



Nunavut Canada

LEGISLATIVE ASSEMBLY OF NUNAVUT

3rd Session

3rd Assembly

HANSARD

Official Report

DAY 68

Thursday, March 7, 2013

Pages 3733 – 3790

Iqaluit

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

Legislative Assembly of Nunavut

Speaker

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(Iqaluit Centre)

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(Iqaluit East)

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Minister of Executive and
Intergovernmental Affairs; Minister
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Minister responsible for Immigration*

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(Uqqummiut)

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Minister of Environment; Minister of
Languages; Minister responsible for the
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(Rankin Inlet North)

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(Iqaluit West)

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

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(Quttiktuq)

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Hon. Lorne Kusugak

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Hon. Keith Peterson

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of Health and Social Services*

Allan Rumbolt

(Hudson Bay)

Fred Schell

(South Baffin)

Hon. Daniel Shewchuk

(Arviat)

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responsible for Nunavut Arctic
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Iqaluit, Nunavut
Thursday, March 7, 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 Ms. Ell to start us off with a prayer, please.

>>*Prayer*

Speaker (interpretation): Thank you, Ms. Ell. (interpretation ends) *Qujannamiik*, Sergeant-at-Arms. Moving on in our orders of the day. Item 2. Ministers' Statements. Minister responsible for the Department of Community and Government Services, Minister Kusugak.

Item 2: Ministers' Statements

**Minister's Statement 251 – 3(3):
Petroleum Products Division
(PPD) of CGS**

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker and Nunavummiut watching the proceedings. (interpretation ends) Mr. Speaker, I rise today in the House to provide some clarification in reference to the structure

of the Department of Community and Government Services' Petroleum Products Division.

An issue was raised during Committee of the Whole regarding a potential relocation of the Petroleum Products Division of the Department of Community and Government Services from its current headquarters in Rankin Inlet to Iqaluit.

Mr. Speaker, let me be absolutely clear. I would like to assure all Members of this House and the Rankin Inlet staff that the Department of Community and Government Services has no plans to relocate the Petroleum Products Division from its current headquarters in Rankin Inlet or to relocate its regional offices currently in Pond Inlet and Cambridge Bay. In addition, there is no plan to amalgamate the Petroleum Products Division of CG&S with the Qulliq Energy Corporation.

The Petroleum Products Division's operations will remain as is: as a function of the Department of Community and Government Services. I would like to highlight the fact that if anyone hears anything to the contrary, you have my assurance it is absolutely false. Mr. Speaker, I hope this puts to rest any concerns our staff may have on this matter and puts an end to any unfounded rumours that may be circulating.

I would like to take this opportunity to thank all the staff of Petroleum Products throughout the territory for the valuable service they provide to our department and to Nunavummiut in managing the purchase, transportation, storage, and

distribution of petroleum products in Nunavut.

The Department of Community and Government Services looks forward to continuing our work with PPD as we move forward to meet the priorities in our business plan and the needs of our territory. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister Kusugak. Item 2. Ministers' Statements. Minister responsible for Nunavut Arctic College, Minister Shewchuk.

**Minister's Statement 252 – 3(3):
Nunavut Arctic College Publishes
Book on Midwifery**

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I am pleased to rise in the House today to announce Nunavut Arctic College, with the support of the Department of Health and Social Services, has recently published a book on traditional knowledge and birthing practices for students and midwives working in Nunavut. This book is available in Inuktitut and English.

Mr. Speaker, this new publication, "*Birth on the Land – Memories of Inuit Elders and Traditional Midwives*," was authored by Bev O'Brien, a nurse practitioner, registered midwife, and a professor at the Faculty of Nursing with the University of Alberta. She has worked and travelled in Nunavut since the early 1980s. Dr. O'Brien helped the college develop the Midwifery Diploma Program.

Mr. Speaker, this new learning resource was required by the territory's new

midwifery legislation to have information available on traditional midwifery practices for all registered midwives practising in Nunavut.

The book will not only be useful to our midwifery students, but also to other health care providers. It is important to preserve the memories and knowledge of elders and traditional midwives. This book will also be presented to midwives who register to work in Nunavut.

Mr. Speaker, I would like to acknowledge the financial contributions and support of the Department of Health and Social Services for making it possible to produce this valuable learning resource.

Mr. Speaker, I would like to thank those Inuit elders who dedicated their time to contribute their knowledge to publishing a project like this a success. They are, Mr. Speaker, and I apologize if I harm the names in any way:

Qapik Attagutsiak and Kigutikarjuk
Shappa of Arctic Bay;
Annie Buchan, Quyok Poodlak,
Bernadette Uttaq, and Matthew
Uttaq of Taloyoak;
Lena Evalik and Mary Kaniak from Bay
Chimo;
Bessie Emingak from Perry River and
Cambridge Bay;
Mabel Etegik, Lena Kamoayok, Nora
Evaglok, Mary Avalik, and Eva
Otokiak from Cambridge Bay;
Alasi Joamie from Pangnirtung;
Natsiq Kango from Iqaluit;
Rhoda Karetak of Arviat;
Orsoralik Ottokie from Cape Dorset;
Maryanne Tapati and Nowyah Williams
from Rankin Inlet; and

Annie Napayok and Agnes Teneer from
Whale Cove.

Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister Shewchuk. Item 2. Ministers' Statements. Minister responsible for the Status of Women, Minister Ell.

**Minister's Statement 253 – 3(3):
International Women's Day**

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. I say "good afternoon" to my constituents in Iqaluit West. Tomorrow, March 8, is International Women's Day. In some countries, it is celebrated as a national holiday where women's achievements socially, economically, and politically are celebrated.

The United Nations declared that this year's International Women's Day theme is (interpretation ends) "A promise is a promise: Time for action to end violence against women."

Mr. Speaker, as discussed in this House, violence against women in Nunavut is nearly 13 times higher than the Canadian average. All aspects of government are working to find ways to deal with the complex problems which cause family violence. How can we reduce violence against women in Nunavut? Simply saying the government should do something about it is not enough.

We have come a long way, considering, for example, women were not allowed to vote at one time and were excluded politically. Women's rights have

advanced and we all can take a stand, continue speaking out, and working together can slowly eradicate these problems. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Minister Ell. Item 2. Ministers' Statements. Item 3. Members' Statements. Member for Amittuq, Mr. Tapardjuk.

Item 3: Members' Statements

**Member's Statement 419 – 3(3): A
Day for Everyone**

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. I say "good afternoon" to my constituents of Amittuq, Igloolik and Hall Beach. Mr. Speaker, I would also like to express my pride in the fact that March 8 is recognized across the world as International Women's Day. It is a day to celebrate the economic, political, and social achievements of women.

Mr. Speaker, I fully recognize that different groups within our population face different issues and different challenges. I further recognize that many cultures have evolved a division of labour based on gender or age. And, on occasion, we may wish to draw society's attention to the inequalities faced by different groups, as well as to their successes and accomplishments.

However, Mr. Speaker, I feel that we should make more of an effort to recognize and celebrate what is the core unit of our culture and our society: the family. Mr. Speaker, a family is not necessarily defined by... .

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

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

Mr. Tapardjuk (interpretation): Thank you, my colleagues, for allowing me to continue.

Mr. Speaker, a family is not necessarily defined by race, age, or gender. A family does not separate one type of a person from another. A family exists no matter who belongs to it. A family is a whole.

Mr. Speaker, for century upon century, for thousands of years, the Inuit culture has survived and thrived in the harsh arctic environment due primarily to the incredibly strong bond of family. A number of our government's guiding principles are based on the concept of family, which are, in turn, upheld by our Inuit societal values.

Mr. Speaker, I wish to quote one of the guiding principles mentioned above which explains that "The family kinship model is fundamental to Inuit culture. The family provides the environment within which children grow and develop, families prosper, marriage takes place, Elders are care for, communities and coalitions are formed so that the group can survive. In all respects, the family comes first."

Mr. Speaker, a number of Canadian jurisdictions, including Alberta, Saskatchewan, and Ontario, recognize Family Day as a statutory holiday. Three

weeks ago, the Province of British Columbia celebrated its very first Family Day on February 11, 2013.

Mr. Speaker, I strongly encourage our government to demonstrate its support for the family by establishing a Family Day for Nunavut. Thank you, Mr. Speaker.

>> *Applause*

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

Member's Statement 420 – 3(3): Mine Training Initiatives in the High Arctic

Mr. Elliott: Thank you, Mr. Speaker. I rise today to express my strong support for training initiatives in the High Arctic.

Mr. Speaker, I spoke earlier during our winter sitting concerning the work that is being done to provide training for High Arctic residents wishing to pursue careers in the fishing industry. Today, I want to highlight the importance of training and development for the mining industry.

Mr. Speaker, as you know, Baffinland's Mary River project is anticipated to have a significant economic impact on Nunavut. Mr. Speaker, as you also know, Arctic Bay has been designated as one of the six point-of-hire communities for the Mary River project.

Mr. Speaker, Arctic Bay's Economic Development Officer, Clare Kines, has been working hard with colleagues and partners to build opportunities for our residents.

Thanks to the important support provided by such partners as the Kakivak Association and the Qulliq Energy Corporation, a pilot project to train power plant operators has been underway in the community.

Mr. Speaker, residents of the High Arctic recognize that the regulatory process for the Mary River project is lengthy and complex. That's why I believe that it's great to see partners and organizations thinking and acting proactively to help ensure that our residents and communities are prepared to take advantage of the opportunities that lie ahead.

I also want to note the importance of keeping training and community capacity building at the forefront of future development partnership agreement negotiations between the Government of Nunavut and Baffinland.

Mr. Speaker, I ask all members to join me in supporting the hard work that is being done across the High Arctic in the area of mine training. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 421 – 3(3):
Recognition of Pond Inlet
Environmental Technology
Program**

Mr. Enook (interpretation): Thank you, Mr. Speaker. Good afternoon to my fellow residents of Pond Inlet and

Nunavut.

(interpretation ends) Mr. Speaker, I rise today to inform the House about the national recognition that the Pond Inlet Environmental Technology Program has received.

Mr. Speaker, last evening in Toronto, Tides Canada announced its Top 10 Initiatives for 2012.

Mr. Speaker, Tides Canada is an international organization whose mission is to provide uncommon solutions for the common good by leading and supporting actions that foster a healthy environment and promote social justice. Mr. Speaker, for a decade now, Tides Canada has been recognizing unique and innovative initiatives from across the country.

In its official citation concerning the Pond Inlet Environmental Technology Program, the organization notes that "The Pond Inlet Environmental Technology Program builds capacity for scientific and policy analysis of environmental issues and management locally in Nunavut."

It also notes that the program "trains students to build careers as environmental practitioners, incorporating classroom and practical field experiences to cultivate the skills needed for professions in growing fields such as fish and wildlife conservation, parks management, environmental assessment and research and waste management."

(interpretation) Mr. Speaker, I am very pleased to see this successful Nunavut program earn national recognition. This recognition stems from the strong

relationships developed in Pond Inlet between students, instructors, scientists, industry, and other partners.

Mr. Speaker, only a few short months ago, we celebrated 25 years of success for the Environmental Technology Program. I want to take this opportunity to express my appreciation to the Minister responsible for Nunavut Arctic College and the board of governors for their strong support for this program. We're grateful that it was able to continue in Pond Inlet. (interpretation ends) Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 422 – 3(3):
Congratulations to Canadian
Delegation at CITES Meeting**

Mr. Ningeongan (interpretation): Thank you, Mr. Speaker. I say "good afternoon" to the residents of Coral Harbour, Chesterfield Inlet, and Nunavut. (interpretation ends) Mr. Speaker, it gives me great pleasure to rise today to congratulate the Canadian delegation [that is] currently participating in at the 16th Meeting of the Conference of the Parties of the Convention on International Trade in Endangered Species.

Mr. Speaker, we learned this morning that the US proposal to up-list polar bears was defeated by a vote of 42 to 38...

>>Applause

...with 46 abstentions.

Mr. Speaker, that's a recorded vote worth remembering.

An Hon. Member: Hear, hear!

Mr. Ningeongan: Mr. Speaker, every Member of the Legislative Assembly has stood firmly behind the Canadian delegation at this meeting.

I want to pay tribute to our colleagues from this House who travelled across the globe to bring our message to the attention of the world. I also want to pay tribute to the leadership of such organizations as the Inuit Tapiriit Kanatami, Nunavut Tunngavik Incorporated, and the Canadian Wildlife Service for working closely together to bring a strong, unified message to this meeting.

Mr. Speaker, although this was a victory, our work is far from done. We know that our polar bear populations are being managed wisely. We know that our system of co-management is right for us. Now, we must redouble our efforts to demonstrate these facts to the world.

Mr. Speaker, I ask all members to join me in congratulating our representatives for a job well done. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Ningeongan. Item 3. Members' Statements. Member for South Baffin, Mr. Schell.

**Member's Statement 423 – 3(3):
Tribute to Stompin' Tom Connors**

Mr. Schell: Thank you, Mr. Speaker. We have three major icons in Canada: Tim Horton's, hockey, and Stompin' Tom Connors.

I rise today to send my condolences to Stompin' Tom Connors' family and friends due to his ultimate passing yesterday at the age of 77. He was a true Canadian who wrote songs about every province and territory in Canada. In one of the polls, it showed that 97.6 percent of Canadians knew who he was and only 58 percent knew who the Prime Minister was.

Stompin' Tom Connors was born Thomas Charles Connors in Saint John, New Brunswick on February 9, 1936. He was separated from his parents at a young age and raised by foster parents in Skitter Pond, PEI until he was 13.

He has experienced living in poverty, orphanage, and hitchhiking in his songs. He was trying to put a Canadian stamp on music and, in 1976, returned all six of his Juno Awards to protest the Americanization of the Canadian music industry.

He is an Officer of the Order of Canada, had his own postage stamp, and is a recipient of both the Queen's Gold and Diamond Jubilee medals.

He is survived by his wife, two sons, two daughters, and several grandchildren. A celebration of life is planned for March 13 in Peterborough, Ontario. The family is requesting that people make donations to local food banks and homeless shelters in lieu of flowers.

As you can bet, people will be singing loudly every time the Hockey Song plays in arenas all over Canada for the next little while.

His family gave the staff at StompinTom.com a message he wanted to pass on upon his death, and I quote, "Hello friends, I want all my fans, past, present, or future, to know that without you, there would have not been any Stompin' Tom.

It was a long hard bumpy road, but this great country kept me inspired with it's beauty, character, and spirit, driving me to keep marching on and devoted to sing about its people and places that make Canada the greatest country in the world.

I must now pass the torch, to all of you, to help keep the Maple Leaf flying high, and be the Patriot Canada needs now and in the future.

I humbly thank you all, one last time, for allowing me in your homes, I hope I continue to bring a little bit of cheer into your lives from the work I have done."

And I just hope the Maple Leafs have a "Plan B." Thank you, Mr. Speaker.

>> *Laughter*

>> *Applause*

Speaker: Thank you, Mr. Schell. Item 3. Members' Statements. Member for Arviat, Minister Shewchuk.

**Member's Statement 424 – 3(3):
Arviat's Ecotourism Industry**

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I'm following up with Member Enook's Member's Statement on the awards given by Tides Canada.

I am pleased to rise in the House today to inform my fellow members that the Arviat Cultural Ecosystem Initiative was also recognized last night at Tides Canada's Top 10 Initiatives for 2012.

Mr. Speaker, the Arviat Community Ecotourism Initiative is a five-year project to develop a community-based sustainable tourism industry in Arviat. Upwards of 50 people in the community - teenagers, adults, elders, and people of all ages - have been involved in training for one or more of the various skills required to deliver an effective cultural tourism product.

Mr. Speaker, their efforts have created sustainable economic opportunities that are helping to preserve and celebrate Inuit culture, providing additional economic value to the conservation of our large wildlife species and the experience that presents Nunavut's best face to the world.

Mr. Speaker, please join me in congratulating the incredible project in Arviat that have been recognized as the Top 10 Initiatives in 2012. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 425 – 3(3):
International Women's Day**

Mr. Ningark (interpretation): Thank you, Mr. Speaker. Minister Ell made an announcement that tomorrow will be International Women's Day and that women had no voting rights in the past.

Today, I want to acknowledge women in Kugaaruk as our local Co-op now has a woman as their chairperson. The Co-op has a local store and it also has a hotel. It is growing and many Inuit are members in the Co-op.

I want to recognize Ludgarde Angutingungniq, a woman who was elected by the membership as the chairperson and I thank them for that. Furthermore, Ludgarde Angutingungniq also acts in another capacity in the Kugaaruk school where she is the vice-principal.

The Kugaaruk DEA also has a chairperson who is a woman and I send my afternoon wishes to her, Celine Ningark. I imagine she is watching the session. I also thank all the voters who elected her to this position.

I encourage all women in Nunavut to throw their names into the various positions. The next election is also quite close, so I encourage and support all women to run for office. Women are advancing in all fields here in our territory. Thank you, Mr. Speaker.

>>Applause

Speaker: Thank you, Mr. Ningark. Item 3. Members' Statements. We will move on in our orders of the day. Item 4. Returns to Oral Questions. Item 5.

Recognition of Visitors in the Gallery.
Minister Ell.

Item 5: Recognition of Visitors in the Gallery

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. I would like to recognize the Qullit Nunavut Status Women's Council: Meeka Kakudluk, Jean Simailak, Mary Kayasark, Charlotte Borg, Corrine DaBreo, Rosie Kopalie, and their acting Executive Director, Beth Beattie. Thank you for coming. There are quite a few visitors in the Gallery, but these people are the ones I recognize. Thank you.

>> *Applause*

Speaker: Thank you, Minister Ell. Welcome to the Gallery. Item 5. Recognition of Visitors in the Gallery. Minister Kusugak.

Hon. Lorne Kusugak: Thank you, Mr. Speaker. Thank you for the opportunity. Yesterday, I was asked a bunch of questions from my colleagues on the other side. Today, I came a little better prepared. In our Gallery today is 17 of the finest staff we have from CGS. I thank them for the tremendous work they do.

At this time, I would like to recognize the following: Mr. Jason Tologanak, the Regional Director from our Rankin Inlet office is behind me, and also Halla Kaludjak, Lanilyn Allain, Monica Mala, Gail Tikhak, Mona Kaosoni, Emerlinde Pimentel, Lexi Morling, Ji Liu, Trevor Ryhorchuck, Rita Aglak, Lorna Ootova, Cathy Pewatoalook, Steven Merkosak, Lucy Adla, Becky Taukie, and Daniel

Camalayan.

Mr. Speaker, I appreciate the hard work they do and I am sure you all do. Welcome to the Gallery and keep up your good work. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister Kusugak. I welcome you all to the Gallery. Recognition of Visitors in the Gallery. Mr. Enook.

Mr. Enook (interpretation): Thank you, Mr. Speaker. I would like to also recognize, as the hon. member has just said, his finest staff. I would like to also recognize three people from my community: Rita Aglak, Lorna Ootova, and Cathy Pewatoalook. Welcome. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Mr. Enook. Welcome to the Gallery. Recognition of Visitors in the Gallery. Mr. Peterson.

Hon. Keith Peterson: Thank you, Mr. Speaker. I would like to take this opportunity also to welcome some folks from Cambridge Bay to the Gallery who have already been recognized. They are Monica Mala, Mona Kaosoni, and Gail Tikhak, who is sitting right behind me here. You can stand up if you want to wave. It might be on camera.

I know people who start their careers and move around. I would like to acknowledge Jason Tologanak. He's from Cambridge Bay, except he lives in Rankin Inlet now.

Daniel Camalayan started in Cambridge Bay and he just recently moved from the Department of Health and Social Services. I'm sure he will do a fine job for my colleague, the Minister of Community and Government Services. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Mr. Peterson. Recognition of Visitors in the Gallery.

I would like to take this opportunity to say "happy birthday" to a very special woman, I could say that now, and it's my daughter Taya's birthday today. I know she won't see this; she's attending school in Victoria at Pearson College. It's her 18th birthday today, so I wish her a very happy day on this special day. I also would like to say "happy birthday" to Rita Nashook from Iqaluit here as well.

>> *Applause*

Item 6 in our *Orders of the Day*. Oral Questions. Member for Quttiktuq, Mr. Elliott.

Item 6: Oral Questions

Question 540 – 3(3): Bulk Fuel Storage Facilities in Nunavut

Mr. Elliott: Thank you, Mr. Speaker. It's fitting that I have the honour to ask the first question. I don't know if the minister wants to call in a witness, but my questions are for the Minister of Community and Government Services.

The 2013-14 capital budget for the Department of Community and Government Services includes close to

\$20.0 million in funding for capital projects related to Nunavut's bulk fuel storage facilities, including \$300,000 for Arctic Bay.

In light of such incidents as the one that occurred recently in Resolute Bay, can the minister describe what new measures are being put into place at Nunavut's tank farms to prevent fuel spills and other incidents? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I thank the member for his question. When tank farms are built, they try to make everything preventable for oil spills and other incidents in the community. I'm sure that there was an incident that happened in Resolute Bay and if it had preventative measures, I'm pretty sure that they will have preventative measures as well if they build another tank farm. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. During previous years' consideration of the department's capital budget, there have been references made to federal regulations concerning bulk fuel storage facilities. Can the minister indicate if federal regulations and requirements have changed in recent years and, if so, what the impact has been on our capital planning in this area? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. We make changes to regulations and Acts. That's what we do, but there's nothing in my briefing notes at this time, so I will provide that information to the member as soon as I can. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. In the case of the fuel spill incident that occurred in Resolute Bay, concerns were raised regarding the berms at the facility. Can the minister indicate what kinds of annual inspections or safety audits are conducted at bulk fuel storage facilities? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. If there's a spill in a tank farm, they have measures to make sure that the berms are adequate. So if the member wants to get more details on that, I will be able to give him the information as well. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. Each year, our communities look forward to a successful annual fuel resupply. When fuel is delivered to the community, it is important that it be

transferred safely to a secure storage facility. I appreciate that the minister is unlikely to have this level of detail in front of him today, so I would like to ask if he would be willing to provide me with a copy of his department's technical standards and procedures regarding the annual fuel resupply to the three High Arctic communities of Grise Fiord, Resolute Bay, and Arctic Bay. Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. The annual resupply to the communities is not just a game. What they do is they make sure that everything is fine when they do a resupply. They also have people from the resupply ship to watch to ensure that there is no spill happening from the ship and on the land when they deliver the fuel. This happens all the time whenever the resupply comes into the community. If the member is asking for technical details or details about that, I will give the member the information when I get a chance. Thank you, Mr. Speaker.

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

Question 541 – 3(3):
Intergovernmental Justice
Initiatives

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

In November of last year, Canada's federal, provincial, and territorial

ministers of justice met in Ottawa. In the official news release that was issued from this meeting, the three territorial governments expressed “their desire to be included in the federal First Nations Policing Program.” Can the minister explain how this would benefit Nunavut? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister responsible for the Department of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I thank Mr. Tapardjuk very much for that question. He is right when he says that we, as northern ministers, met with the rest of Canada’s justice ministers last fall or last spring in Ottawa. We did discuss similarities that we have in policing in the north and the difficulties we have with keeping our communities safe.

The First Nations Policing Program is a programming initiative that is funded by the federal government to encourage and assist police forces in recruiting aboriginal police officers into communities. At that point in time, this police program was very unclear if it applied to Inuit and to the north. During that time, questions were asked and we have been assured now that the Inuit communities and Nunavut will be part of that program. We have yet to access any funding in Nunavut, but we are working with the RCMP to put initiatives together to access that funding and use this for Inuit programs and recruiting of Inuit in Nunavut. Thank you, Mr. Speaker.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. Earlier this week, the federal Minister of Public Safety announced that the federal government will “maintain funding for policing agreements with First Nation and Inuit communities under the First Nations Policing Program” for the next five years. Can the minister clarify if Nunavut will be a part of these agreements? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I thank Mr. Tapardjuk again for the question. I can assure the member that it’s my understanding that Inuit and Nunavut will now be part of the program and have access to funds under the program. As before, it was very unclear, but after discussions and now that they have recognized Inuit in a press release in their program, yes, I believe the funding will be eligible to Nunavut. Thank you, Mr. Speaker.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. In January of this year, a national “Summit on the Economics of Policing” was held. Can the minister indicate if our government participated in this meeting and can he update us on what the meeting accomplished? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. Again I thank Mr.

Tapardjuk for the question. To my knowledge, I'm unsure whether or not we participated in this meeting, but I will find that information out and get back to the member. Thank you, Mr. Speaker.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Speaker. I also thank the minister. I will be expecting a further response to my question. In September of last year, the three territorial ministers met in Whitehorse to "discuss justice and public safety issues of particular concern to the North." Following this meeting, the ministers participated in a "Symposium on Policing in Northern and Remote Canada." Can the minister update the House today on what specific initiatives have been undertaken by his department as a result of these events? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Tapardjuk. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. Again I thank Mr. Tapardjuk for the question. He's absolutely right. Last September, I did attend the northern policing conference in Whitehorse, Yukon, along with my colleagues from the Yukon and the Northwest Territories. There were also other representatives there from Alaska, Greenland, and northern Europe. We shared very similar challenges that we have and some have more than others. For instance, in Nunavut, I think we're fortunate that we have RCMP that are located in every community in Nunavut, as in the Northwest Territories, there are many communities that do not have that

such service and are remotely policed by other communities.

I think the main message that we all came out of that conference with, though, is that in policing, community involvement needs to be taking place, that priorities in communities are set by the communities and set for the police to ensure that those priorities are met, and that we have safe and secure communities.

I also think that this is being addressed. As Mr. Tapardjuk has asked, a new initiative through the RCMP in Nunavut and our shared directional statement is that all senior officers in all communities are now required, in their policing plan, to involve hamlets and councils in setting priorities for each community on an annual basis.

So we have moved forward in that sense and we will continue working with communities in ensuring that the police are doing their job as best as they can and they're communicating with communities. Thank you, Mr. Speaker.

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

Question 542 – 3(3): Slumping Situation in Pond Inlet

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

Mr. Speaker, as the Minister of Community and Government Services is aware, municipal authorities in Pond Inlet have raised concerns regarding the

slumping situation that is facing the community. Given the history of landslides in the Pond Inlet area, the community is concerned that another event is at risk of occurring, which could result in serious damage to property or even the loss of life.

It is my understanding that the minister's department issued a request for proposals last year to perform a full geological survey of the area. I thank the minister for taking this action. Can the minister confirm if the survey has been completed and the results shared with the appropriate municipal authorities in Pond Inlet? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. I thank Mr. Enook for asking the question. We wouldn't like to have that landslide happening again in Pond Inlet, but the geotechnical report that the member is talking about was done in January. What we have said was that we did a report on the geological survey of that area and some recommendations were provided, which is what we are working on. Thank you, Mr. Speaker.

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

Mr. Enook (interpretation): Thank you, Mr. Speaker. Thank you, Mr. Minister. I know that the minister stated what has been happening. Can the minister confirm if the survey has been completed and is there any information

that can be provided to the people of Pond Inlet? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. For example, we're not just looking for whether there's going to be seismic activity, but there are going to be some measurements done and the geological survey will be done. We will be doing some surveys just in case there's seismic activity. So those are the things that we are planning to do to allay those concerns. We will be putting in markers to make sure that the people know that these are the areas where we will be conducting the survey. Thank you, Mr. Speaker.

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

Mr. Enook (interpretation): Thank you, Mr. Speaker. Thank you, Mr. Minister. I thank the minister for informing me that markers will be put in. There's a lot of housing above and below that area. I appreciate the minister's willingness to having his department work with the Nunavut Housing Corporation and the Pond Inlet Housing Association on this issue. Can the minister advise me when the next meeting between these parties will take place? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. There will be

meetings from time to time between the hamlet, the housing corporation, and our staff. We want to ensure that there's no danger posed to the residents of Pond Inlet. We will also provide information to the public about what we have been doing. Thank you, Mr. Speaker.

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

Mr. Enook (interpretation): Thank you, Mr. Speaker. This is my last question. Mr. Speaker, this is a danger for the people of Pond Inlet. It's hard to tell what's going to happen in the future. Sometimes when we just hear things, we can't envision what's going to happen. I believe that Pond Inlet would very much appreciate the opportunity to host the minister in the community so that he could review this situation in person. Would the minister accept my invitation to visit Pond Inlet in the near future? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. When the mayors were meeting this morning, they stated that they would like me to go to their hockey arena while I can still skate, but I told them that I would go as soon as I can. The other member asked me to go and play baseball. I will try to come in between those requests of communities. I know this is a very serious issue and as soon as I have free time before the end of the summer, I will certainly try to come up to Pond Inlet. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Kusugak. Oral Questions. Member for Nanulik, Mr. Ningeongan.

Question 543 – 3(3): Status of New Municipal Funding Formula

Mr. Ningeongan: Thank you, Mr. Speaker. (interpretation) I would really like to go to Pond Inlet too.

>>*Laughter*

(interpretation ends) My questions are for the Minister of Community and Government Services.

In his Budget Address of last week, the Minister of Finance announced that the government is introducing a new municipal funding formula which will result in an additional \$4.2 million flowing to hamlets in the next fiscal year. Can the Minister of Community and Government Services outline the major changes to the current municipal funding formula? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. The municipal funding formula hasn't changed for a number of years. There are a number of decisions made and they changed according to the population of the community, operational costs, and infrastructure. There were some changes in how this area is funded and it's determined by population. They are now within the municipal funding formula. Thank you, Mr. Speaker.

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

Mr. Ningeongan: Thank you, Mr. Speaker. (interpretation) I also thank the minister for his response. (interpretation ends) The version of the government's current Municipal Funding Program Policy which is available on the GN's website indicates that it expired on June 30, 2012. Can the minister indicate when the new policy will be made available? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Thank you, Mr. Speaker. As soon as I get the information, I'll let my colleagues know about this. Thank you, Mr. Speaker.

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

Mr. Ningeongan: Thank you, Mr. Speaker. In his opening comments to the Committee of the Whole last week, the Minister of Community and Government Services indicated that the new municipal funding formula "has been developed in close consultation with all Nunavut municipalities" and is "a result of the municipal funding review." Would the minister commit to tabling a copy of the final report of the municipal funding review in the Legislative Assembly? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I have no issue with that as soon as it becomes table-able. Thank you, Mr. Speaker.

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

Mr. Ningeongan: Thank you, Mr. Speaker. Any additional dollars that are provided to municipal governments for the delivery of frontline services will be much welcomed. If my math is correct, an increase of \$4.2 million works out to an average of \$168,000 per community. Can the minister indicate how the additional \$4.2 million will be divided between Nunavut's communities? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak (interpretation): Mr. Speaker, there are different funding formulas for the communities. It's difficult to say and I will get the information and get back to you. Thank you, Mr. Speaker.

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

Question 544 – 3(3): Sanikiluaq School Windows Replacement

Mr. Rumbolt: Thank you, Mr. Speaker. It seems we're testing Minister Kusugak's knowledge in his departments

today. Mr. Speaker, my questions are also for the Minister of Community and Government Services.

Mr. Speaker, I recently noted a tender in the paper which was requesting for proposals to remove and replace the windows at Nuiyak School in Sanikiluaq. The RFP closed on February 22 of 2013. Can the minister provide an update on the status of this request for proposals and when he expects to award the contract? 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. Our department is currently preparing the award letter to the successful component at this time. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. As the minister and his colleagues may recall, I raised this issue last October during our review of the government's capital budget for the Department of Education. At that time, the Minister of Education's officials indicated that the window replacement project had been ongoing for a number of years and that work was ongoing with CGS to get it done. This is not the first RFP issued for this project. Can the minister clearly explain what kinds of challenges his department is facing in getting this job done? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. Thank you for the question. There are always a number of challenges when work is being done on major infrastructure throughout the territory. We have to work with our client departments and find out what, in particular, needs to be repaired at any given time. So there are a number of challenges, not limited to location, when things do break down, and when they do need replacing. Thank you, Mr. Speaker.

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

Mr. Rumbolt: Thank you, Mr. Speaker. The materials for these much needed repairs have been in our community for over two years now. Can the minister indicate when he anticipates the window replacement work will be completed on this project? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. We're hopeful that the windows will be completed before the fall. Thank you, Mr. Speaker.

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

Question 545 – 3(3): Crime Prevention Initiatives

Mr. Oshutapik (interpretation): Thank you, Mr. Speaker. My questions are for the Minister of Justice. As the minister will recall, I raised the issue of crime prevention at our sitting of June 6, 2012.

Yesterday, the minister announced that his department has partnered with the Iisaaqivik Society in Clyde River to develop radio programming aimed at youth. Can the minister provide further detail on how the participants in this initiative will be selected? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for the Department of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I thank the member for his question on the process of the selection of the youth who are going to participate. I do not have that information of how that's going to be done at this moment, but I will commit to getting back to the member on that.

I do believe, though, that there will be canvassing going on through the regions and community justice committees will be involved in each community in the communities that are involved. I don't think it's going to be youth from every community in Nunavut, but there will be representation of each region. Thank you, Mr. Speaker.

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

Mr. Oshutapik: Thank you, Mr. Speaker. Can the minister indicate when the radio programming is expected to be broadcast across all of Nunavut's communities? (interpretation) Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for the Department of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I can't give any definite dates. I do know that the workshop is coming up here from March 26 to 28 in Clyde River. What comes out of that and timelines that we expect this radio program to go back to the regions and communities, I do not know the dates on that. Thank you, Mr. Speaker.

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

Mr. Oshutapik: Thank you, Mr. Speaker. Can the minister describe how the RCMP and community justice committees will be involved in this initiative? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for the Department of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I can say that the RCMP and justice committees in all communities will be involved in ensuring that they assist and support the youth in communities in developing this program and this radio show. It will come back to communities and ensuring that they give the support so that they can relay this information to all youth in

all communities. Thank you, Mr. Speaker.

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

Mr. Oshutapik: Thank you, Mr. Speaker. (interpretation) I thank the minister for his responses. (interpretation ends) One of the priorities in the Government of Nunavut's *Tamapta* Action Plan is the development of a "comprehensive crime prevention strategy based on Inuit societal values and involving Nunavummiut in efforts to reduce the need for intervention by the justice system." Can the minister tell me when he will be tabling the government's comprehensive crime prevention strategy in the Legislative Assembly? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Oshutapik. Minister responsible for the Department of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. Crime prevention is very [important] to us as a government and in Nunavut to all communities. I think one of the key things that we have to focus on is crime prevention. The RCMP is working on programs to educate all communities in Nunavut better. We, as community justice, are initiating programs to develop crime prevention strategies and also community justice outreach workers involving the whole community, hamlets, and councils in this initiative too. Crime prevention is very important.

As far as when I can table the strategy, I cannot answer that question right now, Mr. Speaker. Thank you.

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

Question 546 – 3(3): Status of Motor Vehicle Policy

Mr. Schell: Thank you, Mr. Speaker. It may appear like we're picking on the Minister of Community and Government Services due to the additional staff in the Gallery, but that's not the case. Having said that, my questions are for the Minister of Community and Government Services.

As the member is aware, I've had longstanding concerns regarding the Government of Nunavut's Motor Vehicle Policy. The purpose of this policy is to ensure that all vehicles are used "only for the purpose of delivering government programs and services."

Mr. Speaker, the Motor Vehicle Policy was most recently revised on April 21, 2010. The policy is scheduled to expire on May 1, 2015. For the benefit of the listening public, can the minister summarize what changes were made to the policy in 2010? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I'll have to get back to my colleague on it. I haven't reviewed the Motor Vehicle Policy use in a while, Mr. Speaker. Thank you.

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

Mr. Schell: Thank you, Mr. Speaker. Can the minister describe the process by which his department investigates alleged breaches of the Motor Vehicle Policy? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. The Motor Vehicle Policy is one that is monitored by each department head. So if there are people abusing the vehicle, if it's in our department, then our department head would look into those allegations. If it is my colleague finance minister's department, the head of their departments are responsible for monitoring the proper usage of the vehicle, Mr. Speaker. Thank you.

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

Mr. Schell: Thank you, Mr. Speaker. Can the minister indicate how many investigations into abuse of government vehicles have been undertaken over the past year? If he doesn't have the figures from other departments, I would ask for his department. Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. I'm not copied on that kind of detail. I really don't have a clue how many investigations or complaints there have been within the government if the vehicles have been abused or complained about. Thank you, Mr. Speaker.

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

Mr. Schell: Thank you, Mr. Speaker. Can the minister indicate, in his department, how many employees have been disciplined over the past year for violations of the Motor Vehicle Policy? Thank you, Mr. Speaker.

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

Hon. Lorne Kusugak: Thank you, Mr. Speaker. As I said earlier in our comments and I have said this time and again in previous discussions on the Motor Vehicle Policy, the policy is one that is administered through the departmental heads of each department. They monitor the policy and they ensure that it's being followed and, if it's not, they have consequences to those. It's done by each department head and in their department, they don't report to me on the final numbers and actions taken. Thank you, Mr. Speaker.

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

Question 547 – 3(3): Recent Power Outage in Resolute Bay

Mr. Elliott: Thank you, Mr. Speaker. My questions are for the Minister responsible for the Qulliq Energy Corporation.

Recently, a power outage in Resolute Bay had the community without power for an extended period of time. With the community receiving water and sewage services through an utilidor system,

when the power goes off, there is always a threat that if it's off too long, the system will freeze and the community will be without these essential services. Can the minister update the House on this power outage problem? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for the Qulliq Energy Corporation, Minister Ell.

Hon. Monica Ell (interpretation): Thank you, Mr. Speaker. With respect to the member's question, I was briefed about the power outage in Resolute Bay. At the time, we had to bring in another worker from an outlying community in order to work on the problem. That is what occasionally happens, as some employees are responsible for other communities, with three employees on rotation, one travelling from Iqaluit, one looking after the Kitikmeot, and one in the Kivalliq region. That is generally the practice and this occurred in this situation. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. Also, it's my understanding that aging power lines and blizzards and strong winds added to this problem as well. Is the minister confident that the problem that occurred as a result has been rectified and the community will not be experiencing these threats in the future? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for the Qulliq Energy Corporation, Minister Ell.

Hon. Monica Ell: Thank you, Mr. Speaker. I can't guarantee what will happen in the future to any of the power plants or anything like that. We can't foresee the future, I can't anyway, Mr. Speaker, but I am confident that when a power outage does happen in the community, we will make every effort to get to the community, as the linesmen are located in Iqaluit, Cambridge Bay, and Rankin Inlet. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. In the past, the community was serviced by a linesman position in the community. With the number of power failures and the lack of service in all three of the High Arctic communities, which, in some instances, require charter flights to the communities and staff from other locations to fly in to do the repairs, has the QEC thought of re-establishing a regional linesman position in the High Arctic? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for the Qulliq Energy Corporation, Minister Ell.

Hon. Monica Ell: Thank you, Mr. Speaker. There have probably been discussions and I'll have my staff entertain the idea. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. That was my next question; I'll put it out there to make sure it's confirmed. Could the minister commit to doing a cost

analysis of the current practice of services in the High Arctic to determine if having a linesman or technical staff stationed in the High Arctic would be more cost effective and provide better services to the communities of Grise Fiord, Arctic Bay, and Resolute Bay? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister responsible for the Qulliq Energy Corporation, Minister Ell.

Hon. Monica Ell: Thank you, Mr. Speaker. I thank my colleague for those questions. I will ask my officials to explore the idea. Thank you, Mr. Speaker.

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

Question 548 – 3(3): Status of Rankin Inlet Correctional Healing Facility

Mr. Schell: Thank you, Mr. Speaker. My questions are for the Minister of Justice.

Earlier this year, the new Rankin Inlet Correctional Healing Facility was opened. It is hoped that this much anticipated facility will help to address overcrowding at the Baffin Correctional Centre here in Iqaluit. As of today, how many inmates have been transferred to the new prison in Rankin Inlet? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I didn't catch the end of that question. I believe the question was:

how many inmates do we have in the Rankin Inlet facility to date? I believe, presently, there are approximately 17 inmates in the facility. Thank you, Mr. Speaker.

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

Mr. Schell: Thank you, Mr. Speaker. Can the minister describe how his department determines which prisoners to transfer to the new facility in Rankin Inlet, and can he clarify if any prisoners whose home communities are in the Baffin have been transferred to the new facility in Rankin Inlet? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I thank the member for that question. There is an assessment process that takes place before inmates are transferred to the new facility in Rankin Inlet. There are basically three criteria and, that is, whether they're medium- and low-risk offenders; the second criteria to be assessed is the programming needs of the offenders that are going to be needed over there and what's offered over there; and the third criteria is if they are from the Kivalliq region. So those are the three criteria that are used.

As for if there are any Baffin offenders there, I don't know that; I don't have that information right now. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Shewchuk, for answering both of those

questions. Your second supplementary, Mr. Schell.

Mr. Schell: Thank you, Mr. Speaker. As of today, how many full-time positions have been filled at the new correctional facility in Rankin Inlet? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I believe there is a total of 45 allocated staff there, PYs, and I believe 37 of them are filled. Thank you, Mr. Speaker.

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

Mr. Schell: Thank you, Mr. Speaker. Who is the warden of the new correctional healing facility in Rankin Inlet? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Schell. Minister of Justice, Minister Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. The warden position at the Rankin Inlet healing facility is vacant at the present time.

I just would like to add onto this that we're very happy to have this facility up and running. We got to open the doors in December. We had a grand opening with the community and my fellow colleagues. The Premier and Minister Kusugak were with me at the end of January.

This facility is very unique. It is well accepted by the community. What you

can really notice there is the community involvement of Rankin Inlet and my hat goes off to the community for being a great partner in this endeavour. Thank you, Mr. Speaker.

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

Question 549 – 3(3): Government Liaison Officer Program

Mr. Elliott: Thank you, Mr. Speaker. My questions are for the Minister of Executive and Intergovernmental Affairs.

This is the second year that the communities have been serviced under the Government Liaison Officer program. Could the minister provide an update on how this program is working to provide liaison services to residents on services offered by the Government of Nunavut? Thank you, Mr. Speaker.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. The liaison officers serving both government and the Inuit are called GLOs. To date, it's running smoothly. We currently have 16 communities that have hired a GLO and several communities are in the process of hiring a person for the position. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. As we continue reviewing the Government of Nunavut's operations and maintenance budget for the 2013-14 fiscal year, it seems we're being informed of some of the specific services offered by the GLOs in the communities.

For example, two days ago, during the review of the Department of Health, the minister mentioned that GLOs can assist residents with birth certificates. In questions raised to the minister last week on social insurance numbers, the House was informed that GLOs may be a possible option for service delivery in assisting with processing of applications.

I know that GLOs have a comprehensive job description for what their role is and what tasks they must perform. For constituents in the community, with all of these new responsibilities being added, sometimes it's confusing as to what services the GLOs will provide. Is there a comprehensive list of services that GLOs provide? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister of Executive and Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. The position of the GLO is centrally important to the communities, especially in the field of communications and creating understanding between the parties.

Whenever a community resident has any questions or receives correspondence in a language they don't comprehend, such as English correspondence, or if they require assistance to fill out forms or

applications, they provide invaluable services. Sometimes, even though the correspondence or material may not be from the Government of Nunavut, they provide this service simply to be of service to the elder. Any communication task is included in their duties.

Further, each GLO follows their communities' needs, as decentralized and non-decentralized communities are quite different. This is demonstrated by slightly different work duties within their job descriptions. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. My next question is: are the government liaison officers provided with adequate training and resources needed to do their jobs? I ask this question, Mr. Speaker, because during my most recent visit to the constituencies of Grise Fiord and Resolute Bay, both GLOs were struggling to make the positions work. In each community, they were provided with office space but did not have access to Internet, computer, and phone connection, all of which would be needed to provide the services discussed earlier. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister of Executive and Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. The training requirement is quite critical in our estimation, especially when the GLO is first hired. However, when they first start working, it can take some time to

get started, as equipment needs to be sent to them, items such as computers, faxes, and other office supplies they require to undertake their duties. Sometimes the equipment doesn't arrive together either.

However, newly hired employees are brought to Iqaluit where, as a group, they are given training and this practice will continue with all future hires under this program. This training is part of their duties. Another thing I want to mention is that some of the duties include information services.

Perhaps I should state the next section in English. (interpretation ends) The government liaison officer is responsible for delivering Government of Nunavut information services at the community level and ensuring two-way communication with the public. I am just adding that because the member had requested further information as to exactly what they do.

As the GLOs will be the one central point of contact for each community, the GLOs will provide the utmost quality of professionalism and services through ensuring government services are easily accessed, reliable information is delivered, providing bilingual Inuktitut and English services, and ensuring that reliable information is distributed, obtain feedback from the public on the Government of Nunavut, delivering some of the GN programs at the community level, and coordinating collaboration between the government agencies.

The liaison officer plays a key role in implementing the strategic direction for the Government Liaison Officers

program and ensures that the action reflects corporate policies, goals, and objectives. The incumbent implements the coordination and integration of departmental GLO activities and ensures that the outcome of those activities support the corporate agenda and the government mandate. This is the overall essence of GLOs' responsibilities. Of course, each GLO officer in the community has their specific job description tailored to that community. Thank you, Mr. Speaker.

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

Mr. Elliott: Thank you, Mr. Speaker. Thank you for that response. As we're all aware, food security is definitely a big issue across the territory and keeps coming up. It has received national attention and international attention with the spotlight put on the UN.

Recently, as recent as this morning, Mr. Taptuna was announcing, through the Nunavut Anti-Poverty Secretariat, that a pilot project will be run in ten communities for the tracking and monitoring of food prices across the territory. I was wondering if the minister could commit, at this point, if talks about volunteers who will visit retail stores to determine the cost of a variety of goods... I appreciate volunteering and I think it's great that people do volunteer.

My suggestion to the Premier, if she's willing to take it, is she had mentioned earlier that there are 16 GLOs across the territory already and maybe the GLOs could be assigned the task of doing that in the 16 communities that do have a GLO and, instead of finding ten volunteers, only finding nine volunteers

in the communities that do not have GLOs. That way, we're covering all 25 communities and getting the data that we need sent to Vital Statistics in Pangnirtung to be able to provide the information to show that Nutrition North is not working for our communities. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. Minister of Executive and Intergovernmental Affairs, Madam Premier.

Hon. Eva Aariak (interpretation): Thank you, Mr. Speaker. In the short term, the department can't state that yes, we will do that right away. However, the responsible department is ED&T and they have a committee which is named the Food Security Coalition Committee. They're quite busy undertaking strategies to map out the required activities in this area. It includes deliberation as to whether the GLOs should be within this mandate, but it may require further negotiation. Nonetheless, I can't state factually at this time whether that will be the case with these positions. Thank you, Mr. Speaker.

Speaker: Thank you, Madam Premier. Members will note that the allotted time for question period has expired. We will move on in our orders of the day. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Speaker. I would like to request unanimous consent to go back in the *Orders of the Day* to Item 5, Recognition of Visitors in the Gallery. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Elliott. The member is seeking unanimous consent to go back to Item 5 in the *Orders of the*

Day, Recognition of Visitors in the Gallery. Are there any nays? There are none. Please proceed, Mr. Elliott.

Revert to Item 5: Recognition of Visitors in the Gallery

Mr. Elliott: Thank you, Mr. Speaker. It's not often that I get to introduce people in the House. Reflecting on what Mr. Tapardjuk was talking about this morning in his Member's Statement about family, I agree 100 percent with Mr. Tapardjuk in terms of families come in all shapes and sizes. As I continue to serve in the High Arctic as an MLA, I feel that all three communities are starting to become one big happy family.

So it's an honour today to recognize one of our hard-working law enforcement officers. There was a lot of talk in question period today about the work that the Department of Justice is doing as well as the RCMP. We're lucky enough to have one of the members here, Russell Akeeagok from Grise Fiord, who is now presently living in Iqaluit. He is here with his son Tyler. They both just came up from Ottawa. Tyler plays for the Canadian International Hockey Academy. He's here this weekend to play hockey. As well, their brother P.J. Akeeagok and his daughter, I think, who has fallen asleep, are there.

So I ask all members to join me in welcoming these individuals in the Assembly today. Thank you, Mr. Speaker.

>>*Applause*

Speaker: Thank you, Mr. Elliott. Welcome to the Gallery. I think she just woke up.

>> *Laughter*

Recognition of Visitors in the Gallery.
Mr. Shewchuk.

Hon. Daniel Shewchuk: Thank you, Mr. Speaker. I, too, would like to recognize the people. Mr. Elliott just recognized all of them here, but particularly Russell for his work that he's doing with the RCMP and the dedication he is serving this territory with. Thank you, Mr. Speaker.

>> *Applause*

Speaker: Thank you, Minister Shewchuk. Welcome to the Gallery. Recognition of Visitors in the Gallery. 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. Mr. Rumbolt.

Item 15: Notices of Motions

Motion 044 – 3(3): Extended Sitting Hours and Days – Notice

Mr. Rumbolt: Thank you, Mr. Speaker. I give notice that on Monday, March 11, 2013, I will move the following motion:

I move, seconded by the Hon. Member for Rankin Inlet South and Whale Cove, that the Speaker be authorized to set such sitting days and hours as the Speaker deems fit to assist with the business before the House during the

winter of 2013 sitting of the Legislative Assembly.

At the appropriate time, I will seek unanimous consent to deal with my motion today. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. Mr. Rumbolt.

Mr. Rumbolt: Thank you, Mr. Speaker. I seek unanimous consent to deal with my motion today. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. The member is seeking unanimous consent to deal with his motion today. Are there any nays? There are none. Please proceed, Mr. Rumbolt. Just hang on a second.

Sorry about the technical difficulties that we had there. Go ahead, Mr. Rumbolt.

Item 17: Motions

Motion 044 – 3(3): Extended Sitting Hours and Days

Mr. Rumbolt: Thank you, Mr. Speaker.

I move, seconded by the Hon. Member for Rankin Inlet South and Whale Cove, that the Speaker be authorized to set such sitting days and hours as the Speaker deems fit to assist with the business before the House during the winter of 2013 sitting of the Legislative Assembly.

Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Rumbolt. The motion is in order. To the motion. Question has been called. All those in favour. Any opposed? The motion is carried.

Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Minister of Finance, Minister Peterson.

Item 19: Second Reading of Bills

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

Hon. Keith Peterson: 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 second time.

Mr. Speaker, this bill amends the *Income Tax Act* to harmonize with federal legislation. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. The motion is in order. To the principle of the bill. Question has been called. All those in favour. Any opposed? The motion is carried. Bill 54 has had second reading and it is referred to the Standing Committee on Legislation.

Item 19. Second Reading of Bills. Minister of Finance, Minister Peterson.

Bill 56 – Write-off of Assets Act, No. 1, 2011-2012 – Second Reading

Hon. Keith Peterson: Mr. Speaker, I move, seconded by the Hon. Member for Rankin Inlet South and Whale Cove, that Bill 56, *Write-off of Assets Act, No. 1, 2011-2012*, be read for the second time.

Mr. Speaker, this bill authorizes the write-off of assets in accordance with sections 24 and 82 of the *Financial Administration Act*. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Peterson. The motion is in order. To the principle of the bill. Question has been called. All those in favour. Any opposed? The motion is carried. Bill 56 has had second reading and it is referred to the Standing Committee on Legislation.

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 21-minute break.

>>*House recessed at 15:12 and Committee resumed at 15:41*

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 continue with the review of the main estimates for the Department of Education, followed by the Department of Executive and Intergovernmental Affairs. If time permits, we would like to commence

with the review of the Department of Family Services. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Rumbolt. Are we in agreement to continue with our review of the main estimates for the Department of Education?

Some Members: Agreed.

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

Chairman (interpretation): Does the committee agree to bring in Minister Aariak and her witnesses?

Some Members: Agreed.

Chairman (interpretation): Thank you. Madam Minister, please go to the witness table. Sergeant-at-Arms, please escort the witnesses in.

Thank you, Sergeant-at-Arms. Thank you for appearing before the committee, Minister Aariak and your officials. Minister Aariak, for the record, please introduce your witnesses. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Good afternoon. To my left is my Deputy Minister, Kathy Okpik, and to my right is Heather Moffett, Controller at the Department of Education. Thank you, Mr. Chairman.

Chairman (interpretation): Madam Minister, I didn't catch what you just said as I was busy with another matter.

Can you please reintroduce your witnesses? Minister Aariak.

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

Chairman (interpretation): Thank you, Minister Aariak. Now that I am listening to the right channel, I now understand who they are. Thank you. I want to welcome you both. Members, yesterday we left off at a certain point, and just to remind you, in the English version, we were on page G-6. I apologize. This is in regard to my last comment. I will just use the English copy. (interpretation ends) Education. Branch Summary. Corporate Services. (interpretation) Page G-6. I have two names on my list. Mr. Ningark.

Mr. Ningark: Thank you and good afternoon, Mr. Chairman, Madam Minister and her officials. Corporate Services covers the human resource development, information technology, administration, and financial services. This particular activity requires a solid linguistic skill to do. Many of our young people are leaving grades 10, 11, and 12 and go to work without having sufficient literacy skills. I think that is hurting our endeavour to fill about 80 percent plus jobs in this government. I think we have our work cut out for us in that area.

At home, when I hear mothers and parents talking with their kindergarten kids and grade 7, right up to the grade 12 level, people who are under 50, it is all mostly in English. I hear parents talking to their children by phone almost always in English. Mr. Chairman, people are

chatting online only in English, in some cases, eight to ten hours a day. I think that is a threat from English to Inuktitut. I don't know if we have strategies to ensure that we have young people graduating from high school who have solid linguistic skills.

I'm wondering if Madam Minister has any strategy at all to ensure that we are producing, in all schools, right from K to grade 12, students who have very strong, solid linguistic skills, who have the sufficient literacy skills so that we can start hiring them. We want to be able to compete for the job market not only in Nunavut, but in the other two territories and across the country. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I would like to thank the member for asking that question about whether our department has any strategies with regard to literacy programs. If it is okay with you, Mr. Chairman, I would like to correct a comment I made yesterday first of all. Thank you, Mr. Chairman.

Chairman (interpretation): Go ahead. I give you the opportunity.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yesterday, when I was talking about my opening comments, there were 88.1 PYs that were going over to Social Services and I said \$57,000 instead of \$57,645,000. Thank you for allowing me to correct that mistake for the record.

Regarding the question that was posed by the member, each individual DEA sets out what language of instruction will be used in English. It's up to the district education authorities. I understand exactly what your concern is. When we're texting or chatting online, we just use English and some of us do chat or text in roman orthography, but the only way I can respond to your question is that the DEAs at the community level are the ones who set the language of instruction. Thank you, Mr. Chairman.

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

Mr. Ningark (interpretation): I would like to thank the hon. minister for that response. I also thank you, Mr. Chairman. The Government of Nunavut hires individuals. The private sector, NGOs, contractors, and so on at the community level and in Nunavut as a whole, they hire competent, able individuals in the larger centres, in the regional level, and in the smaller communities.

In regard to literacy aptitude, whether it's in Inuktitut or English, if you're not competent, then it might slow down the process of completing tasks. However, we have to work hard to upgrade the literacy skills of today's students so that they can access different jobs, instruction manuals, and so on, and also the mining developments that are hiring more and more people. They require heavy equipment operators and informatics and other levels, but it might also become a safety factor if their literacy skills are too low. The Workers' Compensation and Safety Commission has laws or policies that we have to abide by. So I'm urging your department

to upgrade the literacy skills for those who can access those types of employment and other opportunities.

Is it not possible for your department to set up such a policy so that the communities, the parents, the DEAs, and the students can have a goal? It also helps a lot to have a counsellor. It is up to all of us, but it says here that Corporate Services is also responsible for information technology, human resource development, administration, financial services, and so on.

I'll leave it at that. Thank you.

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

Mr. Elliott: Thank you, Mr. Chairman. I want to centre in on the Information Technology component of Corporate Services. In terms of the information technology for schools across the territory, does this department provide the connection and the support to all schools? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of the use of the Internet in the school, is that a responsibility...? Sometimes I find it confusing as to whose responsibility is what, whether it is the Department of Education, QSO,

DEAs, principals, or school administration. In terms of school usage of computers and Internet access, is that something mandated by the Department of Education or do DEAs give consent as to the use of the Internet at the schools? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. It's under School Operations. I would like to thank the member for the question. Mr. Chairman, if you would give my deputy an opportunity, I would like her to respond to the question. Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) Currently, with computers in schools and technology and how they're hooked up, we have three PYs within the Department of Education located in the regional school offices that are responsible for approximately 5,000 computers across the territory. Currently, these 5,000 computers are on the Community Service Network, which we refer to as the CSN. This is used by teachers and students. They use the non-government email system. It is the FirstClass System. This is used by Arctic College as well at the community learning centres. Also, public libraries and health centres are on this Community Service Network. Currently, everybody is hooked up.

We are engaged in a pilot project right now with nine schools in Coral Harbour, Arviat, Baker Lake, and Rankin Inlet.

We have purchased 27 computers that will be going to the principal, the vice-principal, and the secretary, and to bring them on to the Core Business Network, which we refer to as the CBN, which is the government network. So those 27 employees will actually have a government email address. That is in the pilot stage right now. After that pilot stage is done, we will eventually bring all teachers onto the Core Business Network where they will all get a GN email address. That will be supported by help desk staff with the community and government services department.

Again, the major portion of this is to implement the student information system so that teachers can do real-life reporting of attendance class by class and course by course. (interpretation) Thank you.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of the email system that you are talking about with FirstClass, I understand now that they will have the ability to have @gov.nu that actually helps with help desk messages and whatnot. Under the Information and Privacy Act, are the emails of the FirstClass clients ATIPP-able? If an ATIPP request was put through, are those accessed just the same as Government of Nunavut documents? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, as soon

as they have a GN address, they can be accessible. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. The other part of the question is right now, I believe, for someone in one of the High Arctic communities, it would be the person's name and then "@qikiqtani.nu." So I'm wondering: are those under the same ATIPP rules? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, they are currently using that as well under ATIPP. Thank you.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of the services provided with the different servers that are available and whatnot, I know communities do have servers. For the Department of Education, are the servers under contract with CGS or is it specifically under Corporate Services that the Internet, databases, and the collection of information are under the Department of Education or are they shared partly with the CGS technology department? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, they are

also accessible to CGS. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. I'm not sure if I understood the reply from the Premier.

In terms of security, with the questions that have been asked before in terms of our health records are held by the Department of Health, but then CGS has security protocols in place and I think we went through questioning about that, I'm very satisfied that the security level is good for our health records and within CGS. My question was: are the same security protocols in place for the Department of Education or does CGS handle that? That's what I was trying to determine. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The Department of Education is using the CGS networks in regard to the first question. With respect to his other question, I don't have that information available right now. I'm sorry. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. For my next line of questions, I wanted to ask specifically about student access to computers. From what I have been able to find out, I know that before students and even staff come online and start using the computer, they sign a

usage agreement that they will not... . What we talked about over the last couple of days in terms of bullying or misusing the Internet in ways that it shouldn't be, I know that when students are online, they sign an agreement as well, which makes perfect sense. Are there any policies within the Department of Education or our schools that outline the use of social media in the schools? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, there's a policy in place under the Department of Education. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Is it possible for the minister to explain what types of roles they actually have or commit to the tabling of the policy or providing the committee with the policy? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I don't have all the details in front of me, but my Deputy Minister, Kathy Okpik, will outline it so you can have the information. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Minister. I will allow you to speak, Ms. Okpik.

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

teachers are Government of Nunavut employees, so they are bound by the same policies. The acceptable Internet usage policy is applicable to them.

We did send a letter out last year when all schools got connected. What was to take place was currently what sites are banned for regular government employees the same thing applies to schools and teachers. For example, Facebook is not accessible, YouTube is not accessible, but the educational portion of YouTube, for example, is accessible. A lot of that was due to bandwidth. We didn't have the bandwidth. Actually, the systems were crashing. We can actually determine the number of hits because we can analyze and keep track of all the sites that they're going to. For example, within the first week, I think we had like 1,700 Facebook hits. We decided that they needed to use the bandwidth for educational purposes, so we did ban the use of Facebook and Youtube.

For teachers, there is a process in place that if a teacher wants access to a certain site that they're not able to log on to right away, there is a review committee that actually takes the address, reviews it for content, and then will allow the access. So there is a committee struck up. So it's not just a stop-all. It's similar to our access. If we're on Internet here on the government Core Business Network, if there is something that you feel you want to see, we do have a system in place for teachers to be able to access.

One example last week that I saw was on fracking. The students were learning about fracking, but there was a site that prevented them from visiting it. So this

came to the committee. The intent is for that Internet site to be available to students to learn about that subject area. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that explanation. I had a couple of constituents raise some issues when Idle No More first came out. There were some sites that they weren't able to access. I had some concerns about providing information technology and being able to access it.

So in terms of students within schools across Nunavut, they do not have access within the school to Facebook or Facebook groups. Is that correct? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Kathy already elaborated on the reason why that is the case and when and how they can access those websites. They have the ability to access those sites. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. What I was going to raise was that if we don't have access to Facebook, are there ways and is the government working on ways of actually trying to deal with this situation if you're getting 17,000 hits or whatnot? On the help desk, the Government of Nunavut has its own

Facebook page and it's asking and encouraging people to "Like." This came out over the help desk, yet no GN employee can actually access Facebook unless they go after school or work to access it. It's just one of those things that are new technology and we need to try and figure out guidelines and working around it.

I think the problem seems to be a bandwidth issue, which is probably tied to funding as well. Is the department looking into that to work out the kinks and try and find out what bandwidth is maybe acceptable and put a dollar value to that? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. With the up-and-coming technology, it seems that we always came in second due to bandwidth issues.

As my deputy minister explained earlier, with issues of bandwidth and the fact that the students can actually access Facebook at certain times, we have CAP sites in the schools and those are accessible. Keeping in mind that the priority is for learning due to bandwidth availability, I know getting involved with other valuable social network issues is also part of learning material, but there are also curricula and lessons to be taught in each classroom.

Kathy will add on. I think you had another question to your first question. I'll ask Kathy, if the Chair will allow her, to provide additional information. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) The question that was asked before is if there was capability for schools to access Facebook. Some district education authorities have their own connection that's either through Qiniq, for example. So that may be one possibility where they may be accessing the social media sites, but the rules still apply.

I wanted to just give you an example of how much bandwidth costs. For example, students who want to take distance education can't take it either on the Core Business Network or the Core Services Network. We just don't have that capability right now. We do have students who are taking distance education outside of the systems. We were looking into providing distance education because we find that students are successful when there is a teacher attached to the teaching of the distance ed. course.

When we look at having dedicated bandwidth of two megabytes, it's at a cost of \$12,100 per month and about \$145,000 per year. This will allow one teacher to teach a class simultaneously with ten students. That's the cost of purchasing additional bandwidth. Two megabytes is \$145,000 for us to be able to offer a distance ed. program with a dedicated teacher online. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Ms. Okpik. (interpretation) Let me remind you that we're on page G-6. Education. Branch Summary. Corporate Services. Total

Operations and Maintenance, to be Voted. \$2,824,000. Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. Turn to page G-7. Education. Branch Summary. K-12 School Operations. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. I would like to go back to the question that I had asked in the House yesterday in regard to social promotion or continuous progression, whichever you want to call it. If a parent had a concern about their child from grade 1 to grade 9 and didn't think the child should be moved on to the next grade, is there a chance that can happen or is it automatically that they move up to the next grade? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Schell. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. My response is the same as yesterday. They have committees at the schools to determine if the child will be promoted or not. Attendance is also an issue. The committee called a school team is usually referred. Thank you, Mr. Chairman.

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

Mr. Schell: Thank you, Mr. Chairman. My answer to that is no. So if the parent is concerned and doesn't want the student moved up to the next grade, the parent has no choice but to accept the suggestion from the committee. I just find that a little strange. If anybody

should know if a student should be moved up to the next grade, it should be the parent.

My next question is if a student, like I had mentioned yesterday, only shows up 10 percent of the time, they obviously have not passed the classes. In that case, they also get moved up irregardless from grade 1 to grade 9. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. In regard to his first comment, I want to reiterate that (interpretation ends) the member found it strange that the parent would not be involved. Certainly, the parent is involved, as I reiterated yesterday in my answer to his question. The parent is part of the particular team that is involved when they are talking about the advancement or not.

If he can repeat his second question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. (interpretation ends) Mr. Schell, please repeat.

Mr. Schell: Thank you, Mr. Chairman. I was stating that if a student only shows up about 10 percent of the time for classes between grade 1 and grade 9, then obviously they're not passing their grade. Are they automatically moved up to the next grade irregardless between grade 1 and grade 9? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Madam Minister.

Hon. Eva Aariak (interpretation):

Thank you, Mr. Chairman.

Advancement to another grade by the student is reviewed. For example, if the student was in grade 8 and they are always absent, they are going to be behind in math, sciences, and English. If they're behind in their work in either of these categories, even though they have been moved to another grade level, then the committee will try to ensure that they catch up to what they were missing, if they were failing in a certain subject due to lack of attendance.

If we're not promoting a student who is at a certain age, it would be a concern if we put the student into the next grade. We have to look at these various issues if we don't advance a student to a higher level of grade. These are various issues that we should consider as well. At this time, the Department of Education is currently using the Student Placement Directive that they're undertaking to ensure how they can improve this. Thank you, Mr. Chairman.

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

Mr. Schell: Thank you, Mr. Chairman. I guess I'll give you an example. I had a nephew who was going to school in Cape Dorset in grades, 7, 8, and 9, hardly showed up for school for whatever reason, and they just kept on promoting him from grade 7 to grade 9, three years in a row. He came to live in Iqaluit here and he decided to go to grade 10. Once he was in grade 10, I got a call from the teacher who said, "We have a serious problem here. He's got the reading ability of about a grade 2 and here he is in grade 10."

My question is: how can you possibly promote kids year after year after year and then expect them to go to grade 10 and pass the exams when they don't have the ability to do it? That's my question. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We all should be aware that if students are going to be progressing all the way up to grade 12, they should be attending school. If they don't attend school, then their work will fall behind. We should recognize that and know that a student can only achieve graduation if they attend school regularly. My deputy minister will add to that, Mr. Chairman. It's on par to the question that was raised. Let me reiterate that we should encourage our children and grandchildren to attend school to ensure that their education advances. My DM will supplement my response. Thank you.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) As the minister stated, we are reviewing our Student Placement Directive right now. The process and how this is done is entrenched in the *Education Act*. As reported, the decision is made by the school team. We're sending out a communications plan as well to ensure that all school teams know about the process for the Student Placement Directive. That's one of our priorities for the remainder of this year into the fall.

I would like to again touch upon one of the biggest real issues for us, which is attendance. We know that if students are not attending at least a minimum of 75 percent of the time, they're not meeting with success. Our current rate of attendance right now for the 2011-12 school year was 71.4 percent. So when you look at it on average, a child is missing out on three years of schooling. How can a child be successful in school if they're missing out on three years of schooling?

We're going to be implementing the student information system in the fall that will much more adequately track attendance and we will be able to report much better on it. There has to be a good tie between parents, the schools, and DEAs to work on this really big issue of attendance for us. In the fall, we hope to be able to track attendance much better and to give a better picture.

The example of the 10 percent attending, they would not succeed in grade 1, grade 2, or grade 3 attending 10 percent of the time. So what you would end up with is a 13-year-old in a grade 1 class because they would be failed year after year after year. You look at the appropriateness of having, let's say, a 13-year-old in a grade 1 class or a grade 4 class.

We're taking this issue very seriously. We've had a senior management meeting this week with all of our K-12 staff, and this has been a major point of discussion for us on how we can address it and look at a change to our system and our school system so that we can have successful students. (interpretation)
Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Madam Minister, I believe you have an additional comment to make on this issue. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. (interpretation ends) We take these situations of student success very seriously and it's a collective effort. The schools, the Department of Education, parents, and the community all have a role in ensuring that we are succeeding our students.

As Kathy alluded to earlier, we are reviewing our current graduation requirements and making some recommendations for changes. Some of these are: increasing the number of mathematical credits; possibly increasing the required number of science and/or social studies; increasing the amount of physical education; and ensuring that Inuktitut in grades 10, 11, and 12 is a requirement for graduation, as per our *Education Act*.

Graduation requirements for Nunavut students include the completion of English in grades 10, 11, and 12. This English course alone does not guarantee that the student will have the necessary literacy and numeracy skills to enter post-secondary studies, especially if they choose to take a general studies program. Depending on an individual's course selections, grade 12 students must also write the Alberta grade 12 departmental exams that are worth 50 percent of their grade, and so on.

I can go on and illustrate the requirements of credits in order to graduate, but I can provide that to the member if he so wishes at a later date.

I'm just saying that the issue we are discussing right now is a collective concern and we will need to address it collectively just the same. Thank you, Mr. Chairman.

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

Mr. Schell: Thank you, Mr. Chairman. No, I do agree. You shouldn't have a 13-year-old in grade 1, but at the same time, you shouldn't have somebody in grade 9 who's got the equivalency of grade 2. The problem is that once they get to grade 9, they go to grade 10. That is where the stumbling block comes in because now they have to write exams all of a sudden and they're not capable of doing it. Of course, it also hurts the students who are advanced. They're kind of held back because the teachers are busy trying to deal with the other students who are progressing, but are not able to pass the grade.

My question is: in the last two years, has any student from grade 1 to grade 9 been held back from advancing? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Schell. Madam Minister.

Hon. Eva Aariak: Thank you, Mr. Chairman. Yes, we have. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Minister. Mr. Schell.

Mr. Schell: Thank you, Mr. Chairman. Could you tell me how many? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Madam Minister

Hon. Eva Aariak: Thank you, Mr. Chairman. I don't have that particular information in front of me, but this is something that we would be happy to provide later on.

In addition to my comment, I would like to say that we are working on benchmarks for grades 3, 6, and 9 so that we can have proper tracking as to how the system is going. It will not be ready for another couple of years because it is in the initial stages of development. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. Just to remind the members that we are on page G-7. Mr. Ningeongan.

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I spoke of this issue last fall. It has been quite noticeable that some students who have graduated have low grade levels in the subjects of reading, arithmetic, and writing and in some cases, they digress. These subjects in English are (interpretation ends) reading, writing, and arithmetic. (interpretation) These subjects were apparently withdrawn from the curriculum used in our schools. I recall the minister stating that they were considering returning these subjects. I would like to understand first of all when they would put these subjects back into the curriculum. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Ningeongan. Let me ask our staff this question. I didn't hear the

interpretation. Are the interpreters no longer audible?

An Interpreter (interpretation): I'm sorry. I was on the wrong channel.

Chairman (interpretation): I'm sorry. The English channel couldn't be heard. Is it back on now?

I apologize to all the members. If you can recall the question, Madam Minister, you may respond to it or if you prefer, I can ask the member to repeat the question. Please advise me of your preference. Madam Minister.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I thank the member for his question. When students enter schooling, they are all taught arithmetic and reading courses throughout the school year and they have never been withdrawn.

However, as per my previous statement, the subjects of arithmetic and reading will be redesigned and, as per my earlier statement, all the way up to graduation, (interpretation ends) increasing the number of mathematic credits.

(interpretation) We want to ensure our students are capable of reading properly, to be able to process mathematics properly, as we need to increase their ability to do mathematics, reading, as well as their writing skills, and to implement the recommendations to strengthen their skills in these courses.

I would like my deputy minister to provide more details to my answer. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. I'll just add to the minister's response, the grades 3, 6, and 9 that we discussed, especially in regard to arithmetic. We had a meeting this morning and discussion on, for example, if a student is in grade 3, they should be able to math. We will gather up all the subjects that are done by the students for the teachers to look at so the students know how to do those subjects.

In regard to literacy, we brought out Inuktitut language arts for grade 6 that is being done by the teachers. This subject will be taught this coming fall. The teacher can make a plan on the subject of the impact on the students and how it can be utilized within the curriculum. It shows the right steps to take when you are making lesson plans within the school and there is a planning template available. These plans have already been utilized in the past, but with the redesign, this means that they will have to relearn how to complete these plans this coming fall when teachers have returned to the schools.

Also, the various subjects related to languages have been quite important as we have gone through this process and we have compiled them onto a DVD entitled "Picture Writing Induction Method" in English. This has been used for Inuktitut introductory writing and reading lessons, and is now available for English introductory writing lessons. The other feature is "Guided Reading." This is becoming more widely used within our schools.

One of the tasks I was directed to implement was sent out yesterday to our officials. They will be required to test students on their capabilities to read in

both English and Inuktitut to determine their grade level.

These are the new items we will be introducing this fall. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I thank the minister and her deputy for the responses. I talked about this before in her opening comments on page 5. Several years have passed and some of the smaller communities are a little bit further behind than Iqaluit and Cambridge Bay students because they don't have the curriculum available that they should have, especially in regard to high school subjects. They don't have as much curriculum as the larger communities.

When the new *Education Act* comes into force, will we be expecting that the students in the smaller communities have the same level of curriculum provided to them as the students in the larger communities? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We realize that. We have to consider the number of teachers as well. There aren't as many teachers as there are in larger communities. What we are doing now is thinking about giving them distance education. I touched up on that in my opening comments. We would like to be able to do an annual reporting in regard to the student curriculum, if you can

understand me. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I have a question in regard to K-12. How many years will it take to fully implement this new legislation? Once it is implemented, does this mean we will finally get going? As an example, aren't we scheduling too many tests over the course of a student's education? While we are busy monitoring students' progress, doesn't this mean our students in Nunavut are digressing? This is a concern we sometimes have in this area.

Let's say that we finally have all of these test results. When will our school operations finally be ready to tackle the problems we face today? We don't want to hear about these types of problems in the future and that our high school students are, indeed, at the proper grade level when graduate. When can we expect the changes that will allow residents to take pride in their education system? When can we expect the implementation planning for this legislation to be completed? That is my question. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I also thank the member for his question. It is obvious that this process will run over a number of years. Based on my experience with education throughout Canada, I don't think any jurisdiction has ever been satisfied with their

education system ever since the inception of our country. With the advent of newer technology or methods, the system has to be adapted.

Another thing I want to speak to is my respect towards every student in Nunavut. I don't want to lower their academic aspirations as they are also listening to these sessions, and the negativity of some comments may cause them to feel disparaged. I completely understand the reasons for your concerns and we want to hear them. We have taken note of your concerns and we thank you for expressing them.

Also, we have to understand and recognize that those students who have continued on to post-secondary education from Nunavut have been successful in their education. We now have resident doctors who attended high school in Nunavut. I completely encourage all students to persevere in their education, to continue to work hard, and to continue their education. Every student has the capacity to learn, and those students who have completed their post-secondary education highlight their abilities, as many successful students have attained successful careers in various fields and they are increasing. This is something we can all take pride in.

However, as my colleague identified in his comments, these issues are critically important and we have to treat them as such when we are deliberating on improvements to our system. We have only started work over a number of years to introduce made-in-Nunavut legislation, especially regarding education. It is obvious that

improvements will continue to be made over the next several years.

We need to continue prioritizing education so that we will know which areas need restructuring. This is only possible by assessing our students' levels and needs so that we can determine which areas to concentrate on. It has only been several decades since the 1950s and '60s that Inuit first started attending school. Up to this period, many improvements have been made, yet I recognize that many areas still require more work. However, the *Education Act* we have enacted will be our foundation and will be our guide to ensure we continue to make progress in this area. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. I thank the minister for that response. I want it understood that I am not in any way denigrating any student who has completed their education. I have never said they are incompetent. What my comments pertain to is our system which is chockfull of gaps that our students could have used to succeed. Our lack of progress in improving the education system causes them to have problems. This is a big part of the issues that we face. I want it totally understood by Nunavummiut that I am not trying to disparage any student in our Nunavut education system, but to offer constructive criticism to ensure that they have a better future than we had. I just wanted to clarify that, Mr. Chairman.

Another matter that I have wanted to raise a question on relates to K-12

School Operations, if I am correct. The *Education Act* was enacted in 2008 and we were supposed to implement it, but it identified many new requirements and responsibilities that the Department of Education had to implement. Due to this reason and with the creation of the DEAs and the Nunavut Coalition of DEAs that will be monitoring and playing a role as the leaders in their communities, it has paved the way to implement this legislation.

Can the minister inform me which areas required changes when the DEAs were included in our new *Education Act*? If they were to adhere to this new legislation, what areas required changes? Perhaps the minister can provide a short response rather than a long-winded answer as I would like to get a better understanding of this area. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Firstly, I wish to thank my colleague since his comments indicate that he feels very strongly about education and of the need to make progress in our education system. Ever since the member was elected to the House, he has been a strong advocate and I appreciate his passion towards education and improvements in our system. I thank him for that. I also know for a fact that the member will continue to push for improvements to our system in the future based on our needs for changes.

The DEAs who are elected have a role and responsibility to deal with financial planning, such as budget preparation, as

well as programming, language of instruction, whether it is in English or Inuktitut, and Inuit societal values. The DEAs also have the responsibility to set the school year in the fall when it starts as well as the end of the school year in the spring, which is called the calendar year. It also includes the hiring process for teachers in their schools in conjunction with the school principals. Additionally, the DEAs have been intensely involved with the selection of future elder instructors who complete the certification process. They are also responsible for the policies, such as student conduct policies, as well as identifying when to close the school due to inclement weather. These are the responsibilities given to the DEAs.

The *Education Act* also provides more responsibilities to the elected DEA members in the community. Further, shared concerns of the local DEAs resulted in the formation of the Nunavut Coalition of DEAs. Also, members are provided training every year, as elections are held every year for DEA members. They are provided training on the requirements identified in the legislation, including their operational requirements.

If I didn't answer some of his questions, I can add to my response. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. In 2013-14, there is some funding for a contribution agreement to the DEAs and there has been a decrease in that funding since 2012-13. What is the reason for the

decrease in funding to the DEAs? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. At the beginning, the DEAs used to deal with casual employees, such as custodial workers, and whatnot. Now this is being dealt with at the Department of Education so that the DEAs can focus more on what they have to deal with. That is why there is a decrease in funding. The Department of Education is doing the casual employment paperwork now. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. (interpretation ends) Information provided in Appendix O-I-3 of the main estimates indicates in a note at the bottom of the page that “Main estimate figures are based on preliminary enrollment data and may be subject to change.” Can the minister explain how this enrolment data is collected and why it does not reflect the obvious growth in Nunavut’s school-aged population? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The numbers of students that are going to be entering the school are counted the previous year. For instance, when the school finishes in June, they take that number from the previous year’s number of students. For

that reason, they have different numbers because they have to consider all these things of how many students will be entering this school year and how many people will be moving to other communities. We use the number from the previous year.

Perhaps the numbers of students not going to school are left in the previous year and that is why it is that way. If we know that there is an increase in students for the coming year, the money reflects the number of students that are entering. We also count how many students there were in September.

As you know, we will have information on the computer in regard to students. Once we have the student information system in place, we will be able to know how many students will be entering the school in the communities and whether there would be an increase or a decrease. The student information system will assist us greatly in accessing this information. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. The time is going quite fast.

(interpretation ends) Can the minister describe how the budget allocation for the Coalition of Nunavut DEAs is calculated and explain why part of it is allocated as a grant and the remainder is allocated as a contribution? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The coalition of DEAs is provided with a set amount of funding for operations, as well as a contribution agreement that provides them with (interpretation ends) more flexibility, (interpretation) if I were to say it in English.

My deputy minister can provide more details. It is listed under school operations, so Mr. Chairman, if you could allow Ms. Kathy Okpik to provide more details on this matter. Thank you, Mr. Chairman.

Chairman: Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. There is \$665,000 that is allocated for the coalition of DEAs. It's also explained how they are going to be allocated it. There are different grants and contribution agreements. If they want to do a different project and if they didn't use all the funds, then they can transfer the surplus for next year and they could do their own study or have their own program. The contribution agreements list what you're supposed to use them for. If they have identified any project that they would like to do within a year, they can work on it.

For example, last year, using their own money, they had some study in the community to see if the DEA budget that they get from the government is enough. That was the study that they did. This is the example that I'm giving. If they don't have them allocated already, then they can do what they like in their own community. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. (interpretation ends) DEA representatives in my constituency have contacted me because they had difficulty in getting information about their operating budget. Can the minister or her officials clarify exactly where DEA questions or concerns about budget matters should be directed to? (interpretation) Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. My deputy will respond to that. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. If the DEAs have any questions about their budget, they can go to the regional school operations offices. That is where they start first. The superintendent of schools assists the schools and DEAs. That's where they would go first. If they are not getting answers from them, then they can go to the headquarters and we deal with it. Thank you, Mr. Chairman.

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

Mr. Ningeongan (interpretation): Thank you, Mr. Chairman. This is going to be my last question for now. I don't think that the Coral Harbour DEA is running their own funding because they usually have some problems. I think the budget is being run out of Baker Lake. This has been a problem and when they want to

hire someone from the community for a different project, they have to ask permission from another place. I think that should be corrected. Perhaps you can provide an explanation to the DEA in Coral Harbour so that they have a better understanding. I'll leave it at that. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I understand clearly. The finance people for the DEA have different levels and if they need more training, they get more training.

In regard to Coral Harbour, we will see how they can be assisted more and look into it. If they need more understanding or any more information, then we can do that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Madam Minister. We're on page G-7. Just before we proceed, using my authority as the Chair, we will take a 10-minute break. Thank you.

>>Committee recessed at 17:02 and resumed at 17:14

Chairman (interpretation): Thank you for coming back early. You guys are listening well because we're dealing with education. Mr. Tapardjuk, I think I had your name on the list. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I will have questions on G-8. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Tapardjuk. Please be patient. We're still on G-7. Mr. Elliott.

Mr. Elliott: Thank you, Mr. Chairman. We've had a lot of talk about education, education levels, standards, attendance, and getting students to high school. I was just wondering: does the Department of Education have a number on the average time it takes a student in Nunavut to graduate from high school? Is it three years, four years, or five years? How many years does it take for a high school student to actually work through high school and attain his or her graduation certificate? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We don't have the information here with us, but it usually takes about four or five years for students to finish high school. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. On page 75 of the business plan, one of the priorities for 2013-14 is to "Provide school-level support for implementation of new high school graduation requirements and ensure employers and the public understand the changes." I figured, maybe for the listening public, would the minister like to explain what some of the changes are and what supports there are available? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. Those are multiple options. They're not completed yet. They're in progress. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of the multiple options for high school graduation, is the minister able to explain the differences here today? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. The multiple options program will provide an opportunity for students to select a major area of study from about six options, such as fine arts and crafts, introduction to trades and engineering, information technology/communications/media, entrepreneurship and small business studies, history, heritage, and culture, and community caregiving and family studies. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Thank you for that explanation. One of the things I'm trying to do is actually wrap my head around it and be able to help explain it when we go back to the communities and are back with our constituents.

You said that there are six different choices that individual students could

make. When would they make those choices? Is it when they reach grade 9, which is relatively around age 13? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. This is from grades 10 to 12 and the DEA would be involved in those as well. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Just so I understood correctly, is it an individual choice per student to decide or is it the school that decides that this is the path that the school is taking, one of six? Is it for individual students to choose the path or is it for the whole school? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. Very good questions by the way from the member. Because there is so much detail, I will have to ask you if my deputy minister can add information on it. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman (interpretation ends) There are ongoing community consultations right now and in-servicing happening right now as we speak. All principals have been in-service and in-servicing for actual schools is starting.

There are still some questions that we need to answer around the implementation of multiple options. Right now, we're drafting a very comprehensive implementation plan where we have to look at consultation with the district education authorities and selection of the multiple options. Some of the things that we're developing right now for the DEAs are a checklist, for example, to assist them to help make the selection of which options.

You have to look at current school space, for example, in determining what option you want to provide. It would have to take place within the current teaching allocation, so no other teachers would be provided. It would be from the current staffing compliment, and then you would have to look at the expertise of the teacher, for example, and then classroom space. Those are different types of things that have to be looked at.

DEAs would have to decide if they wish to select one option or many options as part of decision-making. It would have to be a choice that they would have to stick to throughout the life of that grade 10, 11 and 12 program, for example.

We're still developing a communications plan as well so that we can make sure that our communities, the students, and the teachers themselves know about what multiple options is. Implementation is not happening in the 13th school year. We hope to implement in the following year. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Actually, that confuses me a bit more. It sounded like you had said that if I'm a grade 10 student and I have multiple options, you're telling me that if my DEA in the community decides they want to go with arts and crafts, as a grade 10 student going into that stream in that school, with the decision made by the DEA, I wouldn't have the choice of taking the academic stream because the DEA and the school chose to go with arts and crafts. I would have to do arts and crafts. Is that what you're saying? The way I heard it, that's what I thought you said and I really want to make it clear before I move on. Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. No, that is not the case. Of course, the core program of grades 10, 11, and 12 will not change. These are multiple options that would be available. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. So once again, if I was a grade 10 student going in and the school was sort of focusing towards arts and crafts and I was hoping to go through the academic stream because I had aspirations of going to college or university, I would have a choice of taking an academic stream. Could you confirm that? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. I will get my Kathy to respond to that if it is okay with you, Mr. Chairman. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. It is okay with me. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. (interpretation ends) With respect to academic programming, we're compiling that information right now and had committed to getting that information to the standing committee.

With respect to academic programming, what we call academic courses would be the courses that prepare you for entrance into post-secondary education. For example, we have a 30-1 and a 30-2 English exam. The 30-1 would allow you to enter post secondary if you pass it. The 30-2 enables you to enter college and vocational school, for example. The majority of schools are offering 30-1 and 30-2. There are some schools that aren't offering 30-1.

So to say that pure academics being available in all schools would not be a correct statement. The other option for students, if they wish to take academic programming which includes the higher math, the higher English, physics, chemistry, biology, those are the core courses and there are a couple of other ones that I haven't named that make up the core of academic programming. The rest would be sort of like a general grade 12 diploma, for example.

The opportunity is available for students to take distance education right from Alberta. We're looking at creating a distance ed. strategy where we will

actually have supports for students and to have it interactive so that if you only have one student, for example, in one community and you have two students in another community that need to take pre-calculus, they can have that teacher interaction through distance ed. So that's something that we're working on right now. (interpretation) Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of part of the rollout, this is what is going to be explained to the DEAs and the staff as well. The concern I have is, I think, with what we have been told and the number of guidance counsellors that they have across the territory to provide assistance with either... It's a big decision, I think, for someone in grade 10 to start making choices. We do have to make choices at a certain point in our lives, but I'm hoping that there is the proper support in the school to help with the parents and the youth making that choice. Does the department feel that there is enough support? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Prior to a student reaching grade 10, they identify their chosen career field when they are still in grade 7. This is when they are provided direction on the types of courses they will need if they wish to work towards their chosen career.

I believe the member raised another question, but it has slipped my mind. I

refer to his second question. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. If I was a grade 10 student who started out in the arts and crafts and then, say, after a year and a half, there was a decision or a life change where maybe I was interested in going on to college or university, can and is there something built into the system to change streams or to change options, if it's multiple options, when you have already started into one? Once you're locked into a certain option, is there no backing out? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. As per my earlier comments, this is being taken care of and these are the types of questions that would need to be answered. However, we haven't completed the final answers to these questions. That is an excellent question, but we still need to complete our work in these areas. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. On page 76 of the department's business plan, one of the priorities for 2013-14 mentions "Survey new teachers regarding the effectiveness of the new orientation website for teachers new to their community" and then "complete development of the two-day orientation workshop with a focus on Inuit culture

and language and Nunavut curriculum." Is everything in place for that to be done? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We're still working on that. The website has not been completed yet. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. In terms of the completion of the website, I'm assuming the deadline would be before August of 2013 for the website, before the new teachers actually come to the territory. Is that correct? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. The site is currently being developed and it will be ready for implementation in the 2013-14 school year. Thank you, Mr. Chairman.

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

Mr. Elliott: Thank you, Mr. Chairman. Also on page 76, one of the priorities will be to "Complete design of the mentoring program for new teachers." Specifically here, this comes to questions that I had asked through Oral Questions to both the Minister of Nunavut Arctic College and the minister. By new teachers, are you talking about teachers who have gone through the

NTEP program and are going into the schools for the first time or are you referring to teachers coming from the south and new to teaching in Nunavut? Thank you, Mr. Chairman.

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

Hon. Eva Aariak: Thank you, Mr. Chairman. This will be for all new teachers. Thank you, Mr. Chairman.

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

Mr. Enook (interpretation): Thank you, Mr. Chairman. I just want to add to Mr. Elliott's questions. I want to get more information about the options. Maybe I am misunderstanding. I have some concerns. First of all, I should ask about the DEA committees in the communities. They will be part of the selection of which six options are to be taught in their schools. From the six options, how many courses can they select per school? That will be my first question. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. There are different options in each of the schools. There are some teachers who have different teaching skills. They would be factored in when they're choosing whatever they would like from the six options. Thank you, Mr. Chairman.

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

Mr. Enook (interpretation): Thank you, Mr. Chairman. How many of the six options can the DEAs select to be used in their schools? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We haven't decided that yet. Thank you, Mr. Chairman.

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

Mr. Enook (interpretation): Thank you. I'm glad that the people of Nunavut have that option. In Pond Inlet, we were told that they can only choose three of the options and no more. However, the minister stated that they haven't finalized that decision yet.

Once that's implemented, how many years does the school have to utilize the options that they have chosen? It sounds like a pilot project and there are our students, of course, who have difficulties at times. They have excellent teachers, but it's us who are not giving the proper directive in their schools. If we choose an option and then we change it a couple of years later, are these multiple options going to be available for quite some time or how long are they going to be available for? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. We consider our students as the top priority currently within our school system. Once we have

implemented these areas, we may find that it was irrelevant and useless to the students.

As an example, the DEAs, the parents, or other parties may make those comments in our future. So if these options are not preferable, the question becomes which options should have been identified. I imagine they will be open to changes in our future. At this point in time, these are the changes that have been made. Also, the teachers can teach these subjects based on their availability. Thank you, Mr. Chairman.

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

Mr. Enook (interpretation): Thank you, Mr. Chairman. You stated that there are six options to choose from. If it becomes apparent that our students find them irrelevant or don't wish to take these courses, they could possibly change the options. My question is this: who was interviewed or consulted which resulted in these six options currently available? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. These six options are written because of their relevancy to our communities. For example, a pilot project was initiated in Kugluktuk revolving around trades and technology. There is a term for it in Inuktitut, but I can't recall it. This pilot project was done in the Kugluktuk schools relating to mining positions due to the mineral development occurring there and this is quite useful.

As to your question about who made the decision on these six options, I would like Kathy to respond. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. The directive first surfaced under the *Tamapta* Mandate. We were directed to look at innovative courses that our students could take. It all began with that direction provided by this mandate.

In 2003, the Department of Education initiated consultations with the public of Nunavut to ask them what courses ought to be made available in our schools. The six options were identified after the consultation process in 2003. This resulted in the creation of a committee. Additionally, once these six options were chosen, each of the six options had a committee struck to review them over a two-year period.

For example, we had representatives from the elders, the school system, Inuit organizations, and various government departments, as well as specific organizations, depending on the area. For example, if we were looking at archaeology, Inuit Heritage Trust, NTI, and QIA were involved. There was a representative who came from the Kitikmeot Heritage Centre. There was one representative from Victoria University. They outlined what should be made available to the students if they had chosen their career goal.

(interpretation ends) We looked at determining the expectations, skills, attitudes, characteristics, and knowledge

for each grade to complete for this program. That's the history of where it started and how we extensively created an advisory committee for each of the options with subject expert areas.

All the courses are mapped out. All the options contain the core programming. For example, the English, math, science, all of those core subjects that you would require to graduate are still in there. The other subjects would be the ones that make up the heritage piece, for example.

There has been extensive work. We can share what each of the multiple options looks like and what the course offerings would be. The next phase for us right now is to finish the implementation plan and the communications plan so that everybody goes in knowing the same information both in selection and undertaking.

I would also like to offer the information that two of the multiple options have already been piloted. The trades option was very successful in Kugluktuk and the entrepreneurial option in Rankin Inlet has also been very successful. So those have been piloted. You can see that the students in Rankin Inlet have started up small business, for example, but are also taking the core academic programming as part of the program. (interpretation) Thank you, Mr. Chairman.

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

Mr. Enook (interpretation): Thank you, Mr. Chairman. That confuses me a little bit. In whatever endeavour we decide on, we have to put first priority on the

student. I think we all have the same thought in that case.

As we heard, there are options to change what was selected for a particular school. They have that option. Were the students consulted on what they would like to see in the schools? I don't understand at all. Thank you, Mr. Chairman. Please clarify that part.

Chairman (interpretation): Thank you, Mr. Enook. I understood exactly what you said. Minister Aariak.

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. As I stated earlier, I'm sorry if I confused you. I was trying to be as clear as possible. What I was trying to say is that it's not written in stone. I didn't say that we're going to change it next year. We're looking at what are the best options for the community to make sure that the students reach their highest achievements.

In 2003, we had a consultation process. I can look into whether the students were involved in the consultation process. (interpretation ends) The current status is schools and DEAs will conduct community and student consultations to determine the most appropriate options to offer in their schools, depending on their employment opportunities and student interests. For example, in Gjoa Haven, with the new care centre, the community may choose to offer the community giving and family studies option.

(interpretation) This is the purpose of the comments I made. If there is any development adjacent to a community, then these options would be more useful

to the community and would be preferred by the student body as it would lead to opportunities. That is the way it is set up. Thank you, Mr. Chairman.

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

Mr. Enook (interpretation): Thank you, Mr. Chairman. I certainly hope this question will be my last one and I will try to make it my final question.

The schools that offer kindergarten to grade 12 in Nunavut are quite numerous. Actually, they're in every community. The government keeps stating that we require a more common foundation whenever we try to deal with an issue. Based on the responses, these six options currently available for choosing provide each school with too much freedom should they decide to choose any of the options. I like this aspect, but aren't we setting up ourselves for completely different systems? Since the schools have the freedom to choose, won't this result in vastly different responsibilities based on their choices between these six options? This seems to muddy the waters rather than provide a common foundation.

In my opinion, the choices the schools make will mean they all have different needs. If the department states that will not be the case, then fine. Please tell me that this will not be the case. Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. That is why these options are identified as choices

that the schools can decide upon. These aren't complex choices which still allow communities to choose their preferences since we want them to have alternatives that allow their student bodies to pick careers in their chosen fields. These provide, if I were to say it in English, (interpretation ends) multiple options.

(interpretation) The actual core subjects for high school students in grade 12 won't change. (interpretation ends) The core curriculum for high school (interpretation) won't change even with these multiple options. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister Aariak. I have no more names on my list. (interpretation ends) Branch Summary. Education. K-12 School Operations. Total Operations and Maintenance. \$155,747,000. (interpretation) Do you agree?

Some Members: Agreed.

Chairman (interpretation): Thank you. (interpretation ends) G-8. Education. Branch Summary. Curriculum and School Services. Mr. Tapardjuk.

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. In reviewing school services, including the certification of teachers, as well as the assessment of the progression of our students in their grades, what I want to ask about are the teachers. How do we evaluate the effectiveness of our teachers? Are they assessed as to their capabilities? Do they need to be tested to see if they are effective teachers? Obviously they have certification; otherwise, they wouldn't be teachers, which is something I understand. Can the minister clarify how

they will deal with this issue, Mr. Chairman? Thank you.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. When teachers are going through the certification program, teachers who don't have certificates can be provided with a temporary certificate if they pass the DM's assessment. I apologize. They are provided a letter of authority. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Actually, I want further details since I don't quite understand her response. As per my question, I asked about certified teachers who, having passed their requirements, receive a teacher's certificate. However, it is only when you actually watch them teach that you can tell whether or not they are effective teachers. Are there teacher evaluations done for our teachers? That is what I was trying to ask about, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. Yes, there are teacher evaluations conducted annually, which includes the principal of the school, but I don't have those details. My deputy minister can provide those details, Mr. Chairman. Thank you.

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

Ms. Okpik (interpretation): Thank you. (interpretation ends) We have a very comprehensive teacher evaluation tool and also a principal evaluation tool broken down by the duties and responsibilities, for example, planning, classroom management, to name a few. Based on that, it's mandatory that new teachers coming in have the teacher evaluation for the very first two years.

Our next piece of work that we're going to be developing is a computer program where it can be done actually on the computer, and then we can track and look at what areas teachers need to improve in. So if you have, for example, a cohort of teachers that need improvement in classroom management, we could start to target improvements in those areas. So we can provide the teacher evaluation tool by letter to the committee so that they can see first-hand how comprehensive it is. (interpretation) Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. What is the time period in between these teacher evaluations? Does the evaluation only apply during their first year or do they conduct annual evaluations? How is it done? I would like to comprehend this part, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. There is an evaluation when they first start teaching, with a face-to-face meeting identifying their needs. Further, during the same

year, another assessment is done. There are several evaluations done to identify certain areas requiring improvement and to see what progression they have made to date. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you. I want to ask another question to help clarify the situation in my mind. After the evaluation, if the assessment is that either the teacher is considered incapable or ineffectual, has that resulted in the termination of that particular teacher? Has this occurred? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. For example, if the person worked only as a casual or held a term position or was going to be a permanent teacher, the evaluation includes how to improve their effectiveness in the area where they are the weakest. This could be a self-assessment to be evaluated by the school principal. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Thank you, Mr. Chairman. I wanted to get more information on that because we are trying to encourage the number of Inuit teachers and school principals. That would be a benefit to the Inuit. I hope that we are not putting in Inuit teachers just to increase the numbers.

Under Curriculum and School Services for 2013-14, there is going to be a significant increase for curriculum and program development. Why is there a significant increase in 2013-14? Thank you, Mr. Chairman.

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. The staff position was vacant and due to this vacancy, the funding lapsed and was returned. That is why the funds seem to have increased. It is referred to as a vacancy factor. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Have they increased the funding because of the fact that there was a vacant position? Is that my understanding, Mr. Chairman?

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

Hon. Eva Aariak (interpretation): Thank you, Mr. Chairman. My deputy will clarify this. It is under operations. Thank you, Mr. Chairman.

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

Ms. Okpik (interpretation): Thank you, Mr. Chairman. We are mainly dealing with these three issues, such as the wage scale for the teachers, which is governed by the NEU collective bargaining agreement that sets out the increases, as

well as the cost of living increases laid out in the agreement.

Also, for many years, not in the current administration, but in the past administrations of both the first and second governments, as I briefly mentioned yesterday, we were directed to use our operational funds whenever we needed new employees or services and to provide these services with existing funds without any additional funding allocations.

To use this example, social assistance minimums were increased to reflect higher food prices, which resulted in a \$1.5 million increase. As an example, we had to find these funds from within the Department of Education operational funds. When we were forced to do that, we would appropriate the funds set aside for vacant positions by freezing those positions.

Just recently, when the departments were realigned with the creation of the family services department, the funds were to be transferred to this new department and once that was done, our entire budget finally became finalized. Due to this reason, once the funds we had appropriated for these initiatives and the social assistance funding was transferred, the equivalent amounts meant that our budget became finalized.

That's how I can explain it. Thank you, Mr. Chairman.

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

Mr. Tapardjuk (interpretation): Yes, I will want to review them in the *Blues*, as the responses will determine whether I

have further questions, but in light of the limited time we are faced with, I would like to move a motion (interpretation ends) to report progress.

Chairman (interpretation): Thank you, Mr. Tapardjuk. There is a motion on the floor and the motion is not debatable. All those in favour of the motion. Thank you. Opposed. Abstentions. The motion is carried. I will now rise to report progress to the Speaker.

Sergeant-at-Arms, please escort the witnesses out.

Speaker: *Qujannamiik*, Sergeant-at-Arms. Moving on in 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): Mr. Speaker, your committee has been considering Bill 49 and would like to report progress. Also, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Enook. There is a motion on the floor. Is there a seconder? Thank you, Mr. Ningark. 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. *Orders of the Day* for March 8:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Responses to Petitions
12. Reports of Standing and Special Committees on Bills and Other Matters
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
 - Bill 47
 - Bill 48
 - Bill 49
20. Report of the Committee of the Whole
21. Third Reading of Bills

22. Orders of the Day

Thank you.

Speaker: Thank you, Mr. Clerk. This House stands adjourned until Friday, March 8, at 9:00 a.m.

Sergeant-at-Arms.

>>*House adjourned at 18:04*

