvaluk. Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Chairman. I can assure, from the government side, that things are transparent. I assure that the process, to my knowledge, is transparent. I think we're all working for the well-being of Nunavut and Nunavutmiut.

The joint commission is set up and all interested parties are on that commission

and that is: Nunavut Tunngavik Incorporated, who is the motherhood of the Nunavut Land Claims Agreement, and they agree to this joint commission being set up; the Qikiqtaaluk Corporation; and the regional Inuit associations have membership on there; and the government's membership is on there. So all interested parties are involved and represented. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Oral Questions. Member for Quttiktuq, Mr. Elliott.

Question 258 – 3(2): Coal Mining in High Arctic – NIRB

Mr. Elliott: Thank you, Mr. Speaker. My question is directed toward the Minister of Environment, the Hon. Daniel Shewchuk.

In regard to the Speech from the Throne of the federal government, Mr. Harper said that, "Our government will reform the northern regulatory regime to ensure that the region's resource potential can be developed where commercially viable while ensuring a better process for protecting our environment."

There has been a lot of work and talk lately about coal mining up in the High Arctic. I know that recently, NIRB, which is an institution of public government set up through the Nunavut Land Claims Agreement, and I know that the GN does not control the actions of this committee or this board, but I think that the Government of Nunavut is able to put submissions in requesting and putting their views forward.

Has the Government of Nunavut put forward any opinions as to coal mining up in the High Arctic? Thank you.

Speaker: Thank you, Mr. Elliott. Minister of Environment, Hon. Daniel Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I would like to refer this question to my colleague, the Minister of ED&T, Mr. Taptuna.

Speaker: Thank you, Minister. Minister of Economic Development and Transportation, Hon. Peter Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. I appreciate that question from the Hon. Member of Quttiktuq. NIRB made a decision to reject the coal mining company that is up there, Weststar, to either amend or redo their submission to NIRB. In that case, it is almost like a rejection of their proposal.

As far as I know, there are a handful of organizations from down south that wanted that location where the gold deposit is to be preserved because there are fossils there and NIRB had rejected Weststar's application. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your first supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. I guess on behalf of the residents of the High Arctic, I know that is the way we would like to go. We want to make sure that the fossils and the wildlife and everything that is there is preserved.

If I understand what the minister is saying, Weststar put in another

application. There was talk about working with researchers and jointly doing mining and exploration and at the same time, doing research and documenting what's in that area. Thank you.

Speaker: Thank you, Mr. Elliott. Minister Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. As far as I know, they haven't resubmitted a proposal to do any kind of project development there. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your second supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. Just so I have it clear in my mind because I'm not really sure whether I heard a full... what is the government's stance? I know that the minister, in my first question, gave me a response as to what has happened and what has transpired, but what is the government's view on this? Are they in favour of coal mining, are they rejecting the idea of coal mining, or are they of the idea of doing a partnership between the two? Thank you.

Speaker: Thank you, Mr. Elliott. Minister Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. At this time, I can't state what our position is with the company. Mr. Speaker, we haven't seen the full proposal or any indication of how in-depth that they're going to work to develop this deposit.

But once NIRB makes a recommendation or a rejection, or sends

a company back to fully amend their proposal, and when I say NIRB, that's the Nunavut Impact Review Board, that has to be done. As far as I'm concerned, this government's position is with NIRB. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Your final supplementary, Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. What I'm trying to get at is whether the government actually has a paper and has something written up that they have presented to NIRB in terms of the government's position on this.

I think what I heard the minister say was that they will follow whatever NIRB says, so, at this point, if the minister could confirm that. What I would like to do is be able to take something back to my constituents and say this is what the government is saying about what is going on in their area. Thank you.

Speaker: Thank you, Mr. Elliott. Minister Taptuna.

Hon. Peter Taptuna: Thank you, Mr. Speaker. When a proposal is submitted to the Nunavut Impact Review Board, they reject it, ask for an amendment, or accept it. Once it is accepted, NIRB's direction to the proponent is to come up with a plan. Without a plan from the proponent, nobody has any position on the company. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Going back to our Orders of the Day. Item 7. Written Questions. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. Item 11. Petitions. Item 12. Reports of Standing and Special

Committees. Item 13. Reports of Committees on the Review of Bills. Item 14. Tabling of Documents. Mr. Ningark.

Item 14: Tabling of Documents

**Tabled Document 120 – 3(2):
Swimming Pool Options Review**

Mr. Ningark: Thank you, Mr. Speaker. I wish to table today a copy of the swimming pool options review prepared by CGS Technical Service Division and I thank the Minister of CGS for giving me a complementary copy. The reason I table it is that it's fairly new; it's dated February 19, 2010. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Ningark. Tabling of Documents. Mr. Shewchuk.

**Tabled Document 121 – 3(2): 2009
Environmental Rights Act Annual
Report**

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I would like to table the following document: 2009 *Environmental Rights Act* Annual Report. Thank you, Mr. Speaker.

Speaker: Thank you. Tabling of Documents. Mr. Elliott.

**Tabled Document 122 – 3(2): The Art
and Artists of Arctic College**

Mr. Elliott: Thank you, Mr. Speaker. I am honoured to be able to table a copy of the wonderful work of our youth group in Arctic Bay. As MLA for Quttiktuq, I am very proud of their work. Mr. Speaker, I am tabling a copy of the booklet entitled *The Art and Artists of Arctic Bay, Nunavut*.

I am impressed with our youth, their energy and interest in preserving the Inuit language. The production of this artist booklet was inspired by the Hamlet of Arctic Bay Economic Development Committee and the youth of Nunavut Youth Consulting with the intention of preserving Inuit language and culture through education and elder involvement. Thank you.

Speaker: Thank you, Mr. Elliott. Tabling of Documents. Mr. Peterson.

**Tabled Document 123 – 3(2): 2008-
2009 Nunavut Human Rights
Tribunal**

Hon. Keith Peterson: Thank you, Mr. Speaker. I would like to table the following document: 2008-2009 Nunavut Human Rights Tribunal. Mr. Speaker, this document is in four official languages.

I strongly encourage all Nunavummiut who may feel that they're discriminated against to contact Marion Love and her officials in Coral Harbour. I encourage the members, at the break, to speak to Errol Fletcher or Marion Love. I'm sure that they would be more than willing to explain some more about what their organization does. Thank you, Mr. Speaker.

Speaker: Thank you. Can we have that document brought forward to the table, please.

Tabling of Documents. Mr. Taptuna.

Tabled Document 124 – 3(2): FPT Meeting of Council of Tourism Ministers

Hon. Peter Taptuna: Thank you, Mr. Speaker. I would like to table the following document: Federal/Provincial/Territorial Meeting of Council of Tourism Ministers. Thank you, Mr. Speaker.

Speaker: Thank you. 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. Item 20. Consideration in Committee of the Whole of Bills and Other Matters. Bill 22 with Mr. Okalik in the Chair.

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

Sergeant-at-Arms.

>>*House recessed at 15:14 and Committee resumed at 15:48*

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

Chairman (Mr. Okalik)(interpretation): Good afternoon. I would like to call the committee meeting to order. Members, in Committee of the Whole, we have the following item to deal with: Bill 22, *Appropriation (Operation and Maintenance) Act, 2010-2011*. What is the wish of the committee? Mr. Aupaluktuq.

Mr. Aupaluktuq: Thank you, Mr. Chairman. We would like to continue

with the review of Bill 22 and the main estimates for the fiscal year 2010-11. Today, we will commence with the review of the Department of Education. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Aupaluktuq. Is that the wish of the committee?

Some Members: Agreed.

Bill 22 – Appropriation (Operations & Maintenance) Act, 2010-2011 – Education – Consideration in Committee

Chairman (interpretation): Thank you. Minister Tapardjuk, if you're ready, you can proceed with your opening comments. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. Good afternoon. I am pleased to meet with the committee to discuss the 2010-11 Main Estimates and Business Plan for the Department of Education.

Mr. Chairman, education is our government's common thread in engaging all Nunavummiut and realizing *Tamapta's* goal of capable, healthy, and self-reliant citizens and communities. We are improving education and training outcomes. Dedication to lifelong learning will help to reduce poverty and provide the basis for Nunavut's future by preparing our people to participate in and benefit from the many opportunities in our territory and beyond. It is never too early or too late for Nunavummiut to access the many educational and training opportunities around them and plan for their long-term goals. The Department of Education is committed to building a

territory of educated and empowered people with the skills to succeed.

Mr. Chairman, the Department of Education touches nearly every household in Nunavut, through early childhood care, kindergarten to grade 12 instruction, financial assistance for our post-secondary students, trades training and career development, and social assistance or benefits for our elders.

Mr. Chairman, in order to put our plans into action, we have put forward a budget of close to two hundred and seven million dollars for the 2010-11 fiscal year. This is an approximate increase of twelve million dollars over last year's budget.

Mr. Chairman, the Department of Education has proposed funds in the amount of almost nine million dollars to carry out our work under the auspices of the *Education Act* and the *Inuit Language Protection Act*. Of that money, \$1.2 million will be used to staff 13 new person years (PYs) so that every school in the territory will now have a student community counsellor. All students will now have an additional level of assistance and cooperation in helping them navigate through their educational journeys and make positive choices.

Increased funding for district education authorities, or DEAs, will assist with greater student success through programs, such as hiring more elders to work as cultural and language instructors in schools, implementing programs that teach students to be responsible for their own behaviour and create safe, welcoming, respectful, positive school environments, and providing assistance

to DEAs so that they can manage students who cannot stay in the classroom with in-school suspensions that allow them to continue learning. There is a large increase in funds for the inclusion of elders in our education system, as well as the production of a handbook for DEAs, to help guide their important work. We have set aside more than three million dollars for these projects.

Mr. Chairman, the department is committed to following our duties under the *Education Act* and the *Inuit Language Protection Act* and making bilingual education a reality for the students of Nunavut. We propose close to 1.6 million dollars in new funds for bilingual curriculum development, establishment of new assessment tools and strategies for classrooms, and language competency development. We have hired new curriculum and school service staff and are developing curriculum and teaching resources for early childhood and K-12 programs. As always, we will work in conjunction with educators and DEAs to provide ongoing training and supports to implement these new initiatives.

There is an increase of almost nine hundred thousand dollars for school operations. This funding will assist language revitalization through the use of additional language instructors within our schools. There is also an increase for custodial staff in our new and expanded schools in Qikiqtarjuaq, Cape Dorset, and Sanikiluaq, as well as necessary school operations staff, including student support assistants and school secretaries.

I am pleased to announce that additional monies have been allocated to reflect

salary increases as a part of the Nunavut Employees Union collective agreement. My department is prepared to meet the salary obligations associated with our union agreements and we are pleased to offer our employees the increased compensation they deserve. These increases total \$2.6 million to our departmental budget.

Mr. Chairman, the Department of Education will provide an increase of \$555,000 towards funding Nunavut's licensed child care facilities. We have changed the funding formula model to ensure greater support toward the operations and management of our facilities instead of attendance requirements. This money will ensure that these daycares will see an increase of at least 10 percent to their operations and maintenance program contributions funding on April 1, 2010.

The last increase in funding for our child care facilities happened in 2000. These new funds can be used for any operating expenses and will directly affect the youngest Nunavummiut. To ensure that early childhood education is offered annually within Nunavut, the Department of Education has budgeted \$200,000. This funding will be given to a post-secondary institution that will help provide valuable professional development for early childhood educators.

Mr. Chairman, there are 9,038 students enrolled in Nunavut schools for the current school year. All of these students and all of the students who will follow them in the years to come deserve the very best education our new *Education Act* will allow. As such, the successful implementation of Nunavut's *Education*

Act will take several years and requires the dedication and passion of many people.

Over the last year, we held a major workshop for all DEAs and school principals about the successful integration of the *Education Act* into their schools. Departmental staff are now going into the communities to train the school staff more thoroughly. As we continue to develop regulations and implement the mandatory areas for this upcoming year, the department is dedicated to thorough consultation with all of our stakeholders. We are working with all of our education partners to engage and recognize the needs of our communities. We are holding workshops in each community to smooth the progress of implementation with DEAs and school staff.

Mr. Chairman, the Department of Education, in partnership with Nunavut Arctic College, provides educator training opportunities across Nunavut. New training programs are being developed for school staff, including school community counsellor, student support assistant, and language certificate programs. Teacher education programs now offered in 10 communities: Iqaluit, Pangnirtung, Cape Dorset, Qikiqtarjuaq, Pond Inlet, Rankin Inlet, Baker Lake, Cambridge Bay, Kugluktuk, and Kugaaruk. These programs provide opportunities for our citizens to become active participants in community-based education and upholding Nunavut's educational values and beliefs.

Mr. Chairman, our career development officers, or CDOs, hold an important role in helping community members

access the labour market and expand their career options. Yet, the majority of Nunavut's CDOs have no formal training in this field. The Department of Education aims to change this and has begun work on a multi-year training strategy with our partners in the Department of Human Resources to provide CDOs with recognized professional development. I am very pleased to announce that we have made great strides working with the Canadian Career Development Foundation to create a certification program and enhance service delivery to our clients.

I am very pleased to report another increase in applicants to the Financial Assistance for Nunavut Students (FANS) program, meaning there will be a need for forced growth funds in this area.

Mr. Chairman, to provide better service and accountability, the Department of Education is working on instating several databases to help maintain and keep track of our programs, services, and clients.

The Income Support Case Management System is successfully being used to deliver benefits to Nunavut seniors through a merged cheque process with the federal government. The pilot of the system at the Iqaluit office is being evaluated to ensure it operates within the financial standards and guidelines set by the Government of Nunavut and the Department of Finance. We hope to have it fully implemented across the territory as a phased-in approach over the next two years. Currently, we are the only jurisdiction in the country operating in a manual environment. When this system is fully developed, it will address

financial accountability issues outlined by the Auditor General of Canada.

Mr. Chairman, my department is also working on the development of a new student information system which will collect data on student attendance, achievement, and similar information for all grades from kindergarten to grade 12. It will provide a more streamlined and accessible method for storing and retrieving this information.

The department is working closely with Nunavut Arctic College as it prepares for the opening of the trade training centre later this year to ensure the programs, facilities, and equipment meet national requirements and regulations.

Mr. Chairman, my department is continuously making improvements to our education and support programs. As we move forward with the implementation of the *Education Act*, we continue to produce new Nunavut-relevant curriculum, improve Inuit language instruction in our schools, create new attendance policies, and provide support for the important role of elders in our schools. The department remains committed to promoting teacher training opportunities for Nunavummiut and working with the Nunavut Arctic College to produce a superior program.

As always, the Department of Education strives to increase training opportunities to produce skilled workers and become more self-sufficient here in our land. These are all positive steps in the growth of our territory.

Mr. Chairman, the Department of Education looks forward to continuing our challenging and rewarding work in

the months and years ahead. The framework set out in the *Tamapta* Action Plan creates exciting and innovative opportunities for education in Nunavut. I am eager to work with the committee and my colleagues to build capacity, enhance training and education opportunities, and expand the role of lifelong learning in Nunavut.

Mr. Chairman, I would be happy to respond to questions from the committee.

Chairman (interpretation): Thank you, Minister Tapardjuk. I think you're going to have to take a break because those were quite lengthy opening comments. We can now continue with our meeting. I'm sure you will also want to invite some witnesses to go up to the witness table. Do you have witnesses you would like to invite? Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, I do.

Chairman (interpretation): Thank you, colleagues. Does the committee agree to bring in the witnesses?

Some Members: Agreed.

Chairman (interpretation): Thank you. Sergeant-at-Arms, if you could escort the witnesses in, please.

Minister, please introduce your witnesses. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. On my left is my Deputy Minister, Kathy Okpik. On my right is David Pealow, who is a controller for the Department of Education.

Chairman (interpretation): Thank you, Minister Tapardjuk. Does the Chair of the Standing Committee on Social Wellness have opening comments? Mr. Aupaluktuq.

Mr. Aupaluktuq: Thank you, Mr. Chairman. Yes, I do. I would also like to thank the hon. minister, as well as Ms. Okpik, as well as Mr. Pealow.

As the Chair of the Standing Committee on Social Wellness, I am pleased to make opening comments as we begin deliberations on the proposed 2010-11 budget of the Department of Education.

The Department of Education's proposed 2010-11 operations and maintenance budget is \$206.7 million, which is an increase of over \$12 million from its 2009-2010 revised operations and maintenance budget. While planned spending appears to increase across all branches of the department, the standing committee notes that the total number of positions in the department has increased by approximately 35 PYs from 2009-2010.

Members recognize that the implementation of the new *Education Act*, which came into force in July of 2009, requires additional staffing as new positions are added to the department, such as school community counsellors, language and cultural instructors, and elders as instructors in the classroom.

The current collective agreement between the government and the Nunavut Teachers Association expired in June of 2009. The standing committee notes that the proposed budget takes into consideration anticipated increases in compensation and benefits to follow any

new collective agreement that is negotiated with the Nunavut Teachers Association.

Mr. Chairman, as we review the Department of Education's proposed operations and maintenance budget for 2010-11, the department's 2010-13 business plan is also subject to scrutiny. During the minister's appearance before the standing committee to review the draft budget and business plans, members noted that the budget and business plan documents are organized in an inconsistent manner which can lead to much confusion during the review process.

The standing committee greatly appreciates receiving additional documentation from the government in the form of a companion guide in order to assist members in their review of the Department of Education's proposed business plan and main estimates. Members further appreciate the government's commitment to ensure a better correlation of information between the two documents in future budget materials.

The standing committee has noted that a number of initiatives continue to be undertaken as part of the implementation of the new *Education Act*. Members look forward to reviewing the department's reports on such activities as the assessment and evaluation of students and teachers. Committee members are closely monitoring how the roles and responsibilities of the district education authorities and the DEA Coalition are evolving as a result of the new legislation.

Mr. Chairman, the Department of Education's School Operations Division and the various programs that support the delivery of kindergarten to grade 12 schooling in Nunavut are critical to the future success of the territory. The standing committee continues to support measures to continue to include culturally and linguistically relevant materials, as well as alternative programs to keep students in school, such as the Young Parents Stay Learning program and the Young Men's Engagement Project.

However, members have expressed concerns that graduation qualifications earned by Nunavut students do not adequately prepare them to continue their education at recognized Canadian post-secondary institutions, such as universities outside of the territory or even, on occasion, to pursue career training at institutions within Nunavut, such as Nunavut Arctic College. Members urge the minister and his officials to renew their focus on ensuring that graduates have the core skills necessary to pursue further educational opportunities after graduation.

Mr. Chairman, the standing committee was pleased to note the department's increased funding for early childhood education. Committee members recognize that community daycare facilities need to be assured of more consistent support that will not be affected by attendance numbers. As more and more DEAs undertake projects to deliver early childhood education programs within their community, as provided for within the new *Education Act*, members look forward to updates in this area.

Mr. Chairman, the Department of Education administers a number of programs and resources related to adult learning. The new *Education Act* also provides that community DEAs can implement initiatives related to adult learning and the standing committee looks forwards to reports of successes in this area as well.

The Department of Education administers the Financial Assistance for Nunavut Students Program, coordinates partnerships for training in potential fields of employment, such as mining, apprenticeship, and trades programs, as well as delivering adult basic education and literacy programs. Committee members urge the Minister of Education to work closely with his ministerial colleagues, such as the ministers of Justice, Health and Social Services, and Nunavut Arctic College, to promote and support adult education initiatives.

Committee members have noted with concern that ministers often deflect questions about specific programs to their colleagues with respect to the organization, planning, and delivery of such initiatives as the Akitsiraq Law School program, apprenticeship training, health career programs, and others. The standing committee urges the government as a whole to renew its focus on interdepartmental communication and cooperation.

Members of the standing committee recognize that it is the Department of Education which has the responsibility for delivering income support programs, which account for millions of dollars in annual government spending. However, the committee notes that the Department of Executive and Intergovernmental

Affairs plans to contract consultants to undertake a review of social safety net programs, such as income support, transition-to-work programs, and rent scales. In addition, the Department of Economic Development and Transportation plans to establish an anti-poverty secretariat.

The standing committee applauds the intent to move forward on objectives that were agreed upon by Full Caucus in October of 2009. For example, it is important that the public housing rent scale policies do not act as a disincentive for income support clients to seek wage employment. However, the standing committee cautions the government to avoid duplication of effort in these areas and not to overlook the potentially useful input and recommendations that are available from those who are most familiar with these programs and are responsible for their delivery to Nunavummiut on a daily basis.

Through its Income Support Division, the Department of Education offers a number of programs directed towards assisting families and adult individuals to meet their basic needs. The standing committee recognizes that the Social Assistance program, which is a component of income support, represents a significant amount of government spending and looks forward to reviewing future proposals for improving the program and its enabling legislation.

The department has invested considerable time and money in the development of a new electronic case management system for income support. The standing committee looks forward to the successful implementation of the

pilot program in order that it may be finally rolled out across all of Nunavut's communities in due course. In the meantime, members look forward to receiving regular updates on this initiative's progress.

Mr. Chairman, the standing committee recognizes that the Department of Education's delivery of kindergarten to grade 12 school programs is undergoing a significant transition. The new *Education Act* and the new *Inuit Language Protection Act* have both established a number of objectives that will take time to achieve. Members appreciate that with significant growth come growing pains. The standing committee continues to look forward to ongoing updates on the department's progress in these many areas.

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

Chairman (interpretation): Thank you, Mr. Aupaluktuq. Mr. Aupaluktuq is correct that where the main estimates and business plans are located is not quite clear and the notes are here for your benefit.

Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have 10 minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken.

I suggest to members that wherever possible you ask your questions during

the page-by-page review. Are there any general comments before we start reviewing page-by-page? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. On page 4 of the minister's opening comments, he mentioned, "providing assistance to DEAs so that they can manage students who cannot stay in the classroom with in-school suspensions that allow them to continue learning."

Usually, when a student is suspended, he or she is sent home for a period of time under the supervision of their parents. However, with an in-school suspension, the students will require supervision from school staff. Can the minister describe how the in-school suspension program will be implemented in schools? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Minister Tapardjuk, if you can respond.

Hon. Louis Tapardjuk (interpretation): In my opening comments, I stated that in the schools, we will be hiring elders as school counsellors.

When a student does something wrong, they are not going to just be sent home. The school principal, the parents or guardians, and the school counsellor will have to meet with the student. They will have to set a policy. The DEAs will set up their policies if they wanted to deal with in-school suspensions. There is a provision in the *Education Act* where DEAs can make their own policies.

We will have staff working with the students. Instead of suspending students, we will have parents and counsellors

also working with the students, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. My next question is: on page 6 of your opening comments, you talked about increasing funding towards licensed daycare facilities.

At present, daycares seem operate based on the school year, which means some daycares are closed during the summer months. This poses a challenge for students and others who work during the summer because of the lack of daycare services.

Are daycares' hours regulated by the Department of Education or are daycare committees responsible for daycares? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, there is a daycare association or society. The Department of Education would use this fund to pay for the operation of the child care facilities, but the societies have committees and the committees or the boards set up their own policies for daycare facilities. It is up to them, but what we are saying is that we want to increase funding for their core operations, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Ningeongan would like to ask a question.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. Mr. Rumbolt spoke

to part of this matter, but I would like to make additional comments with regard to the opening comments on page 4.

I would just like to comment that when the department is making future plans to implement the legislation under the mandate of the Minister of Education, it looks appealing to me.

When students are just sent home for misbehaviour without assistance, this can lead to more problems in their personal lives, as we have seen in our history. That is why I like the idea of providing more assistance to students and this allows me to envision how the future will unfold with further assistance. So I add my support to this idea as more students will be productively engaged and not just sitting around.

Further down on page 4, during the opening comments, he spoke to new training programs as well as reference to school service staff. I would like to comment briefly on this. Our chairman also spoke briefly about this in his opening comments, as he spoke about how our graduates from high school here in Nunavut are usually unable to meet the requirements to enrol in post-secondary institutions in the south. I think that we are all aware of that shortcoming.

Further, I wish to state that, Mr. Chairman, this coming summer, my daughter will be graduating from grade 12. My wish is that my daughter's graduation is only a first step towards greater things and that she can succeed with that beginning if she would like to continue her education in any particular career she chooses.

That is why I wanted to ask this question. With the curriculum under review, I would like to note that in the past, we used the Alberta curriculum and most of the students were unable to pass those exams in the past. When can we expect education in Nunavut to reach to a point where our students are graduating with sufficient marks in order to attend post-secondary institutions in the south? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Tapardjuk, if you could respond, please.

Hon. Louis Tapardjuk (interpretation): Yes, the member is totally correct in his assessment. When using the Alberta curriculum, if you are to graduate, then you have to be able to pass these two courses, English and math, and these are compulsory if you are to graduate from grade 12 under this curriculum. You have to pass English and math.

At this time, the entire system is currently undergoing a comprehensive review because we are aware of this problem and due to numerous members expressing their concerns about the lackadaisical approach towards education in Nunavut when we have graduates who cannot be accepted into southern educational institutions because of low standards.

We recognize our challenges and acknowledge the problems we are facing, especially in the pivotal grades, such as grade 10 and 12, specifically with the addition of Inuktitut, English, and French language classes into these areas to see if this will assist our students.

With respect to curricula appropriate for Nunavut students, they canvassed many universities. I believe it's 25 of them. Is that right? A questionnaire was sent to these universities asking if the addition of these courses would allow Nunavut students to qualify for any of their programs.

For example, if they respond that they could accept Nunavut students with the addition of these classes, then that questionnaire would help us improve our curriculum. Once we have received their responses and based on the *Aulajaaqtut* program, which is geared towards life skills, we should be able to find a middle ground between what the universities require and what should be included in the curricula.

All of these issues are currently being reviewed and are part of our deliberations on improving our curricula. Required classes, such as science, I am unsure of the proper Inuktitut term, but if this was a compulsory class, then that would be of use. What I am trying to state is that we are reviewing this because it is creating problems. Our officials will continue their efforts to improve our levels of education so that we arrive at the best levels required to enable our students to meet the minimum levels anywhere in Nunavut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. I'm very glad that it's going to be completed. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I want to go back to Mr. Rumbolt's comments. It's not a question, but it's in regard to the

consideration that was going to be given. It's my intent not to complicate this issue any further.

As the minister knows, we provide funding for the O&M of daycare centres. Communities that don't have daycare centres run into stumbling blocks and even some communities that have daycares are faced with facilities aging to the point where we need to replace them. When the communities request for daycare space, they have few options.

As well, our government has not provided any new money for the establishment of new daycares in the communities. I know that the minister is aware of this, but I wanted to add some comments to that. Perhaps in the near future, our government can provide some funding not just for the core operation of daycare centres but to construct and establish new daycare centres.

For example, in Chesterfield Inlet, the facility currently in use as a daycare is quite an old unit. It was a private home prior to its conversion into a daycare. This unit suffers from a lack of space and it's aging, thusly requiring more maintenance. I have even reported the situation to the fire marshal as well as the electrical inspector that due to the age of the wiring, it may actually constitute a fire hazard. All facilities should be inspected for safety hazards. This was going to be looked into, but I'm just delving into that example in order to provide some background for the minister.

Can the minister look at not just our territorial coffers but also at federal programs and services to try and supply

new facilities that this government could then administer? That is what I wanted to say. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. That was just a comment. Someone has their hand up. Mr. Arvaluk, you may proceed.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. I would like to note, based on the minister's opening comments, that the Education portfolio has not become any easier since my time.

Once you have quit smoking, it seems harder to clear your throat.

>> *Laughter*

Seriously, I am pleased and even immensely proud of how much the minister has accomplished as his implementation plan is progressing nicely.

When we first started in 1999, it seemed impossible to deal with such a challenging plate and now the end of the tunnel seems to be in sight as the legal foundations are being laid down to accomplish our goals. For that accomplishment alone, I am very proud of how far we have come in the field of education, but yet, some challenges remain to be met. We see some examples I would like to speak to.

In our communities, we are sometimes asked to come to the schools to observe classes in action. I was recently invited by a principal along with the chair of the DEA and we toured the school, entering different classrooms in progress. In one of the classes, I noticed that one student,

who happened to be in the middle of the group, was sound asleep while the classmates were taking their lesson. It seemed that no one was perturbed by that situation, especially the officials.

If that had occurred when I first started going to school, the immediate reaction of the teacher would have been to brandish a yardstick. Boy, just the memory of that yardstick stings!

>>*Laughter*

Yet, here was a student sleeping away and no one seemed to notice.

Sorry I got off on a tangent here, but what I was trying to lead up to was on one of the pages of the minister's opening comments, on page 2, I believe, yes, page 2. The third paragraph in particular states that school counsellor positions will be filled.

Yes, we do have counsellors, but if the teacher doesn't report a matter, then the counsellor cannot resolve the issue. The counsellor is not mandated to go amongst the classes to see which student requires assistance. I would like to see an approach whereby the students that exhibit the most problems, such as the case that I alluded to, where a student was unable to sleep during the night at home and falls asleep during classes, should be resolved by a counsellor.

The teacher is the one who is most intimate with their classroom students and because they are aware of the problems at home with that particular student, they tend to let things pass when they ought to be working with the counsellor. That is why I would like to ask about this issue to the minister.

Shouldn't counsellors in high schools be required to undergo further training or even post-secondary education in order to fulfill their duties? This did not seem to be the case in our community, as the individual I witnessed was neither a teacher nor seemed to possess any post-secondary education. I cannot ascertain that just by that one visit, but it seems to me that the counsellor was only called in when a teacher reported an issue.

That is why I would ask that as part of your plans to fill these positions of school counsellors, should you not be looking for people who can properly assist the students and who have the proper levels of education? They should either be teachers or have post-secondary education, should be able to properly encourage students to continue their educational careers after their graduation, and know of all of the opportunities available to these students. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Minister Tapardjuk, if you can respond.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. I would like to thank the member for asking the question. We're trying to get school counsellors in all of the DEAs and what they require. The school counsellors should have the knowledge of culture and the ability to provide support to students with problems.

I would like my deputy minister to supplement my response. The school counsellors are part of the staff in the schools. If you don't mind, Mr. Chairman, with your indulgence, I would like my deputy minister to

respond and clarify the matter, Mr. Chairman.

Chairman (interpretation): Ms. Okpik, if you can respond.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. With respect to community school counsellors, we are now planning to start an in-house training program for the school counsellor trainees so that they could get the proper qualifications while on the job. These trainees will have to know Inuit culture, speak Inuktitut, and know their community.

After the new *Education Act* first appeared, the roles and responsibilities were outlined in there for the school team. They work together to provide support to student counsellors. The student counsellor would work in partnership with parents and the teacher as outlined in the *Education Act*, which speaks to the duties of the school counsellors in the schools. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): On the bottom of page 4 and at the top of page 5 of the minister's opening comments... on page 4, it states, (interpretation ends) "As always, we will work in conjunction with educators and DEAs to provide ongoing training and supports to implement these new initiatives."

(interpretation) I need clarification. The DEAs don't have any staff except for their secretary. How can the DEAs provide ongoing training and support to make sure these new initiatives are

followed through? Why is the DEA included in there? Thank you.

Chairman (interpretation): Thank you, Mr. Arvaluk. Does any one of you wish to respond to that question?

Hon. Louis Tapardjuk (interpretation): My deputy will respond to that question, Mr. Chairman.

Chairman (interpretation): Ms. Okpik, can you try and answer the question?

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The DEAs are very important and crucial and they have to be involved. The new Act contains many provisions where we have to implement, such as in-school suspensions. They should come up with how those should be dealt with, as well as the roles and responsibilities of DEAs on, for example, attendance policies, in-school suspension policies, and positive school environments. These are various policies that need to be established.

The new funding for elders need to be identified as to how they should be utilized. We provide support such as on elders' policies, how they can support DEAs, and how the various funds could be used. The DEAs will have to make their decisions on these various policy issues where we provide funding. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. On page 6 of the minister's opening comments at the bottom, it says that there are 9,038 students enrolled. Are these figures from

2009 and do they also include early childhood education students who may be in daycare? What does this really mean? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, the figures that we have from the 2009-2010 school calendar year are for kindergarten to grade 12.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Arvaluk.

Mr. Arvaluk (interpretation): My last question is on page 10. In the second paragraph, it states, "As we move forward with the implementation of the *Education Act*, we continue to produce new Nunavut-relevant curriculum..." I have heard that the Nunavut Sivuniksavut curriculum was going to be adapted to the appropriate grade levels. Has this been started? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Minister Tapardjuk, if you would respond.

Hon. Louis Tapardjuk (interpretation): With regard to the curriculum, I believe you are referring to "Staking The Claim." We are looking at the possibility of including that educational resource from Nunavut Sivuniksavut in Nunavut schools and they are already being implemented, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Arvaluk, you had said that you were asking your last question, but maybe this one will be your last. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Well, it's just a supplementary to my last question.

>> *Laughter*

Thank you, Mr. Chairman. On two occasions, I went to go see the Nunavut Sivuniksavut program, the first time after being invited and the last time when I was asked to appear at twelve o'clock.

It's very obvious that when students go to the Nunavut Sivuniksavut program, they learn things that they never learned in high school, such as learning traditional *Ajaajaa* songs, drum dancing, making traditional clothing, and learning about Inuit in general. They become proud of who they are and proudly showcase the Inuit culture to the world out there.

Are you also going to be including those types of programs when you're putting together the Nunavut relevant curricula? I believe I am talking about "Staking The Claim," but are you going to be including a culturally relevant curriculum?

Mr. Chairman, I know that there are Inuit teachers who teach Inuit culture. I believe they are called COP, cultural program or something. Unfortunately, they've had to fend for themselves and make their own curriculum materials.

Will these culturally relevant resources be fully prepared and ready to be used, particularly in high schools? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation):

Yes, we are currently working on the curriculum and we have already implemented the culturally oriented aspects. *Aulajaaqtut*, as it is called, has cultural programs that are already implemented in the schools.

We are also requesting \$800,000 to enhance curriculum development this year. I know that it's going to be quite challenging, but I will be tabling relevant information in the House as they come around. If our budget request for \$800,000 is approved, then we will be able to enhance the culturally relevant curriculum as well as teach students to be proud of being an Inuk and their elders. Those are the things we will work on, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Ningark.

Mr. Ningark (interpretation): Thank you, Mr. Chairman. I thank the minister, his deputy minister and officials.

Perhaps just to let them know and to welcome them, I don't come from the moon.

On page 3, the Department of Education will be increasing the funds for district education authorities. On behalf of the people of Kugaaruk and Repulse Bay, I would like to thank you.

Of course, we have to recognize the people, including the elders, as holders of *Inuit Qaujimaqatuqangit* and in language programs. With regard to the Nunavut Sivuniksavut program, I believe it's in preparation for the students' future without going through the same mistakes again.

On page 6, in regard to daycare facilities, Mr. Chairman, they are heavily utilized in the communities. We do know, however, that they do need financial staff, especially if they are formed as a society and have to conform to the *Society Act* and be in good standing.

Daycare facilities are especially utilized by women, from what I know in Kugaaruk, and it's a great benefit to the community. We hope that they are fully supported by this government and that their finances are administered properly. I have been a member of the DEA and they need proper support in order to function properly.

We miss having the daycare when it has to be closed for various reasons and also when they shut down for the summer. We hope to see them operate on a year-round basis, Mr. Chairman. They are being very well utilized not only by the teachers but also by other individuals.

Mr. Chairman, Inuktitut should be used adequately in daycare facilities. There are some of us who went to residential school and we had a tendency to speak to our children in English. We hope that Inuktitut is more prominent in daycare facilities and that they also provide culturally relevant exercises.

I'm very pleased with the fact that on page 8, there are ten communities that have educator training opportunities, including Kugaaruk. Mr. Chairman, I wish to thank the ministers and their staff. I don't have a whole lot to add and I will make sure that I will be making comments during the clause-by-clause or page-by-page review.

What I wanted say is outside of this specific question, but which I would like to see included. We do have to make statements on what is needed at the community level.

Mr. Chairman, there are new teachers who come up to Nunavut who have never been up here before. I do not have an objection to that and I welcome them all because any Canadian has the right to work in any jurisdiction of the country. However, I think that there should be an orientation program set up for those new teachers before their arrival in our communities.

It is said that Edmonton is the gateway to NWT and Nunavut, but it's not a gateway to me.

I'm not sure if it's possibly in Iqaluit or some other community, but before the school year starts, there should be an orientation program made available to new arrivals which would help make things a lot better. The orientation program could be a week or two. That would help so that they don't end up going to a community feeling out of place or intimidated, or end up going to a small community like Kugaaruk or Repulse Bay for the first time. Thank you, Mr. Chairman.

That is the only question that I have to the minister. We should welcome them and give them orientation on Nunavut's culture so that they don't have culture shock. That's just an example. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. I would like to thank the member for his question. For people who have never been to Nunavut and from what I hear before the beginning of a school in the fall or summer, new teachers are taken out on the land or given orientation on the culture of Nunavut.

For clarity, we are currently looking at one PY that would be responsible for orientation programs, how they would be set up and what would work best for those new teachers. It would be a benefit for new teachers coming into Nunavut. We are currently working on that. Within the school, they identify what is *Inuit Qaujimagatuqangit* and those programs are directed towards the new teachers.

We are looking at other programs that might help in orienting new teachers so that they will have a safe, happy working environment. We're going to be doing all of those, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. I have Mr. Elliott next on my list.

Mr. Elliott: Thank you, Mr. Chairman. I am willing to continue along with some of the lines of questions that the hon. member from Tununiq was asking in terms of cultural programs. I see him working at the school and I guess I connect with what the hon. member from Akulliq was saying.

In my first year of teaching, I remember there was a lot of stumbling and fumbling to try and understand a little bit more about the culture and how the classroom works. One thing I did learn is

that a lot of youth at risk really are heavily involved in the different land trips that the schools were able to provide.

With some of the changes that are happening, is funding being provided for these programs? Again, we're drawing on cultural experience and people's experience from the community, and have to pay for those services. Obviously, there are fuel costs to do land trips and whatnot. How does the government help with providing that revenue? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) I still see you learning today, so you're in lifelong learning. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. Before I respond, I would like to add to the previous question about new teachers coming to Nunavut.

For your information, we are going to work extremely hard to get Inuit teachers. There was statement about that in the opening comments about the 10 communities that have the teacher education programs. We're going to be trying to lessen the number of teachers coming from other jurisdictions.

With your question, we are going to set aside funds which can be used at the discretion of the DEAs. Those funds can be used for on-the-land programs, Inuit culturally relevant programs, and educators. That will be at the discretion of the district education authorities. However, I don't have a figure of exactly how much it's going to be though for this year.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. So is that part of the operating budget that the DEAs are given or will they have to write a separate proposal requesting those funds from the Department of Education? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, the Department of Education is going to earmark some funds for the DEAs and in there, there is going to be a set amount to be used for culturally relevant programs, such as teaching survival skills out on the land, and so on. The district education authority will have the discretion to administer those funds.

As that's the case, we're going to try and include all Nunavut DEAs. We're going to make sure that the information about how those funds can be used or how their new rights and responsibilities under the *Education Act* are going to be set up. That's how we have that funding set up, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. On page 10 of the minister's opening comments, in the second paragraph, he's talking about the important role of the elders in our schools. In terms of having the elders in our schools, first of all, I know in different discussions we've had, there was sort of a definition of what the elders' role is. Are they going to be classified as a teacher?

That's sort of the first part of the question and then at the same time, is this core funding that comes through the Department of Education? Will there be PYs or is this on a part-time basis to sort of help support the cultural programs? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): My deputy will respond to that question, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Last year, we set aside some funds that would be used for the elders. In addition, under this proposed budget, we are requesting \$800,000. If that should be approved, we would have \$1.6 million for the whole of Nunavut to be used for the elders and cultural teachers.

We are going to be producing an elders' guidebook and they will be available to the DEAs. It will be at the DEAs' discretion as to how they are going to be using those cultural teachers in or outside the school environment, such as on-the-land programs. That is under their authority. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. One of the questions... it wasn't mentioned, the *Piqqusilirivvik* Cultural School. In terms of some of the curriculum that they must be developing in terms of land programs and cultural knowledge, is your department working

with them to sort of be able to maybe offer some of those programs in the communities as well so that there's no duplication or overlapping of resources? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): *Piqqusilirivvik* is not the responsibility of our department nor are we working with them at this time, Mr. Chairman.

Chairman: Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Okay, I'll take that as a no. The other question I have is I know in the past, one of the things that we have talked about with the cultural school is that it was sort of mirroring some of the things in the program they had in Sisimiut, Greenland.

With students from Nunavut who attended those programs, they received high school credits. Will students who participate at our cultural school within the territory receive credits for attending there? Thank you.

Chairman: Mr. Elliott, we're on Education and the cultural school is at CLEY. We're not at CLEY yet, so I don't think the minister or his staff are in a position to answer that type of question. We will have CLEY before us. Do you have another question? Mr. Elliott.

Mr. Elliott: Sure. I wanted to avoid the comment that you need to ask the Minister of Education that question. I guess my question would be: has the Minister of Culture, Language, Elders

and Youth spoken to the Minister of Education on whether this is possible? Thank you.

>> *Laughter*

Chairman (interpretation): Minister Tapardjuk, if you would like to respond.

Hon. Louis Tapardjuk (interpretation): The Department of Education has nothing to do with the *Piqqusilirivvik* Cultural School. The *Piqqusilirivvik* Cultural School is specifically to enhance cultural programs. Maybe it would be best if you asked that question when the Department of CLEY goes in front of the committee. However, as the Department of Education, we have no idea of what they're doing with that, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. (interpretation ends) Any more questions, Mr. Elliott?

Mr. Elliott: Thank you, Mr. Chairman. I will ask those questions because to me, our schools are Inuit schools and we should be teaching culture inside the schools. More than 98 percent of our students, at least in the small communities, are Inuit and I would hope that our schools reflect that.

On page 9 of your opening comments, in the second paragraph where it talks about income support, I just want some clarification. When you're talking about the Income Support Case Management System that's in place for delivery to Nunavut seniors and the program is being piloted here in Iqaluit, now, I'm assuming it's only being done with income support recipients who are seniors. Is that correct? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): I will refer this question to my deputy, Mr. Chairman.

Chairman (interpretation): Ms. Okpik, if you would respond, please.

Ms. Okpik (interpretation): This is part of the elders section and it is part of the Income Support Case Management System, which is completed. Once it's implemented, we have to clear out the bugs of the system at the initial stages. It's one of the biggest systems in Nunavut and we're clearing out the bugs here in Iqaluit. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that answer. I wanted that cleared up first because I understand how it's being done here in Iqaluit and it would be nice to get the bugs worked out before they put it out across Nunavut.

When this specific Income Support Case Management System rolls out over the next two years across the whole territory, is it specifically for seniors and that's where it will stay, with seniors, or is the intent to include the whole caseload of all recipients of income support? Thank you.

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

Ms. Okpik: The process for seniors is a separate process; it's only a component

of the Income Support Case Management System.

For seniors, we have about 700 seniors eligible for a supplement that we provide of \$175 a month. If they receive their old age pension and their guaranteed income supplement, then they're eligible for a \$175 payment. What we do is we merge the payment with the federal government so instead of receiving two cheques, they receive one single cheque.

This is only one component of the case management system that's completed. For the rest of the case management system, it's going to be for all clients who access income support all across Nunavut. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Just so I have it clear in my head, in two years, we will have the Income Support Case Management System will be up and running all across Nunavut for all of the clients who are on income support. Is that correct? Thank you.

Chairman (interpretation): Ms. Okpik, can you respond?

Ms. Okpik: That is the plan. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. My next question is still on page 9 and it's in regard to the last paragraph where it talks about the student information system. What type of information is part of that system? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. Under the new student information system, we will collect data on attendance, achievements, and similar information for all grades. It will provide a more streamlined and accessible method for storing and returning this information. It is a way of monitoring the progress of the students and what they are taking.

All of the information collected through the student information system will enable us to find out where we need to make improvements and how we can change it in order to make it better.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. That's sort of what he said in his opening comments, but I was wondering if there is any other information. What private information are they going to be keeping on our students? Are there birth dates and those types of information? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you. I will refer this to my deputy.

Chairman (interpretation): Ms. Okpik, can you try and respond to the question?

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We're going to have different types of information, such as their birth date, place of birth, and where

they have gone to school. I don't have the paper in front of me, but we will be able to provide detailed information. We are going to be collecting all kinds of data on the students, especially their attendance, tardiness, and so on. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Over the past couple of days, MLAs have been asking questions about privacy and access to information. Again when we're talking about students and young people, who will have access to this information? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Ms. Okpik, can you try and respond?

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I don't have written information in front of me, but all of that private information is not going to be accessible to everyone. Teachers will be able to access it and some of the staff can only see a part of that information. I will provide more information to the member. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. In the minister's statements, he said that they're working on the development of this new system. Is it going to come online and become totally available in two years, when the Income Support Case Management System comes online or what's sort of the timeline for that? Thank you.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I can say that Maplewood Computing was selected through an RFP process and they have been asked to come up with a new system within two years. The system has to be completed within two years.

During the 2009-2010 fiscal year, we have around \$776,000 and then we have \$470,000 the following year. We expect that they will complete this within two years and we have selected a private business that will be establishing this new system. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. On page 7, in the last paragraph, it's talking about training for school community counsellors and support assistants. I know there is a commitment of the government to have a school community counsellor in every community. When do they hope to have that happen by? Thank you.

Chairman (interpretation): Thank you, Mr. Elliott. Minister Tapardjuk, would you like to try and respond?

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. Once our purposed budget and the main estimates are passed, we will be able to make sure that they are hired.

Chairman (interpretation): Thank you, Minister Tapardjuk. (interpretation ends) Any further questions, Mr. Elliott? Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. In regard to the training, when will the training start for the people who are hired as school community counsellors? He said that when we pass the budget and the money is available, the hiring process... I don't know. Sometimes with the Government of Nunavut, it might take two years to hire somebody, but hopefully, it will be less than six months. When will this training be available for the school community counsellors? Thank you.

Chairman (interpretation): Thank you, Mr. Elliot. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): My deputy will respond to that question, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We have to start identifying the positions to provide opportunities with new training programs. Once we hire the new employee, we will be able to start working on the training programs. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Mr. Elliott, do you have any further questions?

Mr. Elliott: Yes, I do. Thank you, Mr. Chairman. On page 8, in the second paragraph, when you talked about the career development officers and the training that is going on with them, I think that's a great idea and it's nice to have consistency across the board. Is this training being provided to all of the career development officers across the territory? Thanks.

Chairman (interpretation): Thank you. Who would like to respond? Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, all Nunavut communities will get career development officers. During the winter and spring of 2010, training programs will be delivered in Cambridge Bay, Rankin Inlet, and Pangnirtung. Career development officers will be trained within this fiscal year, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. (interpretation ends) Mr. Elliott, any further questions? (interpretation) Thank you. Going to the names on my list, I have Mr. Komoartok.

Mr. Komoartok (interpretation): Thank you, Mr. Chairman. I would like to thank the officials at the witness table.

One question that I would like to ask, although I thought I heard a response, is with regard to page 4 of your opening comments. On the top paragraph, it states, "There is a large increase in funds for the inclusion of elders in our education system..." I am very pleased to see that they have set aside \$3 million for these projects. I have a question on that. I realize it was mentioned that the funds will be available outside as well as inside the schools.

In Pangnirtung, students have been taken out on the land for three weeks every year for the last 19 years just outside of our fjord. This program has been running for quite a few years and it has been successful. They have been able to operate it through fundraising and they also apply for funding through Kakivak

Association. They have rarely received funds from the Department of Education for their operations or core funding.

With respect to the \$3 million fund, will the DEAs be able to apply for funds from this pot rather than applying to Kakivak Association or having to fundraise locally? Will they be able to use these funds from these project dollars on those? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Komoartok. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. This program for the inclusion of elders, as per the member's question regarding this \$3 million fund, is specifically for including elders.

However, the DEAs will be provided with additional funding so as to be able to fund classes related to cultural activities, such as the ability to work with snow or other activities. I cannot specify exactly how each DEA will meet this program as they are best able to ascertain which cultural programs are to be taught in their schools. This is something that will be left to the DEAs as they are the ones that best know the needs of their local environmental or culture that needs to be taught to their students.

Actually, \$1.6 million is specifically for including elders, while the remainder of the \$3 million fund is for supporting DEA activities that they choose.

Having said that, I want it noted that all schools in Nunavut will be approached, including meeting with their DEAs to

offer corporate training, such as their roles and responsibilities under the legislation. These are but a few samples of how we are trying to support our DEAs.

The breakdown for the \$3 million is as follows: \$1.6 million for the inclusion of elders, liability insurance in case an accident occurs in the school, as well as funding for development of policies. With respect to developing policies and other miscellaneous items, \$1.4 million would be allocated towards supporting DEAs.

However, with respect to the situation in Pangnirtung, the DEA raised their own funding to enable this program to be included in that school. We also had some other program funding that was used to assist this program, as well as to evaluate this program and its benefits. In this case, perhaps the male students are the benefactors of this particular program if it enables them to remain in school.

Chairman (interpretation): Thank you, Minister Tapardjuk. Do you have any further questions? Mr. Komoartok.

Mr. Komoartok (interpretation): Thank you, Mr. Chairman. I would also like to thank the minister for his explanation. In the springtime, the land program is very important to our community. The students go out camping for three weeks of the year and it has been very beneficial to the students in the community. It encourages them to stay in school and to learn land skills. We do value that program. It also helps students with their future.

Another question I have is on page 9 in your opening comments. It is with regard to providing support for the Income Support Case Management System. I have two questions.

An individual from my community wrote a letter to me with regard to income support recipients. When recipients needed to purchase household items, they were able to buy a dryer or a washing machine. The regional supervisors would approve that when they requested for those purchase of equipment, but the headquarters now have the responsibility to approve those requests through income support.

When you make a request to the headquarters, some applications are lost along the way and that's what's causing the slowness in the progress of this program. I was wondering if you can give back that authority to approve those requests back to the regional supervisor for Pangnirtung. According to the criteria, the process is not being followed and I want to get clarification on that.

Secondly, income support clients in the communities have to fill out a job search form and if they don't fill it out, they can't be given income support benefits. This seems to be useless in the smaller communities, especially because there are no employment opportunities. They keep going back to the same companies. Income support recipients have to keep going back to the same company or where there is employment to fill out their job search forms.

One thing that I see difficult is with our elders. It's very difficult for our elders who are between the ages of 50 and 60

years. They are hunters and they have to fill out a job search form. When they go out hunting, they bring in their catch and provide the food and share it with the rest of the community. I see that filling out the job search form is useless when it comes to the elders. However, they have no other means but to fill it out if they want to receive income support. I'm asking the minister if this is mandatory.

Chairman (interpretation): Thank you, Mr. Komoartok. For your information, you have time to ask all of your questions one by one. Minister Tapardjuk, do you want to try and answer the question?

Hon. Louis Tapardjuk (interpretation): My deputy will respond because she knows the ins and outs of the operations of this, Mr. Chairman.

Chairman (interpretation): Ms. Okpik, can you try and respond to the question?

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I don't know all of the details of the Income Support Program. Perhaps one of our other officials will be able to respond to that question.

In regard to the furniture or appliances, we have that responsibility at the headquarters level because we have to abide by the legislation on policies and regulations of the *Income Support Act*. We have that responsibility at the headquarters level in order to follow that. We're continually reviewing this to determine how closely the guidelines are being followed. We're not thinking about giving back that responsibility to the regional level.

The funding geared towards the purchase of appliances is all divided among the communities. Mr. Chairman, once we go further, the director of income support will be able to provide a response to that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Perhaps you will be able to ask that question when we review the contents of G-7 and G-10.

Mr. Komoartok, do you have additional questions? I have no more names on my list. We can now go to the page-by-page review of the main estimates starting with page G-4. Directorate. Education. Total Operation and Maintenance. \$1,713,000. Are there any questions? Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I was laughing. It sounds like Minister Peterson wants to get out of here. He was agreeing for us.

In your Minister's Statement today, you talked about the training of the school community counsellors in the ASIST workshop. Is that something that's going to happen to all of the staff in the school, the ASIST, or the Applied Suicide Intervention Skills Training? Thank you.

Chairman: Okay, Mr. Elliott. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): I'll ask my deputy minister to respond to that question.

Chairman: Ms. Okpik.

Ms Okpik (interpretation): Thank you, Mr. Chairman. We held a training

workshop either in Rankin Inlet or Baker Lake, but it was mentioned earlier today. Last winter, we had a professional development workshop for the teachers. I don't have any further plans to provide training on this program, but we will continue to look at the Sudden Death Response Manual. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Are there any other questions? Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Are these workshops part of the implementation of the government's suicide prevention strategy? Thank you.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): It's part of it. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Are there other activities that your department's doing to work towards implementing that strategy? Thank you.

Chairman: Thank you, Mr. Elliott. I haven't seen a strategy yet, so I don't know what strategy you are talking about. It hasn't been tabled yet from what I understand. So who wants to take a stab at answering on the strategy? Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We are now working on separate issues within the Department of Education.

After the training workshop, we established a document called the Suicide Response Protocol and the Suicide Response Manual. They are being used inside the school and we produce a document like that.

However, we're going to produce a new document called the Sudden Death Response Protocol and the other one is the Sudden Death Response Manual. Sometimes we experience unexpected death by one of the students due to accidents or any other reason. We want to be able to deal with everything and that's why we are going to start making changes to that document. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In a written question that I asked the minister on the graduation standards from across Nunavut, as I was reading, I was actually kind of shocked.

For our grade 12 students to graduate they require 100 credits and there's a mixture of different credits that they have to acquire. They have to receive 15 credits in English in grades 10 to 12 and each course is usually five credits. So to graduate from Nunavut as a grade 12 graduate, you need to have three English classes in your high school career.

As I went down, I was surprised to find that you don't actually need any Inuktitut high school courses to pass and get your grade 12. Is that going to change with the new *Education Act*? Thank you.

Chairman: Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, we will be making changes to that legislation. It states in the *Education Act* that it will have to be changed because graduation standards will also include Inuktitut. We are working on those now. We are working on graduation standards and what kind of subjects that they need to pass in order to graduate, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I'm glad to hear that. It kind of threw me because I know that's something that we want to impress upon our students, to come out being bilingual, to put an emphasis on the fact that they need to get these credits to be able to graduate. Is it going to be phased in? Are we talking two or three years? If you could give me sort of a timeframe. Thank you.

Chairman: Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): The work on this will have to be completed by 2011-12, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. (interpretation ends) Are there any further questions? (interpretation) Going back to page G-4. \$1,713,000. Total Operations and Maintenance. Do you agree?

Some Members: Agreed.

Chairman (interpretation): That figure has been approved, so we can now move on to Policy and Planning. Education. Total Operations and Maintenance. \$1,326,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Going to page G-6. Corporate Services. Education. Total Operations and Maintenance. \$3,228,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Income Support. Total Operations and Maintenance. \$3,733,000. What is the wish of the committee? Are there any questions? Mr. Arvaluk.

Mr. Arvaluk (interpretation): I need some clarification on Mr. Elliott's questions earlier in regard to income support. He said that they will be working on implementing the Income Support Case Management System this coming year.

One thing I was concerned about is if an individual can't find any other means, they go to income support as a last resort. Why does it go directly into the Income Support Case Management System? I need clarification on that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): My deputy will respond, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. It's very difficult and challenging. For example, for the whole of Nunavut, income support workers write over 70,000 cheques.

In comparison to Canada, we're the only jurisdiction that doesn't have a digital case management system in place as we are still on the paper system. Due to this particular practice, when we are asked to provide a report to the federal government, or to the Assembly, or to anyone else for that matter, we are simply unable to provide it right away.

We have to input all of the data into the computer, work on the T5s, and then that's when we can actually get the information as to how many individuals receive income support and how much they receive. Therefore, we are trying to provide more training so that our income support workers won't just be handing out cheques but will be able to provide clients with information on training requirements for a job or advancing their education. This too is an important aspect.

Like the federal government's Canada Revenue Agency, we need to work with them and we have to assess the individuals who apply to see if they need the assistance. That would be very helpful when we make a decision. For example, if there's a couple with one employed and the spouse comes in for income support and states that they are single, then that person becomes eligible to receive income support. That is why this is an important piece, so that we provide assistance to those who are truly in need in the communities, and that is why we have to implement this and ensure that we lighten their workloads.

Because the recipients have to fill out forms monthly, this determines how much they receive in assistance. The questions relate to their income for that month, such as: How much income

assistance did you receive? How much was your child family allowance? Did you look for work? Those are various questions that need to be filled out.

They also have to bring in their rent assessments, power bills, telephone bills, and other bills associated with income to their monthly appointment. This will allow us to ease the workload as well as the paperwork required of our income support recipients and that is why we need the Income Support Case Management System in place. Thank you, Mr. Chairman.

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

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Yes, I understand the reasoning behind this. With that being the case, I have a concern.

If the income support system becomes computerized and this recipient receives support, then if they are successful in obtaining employment when the date of their appointment approaches and they inadvertently get income support, they will have to reimburse the funds down the road. That forms part of my concern.

That used to happen in the past whereby the rent scale was included. If I happened to have had a job which was used to determine my rent, even if I am no longer working, they would still assess my rent at the old scale. This was problematic and continues to be an issue for some people.

I wonder if this scenario may happen again when an individual starts working. Won't this penalize the individual, especially for tax purposes? I have a

concern with the automated cheque system due to this issue. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Okpik.

Ms. Okpik: (interpretation): Thank you, Mr. Chairman. For income support recipients, they will have to go to the office; they're not going to be getting automatic cheques once a month.

However, where the advantage is going to be is that there's going to be a close working relationship between the social workers and money matters, which will make it a lot easier to do all of these things. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Are there any questions on Income Support? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. When income support recipients earn some income and it begins to affect the amount of support they get from income support, how does it affect the clothing allowance that they also receive? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Who is going to respond? Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Mr. Chairman, if it's okay with you, I would like to invite an individual who works for the Income Support Division. Sandy Teiman is here, Mr. Chairman, and I wish to invite her to the witness table while questions are being posed on income support.

Chairman (interpretation): My colleagues have agreed. Sergeant-at-Arms, if you would escort one of their officials in, please.

Minister Tapardjuk, if you would like to introduce your official, you have the floor.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. On my left is Sandy Teiman, the Director of Income Support and she is very knowledgeable on those issues, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Tapardjuk. (interpretation) Ms. Teiman, welcome. If you want to try and answer the question, we would appreciate it. Ms. Teiman.

Ms. Teiman: Thank you, Mr. Chairman. When income support recipients come into the office, whether they're working or not, they all go through the same assessment process.

If they have income, if they're single, the first \$200 of their working income is exempt, and then the assessment process starts and all of their benefits are added or the needs are added in the assessment. If they have more income than allowances allow, then they don't receive anything. If they have a little bit that they require, then we give a top up for mostly people who are working.

For family individuals who come in for income support in the same circumstance, the first \$400 of working income is exempt before the assessment process even starts and then the assessment process takes place in the same manner.

So people might get some needs fulfilled or no needs fulfilled depending on their levels of income. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. So if a family comes in and you're using the \$400 exemption, let's say they're at \$500 income, they are still entitled to some income support. How does this effect and how much does it effect the clothing allowance that they're allowed? Thank you, Mr. Chairman.

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

Ms. Teiman: The clothing allowance is added in on the assessment. If they're entitled to any amount left over, then it's up to the client to determine whether or not they want to use that amount for food, whether they want to use it for clothing, electricity, or rent, whatever the top up amount is. We leave it up to the client to tell us what they would like to use the balance for. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. That being the case, I'm assuming that 99 percent of the people probably want the top up with food because the amount of income support that people get usually goes to food. The fact that they made \$400 or \$500 separately, it has probably gone to food too.

So I can see how the program can prevent families from clothing their children under this program. I'm just wondering if there is any way possible to re-look at the way this is done and to ensure that families receive adequate clothing. Thank you.

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

Ms. Teiman: Thank you, Mr. Chairman. All programs can be reviewed. Social programs have a huge cost and we are working very closely now that we are working towards the anti-poverty strategy. All of the programs under income support will be looked at. Clothing allowance, I would imagine, would be one of them. So I look forward to working with the poverty working group to come up with solutions that don't have too much of an impact on our fiscal resources. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. Still on income support, if a person is receiving full income support on a regular basis and he owns his own home, how does your department provide fuel for his home? Thank you, Mr. Chairman.

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

Ms. Teiman: Thank you, Mr. Chairman. If an individual comes to income support and they own their own home, depending on their age, we do have the Senior Fuel Subsidy Program. So if they're over the age of 60, we have that

program. But if they're eligible for income support depending on their income, then a fuel allowance will be provided under the program.

For anybody who owns their own home, we do have a three-month review because we have to look at the fact if you own your own home, you should be able to maintain it. So depending on personal circumstances, we look at each case differently. But for three months, the fuel will be provided and then the review would be done and if they're still under those circumstances, the fuel will continue. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. If a person qualifies for fuel under the Income Support Program and goes in for his assessment, does the income support office phone up the fuel station and say, "Fill up his fuel tank"? How much is he qualified for and how does it work to obtain the fuel? Thank you, Mr. Chairman.

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

Ms. Teiman: If an individual owns their own home, normally, we ask them to provide a receipt that they have paid for their fuel.

Most income support workers would not have the time to be calling a fuel company and saying, "Please deliver an X amount." So we would do a reimbursement of expenses or if they come in and they say, "My tank is empty," we would authorize them to go back to the fuel company and have that

fuel company call us to assess the amount. So it could be either or, but it depends on the caseload that the income support worker has. Thank you, Mr. Chairman.

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

Mr. Rumbolt: Thank you, Mr. Chairman. It's a bit puzzling when you say that you ask them to provide a fuel receipt in order to get reimbursed. If they're coming to you in the first place, they have no money. That's why they're coming to you. So it just seems kind of backwards that they have to fill their tank before they come to the income support office. I'm just wondering if this program can be reviewed and somehow refurbish it so that it can be done vice versa. Thank you, Mr. Chairman.

Chairman: Thank you. Ms. Teiman.

Ms. Teiman: Thank you, Mr. Chairman. (inaudible)... all programs under income support will be looked at during the poverty review. I would say that the majority of our recipients are not homeowners and are not employed, so it doesn't pose much of a problem for people in public housing because the fuel is done in a different manner.

For those individuals who do come to us who are employed, normally, they're coming in for the first time and they have already expensed money out for fuel, so we would do that as part of the assessment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) I'll use my discretion as Chair that our time is up. I know that there are other members who

want to ask questions, but we will leave it for tomorrow, another day. (interpretation) Is that okay?

Some Members: Agreed.

Chairman (interpretation): Are you in agreement that we continue tomorrow and close for now?

Some Members: Agreed.

Chairman (interpretation): Thank you. Thank you, Minister and your staff. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I was just wondering if Ms. Teiman will be here tomorrow as well. Thank you.

Chairman: We will report progress.

(interpretation) Sergeant-at-Arms, please escort the officials out. Thank you.

Speaker: Thank you. Going back to our Orders of the Day. Item 21. Report of the Committee of the Whole. Mr. Okalik.

Item 21: Report of the Committee of the Whole

Mr. Okalik (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 22 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 concurred with. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Okalik. There is a motion on the floor. Is there a seconder? Mr. Ningark.

>> *Applause*

Thank you. The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried.

(interpretation ends) Item 22. Third Reading of Bills. Mr. Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I would like to ask my colleagues to return to Item 4, Returns to Oral Questions. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. The minister is asking the members to return to Item 4. Are there any nays? There are no nays. We will now return to Item 4. Mr. Kusugak.

Revert to Item 4: Returns to Oral Questions

Return to Oral Question 247 – 3(2): SPOT Locator Devices

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I would also like to thank my colleagues for allowing me to go back to Returns to Oral Questions.

I would like to return to a question asked by my hon. colleague, Mr. Rumbolt, regarding the number of searches where military and other aircraft were involved throughout the year.

Mr. Speaker, there were a number of searches with military involvement. There were five of these - four were marine search and rescues and one was a ground search and rescue. The total number of charters by the Government of Nunavut for search and rescues involved six charters. Of these, two were

marine search and rescues and four were ground search and rescues. The total number of RCMP and aircraft involvement in search and rescues was one that involved a ground search and rescue. Thank you, Mr. Speaker.

Speaker: Thank you, Minister. Item 4. Returns to Oral Questions. Item 22. Third Reading of Bills. Item 23. Orders of the Day. Mr. Clerk.

Item 23: Orders of the Day

Clerk (Mr. Quirke): Thank you, Mr. Speaker. A reminder of a meeting of the Standing Committee on Legislation tomorrow at nine o'clock in the Nanuq Room.

Orders of the Day for March 11:

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. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills

14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First
Reading of Bills
17. Motions
 - Motion 16 – 3(2)
18. First Reading of Bills
19. Second Reading of Bills
20. Consideration in Committee of
the Whole of Bills and Other
Matters
 - Bill 22
21. Report of the Committee of the
Whole
22. Third Reading of Bills
23. Orders of the Day

Thank you.

Speaker: Thank you, Mr. Clerk. This House stands adjourned until Thursday, March 11, at 1:30 p.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 18:06*

