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Speaker: The Honourable Hunter Tootoo, M.L.A.

Legislative Assembly of Nunavut

Speaker

Hon. Hunter Tootoo

(Iqaluit Centre)

Hon. Eva Aariak

(Iqaluit East)

*Premier; Minister of Education;
Minister of Executive and
Intergovernmental Affairs; Minister
responsible for Aboriginal Affairs;
Minister responsible for Immigration*

Hon. James Arreak

(Uqqummiut)

*Minister of Culture and Heritage;
Minister of Environment; Minister of
Languages; Minister responsible for the
Utility Rates Review Council*

Moses Aupaluktuq

(Baker Lake)

Tagak Curley

(Rankin Inlet North)

Hon. Monica Ell

(Iqaluit West)

*Minister of Human Resources;
Minister responsible for Homelessness;
Minister responsible for the Qulliq
Energy Corporation; Minister
responsible for the Status of Women*

Ron Elliott

(Quttiktuq)

Joe Enook

(Tununiq)

Deputy Chair, Committee of the Whole

Hon. Lorne Kusugak

(Rankin Inlet South – Whale Cove)
*Government House Leader; Minister of
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Minister responsible for the Workers’
Safety and Compensation Commission*

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(Akulliq)

Johnny Ningeongan

(Nanulik)

*Deputy Speaker and Chair of the
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Hezakiah Oshutapik

(Pangnirtung)

Hon. Keith Peterson

(Cambridge Bay)

*Minister of Finance, Chair of the
Financial Management Board; Minister
of Health and Social Services*

Allan Rumbolt

(Hudson Bay)

Fred Schell

(South Baffin)

Hon. Daniel Shewchuk

(Arviat)

*Minister of Justice; Minister
responsible for Nunavut Arctic
College*

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(Amittuq)

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Hansard Production

Innirvik Support Services

Box 1200

Iqaluit, Nunavut, X0A 0H0

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

Website: www.assembly.nu.ca

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Iqaluit, Nunavut
Wednesday, March 6, 2013

Members Present:

Honourable Eva Aariak, Honourable Monica Ell, Mr. Ron Elliott, Mr. Joe Enook, Honourable Lorne Kusugak, Mr. John Ningark, Mr. Johnny Ningeongan, Mr. Hezakiah Oshutapik, Honourable Keith Peterson, Mr. Allan Rumbolt, Mr. Fred Schell, Honourable Daniel Shewchuk, Mr. Louis Tapardjuk, Honourable Hunter Tootoo.

>>*House commenced at 13:30*

Item 1: Opening Prayer

Speaker (Hon. Hunter Tootoo): *Qujannamiik*, Sergeant-at-Arms. Before we proceed with today's sitting, I would like to ask Mr. Ningark to lead us off in a prayer, please.

>>*Prayer*

Speaker (interpretation): Thank you, Mr. Ningark. Moving on in our orders of the day. Item 2. Ministers' Statements. Minister of Education, Minister Aariak.

Item 2: Ministers' Statements

Minister's Statement 248 – 3(3):
Canada's Outstanding Principals
2013

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. I say "good afternoon" to Iqalummiut. We keep the people who have lost a loved one in our thoughts and prayers.

(interpretation ends) Mr. Speaker, I rise today to congratulate someone who has made a significant contribution to our education system.

I am proud to announce that Jesse Payne, Principal of Maani Ulujuk Ilinniarvik in Rankin Inlet, has been named one of Canada's Outstanding Principals for 2013.

An Hon. Member: Hear, hear!

>>*Applause*

Hon. Eva Aariak: The Canada's Outstanding Principals program was developed by The Learning Partnership and is now in its ninth year. This program recognizes individuals who show exceptional leadership by sharing their vision, engaging their communities, and supporting and encouraging their staff and students.

Mr. Speaker, Jesse Payne has been principal at Maani Ulujuk Ilinniarvik for the past eight years and he has always worked closely with his staff, students, their families, and the community.

Jesse is a dedicated leader who is always available to his staff, students and their parents. His staff knows that they are an important part of his team and they support all his efforts to make Maani Ulujuk Ilinniarvik an engaging and welcoming environment.

Mr. Speaker, Jesse's work with the community and his belief in supporting all of his students individually has made it possible for staff and students to set high expectations for themselves, knowing that planning and encouragement will be there

Please join me in congratulating Maani Ulujuk Principal Jesse Payne. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Madam Minister. Congratulations, Mr. Payne. Item 2. Ministers' Statements. Minister of Justice, Minister Shewchuk.

**Minister's Statement 249 – 3(3):
Crime Prevention Initiative: Radio
Programming Aimed at Youth**

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. As Minister of Justice, I am pleased to announce that the Community Justice Division of the Department of Justice has partnered with the Ilisaqsivik Society in Clyde River to develop radio programming aimed at youth. From March 26 to 28, youth from all three regions of Nunavut will participate in the first workshop in Clyde River to develop content and ideas for the program.

Youth who participate in the development of this program will focus on the issues of crime prevention, healthy lifestyle choices, healthy relationships, addictions, domestic violence, and bullying. These youth will gain valuable experience and be able to reach their peers across Nunavut to start a conversation on these important issues.

As well, radio phone-in shows hosted by community justice outreach workers will also take place following the youth radio shows. These call-in shows will include information about locally available resources, reports on local activities, public service announcements, and other interactive components.

My department is happy to be able to contribute to enhancing youth involvement in crime prevention and to

building a dialogue with the youth in our communities. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister Shewchuk. Item 2. Ministers' Statements. Minister responsible for the Department of Human Resources, Minister Ell.

**Minister's Statement 250 – 3(3): New
Sivuliqtiksat Graduate Naya
Maurice, Employee Relations
Consultant**

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. As Minister of the Department of Human Resources, it is a great pleasure for me to rise today to recognize the accomplishments of one of our employees. Naya Maurice has graduated from our Sivuliqtiksat Internship Program to take her place with her peers as an employee relations consultant. We are very proud of her.

(interpretation ends) Mr. Speaker, the Sivuliqtiksat Internship Program is invaluable for beneficiary employees in providing opportunities to grow and advance in their careers and take on exciting challenges as public servants in our government. Naya is one of those success stories and role models.

(interpretation) Naya started her journey with the Government of Nunavut in the Department of Human Resources as a casual administrative support officer in the Employee Relations and Job Evaluation Division. In April 2010, she applied and was successful in obtaining a Sivuliqtiksat internship as an employee relations consultant intern.

As part of her learning plan, Naya received her nationally recognized Certified Human Resources Professional designation in December 2012 and was one of the first in Canada to complete the Advanced Certificate in Labour Relations from Queen's University.

(interpretation ends) Mr. Speaker, Naya has earned the admiration of her fellow workers through her hard work, respect to others, and natural skills in her profession.

In the workplace, her contributions have included close work with the unions ranging from learning bargaining team responsibilities to participating on a joint GN and NEU committee that worked on guiding documents on a harassment-free workplace and workplace conflict management that were approved by cabinet and recently rolled out to the public service.

It is for those such as Naya that set their career sights high to the benefit of our public service that we created the Sivuliqtiksat Internship Program.

I would like to also recognize the dedicated supervisors, trainers, and mentors who are key to making on-the-job training programs such a success.

Congratulations, Naya, and may your achievements encourage many other future Inuit leaders to follow in your footsteps. (interpretation) Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister Ell. Congratulations! Item 2. Ministers' Statements. Item 3 in our *Orders of the*

Day. Members' Statements. Member for Hudson Bay, Mr. Rumbolt.

Item 3: Members' Statements

Member's Statement 413 – 3(3): Tribute to Johnny Tookalook

Mr. Rumbolt: Thank you, Mr. Speaker. It seems far too often that we rise in the House to pay tribute to our elders who have passed away.

Sadly, Mr. Speaker, I rise today to pay tribute to an elder of the community of Sanikiluaq, Mr. Johnny Tookalook, who is being put to rest today.

Mr. Speaker, Mr. Tookalook was a Canadian Ranger for most of his adult life. He served on almost every committee in the community in different capacities and was an active member of the hamlet council until his final days.

Mr. Speaker, I ask all members to join me in extending our condolences to Mr. Tookalook's family for their loss. Thank you, Mr. Speaker.

>>Applause

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

Member's Statement 414 – 3(3): Constituents Receiving the Queen's Diamond Jubilee Medal

Mr. Ningark: Thank you, Mr. Speaker. I rise today to congratulate four distinguished constituents in Kugaruk and Repulse Bay who were recently awarded the Queen Elizabeth II Diamond Jubilee Medal.

Mr. Speaker, ceremonies took place recently in both communities to recognize four individuals who have made extraordinary contributions to their communities and Nunavut as a whole.

Mr. Speaker, Barthelemy Nirlungayuk and Jose Angutingunniq are well-respected elders in the community. I've had the honour and the privilege of knowing both gentlemen for many years, and I can personally attest to their long years of service to the community as leaders and as mentors to our youth.

Mr. Speaker, Repulse Bay had the pleasure of hosting the Hon. Premier on the occasion of the ceremony to honour Paul Malliki and Gabriel Kaunak.

Mr. Speaker, as you know, Paul Malliki is a renowned artist. Among his many accomplishments is the work that he contributed to the design of the Mace that symbolizes the democratic authority of this House.

Gabriel Kaunak is recognized in Repulse Bay as an active resident in the field of community wellness.

Mr. Speaker, I ask all members to join me, through you, in recognizing these four individuals and distinguished residents. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Mr. Ningark. I thank them for their contributions. Item 3. Members' Statements. Member for South Baffin, Mr. Schell.

**Member's Statement 415 – 3(3):
Social Promotion in Nunavut's
Education System**

Mr. Schell: Thank you, Mr. Speaker. I rise today to address an issue that has been raised by parents, by DEAs, and more recently by some students in my constituency.

The concern over "social promotion" within Nunavut's education has been raised a number of times in the media and public response to a letter printed in *Nunatsiaq News* on this issue last November was overwhelming.

Mr. Speaker, I understand that the Department of Education prefers to use the term "continuous progress" when it comes to moving students from one grade to another regardless of what skills they have succeeded in mastering at each level.

Mr. Speaker, whatever name we put to the practice, it is nonetheless a practice which is doing a great disservice to the youth of Nunavut.

Mr. Speaker, a couple of weeks ago, representatives from ITK's National Centre for Inuit Education met with other education representatives here in Iqaluit to address the dismal state of education in the north. Mr. Speaker, I believe it says a lot that we have a national committee drawing attention to this state of affairs.

Mr. Speaker, as you will note, when students reach high school and go into grades 10, 11, and 12, they are faced with departmental exams, exams which determine whether or not they have learned the material within the

curriculum and can demonstrate that learning and earn the necessary credits to graduate.

Mr. Speaker, far too many of our students hit the brick wall of departmental exams and don't make it over to the other side. Our educational system, which includes the practice of "continually progressing" students all the way through grade 9, leaves them abandoned without the necessary skills to make it through high school.

Mr. Speaker, I call upon the government to seriously reconsider how the education system is treating Nunavut's youth. At the appropriate time, I will have questions on this issue. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Mr. Schell. Item 3. Members' Statements. Member for Pangnirtung, Mr. Oshutapik.

**Member's Statement 416 – 3(3):
Successful Canadian Ranger
Exercise**

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. Good afternoon, my fellow Pangnirtung and Nunavut residents. Mr. Speaker, I rise today to pay tribute to Canadian Rangers from Pangnirtung, Clyde River, and Qikiqtarjuaq for having successfully completed a recent exercise.

(interpretation ends) Mr. Speaker, rangers from the three communities travelled for over two days to the FOX-3 site. This exercise included search and rescue training while they were at FOX-3, which is an issue that we have been

discussing during the current sitting of the Legislative Assembly.

Mr. Speaker, the Canadian Rangers from Pangnirtung were:

- Sergeant Ricky Kilabuk;
- Corporal Peter Kilabuk, who is not a stranger to this House;
- Ranger Cheete Kilabuk;
- Ranger Anuga Michael;
- Ranger Joseph Dialla; and
- Ranger Patrick Kilabuk.

Mr. Speaker, the Canadian Rangers from Clyde River were:

- Sergeant Levi Palituq;
- Corporal Apiusie Apak;
- Ranger Joavee Etuangat;
- Ranger Joshua Kautuq;
- Ranger Joamie Qillaq;
- Ranger James Sanguya;
- Ranger Simon Aapak; and
- Ranger Jayko Enuaraq.

Mr. Speaker, (interpretation) I would like to ask for unanimous consent to conclude my statement. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. The member is seeking unanimous consent to conclude his statement. Are there any nays? There being none. Please proceed, Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker.

(interpretation ends) Rangers from Qikiqtarjuaq were:

- Master Corporal Jacuppee Audlakiak;
- Corporal Alan Kunilusie;

- Corporal Johna Masee;
- Ranger David Kunilusie;
- Ranger Johnny Kunilusie;
- Ranger Johna Keyutak;
- Ranger Jaypeete Nukiguak; and
- Ranger Pauloosie Keyutak.

Mr. Speaker, I would also like to take this opportunity to join with those who have expressed condolences to the family of the late Corporal Donald Anguyoak, who died while on ranger duty last month near Gjoa Haven. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Oshutapik. Item 3. Members' Statements. Member for Quttiktuq, Mr. Elliott.

**Member's Statement 417 – 3(3):
Federal Sovereignty Initiatives in
the High Arctic**

Mr. Elliott: Thank you, Mr. Speaker. I rise today to express concerns regarding the status of federal sovereignty initiatives in the High Arctic.

Mr. Speaker, as you know, I have risen in this House on many occasions to highlight the importance of a strong and sustained national commitment to the High Arctic. Mr. Speaker, I have also addressed the importance of ensuring that this national commitment recognizes and acts on the need to promote arctic sovereignty on different levels, including the human dimension of arctic sovereignty.

Mr. Speaker, recent reports in the national news media indicate that the Department of National Defence is facing budget cuts that will directly and

negatively impact on its plans for enhancing its presence in the High Arctic.

Mr. Speaker, I have paid tribute on a number of occasions to the courageous members of the Canadian Rangers and the Canadian Armed Forces who participate in federal sovereignty exercises in the High Arctic. As you know, Mr. Speaker, I've had the opportunity to witness first-hand their commitment, skill, and dedication to their duty.

Mr. Speaker, it has recently been apparent that the federal plans for a new facility in Arctic Bay/Nanisivik are being scaled back because of cost concerns. It now appears that the long-awaited arctic patrol vessels will be delayed and that new infrastructure for Resolute Bay will not be going ahead.

Mr. Speaker, you will also understand my concern regarding the impact of these budget cuts on the urgent need to enhance federal search and rescue capacity in the north.

Mr. Speaker, as the Member of the Legislative Assembly for Quttiktuq, I have welcomed a number of federal leaders to the constituency which I have the honour of representing in this House.

Mr. Speaker, at each opportunity, I have emphasized the importance of addressing the unique challenges facing my constituents and the high cost of living and doing business in the High Arctic.

Mr. Speaker, it would now seem that federal departments are experiencing

what my constituents have endured for many years.

Mr. Speaker, we all recognize that fiscal constraints affect every level of government in the country.

However, I would like to conclude by asking a question: what price is too high to pay for a strong, secure, and sovereign nation? Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Elliott. Item 3. Members' Statements. Member for Nanulik, Mr. Ningeongan.

**Member's Statement 418 – 3(3):
Appreciation to the Department of
Community and Government
Services**

Mr. Ningeongan: Thank you, Mr. Speaker. I rise today to thank my colleague and his officials from the Department of Community and Government Services for addressing a longstanding issue in the community of Chesterfield Inlet.

Mr. Speaker, a number of old Ministry of Transport buildings had been sitting unused and abandoned in Chesterfield Inlet for a long time. Over the years, the community had tried a number of times to remove the buildings but with no success. A significant factor was the presence of asbestos in the structures.

Mr. Speaker, last fall, despite a few delays and some additional expense, the Department of Community and Government Services did a fine job of safely removing the asbestos and demolishing the buildings. As the

buildings were close to the school and residential areas, it was important that the job be done well.

Mr. Speaker, I would like to commend the Department of CGS for a job well done. On behalf of the community of Chesterfield Inlet, I would like to thank the minister and his staff for seeing this long-overdue project through to completion. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Ningeongan. Item 3. Members' Statements. Moving on in our orders of the day. Item 4. Returns to Oral Questions. Item 5. Recognition of Visitors in the Gallery. Minister of Human Resources, Minister Ell.

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

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. I am ecstatic to recognize an individual in the Gallery. Her name is Naya Maurice. I imagine her father, John Maurice, is extremely proud of her, which is understandable.

Now to share some information about John, her father, he volunteers to coach the local figure skating club and is a long-time resident of Iqaluit. He was also a teacher for many years.

I also wish to recognize Ms. Pauline Alainga, who is an original Iqalumiut. I also acknowledge the other visitors at this time. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister Ell. Welcome to the Gallery. Item 5. Recognition of Visitors in the Gallery. Moving on in our orders of the day. Item 6. Oral Questions. Member for Akulliq, Mr. Ningark.

Item 6: Oral Questions

Question 531 – 3(3): Update on Repulse Bay High School

Mr. Ningark (interpretation): Thank you, Mr. Speaker. I wish to direct my question to the Minister of Education, and I want to express my appreciation to her for her attendance in November with several members. We were in Repulse Bay, where a community feast was held in honour of Gabriel Qaunaq and Paul Maliki. I am grateful for her attendance at that event.

While we were in Repulse Bay, she made an announcement, which I appreciated, that the future high school will be planned. It was unfortunate that the building of the high school was delayed last year. We were able to get two trailers, and she said that the high school for Repulse Bay is being planned. So the question I have is: what's the status of this planning? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Ningark. Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. I appreciate my colleague, who really welcomed us in Repulse Bay, as well as the mayor of Repulse Bay and the community of Repulse Bay.

As he said, the planning is being done at this point and they would like to make an addition, as my colleague knows, but when they did more study or further review, it was obvious that they will need a new high school. The planning is proceeding and it is in the design phase at the moment. This will be dealt with in 2013-14 and we have requested for the funds for this project. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Aariak. Your first supplementary, Mr. Ningark.

Mr. Ningark (interpretation): Thank you, Mr. Speaker. I appreciate the Premier for coming to the community and even though we have slightly different dialects, especially in Inuktitut. When you said that it wants to be worked on, is it going to be actually worked on? Can you give me a clear answer, please. Thank you.

Speaker: Thank you, Mr. Ningark. Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. A study is being done to see what the design should be and the funds will be requested for 2013-14. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Aariak. Your second supplementary, Mr. Ningark.

Mr. Ningark: Thank you, Mr. Speaker. My second supplementary question is: (interpretation) is it definite that it will be dealt with in that fiscal year? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Ningark.

Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. The high school in question... . Actually, the population of Repulse Bay is booming, especially in comparison with communities of the same size. In some of the other schools, the student body is shrinking, but that is not the case with Repulse Bay, where the student body is growing rather rapidly. We are cognizant of the issues and we understand the situation and the urgency of the situation as the Department of Education.

At the current time, the ratio of use stands at 147 percent. The school student capacity sits at 263, but the number of enrolled students stands at 388 students. This highlights the fact that the demographics are growing quite rapidly. Furthermore, the two standalone portable buildings in temporary use are to alleviate the overcrowding situation at the school.

We are aware that this is a high priority challenge we are facing related to the schools bursting at the seams and we recognize it. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Minister. Oral Questions. Member for South Baffin, Mr. Schell.

Question 532 – 3(3): Social Promotion in Education

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

Mr. Speaker, earlier in my Member's Statement, I called upon the government to reconsider the practice of social

promotion within Nunavut's education system.

From comments in the media and elsewhere, I understand that officials from the Department of Education prefer to use the term "continuous progression" instead of "social promotion." Can the minister clearly explain what the difference is between these two terms? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. The students who end up in the higher classes still have to undergo testing prior to the passing. Perhaps to highlight, if the students don't complete their exams or get a passing grade, at the current time, they aren't progressed to the higher grades.

(interpretation ends) If I may say it in English, I know two of my relatives who have not completed the exam required to complete a particular portion of the courses so that they are able to complete the exam.

Currently, the department is reviewing student assessment, evaluation policies and practices. I appreciate much of the feedback that we received from the citizens of Nunavut in regard to what they feel and how they think about social promotion and whatnot. There are four areas that we are concentrating our efforts on and these are: improving grade 12 outcomes, building made-in-Nunavut approaches, dealing with barriers to successes at school, and making schools more accountable.

Student assessment is rather a complex issue. The new *Education Act* preamble supports learning to be continuous and our current policy reflects this. There may be some circumstances where retention is suitable with particular students, but Education feels that it should not be a regular procedure.

Section 15 of the *Education Act* states that the school team is responsible for determining the promotion of students. The school team is made up of the school administration, a student support teacher, the school counsellor, the classroom teacher, and the parent of the child. No child is left behind without decision of this team. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Minister. Your first supplementary, Mr. Schell.

Mr. Schell: Thank you, Mr. Speaker. I was talking to a teacher that had been teaching in one community for over 16 years. He had stated to me that there were a couple students that only showed up 10 percent of the time and they had no choice but to move them to the next grade. This is from grade 1 to grade 9, so I don't understand where she gets this group that they're talking about because the teacher definitely brought this forward and didn't want to move the student forward, but he had no choice. He was informed by the DEA that he had to.

As I noted in my statement, no matter what term we use to identify the practice, the Department of Education moves students up from grade to grade, and this is from grade 1 to 9, regardless of whether they have completed all the

grade levels or even showed up for school at each stage.

Can the minister explain why the practice of continuous progress or social promotion, whichever she wants to call it, is preferable rather than ensuring that children have mastered the skills required at each grade level before moving them up to the next grade? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Education, Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Speaker. Thank you for the question from my colleague. I know and I am glad that the member mentioned attendance. Attendance is a very important factor to successfully complete the grade that a student is required to complete. A student has to attend regularly so that the lessons that a student is to learn are being learned.

The system that the Department of Education is currently implementing is based on continuous progress where students learn materials in each subject area as they are ready, regardless of their age. This process involves assessment and careful recordkeeping of what students have learned so each teacher knows where to start instruction. It could mean that in the next grade, if the student is lacking in certain portions of the lessons that were taught in the previous year, then it is ensured that the student is not missing a portion of the lessons that he or she missed. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Minister. Your second supplementary, Mr. Schell.

Mr. Schell: Thank you, Mr. Speaker. Both parents and students have come to me to express some very serious concerns that once students reach grade 10, they are unable to pass the most basic exams. In my opinion, this is a direct result of the “continuous progress” or “social promotion” practice. Can the minister explain how students are expected to continually progress when they face departmental exams have not acquired the skills or knowledge necessary to pass the tests and progress to the next stage? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Education, Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Speaker. The Department of Education is very committed in ensuring that the students learning in our schools are progressing well and on par with the rest of Canada’s education system. The department will continue to review current research and advances in other Canadian and international jurisdictions in order to provide the best possible support to school staff, parents, and ultimately, the students.

As the Department of Education, we are working on improving grade 12 outcomes, ensuring that the Nunavut curriculum is recognized across Canada, working with western provinces and territories so that the expectation of what students learn in Nunavut is similar to other parts of Canada. Curriculum in Nunavut now is accepted by 21 universities in Canada. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Aariak. Your final supplementary, Mr. Schell.

Mr. Schell: Thank you, Mr. Speaker. I am not that concerned about students in grades 10, 11, or 12. My concerns are from grade 1 to 9. If they haven’t gone to school and learned the proper skills there, they cannot pass grades 10, 11, and 12. Will the minister commit to reconsidering, from grade 1 to 9, the Department of Education’s practice of “continuous progress” or “social promotion” and bring in practices that will truly support our students to succeed? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Education, Minister Aariak.

Hon. Eva Aariak: Thank you, Mr. Speaker. My concern is all grades. My concern is that each student graduates in all of our schools, and that is something that is believed by the members of our communities, parents, and of course, the schools. From before kindergarten or before kindergarten, one of the reasons why we are concentrating so much on early childhood education initiatives is so that the child will have a greater start at kindergarten when they start to be engaged in learning activities before kindergarten. It is very important that we have a sound education system.

Of course, the Department of Education is listening to the concerns that are raised by parents and I am not dismissing any of the concerns that the parents raised about how they have been experiencing with their own children and whatnot. That’s why I said that there are reviews on student assessment and evaluation policies and practices being conducted right now to ensure that our education system is forever improving. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Aariak. Oral Questions. Member for Tununiq, Mr. Enook.

Question 533 – 3(3): Arctic Council Task Force on Arctic Marine Oil Pollution Preparedness and Response

Mr. Enook (interpretation): Thank you, Mr. Speaker. I say “good afternoon” to people of Pond Inlet and people of Nunavut. Mr. Speaker, my questions are for the Minister of Executive and Intergovernmental Affairs.

Mr. Speaker, the Department of Executive and Intergovernmental Affairs is responsible for coordinating the GN’s activities with respect to such international bodies as the Arctic Council.

In 2011, the Arctic Council established a Task Force on Arctic Marine Oil Pollution Preparedness and Response, which was on May 12 in Nuuk. This task force was assigned the responsibility of developing an “international instrument on Arctic marine oil pollution preparedness and response.” Can the minister update the Legislative Assembly today on the status of this initiative? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. I also thank my colleague for that question. Yes, during our visit to Greenland in 2011, I was quite happy to attend that meeting. At the time, the Swedish delegation had the

chairmanship, and while Sweden held the chair, the Nunavut government partook in the negotiations.

As an example, if I were to say the title in English, it’s (interpretation ends) the Arctic Council Working Group and Task Force. (interpretation) This is the committee where our Nunavut government is involved in and our government will continue to be involved in the activities of the Arctic Council. (interpretation ends) The GN will continue to be actively involved in Arctic Council activities leading up the eighth ministerial and will determine its level of participation as the meeting dates approach.

(interpretation) Our GN officials attend these meetings in this capacity whenever meetings are held and where negotiations are taking place over this issue. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Premier. Your first supplementary, Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Speaker (interpretation ends) In October of 2012, Canada’s Minister for the Arctic Council held a round-table discussion in Iqaluit concerning a program for Canada’s upcoming chairmanship of the Arctic Council. Can the minister advise me what priorities the Government of Nunavut has raised with respect to the issue of arctic marine oil pollution preparedness and response? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak: Thank you, Mr. Speaker. The Government of Nunavut supports the recommendations in the arctic marine shipping assessment and calls for its full implementation. Of course, as the member alluded to the arctic marine area, it is an integral part of Nunavummiut culture and economic way of life.

The changing climate will bring increased shipping traffic to the Arctic and arctic states, and arctic people must be prepared to ensure that the arctic people and the environment are protected. The arctic marine shipping assessment includes recommendations that, if implemented, will help ensure that increased arctic marine traffic will not put arctic people and the environment at risk. The Government of Nunavut supports the recommendations in the arctic marine shipping assessment and encourages its full participation.

Our officials are in continuous dialogue with the importance of addressing potential arctic spills in our marine areas. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Premier. Your second supplementary, Mr. Enook.

Mr. Enook: Thank you, Mr. Speaker. (interpretation) I have raised the issue of oil spill preparedness on a number of occasions. Can the minister indicate how the Government of Nunavut will work with the Arctic Council and the Government of Canada to ensure that our communities and residents are kept informed of actions and decisions taken in this area? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. Minister responsible for Executive and

Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. This is very important and it is very important for the people of Nunavut because we cannot be in danger on the land or in our waters. There are negotiations at this time with the federal government to give information to the people of Nunavut and we would like the people of Nunavut to be in the area. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Premier. Your final supplementary, Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Speaker. This is my last question. We know that the Arctic Council deals with all different kinds of issues. Will the minister commit to providing a comprehensive update to the Legislative Assembly during the upcoming spring sitting concerning the work of the Arctic Council and its impact on Nunavut? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. Minister responsible for Executive and Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. As I said, I will keep the members updated on what is happening in regard to the Arctic Council's work. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Premier. Oral Questions. Member for Pangnirtung, Mr. Oshutapik.

Question 534 – 3(3): Recreational Infrastructure in Nunavut

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. My questions today are for the Minister of Community and Government Services.

As the minister will recall, I asked him questions on June 6, 2012 concerning the status of improvements to Pangnirtung's community arena that would allow for a longer ice season. At that time, the minister informed me that Pangnirtung was "on the priority list." Can the minister update me today on the status of improvements to Pangnirtung's arena? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. As I said to the member in this House, Pangnirtung was on our priority list. It is still on the priority list for improvements to the arena and that is the way it is at this time. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Your first supplementary, Mr. Oshutapik.

Mr. Oshutapik: Thank you, Mr. Speaker. In recent years, there have been discussions in the Legislative Assembly about the use of thermosiphon technology to improve arenas across Nunavut and extend the ice season. Can the minister confirm that this technology will be used for Pangnirtung's arena? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. We would like to be able to install that technology for the improvement of the arena in Pangnirtung. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Your second supplementary, Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. I thank the minister for answering the question. (interpretation ends) Can the minister indicate the approximate cost of making improvements to Pangnirtung's arena? (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. This technology doesn't just involve making it a cement floor; they have to do other work like installing piping, making boards around the ice, and putting new glass in. There is maybe \$2 million that we have to spend on those kinds of improvements. The cost for improvements is higher because those things are not available. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Your final supplementary, Mr. Oshutapik.

Mr. Oshutapik: Thank you, Mr. Speaker. I thank the minister for his

response. Can the minister indicate what other communities are currently being looked at by his department for arena ice improvements? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. We are looking at all arenas within Nunavut, that don't have that system, and we would prefer that we make the improvements on them first.

This would not just extend the hockey season, as it would allow other sports to be played in the arenas, including roller hockey and other sports. It extends the usefulness of the arena to more activities. It no longer functions only for parts of the year, but can be utilized for the entire year when there is a concrete foundation in the arena.

We would prefer that all facilities be underlain with a concrete foundation, however, when our department became responsible for these facilities, just in the past year we made the decision to make improvements to three facilities per year. What our vision holds for the upcoming year, is to fix Pangnirtung, Whale Cove and Taloyoak facilities shortly thereafter.

We will also be scheduling improvements on the other facilities after the initial phase of improvements to the current list. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Oral Questions. Member for Amittuq, Mr. Tapardjuk.

Question 535 – 3(3): Social Services in Igloolik

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. I say “good afternoon” to my constituents in Igloolik and Hall Beach. Mr. Speaker, I would like to direct my question to the Minister of Health and Social Services.

Mr. Speaker, back in 1994 in the pre-Nunavut days, some communities, for example, Cape Dorset and Igloolik, agreed to take on the local management of public services, such as public housing and social services. The community of Cape Dorset handed those responsibilities back to the GN in 2011. However, the Hamlet of Igloolik continues to manage some of them.

Mr. Speaker, can the minister explain how the restructuring of the government and the creation of the new Department of Family Services will impact the community of Igloolik with respect to the delivery of social services? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Health and Social Services, Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I thank Mr. Tapardjuk for the question. Mr. Speaker, I understand that the Hamlet of Igloolik and the Department of Health and Social Services are in discussions with respect to the delivery of social services and programs in the community of Igloolik. When we transfer the social services component of Health and Social Services over to the Department of Family Services, I don't anticipate any negative changes in the level of service

that they currently receive. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. Your first supplementary, Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. Last fall, during our November sitting, the minister gave the exact same answer. He stated that the Hamlet and their staff were watching the proceedings and discussing the issues. That was the response, if the minister can recall his previous answer.

There still has been no decision made, ever since that time up to today. When? When will we see the results? Can the minister provide a clear response as to when the parties can come up with an agreement and here I refer to the Hamlet and their employees, specifically the social workers in the community? We would like to understand this matter, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Health and Social Services, Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. You must forgive me if I misunderstand Mr. Tapardjuk. I'm not aware that there's any issue with discussions or communications between the Hamlet of Igloolik and the Department of Health and Social Services. I have been informed that there are very positive discussions. So if Mr. Tapardjuk can clarify what the issue is, I might be able to respond more clearly. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. Your second supplementary, Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker, and I also thank the minister. I apologize if I caused you to misunderstand. The basis of their disagreement has been over the amount of the contribution agreement listed in the contract, where the funds allocated for the social workers to the Hamlet are grossly insufficient.

Additionally, the funds for this purpose as we all know are currently negotiated between the SAO of the Hamlet and the ministerial staff. I want to know what the exact status is, especially regarding the continual funding shortfall for administering the program. What is the status today? I am certainly trying to be more concise and understandable here, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Health and Social Services, Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I thank Mr. Tapardjuk for clarifying. Again, Mr. Speaker, I don't know if this would be the appropriate place to discuss the status of negotiations between two organizations, but again, I am unaware if there are any real issues. It is two parties having, hopefully, positive discussions because the delivery of social services in the community of Igloolik is a high priority for the Government of Nunavut. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. Your final supplementary, Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. Can the minister confirm if a new contract agreement will be negotiated for this new Department of Family Services? I wonder what word to use in Inuktitut. The new family social services department?

>>*Laughter*

(interpretation ends) The Department of Family Services, (interpretation) if this new department were to be transferred responsibility for social services, what then? Does this mean that the hamlet will have to renegotiate a new contract, or will these positions be transferred to the new department? What are the plans for this particular issue? I would like to understand the situation, Mr. Speaker. Thank you.

Speaker: Thank you, Mr. Tapardjuk. Minister of Health and Social Services, Minister Peterson.

Hon. Keith Peterson: Thank you, Mr. Chairman. I thank Mr. Tapardjuk again for the question. Mr. Speaker, again I want to assure Mr. Tapardjuk that discussions between the Department of Health and Social Services and also the new officials at Family Services, I believe, are positive. On April 1, I don't anticipate that there will be any drop in the level of social services in the community of Igloolik. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. Oral Questions. Member for Hudson Bay, Mr. Rumbolt.

Question 536 – 3(3): Status of Sanikiluaq Bulk Fuel Storage Facility

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

Mr. Speaker, the Department of Community and Government Services issued a request for proposals for the design of upgrades to Sanikiluaq's bulk fuel storage facility in January of this year. The RFP indicates that the successful proponent is required to complete the design and construction-ready documents by June 30 of 2013. Can the minister advise me if the contract for this project has been awarded yet and, if not, when a decision is expected to be made? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. The RFP closed on February 21. Our management team is currently reviewing them and we should have an award on that contract within the next seven to ten days, Mr. Speaker. Thank you.

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

Mr. Rumbolt: Thank you, Mr. Speaker. The 2013-14 capital estimates for the Department of Community and Government Services include \$300,000 in funding for increases to Sanikiluaq's bulk fuel storage capacity. Can the

minister indicate if this budget estimate has changed since the time that the Legislative Assembly approved the capital estimates during our fall 2012 sitting? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I don't have the documents before me, so I would have to double-check to see if they have changed. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. As the minister is aware, Sanikiluaq is one of the few remaining communities in Nunavut where jet fuel is used as home heating fuel. Concerns have been raised with me by constituents regarding this practice. Can the minister indicate if his department's plans to upgrade Sanikiluaq's existing bulk fuel storage facility will address this issue? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I am glad to tell my colleague that yes, that longstanding issue, for lack of a better term, will be addressed. Mr. Speaker, the tank farm will include jet A-1 fuel, plus also the P50 heating fuel, so there will be two different supplies of fuel in that category. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. In reviewing the government's request for proposals for this project, I note a number of references to concerns that have been expressed by Sanikiluaq's mayor concern such issues as fuel shortages, the location of the tank farm, the storage facility, and the retention capacity of the tank farm containment basin. Can the minister commit to ensuring that his department works closely with the Municipality of Sanikiluaq as this important capital project moves forward? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I will assure him of that. Thank you, Mr. Speaker.

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

Question 537 – 3(3): Status of Resolute Bay Fuel Spill Investigation

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

As the minister will recall, he and I personally inspected the site of the major fuel spill that occurred in Resolute Bay in October of 2011. In this incident, tens of thousands of litres of fuel were lost. Can the minister indicate if his department's investigation into this incident has been finalized and can he

commit to providing a copy of the final report into the incident? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I would like to advise my colleague that yes, the gasoline spill clean-up has been concluded, Mr. Speaker. Thank you.

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

Mr. Elliott: Thank you, Mr. Speaker. When the incident occurred, the RCMP were called in to investigate the possibility that fuel may have been stolen or that the incident was caused deliberately. Can the minister indicate if the findings of the RCMP in this matter have been shared with his department? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for the Department of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. What I could tell my colleague is that our department has received the final draft of the report and we are currently going over the final draft of it. That's where we are on that issue, Mr. Speaker. We're going over the final draft of the report, Mr. Speaker. Thank you.

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

Mr. Elliott: Thank you, Mr. Speaker. Thank you for that answer. Actually the question was already answered in the sense that I was asking at first, the minister did reply saying that a report was coming, and my second one was specifically about the RCMP being called in to investigate a possible tampering with equipment or fuel being stolen. Could the minister indicate if the RCMP has been in contact with the department to share the findings of this part of the incident? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. We are reviewing the final report. I don't know if the RCMP report is contained in the final report or if it is part and parcel of that at this point, Mr. Speaker. Thank you.

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

Mr. Elliott: Thank you, Mr. Speaker. At the time of the incident, my constituents in Resolute Bay raised concerns regarding the risk of environmental contamination to both surrounding land and water as a result of the spill. Can the minister indicate what the final assessment was of the damage caused by the spill? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I believe some of that will be in the final report, but what I could say is that all of the contaminated soil has been collected and put into a contaminated soil area. The remediation of that has started where they will turn the soil and work with the soil until such time it is reusable for landfill and so on. I understand that all of the contaminated soil from that area has been put into a secure area. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Oral Questions. Member for Pangnirtung, Mr. Oshutapik.

Question 538 – 3(3): Dust Control in Nunavut

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. We are certainly overloading the workload of this minister, but I want to direct my question to the selfsame minister.

We are not colluding to pick on the minister, but my questions are also for the Minister of Community Government Services

(interpretation ends) As the minister will recall, I have asked a number of questions in the Legislative Assembly concerning the issue of dust control in Nunavut's communities. Can the minister update me today on the status of his department's work to address the issue of dust control? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I appreciate your question regarding the challenges we face about dust control. Dust control related to the roads, Mr. Speaker, in my opinion, will never stop especially with the residents in the communities acquiring more vehicles. Although today, we have better dust control measures available, our financial restraints are what hold us back.

Our officials wherever possible, look for better methods of dust control than the methods we currently use. The review of these measures includes the pros and cons of each method, including an estimate of the costs especially in this day of fiscal restraint. We are continually looking for more effective methods of dust control than our current methods. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Your first supplementary, Mr. Oshutapik.

Mr. Oshutapik: Thank you, Mr. Speaker. In his responses to my previous questions on this issue, the minister has indicated that his department works closely with municipalities on the issue of dust control. Can the minister indicate if his department has had formal discussions on this issue with the Nunavut Association of Municipalities? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. When NAM holds their annual general meetings, the CG&S officials attend these meetings,

and as a matter of fact, I also visit them during these meetings. This issue is also brought up for discussion during the mayors' meetings in the regions. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Your second supplementary, Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. In his responses to my previous questions on this issue, the minister has indicated that the cost of paving every road in Nunavut would be "exorbitant." Has the minister's department examined the feasibility and affordability of a limited paving program in smaller communities that would target those stretches of road that see the most use? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. If all of the roads within Nunavut were to be paved, I have no idea if anyone has ever made an estimate as to its actual cost, Mr. Speaker, however we do know for a fact that it would probably be astronomical.

Just to cite this example, just the concrete the member was requesting for the hockey arena foundation will cost over \$1 million. That is just one project I am referring to. Even though there are benefits to paving our roads, there are also drawbacks since they tend to degrade. If you look at the Iqaluit roads that are paved, although it plays a part in dust control, it doesn't stop dusty conditions and then we are faced with

potholes which cause further deterioration.

What I can tell the member, is that if all the roads in our Nunavut communities were to be paved; the costs to do so would be exorbitant. We also don't know if this would alleviate the dust control issues. Currently, what I can inform the member about is that the Nunavut government hasn't conducted a cost assessment on a road paving program for all roads in Nunavut. It's obvious that the costs would be very high. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Your final supplementary, Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. I thank the minister. We can tell, based on our visits to many Nunavut communities, although there are still many communities we haven't been able to visit. The communities close to us, across the strait, including our fellow islanders have paved roads even in the small communities.

Not Nunavut, but in Quebec's arctic coastline communities' the roads are all paved. I wonder if this has a causal effect on the cost estimates for paving projects in other Arctic regions outside of Nunavut, but it would be good to hear about their paving projects even though their roads are generally shorter. Not only are their roads paved, they also use a different cement mixture than that used for hockey arena foundations the minister referred to.

(interpretation ends) Would the minister be willing to commit to having his department develop a Nunavut-wide dust

control strategy? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister of Community and Government Services, Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. Our department works with the municipalities to try to find a way to reduce dust in our communities. I don't think there's a cure-all. I think it is one that the municipalities and vehicle operators in our communities have a large role to play in. The speed, the kind of gravel and the road material we have has a lot to do with it, and the way the current material to suppress dust is put on the ground.

I think our department has look at many different types of material to do that work. We continue to do that, Mr. Speaker, and we will continue to try to find alternative ways to suppress dust, but I think it's a responsibility that the municipalities, the government, and the people who use the roads all have a role in dust control. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Oral Questions. Member for Amittuq, Mr. Tapardjuk.

Question 539 – 3(3): Social Promotion Issues in Education

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. My question will be directed to the Minister of Education, although it is an add-on to one of my colleagues' last question. On February 28, last week Thursday, I raised a question to the minister shortly after a meeting of educators here in Iqaluit,

specifically the Circumpolar Conference on Education for Indigenous Peoples.

My question revolved around these discussions and how could our students improve their education all the way up to grade 12. If the student's receive this graduation accreditation I asked how we can ensure that it is up to same level as in other Canadian jurisdictions.

Mr. Speaker, I want to raise this question as members are already aware of the low levels of education, especially in the general streams where the student isn't even at the grade level where they are graduated in. In the past, many students were passed socially based on their age and not their accomplishments. To wit: "this student is too old to be in this grade, although their grade level is below their current grade and should be transferred to the next higher grade."

With many students in this situation here in Nunavut, has this shortcoming been identified by the Department of Education? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. That is an excellent question our colleague just raised. At this current time, I don't have that information available, so after I check into this matter and get that information, I will be able to provide it to the member. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Minister. Your first supplementary, Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. The way I understand that response is that if the department happens to have the information, then it will be provided to me.

With Nunavut now a reality and if our students' level of education in the general stream are too far below their listed grade level as a result of social passing shouldn't we ask why the administrators felt that certain students' age was more important than their actual grade level in that it is only in the administration's best interests and not the students? That is how any logical person would assume was the case.

If the minister understands this question, Mr. Speaker, how can we assist students who were placed in this situation so that we provide them with opportunities? I want to understand how students far below their grade average were made to graduate. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. So if I understood your question and if I didn't understand please indicate as such.

Like there are variety of reasons why students are not finishing their schoolwork for example is not attending school and there are also other reasons for students to fall behind and I think the member is asking me as to how those students who are lagging behind get further assistance and as I mentioned earlier a question which was posed by a member, I responded part of that question.

There are different assessments used by the teachers, assessment tools, and also community classroom assistants, some DEA members, and also the parent of the child are involved as to determine where the grade level needs to advance or not and sometimes they have to take additional curriculum material.

Once they are identified, the district education authorities work together to determine these assessments and that's why would get proper assessment as to which areas do they need more schooling and after they do a complete assessment they will try to determine which topics the students missed then they will identify. So if I understood his question correctly so please indicate if I misunderstood his question. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Aariak. Your second supplementary, Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you. I thank you minister for the clarification. My question will be, Mr. Speaker, those so-called graduated students when they apply for a job because they have grade 12 education and they prepare their resumé and hand in their resume but apparently their actual grade level is grade 5 or 8, but their certificates says they are graduates. That is going to be a problem even though it states on the paper they are very qualified but in reality they do not have a grade 12 education. Another question: if the students are determined not to have 12 and how can they get assistance? Maybe Department of Education ... it's only grade 8, not grade 12 so I want participation on that, Mr.

Speaker.

Speaker: Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. This issue relates to students after they have completed grade 12 and prior to receiving their high school diplomas, but the practice is that prior to getting the diploma, they are required to write and pass an exam. If the students don't pass their exams, then they have to repeat the grade. Up to today, I am unaware of any cases where the students' high school diplomas would be retracted. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Minister. Your final supplementary, Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. I thank the minister. I totally understand your comments. The reasoning why I asked that question, Mr. Speaker, in regard to my next question, ever since Nunavut was created those so called students who graduated from high school they're not true and maybe the majority of them are actually deemed to have graduated but their tests probably do not reflect that.

Can the minister indicate to the House to date ever since Nunavut was created: How many students have graduated in Nunavut and who have attained the grade 12 level? Can the minister agree based on number of communities, how many graduation levels there are? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk.

Minister of Education, Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. I don't have documents in front of me today. Also, I am glad to say there will be a database as to how many students graduated and they are going to have a school information system in place.

They will be operation shortly and once they are in operation then we will able to use them as a mechanism. Right now, I don't have a document in front of me as to how many students actually graduated ever since Nunavut was created but also if they are available then I would let them be known. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Minister. Members will note the clock indicates that the allotted time for question period has run out. We will move on in 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. Responses to Petitions. Item 13. Reports of Standing and Special Committees on Bills and Other Matters. Item 14. 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. Minister of Finance, Minister Peterson.

Item 18: First Reading of Bills

Bill 54 – An Act to Amend the Income Tax Act – First Reading

Hon. Keith Peterson: Thank you, Mr. Speaker. I move, seconded by the Hon. Member for Rankin Inlet South and

Whale Cove, that Bill 54, *An Act to Amend the Income Tax Act*, be read for the first time. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. The motion is in order. To the motion. Question has been called. All those in favour. Any opposed? The motion is carried and Bill 54 has been read for the first time.

Item 18. First Reading of Bills. Minister of Finance, Minister Peterson.

Bill 56 – Write-off of Assets Act, 2011-2012 – First Reading

Hon. Keith Peterson: Mr. Speaker, I moved seconded by the Hon. Member for Rankin Inlet South and Whale Cove, that Bill 56, *Write-off of Assets Act, 2011-2012*, be read for the first time. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. The motion is in order. To the motion. Question has been called. All those in favour. Any opposed? The motion carried and Bill 56 has been read for the first time.

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. Bills 47, 48, and 49 with Mr. Enook in the Chair.

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

Sergeant-at-Arms.

>>*House recessed at 15:05 and Committee resumed at 15:31*

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

Chairman (Mr. Enook)(interpretation): Good afternoon. I would now like to call the committee meeting to order. In Committee of the Whole, we have the following items to deal with: Bills 47, 48, and 49. What is the wish of the committee? Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Chairman. We wish to commence with the review of the main estimates for the Department of Education and, if time permits, the Department of Executive and Intergovernmental Affairs. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Does the committee agree that we first deal with the Department of Education?

Some Members: Agreed.

Bill 49 – Appropriation (Operations & Maintenance) Act, 2013-2014 – Education – Consideration in Committee

Chairman (interpretation): Thank you, everyone. At this time, I would like to ask the Minister of Education, Ms. Aariak, to go to the witness table to make her opening comments.

Madam Aariak, you may begin.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Good afternoon. I am pleased to meet with the committee to discuss the 2013-14 main estimates and business plan for the Department of Education.

Mr. Chairman, I believe education is the foundation for a healthy, strong, and flourishing Nunavut. Our work is focused on providing Nunavummiut with the tools they need to become capable and engaged in the opportunities and future prospects of our territory and the rest of Canada.

The Department of Education, guided by *Qanuqtuurunarniq*, the value of innovation and resourcefulness, aims to provide quality lifelong learning opportunities to help improve learning outcomes for all the citizens of Nunavut. We are determined to build a territory of educated and empowered people with the skills to succeed.

Mr. Chairman, in *Tamapta*, we stated that “we have hope for a vibrant future built by our people pursuing their dreams.” It is important to offer Nunavummiut every opportunity to pursue personal development by helping them increase their productivity, self-reliance, and employment options.

As the members know, a decision was made in July 2012 to create the Department of Family Services on April 1, 2013. This decision supports our commitment to provide more effective, efficient, and economic government operations. We have brought together the majority of programs and services that make up the social safety net. Linking these programs and services under the Department of Family Services will help us improve the standard of living of those most in need. It will do so by streamlining and improving the delivery of social and training programs and services to children, youth, individuals, and families.

Education programs and services that are moving to the Department of Family Services include:

- The adult education/training program delivery component of the career and early childhood services line of business. This includes apprenticeship program delivery and training on the job.
- The Income Support Program component of the career and early childhood services line of business. This includes social assistance, daycare subsidy, seniors fuel subsidy, and building careers – training.
- Elements of the regional administration component of the career and early childhood services line of business. This includes career services – regional, community income support delivery, and social assistance administration – regional.
- Elements of the adult learning and post-secondary education component of the adult education and post-secondary services line of business. This includes Financial Assistance for Nunavut Students, Special Professions Fund, and adult learning and post-secondary services – director.
- Elements of the career development services component of the adult education and post-secondary services line of business. This includes career development services – headquarters, Trades Education Program, and Skills Canada Nunavut.

- The full line of business for income support headquarters, which consists of the Senior Citizen Supplementary Benefit, Income Support Headquarters Office, Income Support Case Management System, and Income Support Program compliance activities.

The Department of Education will continue to provide all services until March 31, 2013. As of April 1, 2013, the following lines of business will remain with the Department of Education:

All components of the advisory and administrative services, K-12 school operations, and curriculum and school services lines of business will remain with the Department of Education.

The Department of Education will continue to deliver an early childhood services line of business that will include the Healthy Children Initiative, daycare grants and contributions, Young Parents Stay Learning, and early childhood services regional and headquarters functions.

The Department of Education will also deliver an adult learning services program, policy, and governance line of business that will include an adult learning services office, literacy, apprenticeship administration, Nunavut Adult Learning Strategy implementation – mature graduation, and general educational development.

The Department of Education will work closely with the Department of Family Services and offer the guidance needed to follow legislation and set policies that give the best support possible to the programs and services this new

department provides. We will be transferring 88.1 PYs and the budget of \$57,645,000 to Family Services to ensure a smooth transition with no disruption to our clients.

In order to put Education's plans into action, we have put forward a budget of \$183.6 million for the 2013-14 fiscal year. This is a \$3.9 million increase over last year's restated budget. This increase includes \$529,000 to cover costs associated with the NTA collective bargaining agreement, \$2,684,000 to cover costs of the NEU collective bargaining agreement, and \$763,000 for PASS, the new pathway to adult secondary school graduation. Called PASS for short, this is a new program in order to increase the number of adult graduates.

Studies have proven that children who take part in early child care programs are more likely to attain a higher level of education, economic success, and better health as an adult and are far less likely to get into trouble with the law. We know that investment in early child care education is an investment we cannot afford to postpone.

We are going to need to be innovative and resourceful to provide the funding, infrastructure, and human resource training that will give all children the opportunity to participate in quality early childhood programming.

A Nunavut-wide early childhood education conference is being held in Iqaluit this March, bringing together early childhood educators and kindergarten teachers from all communities. Participants will discuss how to strengthen the connection

between early childhood and kindergarten and how to reach out to stay-at-home parents so that our young learners have the opportunity to participate in early childhood development activities that will help make them competent and eager learners.

It is important that our school system meets the legal standard set in the *Education Act* and the *Inuit Language Protection Act* for Inuit language instruction. We are currently providing teachers with training on the revised kindergarten to grade 6 Inuktitut language arts curriculum. The revised curriculum has added cultural content, using traditional storytelling, songs, and games to help us meet standards for Inuktitut proficiency.

Mr. Chairman, my department has increased its focus on career planning for our students. Our goal is to improve graduation rates by helping students make better course selection choices based on their interests and skills so that they are more successful in their studies and more prepared to move on to post-secondary education. Career planning is part of the curriculum for students in grades 7, 8, and 9. Students first determine what areas of studies they want to learn more about, confirm their areas of interest by gathering more information, and then use the information they gathered to choose high school courses that will support their career choices.

To make sure all students are prepared to move on to post-secondary studies or the career of their choice, my department is drafting a needs assessment to begin drafting a delivery plan for distance

education for specific senior high school courses. Distance education will allow students the opportunity to study specific courses like advanced math or science if the courses are not being offered in their community.

(interpretation ends) To help us meet the *Tamapta* priority of improving education and training outcomes, the Adult Learning Services Division will continue working with Nunavut Arctic College to develop PASS, the pathway for adult secondary school graduation. This program will combine recognition of prior learning assessment (RPL), literacy, adult basic education, and high school course completion and upgrading into one structure. PASS is a component of the Adult Learning Strategy.

The Department of Education is committed to improving and expanding opportunities for Nunavut's adult learners. This new pathway for adult high school graduation will allow mature students to earn their High School Diploma so that they meet basic entry requirements for post-secondary study. This is an important priority for our territory with great possibilities and unlimited potential.

This year, we have budgeted \$763,000 to develop this program and we have begun work with Nunavut Arctic College to write job descriptions for PASS staff, as well as to assess and accredit adult basic education curriculum that will allow students to earn a High School Diploma through courses delivered by Nunavut Arctic College.

The Department of Education looks forward to continuing to provide innovative programs for the success and

growth of Nunavummiut. 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 our capable and exceptional territory.

(interpretation) Mr. Chairman, I am happy to respond to questions from the committee. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Minister Aariak. Do you have witnesses that you would like to bring to the table? Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, I would like to bring in two officials, my Deputy Minister, Kathy Okpik, and Heather Moffett from the Department of Education. Thank you, Mr. Chairman.

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

Some Members: Agreed.

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

Thank you, Sergeant-at-Arms. Madam Minister, for the record, please introduce your witnesses. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. To my left is Kathy Okpik, Deputy Minister of Education, and to my right is Heather Moffett from corporate services. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Minister. Welcome. Does the

co-chair of the standing committee have comments? Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. As the Co-chair of the Standing Committee on Social Wellness, I am pleased to make opening comments as we begin deliberations on the proposed 2013-14 budget of the Department of Education.

Mr. Chairman, the Department of Education's proposed 2013-14 operations and maintenance budget is \$183.6 million, which, taking into account the transfer of a number of positions, divisions, and responsibilities to the Department of Family Services, represents an increase of approximately 2 percent over last year's restated budget. The standing committee notes that most of the additional funding is related to increases in compensation and benefits under both the Nunavut Employees Union and the Nunavut Teachers Association collective agreements.

Mr. Chairman, the establishment of the new Department of Family Services is intended to bring together various programs and services for children, youth, individuals, and families. A number of these programs, including several that have been transferred from the Department of Education to Family Services, focus on education and training opportunities for adults and the related supports and services. At the same time, however, the Department of Education will continue to offer a number of programs aimed at supporting adults who wish to improve their educational qualifications and access the related supports and services. While the standing committee recognizes that a

seamless transition of service delivery between the two departments is the goal, members caution the minister and her officials to work closely with their counterparts in Family Services to ensure that no individual receiving services or attempting to receive services falls through the cracks.

Mr. Chairman, one area of concern identified by committee members is the delivery of the Financial Assistance for Nunavut Students program, the FANS program. A number of changes to the delivery of the program are anticipated and members encourage Department of Education officials to work closely with Family Services representatives to ensure that these changes and alternative funding options for those who do not qualify for FANS are clearly communicated to the target population.

Mr. Chairman, the Department of Education's K-12 School Operations Division and the various programs that support the delivery of kindergarten to grade 12 schooling in Nunavut are critical to ensuring the future success of our young residents. The standing committee recognizes that in recent years, the department has introduced a number of changes to options and requirements for high school graduation. However, concerns remain that many of Nunavut's high school graduates do not have the basic skill sets, especially in the areas of reading, writing, and arithmetic, that are necessary for continuing towards the career of their choice. While members appreciate that efforts have been made to ensure that career guidance counselling is available to students, it appears that a focus on academic learning is lacking. Members are looking forward to further information from the

minister on the levels of academic programming that are offered across all of Nunavut's schools and communities.

Mr. Chairman, the standing committee fully recognizes that the burden of ensuring that our students acquire a full and adequate education does not only fall to our hard-working teachers and school staff. Committee members greatly appreciate and wish to acknowledge the high levels of effort and dedication that are put forward by Nunavut's educational professionals each and every day. The role of parents, community members, and elected district education authorities is also extremely important to supporting our students. Committee members have noted that the issue of attendance is one of the most critical with respect to student success in school.

The standing committee notes that DEAs are responsible, amongst many other duties, for developing school attendance policies for their communities. Members look forward to hearing of progress that has been made in this area and support and encourage all efforts related to promoting school attendance, including DEAs working with parents on this issue.

The standing committee has noted that some district education authorities have been more proactive than others in addressing the requirements provided for by the legislation, Nunavut's *Education Act*. Members encourage the minister and her officials to work with individual DEAs and the DEA coalition, especially for those DEAs which may require additional and ongoing support and assistance in this area.

Mr. Chairman, the standing committee looks forward to the department's new student information system being fully implemented across all of Nunavut's communities. This system will compile information from student records as well as enrolment and attendance data and will allow improved trend evaluations in such areas as attendance, truancy, skill assessments, and achievement levels. Committee members would further suggest that information also be compiled on career paths taken by high school graduates in order to help evaluate and assess the success of Nunavut's K to 12 education system.

Mr. Chairman, the standing committee supports the department's efforts to address community level needs in the area of early childhood education, including its proposed review of the *Child Day Care Act*. The level of available daycare services varies greatly from community to community. For example, some communities have no facility while others have facilities but inadequate space or programming. It is well recognized that early childhood education can greatly foster development in the areas of language and culture which, in turn, support success when children have reached school age.

Committee members continue to encourage the minister to work with her colleague, the Minister responsible for Nunavut Arctic College, to promote more Nunavummiut becoming qualified to work at all levels of the education system.

Mr. Chairman, 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. Elliott. I think we don't need a reminder from our Rules 77(1) and 77(2). I think we all know what they are even if we don't mention them. Thank you, Mr. Elliott. Are there any general comments? Mr. Ningark.

Mr. Ningark (interpretation): Thank you, Mr. Chairman and also hon. minister. I appreciate their efforts for giving education from K-12 and we support those initiatives as parents. We also tell our children and grandchildren in our communities that even though we love them very much, we have to keep waking them up in the mornings, even though they don't want to go to school. This is part of our responsibility and we would like to see them having a good education. We also support students graduating from the high school.

Her comments had different components, but there were some things that we don't talk about too much that we're hearing from the people, Mr. Chairman. There is now an increase of students who want to just drop out from the schools due to bullying. This has to be looked at and worked on. We have seen bullying outside of Nunavut. We have been hearing about it here in Nunavut. We would like to see our students have a proper education so that they can have a proper future. When some of the students are being bullied too much, they don't want to go back to school.

Mr. Chairman, before this bullying escalates and before the student wants to drop out of school, let's start doing something about it at the community

level through the district education authorities. It has to start from the communities. The Department of Education probably could help with the planning on this issue.

This is a general comment. I will probably have some questions when we go page by page. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. On page 5 of the opening comments, I just want to make some comments on early childhood development. In the smaller communities, they should be properly trained because they are helping our children so that they could have a good future. They need a proper place.

Also, when we're allowed to ask questions on page 5, I will have some questions with regard to the *Education Act*. We're looking at a vision for the smaller communities, which haven't had a proper place. I would like this to be thought of. Once we have an opportunity to ask some questions, I will have some. I just wanted to bring up how important this part is. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. General comments. Mr. Oshutapik.

Mr. Oshutapik (interpretation): Thank you, Mr. Chairman. I also thank the minister and her officials for being here. In regard to your opening comments, I just would like to make a general comment. There are people who feel like me in Nunavut. There are those who I

went to school with. If we didn't have school, we wouldn't know where we would be or what situation we would be in our lives.

We have been encouraged to go to school, not just by our parents but by the Government of Canada. In our past, Inuit had no concept of being a part of Canada. Only when we were in school did we find out that we were a part of Canada. It was the federal government that enforced education and chided our parents that if their children weren't in school, then the family allowance cheques would be cut off. That was how we ended up in school.

Even today, although we are no longer being threatened in this manner, we have had to utilize other methods of encouragement as we entered parenthood since we wanted our children to complete their education. It needed a different style of encouragement. We wanted to ensure that our children had the best opportunities in life after they completed their education and that has been the priority up to today.

Not all parents are enthusiastic about school, as some parents have found that although their children completed their high school education and although parents are still adamant about their schooling upon completion, the prospects of getting employment are no longer our priority. We ought to never let it descend to that level.

We have to use different methods of encouragement for our children to complete their schooling, not just the workforce prospects, although the administrators are more aware of the challenges. Although we encourage our

children, many of them don't see the benefits of education and this has caused hardship for many parents. I wanted to voice my opinion on this matter while I have an opportunity under general comments.

Additionally, another aspect of which I take real pride in is that our fellow Inuit have the opportunity to be taught about Inuit culture whereas conversely, while we were in school, they tried to assimilate us. When we were in school, we were taught classes considered important in the outside world. Classes such as science, space technology, and the like were taught to us. Although they weren't relevant in our daily lives, one had no choice but to take them. Information such as the number of stars revolving around the moon was a subject I learned while in grade 5, although I found out later that in real life, it is irrelevant information. I am just using that as an example, yet I have never forgotten that information either.

As I stated earlier about being proud of the changes today, more relevant subjects include classes on Inuit culture and more curriculum is entering the classes. I take pleasure in seeing that. As parents, having had our culture belittled, we aren't going to be teaching our children these subjects, but now they are available in our schools. I am very appreciative of these classes on Inuit cultural practices. Although students still go out on field trips, the cultural practices, games, and manner of teaching are ones we have neglected for too long.

Once we get to the page-by-page review, I'll probably have some more questions

and I'll conclude my comments for now, Mr. Chairman. Thank you.

Chairman (interpretation): Thank you, Mr. Oshutapik. General comments. If there are no more general comments, we will go to page G-4. We're on Education. Branch Summary. Directorate. Total Operations and Maintenance, to be Voted. \$855,000. Mr. Ningark.

Mr. Ningark (interpretation): Thank you, Mr. Chairman. I also wish to thank the minister again, along with his officials. In this category, branch planning is the goal, with legislation related to education stating the goal is to improve the future. Obviously, the foundation is to provide proper education and a healthy life as well as a good environment for teachers and students.

As I mentioned earlier, we are starting to hear more cases of our young students being bullied by other students. The end result is the victims lose their enthusiasm for school and want to drop out. Prior to reaching this crossroad, has the department developed any plans to combat this? We all want our children to attain a good education and to graduate. We know that when they become adults, a good education provides a foundation for a productive life. Does the department have any plans to combat bullying in the schools, especially those who bully their fellow students? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I also thank

the member for asking a question on an extremely important issue. The issue of bullying occurs not only in our schools, but also surfaces in our communities as well as in our workplaces and our schools. (interpretation ends) Bullying is a societal issue that takes place in homes, on the streets, sometimes in the office, in schools, and so on.

The Department of Education is committed to working collaboratively to provide schools, parents, communities, and agencies with the training processes and resources to address developing a safe and caring school environment. (interpretation) Our departmental officials, school staff, and our DEAs are initiating plans to combat this issue. They are also firm believers that this is a very important issue we need to resolve. There are various levels of bullying that occur in the schools.

Within our schools, one of the principles is to provide a safe environment in our facilities and this is the basis for various programs. As an example, the Department of Education has different programs designed to provide a proper education and to develop social skills as their bodies grow. One of the goals is healthy living. Those are the types of issues currently being contemplated.

I'm going to talk about different things called tribes in English. The teachers instruct the students on how they should... (interpretation ends) Tribe training helps teachers learn how to organize a classroom that encourages students to respect each other. Some schools are using restitution approaches to improve school environments and interpersonal relationships between students. Many materials, resources, and

curricula are available to assist schools to address the issues of healthy communities and safe schools.

(interpretation) They are also creating different curriculum to have a wellness community. The contents of the *Aulajaaqtut* curriculum for grades 10 to 12 make the students understand that they have to live properly with others, to be confident and proud of themselves, and to understand whether you are a male or female, whether you are Inuk or non-Inuk, or if you have disabilities. These are different levels that they try to deal with. (interpretation ends) To reiterate in English, the *Aulajaaqtut* curriculum for grades 10 to 12 deals with understanding and developing healthy relationships, self-esteem, tolerance and understanding of others regardless of gender, race, or abilities.

(interpretation) Just to add further details on the types of curricula being developed in our schools, these are specific to junior high from grades 7 to 9, with the *Aulajaaqtut* curriculum classes being developed to be taught in Inuktitut, as well as resources, such as student or guidance counsellors, to resolve any difficulties the students may face and how best to resolve situations where the teachers and their assistants mistreat the students.

(interpretation ends) Work is being done to develop the modules that will be taught in the grades 7 to 9 *Aulajaaqtut* curriculum in Inuktitut. A working group of educators and school community counsellors are determining how to include approaches like conflict resolution and problem solving. Curriculum and school services staff is developing a resource manual for

schools on the topic of establishing positive school environments similar to the School Operations Manual.

(interpretation) Department of Education officials are also working on resources to develop further the principle of having a safe environment in our schools, to have a welcoming and happy environment for the students. Further, (interpretation ends) district education authorities are addressing the issue of bullying within policy development regarding student code of conduct. (interpretation) DEA members are also working on this same issue to develop policies related to resolving bullying.

These are the types of initiatives currently under development in our schools. Thank you, Mr. Chairman.

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

Mr. Ningark: Thank you, Mr. Chairman. (interpretation) Yes, I am happy that my children will be protected by her departmental policies and the strategic planning. Also, this includes the local DEA that has the mandate for this work.

Another matter revolves around this body for which I forgot the proper title. Mr. Chairman, I would appreciate any assistance from the minister's officials. In English, I believe they are called the (interpretation ends) education coalition. (interpretation) Here I refer to the DEA coalition created not too long ago. I am happy this entity was created as they meet to discuss educational issues affecting them.

I have heard there will be a meeting here in Iqaluit. I wonder if the DEA will bring up this issue as it wasn't created just for the sake of having a coalition. Their goals are to plan for the future, to develop a healthy life, and with the representatives coming from the grassroots level and from all three regions. They can provide real assistance to the department. It is my opinion that the minister should discuss this issue with the members of this coalition or if the minister is unable, she should at least task her officials to attend and develop further plans to resolve the issue of bullying in the schools.

In our communities, not just in the schools, those of us who are physically smaller tend to be bullied by larger people. That is obvious, as I experienced it. Therefore, I ask the minister whether this issue is being dealt with by the coalition. Will she task them to initiate plans to combat bullying and will she consult with them as to possible recommendations on this issue? At the very least, I would want her to report on the issue. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, this coalition you referred to is the Nunavut Coalition of DEAs. They are collaborating with the Department of Education with an emphasis on parental involvement in classes and in the schools, as well as how to improve student attendance rates. These are the main points where they have collaborated upon to date.

(interpretation ends) The DEA coalition is working with the Department of Education right now specifically with attendance and parental engagement. The department and the coalition have actually assigned a training working group on a cooperative agreement. So they are formally producing the agreement between the Department of Education and the coalition. The partnership is developing very well, I would say.

(interpretation) Additionally, collaboration between the department, the coalition, and local DEAs is resulting in the development of a manual, if I were to say it in English. Thank you, Mr. Chairman.

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

Mr. Ningark (interpretation): Thank you. I thank the minister for her clarification leading to my understanding.

Another issue I want to bring up now relates to the elder certification program designed for people working in the schools. In the smaller communities, these people are a strong foundation base and in many cases, they are also the grandfathers and grandmothers of the students. They are held in high esteem. (interpretation ends) They could also have a very positive, strong impact in the classroom, influence, and those groups should be given the task of making sure that the school environment is free from bullying.

Mr. Chairman, it's going to take more than one group of people to curtail, reduce, or stop bullying. I think it is very

important that we make sure that the group of elders in the community that goes there to teach students at the local learning centre are given the task of making sure that there is no bullying in the classroom or within the premises of the school. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. I didn't hear a question. Mr. Ningark.

Mr. Ningark (interpretation): Thank you, Mr. Chairman. I thank you for reminding me. The adults who go to the schools to teach are very important. Perhaps you can give them the information on what you talked about through the principal of the school, DEAs, or the coalition groups because they have to be used. This is my last comment. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningark. I heard a question. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I thank the member for his question and comments about adults who go to the schools to teach the students. This is very effective for the students. They give education on different things and how to make things. When they have negotiations in the school, they can go to those adults to learn what should be taught. The member stated that those adults are very important in the schools when they teach the students. In regard to bullying, when they talk about it, they can also use those adult educators. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. I was going to start off in the Directorate in terms of the overall running of the department and decisions made around the strategic planning and different policies developed, as well as the development of legislation.

I want to start with the Nunavut Suicide Prevention Strategy Action Plan. We had the Minister of Health before us, and as he made everyone aware again of the different partners that are involved in the action plan, it includes the Embrace Life Council, the RCMP, NTL, Government of Nunavut, and all departments working together.

One of the objectives was better interdepartmental communication with a DM or an ADM sitting on a steering committee. Could you clarify and confirm that there is someone within the Department of Education sitting on that ADM committee? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Elliott. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you. The ADM is relatively new, having just started their position within the Department of Education, but he will be included in the process as well.

(interpretation ends) The ADM is new to his position, although not new at all within the Department of Education, but new to his position, and he will be brought up to speed in regard to what the member is asking. Thank you.

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

Mr. Elliott: Thank you, Mr. Chairman. My next couple of questions are sort of geared towards the ADM and what the department has been doing. Is the Premier saying that she's going to call in the witness, the new ADM, to answer the questions? I would like to have the answers. So if she's going to answer them, go right ahead and answer. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Elliott. (interpretation ends) Go right ahead and answer, Minister Aariak, if you want.

Hon. Eva Aariak: I understood that the member was asking if our ADM is involved in the ASIST part of it and my response was that we have a new ADM and he has a lot of areas under the Department of Education that he's gaining information on, and ASIST is one of them. So he will be brought up to speed with that.

If you have a specific question in regard to the ASIST program, I and my officials here would be happy to try and answer. Thank you.

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

Mr. Elliott: Thank you, Mr. Chairman. One of the objectives was to "Improve interdepartmental cooperation to identify and support children demonstrating indicators of behaviours that put them at risk, especially poor school attendance," which I know a lot of members have raised in terms of DEAs creating attendance policies and whatnot.

The actual task that was supposed to be accomplished was to “Develop and implement a Memorandum of Understanding and related protocols to mandate collaboration between Education and HSS that will support a proactive case conferencing approach at the community level for children demonstrating indicators of behaviours that put them at risk.” My question to the minister is: is that memorandum of understanding written, completed, and put into place? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will have my deputy respond to that question, Kathy Okpik. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. There are many departments we are currently working with, such as Health and Social Services, and their departmental officials to deal with young children. The matter the member is referring to, I am unsure if the memorandum of understanding has been signed off and I don't have the information available at this time.

However, during question period yesterday, the Minister of Health and Social Services stated that he would include that in his written reply. We will ensure that the educational issues are included related to the member's question about the memorandum of understanding. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that commitment. One of the other objectives was to “Improve communications with HSS front line workers to address the needs of children demonstrating indicators of behaviours that put them at risk.” Again, the partnership was between the departments of Education and Health and Social Services.

There was supposed to be an agreement on a referral process that would maintain the confidentiality and address the issues and the needs of children. I was wondering: has that referral process been established? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will have my deputy respond to that question as well. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. That issue was also mentioned yesterday. In English, the title is the Making it Happen Committee. Another matter referred to yesterday involves the deputy ministers who form the Health Committee, including myself representing Education, the DM of Culture and Heritage, and the DM of Justice, including our staff members. We meet every month, and this includes the topic the member spoke about. However, it is coordinated by the Department of Health and Social Services.

Outside of that, we also work with the communities to review servicing the children, for instance, if they're hard of hearing or they need help with other things. That is what we are doing right now. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thanks for the information. Maybe I'll ask the question again in a different way.

The question is specifically based around the Nunavut Suicide Prevention Strategy, which was the action plan that was agreed upon by the partners. When you think through the process of why they wanted this objective to happen, I can understand that the idea was to be able to have Health and Social Services workers, probably like a mental health worker or a social worker or a nurse, to be able to have early detection to be able to refer students who may be struggling to the proper people who can provide the assistance and help. By January 2012, which was over a year ago, the process was supposed to be in place, as to one of the timelines or objectives in the actual action plan.

My question was: is that referral process... ? It's very specific in the sense that I don't think I want to know the details of how. It says right in the action plan that the task and the action is to remain confidential in terms of addressing the situation. I'm sure they don't want to stigmatize a child or have a child labelled. They also want to be able to watch and monitor a child to make sure that if someone is struggling, they can get the help that they need.

I was just wondering if that goal had been accomplished in terms of a discreet type of referral process where students can be monitored and maybe seek the help that they need before it grows into something bigger. That was the question that I was asking. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The information sharing agreement has just recently been signed. It will be included with the written response that will be provided to the member. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. All members want to ensure that there is the highest amount of safety and a safe environment within the school system. With some of the statistics that have come out recently in terms of violent crimes that have occurred or that do occur within Nunavut, it actually shows we are at a higher level than the national average.

With some of the incidents that have occurred in other jurisdictions and in the United States with individuals gaining access into schools and doing some real damage that would last a lifetime in the views of young people, I'm just wondering: what types of safety protocols are in place in the schools to help provide a safe environment for our youth and children going into the schools every day? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I thank the member for asking an important question. We go through unexpected situations and we need to have a plan in place to deal with them.

To date, I will explain a little bit of what we have done and the developments that have been happening in the schools, especially to do with when to have a school lockdown procedure. The Department of Education believes that the students in the school should be in a safe environment at all times, including the staff, teachers, and visitors to the schools. Also, inside the school, they have to have a plan in place on what they need to do just in case something happens.

All the schools in Nunavut have been given information about what to do just in case there is an emergency. If I say it in English, (interpretation ends) all schools in Nunavut have been given a school crisis response guide to assist them in the development of their specific crisis response plan. The plan requires implementation of school crisis response teams, who play a critical role in emergencies.

The department worked with the Royal Canadian Mounted Police in the development of a school lockdown procedure if a school is placed in a dangerous situation. One of the main components of this procedure stressed that staff and the community exercise critical judgment to maximize safety. (interpretation) They will work with the RCMP if there is going to be a lockdown

in the school if there is a critical situation that happens.

As well, we're reviewing what kinds of guidelines the schools have, whether there is an alarm that is set in the school, what they should do, and all visitors who enter the school will have to report to the office right away. (interpretation ends) The Department of Education is doing an assessment of what practices schools currently use. For example, do they lock all doors after the bell goes off or do they use buzzers to let people in? To date, all visitors must report to the office first before they go beyond the school office.

(interpretation) Did I respond to the member adequately? Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In regard to the critical response plan, I wasn't sure whether the minister had stated that these are completed or if there's a process of a rollout of it happening. If she could clarify whether it's something that the schools are actually working on right now. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, they have been completed because they have to be utilized. (interpretation ends) The Nunavut School Crises Response Guidelines were issued last fall in 2011 and scheduled for revision for the fall of 2013. So it's an ongoing document with

regular updates as they are needed.
Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Next I wanted to move on to the attendance policies. In terms of the directorate, I'm sure that one of the key things that seems to be coming out of a lot of the discussions and I think it's good to see. . . . Any time criticism comes, I think people tend to run sometimes.

I almost like the fact that when people become engaged in the process, as Mr. Ningark was saying, we need to have the students in the school. That's step 1. Whether it is parents or grandparents waking them up and taking them to school, that's step 1, but then step 2 is. . . . I remember when I was working in the school, a parent actually had said, "Well, my son or daughter comes every day. Why is there no progress? I tell them to go to school every day." Getting in the door is part of it, but then there is also the part of actually actively participating and challenging yourself.

Sometimes I find it frustrating because it always seems like when we try and solve these problems, people want to lay blame on someone, and I think that was what was reflected in the committee's opening comments. If somebody wants to blame somebody, let's blame everybody because then we can move on and deal with the issue, which is getting our children educated. If we sit around and blame the DEAs and say, "It's their fault," then we're not getting any further ahead. If we sit around blaming teachers, we're not getting any further ahead. If

we say, "Well, it's the students," then I don't know any student that I ever taught, when you really light a fire under them and get them motivated, they far exceed any of the expectations that you ever thought they could reach.

To me, I think there are enough angry people or motivated enough and we have talked about it enough, it has been in the media, now it's time to move on and make the education system work the way we want. There are things that don't work, so I think some fine-tuning [is needed]. One of them is the attendance policy and getting the students in the school and getting them in the door. I think we have asked this before, but at one point, not all the DEAs had attendance policies in place. At this point, do we have attendance policies in place for all of our Nunavut schools across the territory? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. To answer his question in short, it is not mandatory at this point by DEAs. DEAs will be responsible for registration and attendance policies; however, they are not currently required to have one. Section 11(1) of the Transition Regulations 2012-14 delays the requirement for DEAs to have a registration and attendance policy for the time being. DEAs are authorized to establish a registration and attendance policy if they wish but are not required to until such time when the regulations on this subject are complete and in force. Once the regulations are in force, section 11(1) of the Transition Regulations 2012-14 will be repealed. I hope that

answers the question. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. At this point, the DEAs do not have to have an attendance policy. I find that interesting. We don't have an attendance policy and it's not being regulated.

I thought that before you can actually graduate, in one of the high school courses, you actually have to have 88 percent attendance. How come there is no mandatory regulation that there is an attendance policy in place? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. Attendance is recorded in the school when the students come to school. This has always been the practice, if that's what the member is referring to. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. I guess I've got time for one more question. In terms of the regulation and it coming into force, what type of a timeline are we looking at for that? Is this going to be happening relatively soon? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. Phase 2 consultation is

underway currently from January 11 to March 11, 2013. It's ongoing, and we hope to see the end product of this exercise and plans submitted to cabinet by spring of 2013. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. We're on page G-4. Education. Branch Summary. Directorate. Mr. Ningark.

Mr. Ningark: Thank you, Mr. Chairman. I have a question that relates to G-4, Directorate. Thank you.

Chairman: Mr. Ningark.

Mr. Ningark: Thank you. This branch covers the legislation, standards for all programming, and policy making. My question has to do with the early childhood programming and also with the *Child Day Care Act* within the system. Through you, Mr. Chairman, I would like to ask Madam Minister.

A number of Nunavut communities have expressed the need for support in establishing and operating child daycare facilities. That's across Nunavut. My question is this: does your department's review of the *Child Day Care Act* address this aspect of community-based early childhood programming and, if so, Madam Premier, what consideration has been given to providing more support in this area? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. My Deputy Minister, Ms. Okpik, will respond to that question. Thank you.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Those are separate. The *Child Day Care Act* only looks after daycare operations and safety issues. Funding is provided separately for early childhood education programs and for DEAs. They also can be included in the early childhood program. They're not under the *Education Act*. They're more under the *Child Day Care Act*. They have a close working relationship between our departments and also support the DEAs in the communities in trying to establish some program. Thank you, Mr. Chairman.

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

Mr. Ningark (interpretation): Thank you, Mr. Chairman. Thank you for the response. I'm glad that they're supporting this and that they're working together.

My colleagues may have questions, so I don't have any more questions for now. Thank you.

Chairman (interpretation): Thank you, Mr. Ningark. I don't have any more names on my list. (interpretation ends) Education. (interpretation) Actually, I have some names on my list here. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. I wanted to ask a few more questions about the *Child Day Care Act*. In the business plan, it talks about reviewing it, and then there is also the next bullet that talks about if there are revisions needed. What types of consultations are going to

be done to determine whether the *Child Day Care Act* actually requires any types of revision? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I also thank the member for his question. (interpretation ends) The department has not yet determined the scope of the *Child Day Care Act* review. It is more than likely that these two matters will be discussed and/or reviewed at some point.

The Department of Education is currently in the planning stages of the review of the Act. The new government will need to determine the course of action. It will take time to work on the planning stages. To move that along, the department will establish an internal working group to start pre-consultation.

The department is hosting an early childhood conference this week in Iqaluit. We plan to start the surveys to work towards a holistic approach on early childhood education, such as outreach activities for parents, and so on. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of strategic planning for the future in terms of early childhood education, as well, part of the directorate looks at overall capital planning, which would strategically... . If you're looking at enhancing and improving early childhood education, as was mentioned in the opening comments, a lot of early childhood education facilities that are

already existing have very little room to expand, yet every year, the population continues to grow, so there is a demand for space. At the same time, some communities do not have infrastructure in place for early childhood education programs. Is this going to be considered in terms of handling the situation for providing a really good or beefed-up early childhood education program across the territory? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This process is under deliberation and I will ask my Deputy Minister, Ms. Okpik, to respond to this question as it is a very important aspect of our planning process to ensure that it is done properly. I will ask Ms. Okpik to supplement my response. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The issue of daycare facility funding falls outside of our mandate, especially if they are trying to set up a daycare centre. We provide start-up and maintenance funds that they can apply towards, including funding for toys and other materials.

We do know that some communities require more space. To illustrate, Pangnirtung, Iqaluit, Rankin Inlet, and Igloolik are in dire need of more daycare spaces, which we are aware of. Currently, whenever we design a new school for construction or when planning extensions to existing schools, a daycare

facility is now always included. This is now common practice.

However, we are also finding out other factors, such as not every child goes to daycare centres, including infants. We are currently dealing with this in our offices to try to provide more daycare training programs. As the minister mentioned, a conference has been scheduled for the weekend where we will bring together early childhood workers and teachers from all over Nunavut

The new curriculum we have developed, such as *Umiat*, *Ulluriat*, I am just using these as examples of courses that have been developed within the new curriculum. We will be introducing them to the early childhood education workers. Additionally, to cite this other example, Inuit traditional child-rearing methods will be included in the training sessions and we will have elders leading this discussion. We plan to bring elders in for this purpose.

We also know that not all parents attend the early childhood education program in the communities. We are exploring ways to involve the parents so that they can be involved in the process, such as providing books or reading material and they can be lent out to parents. Items such as certain childhood games, songs, and endearment songs are items which the parents can take home, to borrow and work with their children at home. So we're concentrating more on that area at this time. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. If I could ask for maybe a bit of a definition in terms of under the *Child Day Care Act*, the child who is going to daycare which is not a school program or not in the school, is an early childhood education programming something that is within the school and is regulated under specific guidelines for education? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Under the regulations we currently follow, this program is outside of the school operations with respect to early childhood education. It doesn't form part of our school operations. However, legal requirements, such as licensing a daycare facility, are included in this area.

(interpretation ends) All early childhood education programs require licensing under the *Child Day Care Act* so as to ensure the safety and well-being of children. The early childhood education program that is run out of schools is not part of this core program and, as such, still requires licensing under the Day Care Act. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. The Minister of Languages announced in the House in a Minister's Statement that the *Official Languages Act* was going to come into force as of April 1. I'm wondering: will that have any implications within the Department of Education in terms of the way they

provide services or will it affect funding? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will refer that to my DM, Kathy Okpik. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect to the Day Care Act, one of the amendments that would have to be made to it would be to bring it into compliance with the *Inuit Language Protection Act*. One of the pieces of work that we would have to do is to make that change so that we are compliant with that piece of legislation. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In the minister's budget address, there was mention of \$6 million or \$7 million that was going to be going to the Government of Nunavut departments to help with the *Languages Act* to implement changes, whether it was signs or document changes and whatnot or curriculum development, I am assuming. Is the Department of Education taking advantage of that and getting extra funds to help with providing more early childhood education curriculum? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. It is part of our operations, so I will refer that to Ms. Okpik. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Ms. Okpik will respond to that. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) As part of our submissions for the *Education Act* implementation, we had previously requested additional monies for Inuit language implementation. In the 2009-2010 fiscal year, we received \$3,740,000, and in the 2010-11 fiscal year, we received an additional \$2,792,000 for implementation on that.

With respect to the current implementation plan, Education will receive two PYs and that is including a communications officer and a language coordinator to ensure that we are compliant with ILPA.

With respect to early childhood programming, we will need to do our own submission for additional monies under ILPA for this, but we do have monies allocated for district education authorities for early childhood programming. We do have two PYs dedicated to resource development and assisting DEAs with implementation of early childhood programming within the communities as well. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Let me remind you that we're on page G-4 (interpretation ends) under Directorate. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. Yes, under G-4, I'm sure the directorate was responsible for sitting down and crunching the numbers to decide how best and the best way to sort of [put in a] line item for what goes with Family Services in terms of FANS, departments, jobs, PYs, dollar values for wages, and stuff like that. Could the minister walk us through how the funding was allocated and given to Family Services? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The question he asked, is it in regard to a paper exercise and whether this was done in that manner? Is that his question about where the funds will be allocated to? I didn't understand the gist of his question, so perhaps if I can ask the member to rephrase his question so I can understand what he is referring to. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Elliott, please rephrase your question.

Mr. Elliott: Thank you, Mr. Chairman. In regard to the overall budget for the department, I'm assuming it was the directorate that sat down and decided how many dollars within the budget would go towards Family Services for FANS, how many dollars and how many PYs; how the structure would be divided.

I noticed that FANS is actually under the Department of Family Services, but there are still policy people within the Department of Education. So you have

Family Services maintaining the program and you have the Department of Education holding the policies and regulations and telling them what to do. So in the future, I'm foreseeing that there might be some problems where maybe Family Services saying, "Well, we didn't get enough PYs" or "We don't have a big enough budget" or "Policies don't work."

So I guess what I was asking for was a run-through of how those decisions were kind of made. Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. As you know, in my opening comments, I said that the policy portion of the programs will remain in the Department of Education so that Family Services can concentrate on providing the services. Most of the funding was in specific units so it was easy to divvy up, looking at the number of positions that are moving to Family Services and whatnot. I will have Ms. Okpik elaborate more on that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The divvying up, I guess, of assets and monies was very straightforward. As the minister stated, each component was very specific. For example, the daycare piece is a set amount of money that we knew was going to stay within Education, along with the four early childhood officers, so that was contained.

If you look at the FANS monies, for example, it's a specific amount for contributions to students, along with all the PYs. So all we had to do was pull out the one policy analyst position that would assist with governance. The person is still located in Arviat, but just has a different reporting function. So it was a very smooth transition with respect to the budgeting between Education and Family Services. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. At this time, I have no more names on my list. We're on Education. Branch Summary. Directorate. Total Operations and Maintenance, to be Voted. \$855,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Moving on. Branch Summary. Education. Policy and Planning. Total Operations and Maintenance, to be Voted. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I also would like to welcome the minister and her officials. With respect to requirements under the *Education Act*, including new regulations means that they have to be drafted up for review. Also, we just received information upon our request on the types of regulations that are being contemplated by the department for students, including school hours. This also includes the fact that the DEA administers the schools.

These interim regulations, entitled "Transitional Regulations" in English, are temporary stop gap regulations

holding the fort prior to the completion of new regulations called for by the legislation. It was our expectation and we were led to believe that it would be completed by 2012. At this time, we have been informed that the latest we can expect the new regulations is in the year 2014. Can the minister inform me as to the reasons why this process is so slow and of the rationale for deferring the regulations for a two-year period? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. One of the factors, and I'm sure that he will be pleased, is that we would like to go through a consultation process with the public. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I would be pleased to see some more reviews being done. Is that the main factor? Is consulting with the stakeholders the only factor in the delay of the development of the regulations or are there other reasons for the delay? Is it lack of capacity or resources? I would like that clarified, Mr. Chairman. Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The implementation of the *Education Act* is huge. We would like to do it properly.

The district education authorities have indicated that they have been given too many responsibilities all at the same time. What we would like to see is to gradually give them additional responsibilities. With regard to staff, they have committees that are dealing with this issue, that are working on the Transition Regulations. They have working groups. On top of that, they also have to work at the school at the same time and deal with the composing of the Transition Regulations, consulting with the public, and the additional responsibilities for the DEAs all coming in at the same time. Those are some of the factors. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. Again I am very pleased because the parents have to become involved in the education of their children, to be more active in the school activities, and so on. They take ownership of their own problems and take on the role of resolving those problems since they have waited for somebody else to do that.

Again, in your business plan, in 2012 and 2014, it doesn't seem likely that it will become implemented. Under one of your department's priorities for 2014-15, it states that "New regulation work will include private and denominational school regulations." Do you anticipate the establishment of private or denominational schools in the future? Are we anticipating those kinds of moves, Mr. Chairman? Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This was also included in the old *Education Act*. It is also included in the Transition Regulations regarding the establishment of private or denominational schools. To date, there have been some individuals interested in the establishment of private or denominational schools. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. Thank you, Madam Minister. At least somebody is interested in the Transition Regulations and in the establishment of private or denominational schools. It is stated as one of the department's priorities for 2014-15.

Let me reiterate my question. One individual has apparently requested information. In the future, if Nunavut's population were to vastly increase or if other people from around the world started to move to our territory impacting our population, is this what we anticipate from the *Education Act*? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This is included in the Transition Regulations that are required. We are still working on eight issues related to the regulations which need to be completed by fiscal year 2015. In 2012-13, there are three we developed, and for 2013-14, there are five more to draft up. This is also the last year.

So once they have been drafted up and approved, they will become regulations. We have to ensure that we have the proper implementation plans for our future. This is just part of the process of proper planning related to educational issues. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. We're on page G-5. Branch Summary. Education. Policy and Planning. Total Operations and Maintenance, to be Voted. \$1,493,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn to page G-6. Education. Branch Summary. Corporate Services. Total Operations and Maintenance, to be Voted. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. (interpretation ends) The proposed funding for compensation and benefits within the Corporate Services Branch of your department is set to increase by over half a million dollars, even though the accounting structure indicates that this branch will have four fewer employees in 2013-14. What is the reason for the increase in funding? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. There's a very good reason for that. I'll refer this question to my Deputy Minister, Ms. Okpik. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The increases are a result of negotiated changes to the compensation and benefits under the NEU. The increases are scheduled for 2013-14. Also, last year, we had one position vacant where the funds lapsed back and re-profiled towards another position. Additionally, the rationale for this increase from last year was due to the fact that we had set aside large amounts or, rather, had some frozen funds due to our deficit.

Regarding positions in the schools resulting from the legislation where funding hadn't been allocated, we had to fund these positions and some of the funds were allocated towards them, although the remainder has been returned to this fund. As an example, the assistants for students with disabilities, termed SSAs or student support assistants, is outside of government. In the First and Second Assemblies, we requested a position and we were told that we had to fund those positions from our department, without given money from the government. There were 16 positions like that. We have put those positions in the schools and are funded from our operations or being funded by unfilled positions' funds so that we can have those employees in the schools.

Some of the funds have been returned and that is the reason you see that increase. It is just money that had been given back to the government, but has now returned to our department. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. Thank you, Ms. Okpik, for responding to my question (interpretation ends) The most recent quarterly employment report for the government indicates that the number of casual employees has increased significantly from 67 in 2011 to 326 in 2012. What accounts for your department hiring so many casuals? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This is under school operations and I will refer this question to Ms. Okpik. Thank you.

Chairman (interpretation): Thank you. I will have Ms. Okpik respond. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Regarding casuals, it includes custodians, secretaries in the schools, and also student support assistants. There are replacements when they are either sick or have to be absent from their jobs. They always have to have replacements. If we don't have custodians in the schools, we have to close it down. If the SSAs weren't there, the child who requires that assistance would have to go home. With that, we have a lot of casual employees and we have to call in replacements if an individual isn't able to come.

All the paperwork is completed ahead of time so that we can find replacements right away. If we're going to be advertising a position and if there is going to be a long absence by one of the

employees, then the paperwork would be done already. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I'll try it again in Inuktitut. There were 326 casual employees in 2012 and 67 in 2011. What accounts for your department hiring so many casuals is what I asked earlier. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. If it's okay with you, Mr. Chairman, I will refer that question to my deputy. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Ms. Okpik.

Ms. Okpik: I don't have an answer specifically to that today, but we can conduct an analysis to see why there's such an increase.

To reiterate again, we have what we call standing offers for casual employment for janitorial/custodian positions, secretarial support, and student support assistants in place at any given time. So what we do is we create what we call casual staffing for an as and when needed basis.

We may have, let's say, one person and three separate CSAs so that if a custodian is not able to make it into work that day or the receptionist can't make it in or an SSA, at any given time, we will call them on an as and when

needed basis. So that casual might be for a three-month period or a six-month period, but the paperwork is all done ahead of time so that we just call them in when we need them. Rather than doing a CSA for every single time they come, one CSA covers off for a larger span of time.

We will commit to getting back to finding out why there's such an increase. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Minister Aariak, I believe that you would like to add to that.

Hon. Eva Aariak (interpretation): No, it's okay. Kathy responded to the question. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I look forward to getting that response. I'll be speaking in English.

(interpretation ends) The *Education Act* includes the requirement for new staff, such as elder educators and school counsellors. Can you provide an update on what kinds of certification initiatives are available for individuals in those positions and how they're being offered? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, the Department of Education has started to

certify elders, with the elders providing the expertise for the courses that will be taught pertaining to Inuit culture and language. This is part of our work towards this goal in our schools.

The number of certified elders is increasing and that's a good thing. Our esteemed elders are starting to be utilized within the school system. With these elders assigned to teach some of these courses, they are required to be certified. Our department continues to certify elders who demonstrate their expertise in various fields throughout the communities in Nunavut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I would like to thank the minister. I would like to ask another question while we are on this topic. The certification process usually entails that the person first takes courses and become certified upon passing. Who certifies these elders prior to their qualification as teachers? I believe certification demonstrates knowledge. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The elders who provide the expertise in our community schools are, in my opinion, more knowledgeable than even some post-secondary students, especially in the areas of Inuit culture and language. In my estimation, some of these elders could easily qualify for doctorate degrees. I am, of course, just joking.

The Department of Education provides the certificates which provide acknowledgement of their special skills and knowledge, enabling them to teach just like other teachers. These elders can work in the schools immediately after certification. The local DEAs are instrumental in identifying local elders based on their areas of knowledge, for example, traditional sewing, hunting skills, qamutik-making, and the Inuit language. To date, we have certified 133 individuals. We most likely will see more people getting certified. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. Please bear with me. I just want to ask a lot of questions.

(interpretation ends) The government's Inuit Employment Plan discusses a number of strategies and training initiatives to address the need for Inuit teachers and other education staff. What are the greatest challenges in this area? (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. (interpretation ends) Let me assure you (interpretation) that I will not get impatient with you as I am just keeping time. Minister Aariak, please respond.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This is one of the best questions again. To date, one of the greatest challenges we have is teachers' proficiency in Inuktitut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. That seems to be one of the greatest challenges. Are you making plans to overcome these challenges? The reason why I brought this up is the teachers who are required to teach Inuktitut have to have a certain level of proficiency in Inuktitut.

It's not part and parcel of this, but I was told one time that kindergarteners come in speaking English and not one word of Inuktitut. We can't blame the Department of Education; we also have to look at the parents of these children because they're not speaking enough Inuktitut at home.

Have you looked at how you can overcome this challenge and to have proficiency in Inuktitut by the teachers? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. This is very important, especially when the Nunavut-in-made *Education Act* states that we will be able to teach in Inuktitut. We need a lot of Inuit people who can teach Inuktitut. For example, we are progressing. This spring, 45 teachers will be graduating and this will help to alleviate the pressure. We would like to increase the Inuktitut teachers in the communities.

This is happening through Nunavut Arctic College's NTEP program. I think there are 11 students who are taking the NTEP program. If it's offered closer to

their home communities, the number of students might increase. So that has been how it was designed and set up.

The funding we provide to the DEAs for Inuktitut language programming totalled \$1.6 million. This would be specifically for Inuktitut instruction materials. They are continuing to deliberate on new solutions, which includes representatives from Nunavut Arctic College to work on completing their required courses, especially Inuktitut language instructors, who will be real teachers. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. At the onset of my questions, I was getting smiles back, but as I progressed with my questions, everyone's faces started getting longer. To ensure my colleagues' faces don't get too long, this will be my last question.

(interpretation ends) Section 123 of the *Education Act* requires that the student-educator ratio across Nunavut's school be lower than the national ratio. What is the current student-educator ratio across Nunavut's schools and how does this compare to the rest of Canada?

(interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. I would ask that the witnesses show sincere smiles to please him. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I am offering you my most sincere smile.

>> *Laughter*

(interpretation) He asked his question in English, so I'll respond in English.

(interpretation ends) In the 2013-14 school year, the national student-educator ratio will change to 13.8 to 1. This new figure results from the national student-educator ratio benchmark which was published by Statistics Canada in January 2013. The Nunavut student-educator ratio remains at 14 to 1 for the 2013-14 school year, provided no DEA goes above the national student-educator ratio of 13.8 to 1, which includes language specialists.

The Nunavut student-educator ratio determines the overall number of teachers for schools based on student enrolment from the previous school year. The current Nunavut student-educator ratio is set at 14 to 1, with additional support for smaller schools so they may offer varied programming to students across a variety of grade levels.

The Nunavut student-educator ratio is a district education authority standard, not a school-wide standard. Some schools will see an increase in teaching staff, while there may be cases where there is no change in staffing allocation in cases where there may be a decrease. Thank you, Mr. Speaker.

Chairman (interpretation): Thank you, Minister Aariak. At this time, I still have two names on my list for this page, but as per Rule 6(1), I now recognize the clock and will rise to report progress to the Speaker.

Thank you, minister and your officials. Sergeant-at-Arms, please escort the witnesses out. Thank you.

Speaker: *Qujannamiik*, Sergeant-at-Arms. We will move on with our orders of the day. Item 21. Report of the Committee of the Whole. Mr. Enook.

Item 21: Report of the Committee of the Whole

Mr. Enook (interpretation): Thank you, Mr. Speaker. Your committee has been considering Bill 49 and would like to report progress. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. There is a motion on the floor. Is there a seconder? Thank you, Ms. Ell. The motion is in order. All those in favour. Any opposed? The motion is carried.

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. Just a reminder that there's a meeting of the MSB at ten o'clock tomorrow morning in the Tuktu Room.

Orders of the Day for March 7:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery

6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Replies to Budget Address
11. Petitions
12. Responses to Petitions
13. Reports of Standing and Special
Committees on Bills and Other
Matters
14. Tabling of Documents
15. Notices of Motions
16. Notices of Motions for First
Reading of Bills
17. Motions
18. First Reading of Bills
19. Second Reading of Bills
 - Bill 54
 - Bill 56
20. Consideration in Committee of
the Whole of Bills and Other
Matters
 - Bill 47
 - Bill 48
 - Bill 49
21. Report of the Committee of the
Whole
22. Third Reading of Bills
23. Orders of the Day

Speaker: Thank you very much, Mr. Clerk. This House stands adjourned until Thursday, March 7, at 1:30 p.m.

Sergeant-at-Arms.

>>*House adjourned at 18:03*

Thank you.

