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**3rd Session**

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Official Report

**DAY 13**

**Thursday, November 5, 2015**

**Pages 671 – 758**

**Iqaluit**

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

## Legislative Assembly of Nunavut

### *Speaker*

**Hon. George Qulaut**  
(Amittuq)

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

**Hon. George Kuksuk**  
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*Minister of Culture and Heritage; Minister of  
Languages; Minister responsible for the Nunavut  
Housing Corporation*

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(Hudson Bay)

**Alexander Sammurtok**  
(Rankin Inlet South)

**Pat Angnakak**  
(Iqaluit-Niaqunngu)

**Steve Mapsalak**  
(Aivilik)

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

**Hon. Monica Ell-  
Kanayuk**  
(Iqaluit-Manirajak)  
*Deputy Premier; Minister of  
Economic Development and  
Transportation; Minister of  
Energy*

**Hon. Johnny Mike**  
(Pangnirtung)  
*Minister of Community and Government Services;  
Minister of Environment*

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(Arviat South)

**Isaac Shooyook**  
(Quttiktuq)

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

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

**Hon. Peter Taptuna**  
(Kugluktuk)  
*Premier; Minister of Executive  
and Intergovernmental Affairs;  
Minister responsible for  
Aboriginal Affairs; Minister  
responsible for the Utility Rates  
Review Council*

**George Hickes**  
(Iqaluit-Tasiluk)

**Hon. Paul Okalik**  
(Iqaluit-Sinaa)  
*Minister of Health; Minister of Justice; Minister  
responsible for Labour; Minister responsible for  
Immigration; Minister responsible for Suicide Prevention*

**David Joanase**  
(South Baffin)

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

**Hon. Jeannie Ugyuk**  
(Netsilik)  
*Minister of Family Services;  
Minister responsible for  
Homelessness; Minister  
responsible for the Status of  
Women*

**Pauloosie Keyootak**  
(Uqummiut)

**Hon. Paul Quassa**  
(Aggu)  
*Government House Leader; Minister of Education;  
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**Iqaluit, Nunavut****Thursday, November 5, 2015****Members Present:**

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

>>House commenced at 13:30

**Item 1: Opening Prayer**

**Speaker** (Hon. George Qulaut) (interpretation): Can you say the opening prayer, please, Ms. Ell-Kanayuk.

>>Prayer

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

(interpretation ends) Before we proceed with the orders of the day, Mr. Clerk, will you please determine if the Commissioner of Nunavut is prepared to enter the Chamber to give assent to bills.

**Assent to Bills**

**Commissioner Nellie Kusugak** (interpretation): Please be seated, Members. As the Commissioner of Nunavut, I am pleased to give assent to the following bills:

- (interpretation ends) Bill 1, *Supplementary Appropriation (Operations and Maintenance) Act, No. 3, 2014-2015;*
- Bill 2, *Supplementary Appropriation (Operations and Maintenance) Act, No. 1, 2015-2016;*
- Bill 3, *Appropriation (Capital) Act, 2016-2017;*
- Bill 4, *Write-off of Assets Act, 2014-2015;*
- Bill 5, *An Act to Amend the Safety Act;*
- Bill 6, *Supplementary Appropriation (Capital) Act, No. 3, 2015-2016;*
- Bill 7, *An Act to Amend the Labour Standards Act (Minimum Wage);*
- Bill 8, *Legislative Assembly Statutes Amendment Act;* and
- Bill 9, *An Act to Amend the Nunavut Elections Act and the Plebiscites Act.*

(interpretation) Although our days are growing shorter and our nights are getting colder, the warmth of the Christmas season draws near. I wish you all a safe return to your families and your constituents.

I also am deeply gratified to see the hard work you undertake to represent the people of Nunavut and on their behalf, I thank you all. Thank you.

**Speaker** (interpretation): Going to the orders of the day. Item 2. Ministers' Statements. (interpretation ends) Hon. Premier Taptuna.

## Item 2: Ministers' Statements

### Minister's Statement 045 – 4(3): Congratulations Nunavut Member of Parliament on Cabinet Seat

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

Mr. Speaker, I would like to extend congratulations to Prime Minister Justin Trudeau and his newly appointed cabinet.

I commend Member of Parliament Hunter Tootoo on his appointment as Minister of Fisheries, Oceans and the Canadian Coast Guard, and for representing us in Canada's cabinet also as the Northern Regional Minister.

This is the second time in Nunavut's history that we have had representation at federal cabinet. As a territory, this means a great deal, and it also continues to establish our base in the Canadian agenda as a jurisdiction that contributes to nation building and the national economy.

Mr. Speaker, I would also like to recognize and congratulate Carolyn Bennett to her new portfolio as Minister for Indigenous and Northern affairs. She has been an advocate for many years on indigenous affairs. I've also had the pleasure of meeting her a few times, and I look forward to that continued relationship.

It is also extremely exciting to see First Nations leader Jody Wilson-Raybould appointed as Minister of Justice and Attorney General of Canada. She is a

competent former Crown prosecutor and known for building consensus.

Mr. Speaker, I look forward to working closely with the Liberal government on Nunavut's priorities to ensure our territory continues to grow and prosper. We have already begun to reach out and foster a strong relationship with our federal counterparts.

Mr. Speaker and Members of the Legislative Assembly, please join me to applaud our new leaders, our Prime Minister, and a new page for Canada. Thank you, Mr. Speaker.

>> *Applause*

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

### Minister's Statement 046 – 4(3): Nunavut's Literacy Award Winner Elijah Tigullaraq

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I would like to take this opportunity to recognize the efforts of Elijah Tigullaraq, an educator from Pond Inlet who recently won the 11th annual Council of the Federation Literacy Award for Nunavut.

Established in 2004, the Council of the Federation Literacy Award recognizes the successes of adults that have undertaken literacy training and celebrates the valuable contributions made by Canadians across the field of literacy.

Mr. Speaker, each year, the Council of the Federation celebrates achievement,

innovative practice, and excellence in literacy. The annual award is presented to educators, volunteers, learners, community organizations, non-governmental organizations, and businesses in each province and territory. Each award recipient receives a certificate signed by the premier of their province or territory, as well as a Council of the Federation Literacy Award medallion.

Mr. Tigullaraq was selected for his leadership in literacy over 35 years and for his dedication to teaching diverse learning groups with methods inspired by *Inuit Qaujimagatuqangit*.

Mr. Speaker, as an outstanding and dedicated educator, Elijah has not only inspired numerous students but also his co-workers. On behalf of our government, I would like to express my sincerest appreciation of Elijah's important contributions to his community and to encourage him to continue his work in strengthening literacy in our territory.

Mr. Speaker, please join me in extending my congratulations and appreciation for all his work here in Nunavut.  
*Qujannamiik*, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Community and Government Services, Mr. Mike.

**Minister's Statement 047 – 4(3):  
Nunavut Land Referendum**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Thank you for

giving me this opportunity. Good day, Nunavummiut and the people of Pangnirtung, as well as everyone who is here. Welcome to the House.

Mr. Speaker, I rise today to advise my colleagues that the Department of Community and Government Services has been designated the plebiscite authority for the upcoming territorial wide land referendum.

(interpretation ends) Article 14.8 of the Nunavut Land Claims Agreement required a referendum on the alienation of municipal lands within the first and second year after ratification of the Nunavut Land Claims Agreement. A referendum was held on April 10, 1995, which resulted in a no vote, meaning municipal lands would continue to be disposed of on a leasehold title basis.

Under Article 14.8.4 of the Nunavut Land Claims Agreement, after 20 years, the "municipal voters" may elect by referendum to remove the restriction on alienation. Therefore, any time after April 10, 2015, a referendum may be held on removing the municipal lands restriction

(interpretation) It has been decided that the land referendum will take place on May 9, 2016. The Department of Community and Government Services is currently working with Nunavut Tunngavik Incorporated and Nunavut Elections to develop a plan for proceeding with the plebiscite.

Over the coming months, the Department of Community and Government Services planning and lands staff will be conducting community meetings throughout Nunavut to ensure

that people are informed about the issues prior to the vote. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. (interpretation ends) Ministers' Statements. Hon. Minister of Finance, Mr. Peterson.

**Minister's Statement 048 – 4(3):  
Congratulations to Long-term  
Service Award Recipients with  
More Than 20 Years of Service to  
the GN**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. Good afternoon to my constituents in Cambridge Bay and the people of Nunavut.

Mr. Speaker, last night, I joined the Premier and colleagues from this House to recognize a number of government employees for their long-term service to our government. Last night's reception was for employees who have completed more than 20 years of service.

Mr. Speaker, these long-term employees were here to see the creation of Nunavut and they continue to contribute to the growth of our territory.

Mr. Speaker and colleagues, please join me in honouring these individual employees who have provided more than 20 years of service to our government and they are:

Nancy Hart (Community and  
Government Services)  
John S. Hawkins (Economic  
Development and Transportation)

Wendy Bolt (Economic Development  
and Transportation)  
Bill Cooper (Education)  
Ann Rose Ell (Education)  
Murray Horn (Education)  
Elijah Kaerner (Education)  
Madeline Kappi-Sandy (Education)  
Donald Mearns (Education)  
Richard Mackenzie (Family Services)  
Simeonie Kopak (Health)  
Catherine Spence (Health)  
Mary Mikoe Young (Health)  
Christine Klazinga (Nunavut Housing  
Corporation)  
Jamie Flaherty (Qulliq Energy  
Corporation)  
Steven Inukshuk (Qulliq Energy  
Corporation)  
Holly Mercer (Qulliq Energy  
Corporation)  
Imooshee Nutaraqjuk (Qulliq Energy  
Corporation)

On behalf of the government, I would also like to extend congratulations to the following employees who have provided 25 years of dedicated service to our government:

Shoopee Kooneeloosie (Education)  
Pat Netser (Education)  
Mukshowya Niviaqsi (Education)  
Inookie Noah (Education)  
Pitsiulak Pitsiulak (Education)  
Bill Fennell (Family Services)  
Goretti Roach (Finance)  
Rosemary Keenainak (Health)  
Leesa Mikijuk (Health)  
Maryann Noulak (Health)  
Pauloosie Nuyalia (Justice)  
Sandra Mae Oolooyuk (Nunavut Arctic  
College)  
Marcelo Parungao (Nunavut Arctic  
College)  
David Crockatt (Nunavut Housing  
Corporation)

Don Coughlin (Qulliq Energy Corporation)  
 Adam Crout (Qulliq Energy Corporation)  
 Lodie Ipeelie (Qulliq Energy Corporation)  
 Joatamie Qillaq (Qulliq Energy Corporation)

Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 049 – 4(3):  
 Congratulations to Long-term  
 Service Award Recipients with  
 More Than 30 Years of Service to  
 the GN**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. Yesterday, I had the opportunity to attend the long-term service awards and thank the employees who have provided us with more than 30 years of service. Many of those individuals are in the House today and I want to extend my gratitude and appreciation to these people for their years of public service to the citizens of Nunavut.

Mr. Speaker, award recipients come from a broad spectrum of our workforce throughout the territory. This long-term service of our employees is an example of strong leadership from within our own workforce.

Mr. Speaker, as our government matures and continues to expand our training and mentorship programs, I am confident that we are going to continue seeing

positive results and a growing workforce that is committed to growing with us.

Mr. Speaker, today I recognize those employees with more than 30 years of service and they are:

Lucy Magee (Community and Government Services)  
 Gary Maksagak (Community and Government Services)  
 Ralph Ruediger (Community and Government Services)  
 Naullaq Arnaquq (Culture and Heritage)  
 Irene Tagoona (Environment)  
 Scott Marriott (Finance)  
 Annie Jane Kamingoak (Health)  
 Sally Gunn (Justice)

Mr. Speaker, I am also proud to recognize the following employee with more than 35 years of service:

Shuvinai Joamie-Mike (Culture and Heritage)

Mr. Speaker, once again, I extend a great appreciation to our dedicated workforce here in the Government of Nunavut. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 050 – 4(3):  
 Northern Lights**

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. Good afternoon to the people of Iqaluit-Manirajak and the visitors in the gallery.

Mr. Speaker, as they do every two years, the Baffin Regional Chamber of Commerce and the Labrador North Chamber of Commerce are once again putting on the Northern Lights Conference in Ottawa.

Northern Lights is a high-profile business and cultural showcase focusing on emerging opportunities in Nunavut, Nunatsiavut, and Nunavik. It includes conferences, a trade show, workshops, and various displays of arts and culture from the regions.

The 2016 event will take place at the Shaw Centre in Ottawa from January 27 to 30. Mr. Speaker, the four-day event is expected to attract 200 exhibitors and 1,200 delegates. The Department of Economic Development and Transportation will be there, and we look forward to showcasing Nunavut to the rest of Canada and the world. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Languages, Mr. Kuksuk.

**Minister's Statement 051 – 4(3):  
Qilaut, Nunavut's Inuktitut  
Songwriting Contest Winners**

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I say "good afternoon" to my fellow Nunavummiut and residents of Arviat and Whale Cove.

(interpretation ends) Mr. Speaker, I am pleased to report on Qilaut, Nunavut's new annual Inuktitut songwriting contest, which was launched on August 9, 2015.

Qilaut was created to celebrate Nunavut's vibrant Inuktitut music scene and promote the use of Inuktitut in all areas of daily life. By singing in Inuktitut, Nunavummiut are contributing to strengthen and enhance the use of Inuktitut in our daily lives.

Mr. Speaker, the Department of Culture and Heritage received a total of 24 song submissions from Nunavummiut by the deadline of October 9, 2015.

It was not an easy task to select the top best songs. So many good songs were, indeed, submitted. I would like to particularly thank the judges, being themselves well-known artists, for their time: Julia Ogina, Kevin Kablutsiaq, and Etulu Aningmiuq.

Mr. Speaker and Members of the Legislative Assembly, I am pleased to announce the top three winning songs:

- 1st place: Inunguqpunga by Mary Poisey;
- 2nd place: Ataatama Anaanama by Looee Arreak, and
- 3rd place: Alianait Inuuniratta by Tim Evik.

Mr. Speaker, each top three winners will respectively receive \$5,000 for the first prize, \$2,500 for the second prize, and \$1,500 for the third prize. The seven runners-up songwriters will also each receive \$500.

Mr. Speaker, these songs will be recorded professionally. A CD will be released during the 2016 Uqausirmut Quviasuutiqarniq, Nunavut's annual celebration of Inuktitut and Inuit culture next February.

I would like to thank all entrants for their participation, and I look forward to listen

to more Inuktitut music this year! Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Ministers' Statements. Minister of Community and Government Services, Mr. Mike.

**Minister's Statement 052 – 4(3):  
Correction: Team Nunavut at 2016  
Arctic Winter Games**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I would like to correct a Minister's Statement read in the House yesterday regarding Team Nunavut's participation at the upcoming Arctic Winter Games.

Speed skating is not an event at the 2016 Arctic Winter Games and as such, Team Nunavut will be participating in 10 events, not 11, as stated yesterday. Please excuse any confusion this error may have caused. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. I have no more names on my list. Moving on. Item 3. Members' Statements. Member for Aivilik, Mr. Mapsalak.

**Item 3: Members' Statements**

**Member's Statement 106 – 4(3):  
Recognition of Heather Putulik**

**Mr. Mapsalak**: Thank you, Mr. Speaker. I rise today to recognize a young resident from Naujaat who recently had the opportunity to meet with our new Prime Minister.

Just yesterday, Heather Putulik joined students from across the county in a videoconference that provided youth with the opportunity to speak with Prime Minister Trudeau.

Ms. Putulik used this opportunity to ask the Prime Minister about the knowledge and the experience of the north and Inuit in Canada. In his response, Trudeau mentioned his various visits to Nunavut and stated that Canada, the country, needs to do a better job of giving opportunities and support to the people who live in the north.

Mr. Speaker, I am glad to see that our newly elected Prime Minister has provided students with this opportunity. I believe that it is important for every government to engage youth in the decisions, and I hope to see many more Nunavut youth involved in political decisions at the local, territorial, and federal level.

Ms. Putulik is currently at grade 6 at the Tusarvik School in Naujaat. Mr. Speaker, you will recall that I rose in the House earlier during this sitting to acknowledge the staff and students from Tusarvik School for their participation in Embrace Life initiatives. I look forward to hearing more about future achievements of students and staff from Tusarvik School, as I'm sure that there will be many.

Mr. Speaker, I ask that my colleagues join me in applauding Heather Putulik for demonstrating the importance of participating in politics at all ages. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Tununig, Mr. Enook.

**Member's Statement 107 – 4(3):  
Administration of Justice**

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. People of Pond Inlet, good afternoon, as well as our fellow Nunavummiut.

Mr. Speaker, I rise today to talk about the administration of justice in Nunavut.

Mr. Speaker, a longstanding concern in our territory has been the length of time that it takes for court matters to be resolved.

In its most recent annual report, the Nunavut Court of Justice indicates that efforts are being made to, and I quote, "reduce the growing backlog of cases involving citizens held in remand and to improve case processing times."

Mr. Speaker, I fully understand and completely appreciate that court proceedings themselves are independent. However, our government has an important role to play in helping to improve the administration of justice.

For example, the court's most recent annual report indicates that it has been working to expand the use of such tools as videoconferencing.

Mr. Speaker, although I applaud efforts to think outside of the box, this is another one of those issues where we seem to be caught in a Catch-22 situation.

As the House is well aware, I have also been raising concerns for many years about the need to improve telecommunications services in Pond Inlet and Nunavut.

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

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to conclude his statement. Are there any nays? I didn't hear any nays. Mr. Enook, please proceed.

**Mr. Enook** (interpretation): Thank you, Mr. Speaker and my colleagues.

Mr. Speaker, in one of its recent submissions to the Canadian Radio-television and Telecommunications Commission, the GN's Department of Community and Government Services noted that the current state of telecommunications infrastructure in Nunavut poses significant hurdles and barriers to such technologies.

Mr. Speaker, I was inspired by yesterday's appointment of Canada's first ever aboriginal Attorney General. It is my hope that we will see additional federal resources provided to help improve the administration of justice here in Nunavut.

Mr. Speaker, earlier this week, the minister tabled the most recent annual report of the Legal Services Board. This report indicates that officials from the Government of Nunavut's Department of Justice sit on the Nunavut Justice Efficiency Committee, which has the mandate to, and I quote, "examine systemic issues with a view to realizing efficiencies, maximizing value for



dollars and ensuring the experience is the best possible for Nunavummiut navigating court processes.”

Mr. Speaker, I will be asking questions to the appropriate minister at the appropriate time on these issues. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members’ Statements. Member for Arviat, Mr. Savikataaq.

**Member’s Statement 108 – 4(3):  
Happy Anniversary to Airo and  
Mary Pameolik**

**Mr. Savikataaq:** Thank you, Mr. Speaker. The Premier and the Minister of Finance made statements about long-term service awards for government employees. I would like to make one that is sort of the same.

I would like to congratulate Airo and Mary Pameolik of Arviat, one of my constituency [communities], for celebrating their 42 years of marriage today. They have been married longer than any one of these government employees that got awards today. They will be celebrating their 42 years of marriage with their kids, their grandkids, and their great-grandkids. I would like my colleagues to congratulate them on 42 years of marriage. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members’ Statements. Member for Hudson Bay, Mr. Rumbolt.

**Member’s Statement 109 – 4(3):  
Recognizing Sanikiluaq’s  
Badminton Coach**

**Mr. Rumbolt:** Thank you, Mr. Speaker, and good afternoon. Mr. Speaker, I rise today to recognize the accomplishments of Stephen Keoughan, a teacher in the community and also Sanikiluaq’s badminton coach, who has been selected to travel to Greenland as the coach of Nunavut’s Arctic Winter Games team.

Mr. Speaker, as you know, promoting sport in Nunavut’s more rural communities is always a challenge. Stephen’s involvement in Sanikiluaq’s badminton program has helped the sport to grow and be successful. Under his guidance, Sanikiluaq athletes have gone on to compete regionally, territorially, and nationally, including the 2015 Canada Games.

Mr. Speaker, Stephen has been coaching in the north for over 15 years. We are very fortunate to have him coaching our badminton team. I know that he will be working hard to prepare Nunavut’s badminton players for Arctic Winter Games success, and I wish them all the best. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members’ Statements. Member for Iqaluit-Tasiluk, Mr. Hickes.

**Member’s Statement 110 – 4(3):  
Congratulations to Iqaluit’s New  
Council**

**Mr. Hickes:** Thank you, Mr. Speaker. It has been a week for swearing-in ceremonies.

I recognized yesterday the swearing-in of 25 new Canadian citizens.

Yesterday, I watched with probably most of Nunavut, the swearing-in of our own Hunter Tootoo, to the federal cabinet. I would like to take just a second to congratulate him.

Also, this past Monday, I had the privilege of attending another swearing-in ceremony here in Iqaluit, however briefly, as this House was sitting.

In conjunction with the recent federal election, the City of Iqaluit has elected a new city council. I would like to congratulate re-elected councillors Joanasi Akumalik, Simon Nattaq, Terry Dobbin, and Romeyn Stevenson. Mr. Speaker, we also have five new councillors: Megan Pizzo-Lyall, Kuthula Matshazi, Jason Rochon, and Gideonie Joamie.

Mr. Speaker, I had frequent contact with some members of the former council and know that those lines of communication will continue to be open to address the needs and concerns that are brought forward to us by residents of Iqaluit, and I am positive that they will represent the people that entrusted them with this responsibility with their best efforts.

I would like to make special mention that Iqaluit has decided to vote for a different mayor but not a new mayor. Madeleine Redfern has also joined us here today and I will recognize Her Worship, along with the rest of the council that was able to make it here today at the appropriate time.

I also just wanted to take this moment to also thank outgoing City Councillors

Noah Papatsie, Kenny Bell, Steven Mansell, and former Mayor Mary Wilman for their work over the last few years. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 111 – 4(3):  
Happy 30th Anniversary to Wife,  
Annie**

**Mr. Akoak:** Thank you, Mr. Speaker. Good day to Gjoa Haven and all of Nunavut.

I proudly stand today to say "happy 30th anniversary" to my wife, Annie Akoak.

>> *Applause*

Thank you. I am hoping she is watching right now. Although I am here, my heart is with you today and hopefully I will see you next week.

>> *Laughter*

Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Kugluktuk, Mr. Taptuna.

**Member's Statement 112 – 4(3):  
Archaeological Sites near  
Kugluktuk**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. There are many archaeological and historic sites across Nunavut.

Near my hometown of Kugluktuk, there's an impressive site that has had very little, if any, exploration work done at all.

Before politics, I spent considerable time hunting and trapping in and around Kugluktuk and Tree River areas. Mr. Speaker, those trips could take many days because of bad weather, mechanical breakdowns, and as you know, Mr. Speaker, trapping is hard work and can be dangerous work, as we all know.

We would trap foxes, wolves, wolverines, almost any fur-bearer we could get, running trap lines that are 150 miles long and that's a tremendous amount of travel and preparation. Mr. Speaker, we learned about the land and we knew many sites and old camping and living sites that are out there throughout Nunavut.

That is why the archaeological site that I referred to earlier is so mysterious. I have spoken to several elders and long-time community residents about the site, yet there are very few details or even knowledge of it. I have also spoken to an archaeologist about it and he was not aware of this site.

(interpretation) Mr. Speaker, when we go out on the land, we go on long trips by boats and sometimes with our machines. The archaeological sites that we encounter are very mysterious because we have little information about them. (interpretation ends) This traditional knowledge needs to be passed on to our children.

Mr. Speaker, I encourage all hunters, trappers, harvesters, and all Nunavummiut to spend time on the land,

to report these sites to the government so the appropriate department can inventory and record these important archaeological sites. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Arviat and Whale Cove, Mr. Kuksuk.

**Member's Statement 113 – 4(3):  
Happy Birthday to Son, Warren  
Kuksuk**

**Hon. George Kuksuk** (interpretation): Thank you again, Mr. Speaker. Good afternoon again, my fellow Nunavummiut.

(interpretation ends) Mr. Speaker, colleagues, (interpretation) and people from Arviat and Nunavut, (interpretation ends) I am proudly rising today for three reasons.

I would like to begin by giving my warmest and most heartfelt birthday wishes to my son, Warren Kuksuk, from Arviat. Happy birthday, Warren.

Warren, my first born, was born in 1974. When Warren was a young kid, he always wanted to be the leader of his pack, so to speak, and to have his own little gang. Since then to today, he has accomplished that, Mr. Speaker. He is now a proud husband of Evelyn Kuksuk, formerly Evelyn Niego, (interpretation) Niego was her maiden name. (interpretation ends) And he is the father of Brad, Tristin, and Charlotte, affectionately known as bun-bun. Hi bun-bun.

Warren is now a business owner who runs a small, thriving business in Arviat.

Amazingly enough, exactly one year after Warren was born, his sister Priscilla came along. Priscilla, my oldest daughter, is the proud mother of Abrare and Collid, who are currently living in Bochum, Germany. She currently works for the Department of Education as a relocation officer in Baker Lake.

Priscilla, in her fearlessness, has been known to drive 180 kilometres on the autobahn in Germany. She is a world traveller, an independent and inspiring woman, and loving mother.

Mr. Speaker, I can't tell you enough how doubly blessed I am today through my son Warren and my daughter Priscilla.

>> *Applause*

Thank you.

Finally, Mr. Speaker, I would like to send another warm birthday and best-of-luck wish to someone who we all know here in this House, my Executive Assistant, Seané d'Argencourt-Printup.

(interpretation) Mr. Speaker, I seek unanimous consent to conclude my statement.

**Speaker** (interpretation): The member is seeking unanimous consent to conclude his statement. Are there any nays? I didn't hear any nays. Mr. Kuksuk, you may proceed.

**Hon. George Kuksuk:** Thank you, colleagues. (interpretation) Thank you very much, Mr. Speaker.

(interpretation ends) I would like to send a warm birthday and best-of-luck wish to someone who we all know here in this House, my Executive Assistant, Seané d'Argencourt-Printup.

Seané first paged here as a high school student in the Legislative Assembly back in 2007. She then proceeded to work summers here at the Legislative Assembly under Alex Baldwin in the Research, Policy and Library Services Division.

From what I have learned about her, all during her high school here in Iqaluit at Inuksuk High, Seané not only maintained top school grades, but also during her years of high school, she volunteered for the AIDS line and Kamatsiaqtut Suicide Prevention Helpline twice a week.

Her interest in Parliament came when she acted as Iqaluit Centre MLA during the Nunavut Youth Parliament in 2007. She showed true commitment and dedication to her community of Iqaluit without fail and with true dedication at such a young age.

In fact, she won a Canadian Association of Principals and Lifetouch Canada sponsors of the CAP Student Leadership Award in 2008 for her volunteerism towards suicide prevention.

Mr. Speaker, in 2007, Seané was awarded for the Commissioner's Award for youth achievement and accomplishment.

Through her first year at Carleton University in 2008, Seané became the first student from Nunavut to page in the House of Commons. It was also the year

she received the Gordon Robertson Scholarship at Carleton University to which she was accepted for a Bachelor of Arts Degree.

She has decided to resume her degree and will be leaving her office and Nunavut in the new year. She will be greatly missed on her journey to attend her university education. As we know, all of our Nunavut youth have to travel so far to attain their university diplomas. It's not easy for them or for us, but we know she will be back. Please join me in wishing her the best of luck in her new endeavours. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. Member for Netsilik, Ms. Ugyuk.

**Member's Statement 114 – 4(3):  
Grateful for Son-in-law**

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Speaker. I say "good day" to my fellow Netsilik residents. We are continually checking the weather forecasts even though we aren't in Netsilik, but our region is getting extremely cold weather again. Please ensure you dress warmly.

However, the traditions of Netsilingmiut and other Inuit are something I feel strongly about, especially kinships. The people in the Netsilik region have always used endearment terms for their relatives.

I would like to publicly voice my love for my son-in-law as I am grateful for his upbringing of our grandchildren, who are well looked after. I thank my son-in-

law as he looks after his children and my daughter, and we tend to love our sons-in-law because it feels like we have adopted them even if their parents are living far away. I feel like we share parenthood even though they live in Quebec. I send good day wishes to my in-laws and send my love to my son-in-law. I appreciate you from the bottom of my heart.

As well to my beloved grandchildren, especially Pia Inuaraq whom I love dearly, and her Inuktitut endearment name is *ainnuara*, or beloved brother-in-law. I wish them a very good day.

I also want to send my love to my aunt and her husband, who are celebrating their anniversary today. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 115 – 4(3):  
Recognizing Two People from  
Constituency**

**Mr. Joanasie** (interpretation): Thank you, Mr. Speaker. Good day to all of you, the people of Nunavut and all of the visitors in the gallery.

Mr. Speaker, I rise today to recognize two of my constituents. I would first like to recognize my younger brother, Samajuali Joanasie, who is visiting us and studying second year carpentry. I would like to congratulate him. I am very proud of him. He left his wife and children behind to attend school. I know that it's very hard to leave your family

behind, but I know that education will give you opportunities.

Also, I would like to congratulate Goota Jaw, who is taking a two-year diploma program in early childhood education here in Iqaluit. She did extremely well in this program, so the Department of Family Services recognized her academic excellence by awarding a \$750 scholarship. I would like to thank Nunavut Arctic College for providing the Early Childhood Education Program.

I would also like to extend my support to other Nunavummiut and to encourage them to remain in school and to attain higher levels of education. I would like my colleagues to join me in congratulating and recognizing our youth. Let's support them and always be proud of our young people. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members' Statements. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

**Member's Statement 116 – 4(3):  
Congratulations to Recipients of  
Long-term Service Awards**

**Ms. Angnakak:** Thank you, Mr. Speaker. I rise today to congratulate the 2015 recipients of the long-term service awards.

I know the ministers made some of their statements, but I want to also state how proud I am. Yesterday evening, I had the pleasure of being invited to the long-term service awards ceremony, which provides the Government of Nunavut the opportunity to recognize these

employees and their committed service within the government and to the people that they serve, Nunavummiut.

Mr. Speaker, I would like to offer my sincere congratulations. I know it's not always easy staying so committed in what can sometimes be a very challenging work environment, but I know that the award represents and recognizes the efforts of its employees. This effort has helped the Government of Nunavut maintain a more stable working environment, which in turn promotes a better workplace for everybody.

Mr. Speaker, Nunavut needs more people like these people in the House today who were recognized, the people who provide us with the delivery of programs and services, those who serve in policy and administration, and those who work those odd hours like in our hospitals or other places where we need to ensure people get the help they need no matter what time of day it is.

The employees recognized yesterday all have very important jobs, and I hope they are very proud of their achievement and of the government's recognition of their efforts.

Mr. Speaker, for those who were presented with this award, I would encourage all of you to go to your supervisors and demand a raise. Thank you, Mr. Speaker.

>> *Laughter*

>> *Applause*

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

**Member's Statement 117 – 4(3):  
Recognizing Olayuk Simeonie**

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. Good day to the people of Nunavut, Resolute Bay, and Grise Fiord, the visitors in the gallery, and my colleagues.

I would like to ask my colleagues to share in congratulating the person I am proud of. This person is an absolute source of pride to me and this sense of pride is fabulous.

Mr. Speaker, this person has worked at the Municipality of Arctic Bay as well as at the Nanisivik mine. I see him as a role model one can take pride in aspiring to be like. I congratulate Olayuk Simeonie on his retirement.

Mr. Speaker, he has never had any formal education at any level and his accomplishment in that light is something to be proud of. The reason why I take such pride in his accomplishment is that when he first started, the only clocks we had were the clocks you wound to run. He would take it completely apart while his mother was outside and he would try to put it back together before his mother returned. By breaking down and putting the clock back together, he became mechanically inclined.

He is very capable and I can state unequivocally that I have never met another Inuk with that level of knowledge, at least there aren't very many Inuit possessing that knowledge.

He was a heavy equipment mechanic at the hamlet garage and he also held that position in the Nanisivik mine.

Mr. Speaker, some Inuit who haven't received a formal education are extremely capable.

This man has provided invaluable service to the people of Arctic Bay as well as in Nanisivik. Whenever the water truck or sewage truck broke down, he would look for parts at the dump to make his repairs on the trucks.

I would like to ask for unanimous consent to conclude my statement.

**Speaker** (interpretation): Thank you. The member is seeking unanimous consent to conclude his statement. Are there any nays? I didn't hear any nays. Mr. Shooyook, please proceed.

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

As I stated earlier, he would go to the dump to look for parts, remove a part that was similar, and he would create a part that replaced the broken one and repair the vehicles, whether it was a water or sewage truck. I have observed how greatly capable he is and have felt his knowledge.

Whenever residents of Arctic Bay were on the land and experienced outboard motor problems while out hunting, they would call him on the CB radio to explain the situation, and he would offer his advice as if he was personally watching the hunter work on it as he would identify the part that was causing the problem. When they followed his

advice, they were usually able to fix their motor and get it running.

He is very mechanically inclined with a complete understanding of machines and all without ever having taken any formal education or any mechanical training. He had no certification as a mechanic, but he was more knowledgeable than most certified mechanics. He genuinely impressed other mechanics enough that while working in Nanisivik, one mechanic stated that Olayuk could probably make a vehicle run using a two-by-four part he made. That is how impressed he was.

That is how Inuit can be extremely capable, even without any formal education or training. We should express more pride in and support our youth.

I am very proud of this man. Mr. Speaker, I just wanted to highlight this man's abilities and his tremendous service to the residents of Arctic Bay. I would ask that this government recognize him and his longstanding service. He is very mechanically inclined and a very capable man. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 118 – 4(3):  
Recognizing the Work of Jaco  
Ishulutak**

**Hon. Johnny Mike** (interpretation): I apologize, but my written notes for my statement are in there. As the Minister of Environment, I try to use as little paper

as I can and provide a good example. Thank you.

I want to make a statement about Pangnirtung and to congratulate my fellow residents for their accomplishments. At the new Pangnirtung small craft harbour, there is a (interpretation ends) monument (interpretation) that shows the vicinity of the harbour which was carved by a group mentored by master carver Jaco Ishulutak. This man is what they call a (interpretation ends) master carver (interpretation) in this day and age.

The monument shows where the harbour is situated and this monument had to be built for that purpose. When I first saw that large boulder which is approximately six feet long and five feet high, it's a massive boulder that was moved to the marine harbour and I wondered why this huge boulder was placed there. I found out it was to be a monument for the harbour.

Mr. Speaker, I will be tabling this paper so that everyone can see just how massive this boulder is, serving as the monument for the small craft harbour. On the top is a hatch, with a turbot carved into the side as well as the wording "Pangnirtung, Nunavut 2015 – Hamlet of Pangnirtung."

They used this monument to offer training to several people with funding from Economic Development and Transportation as well as Kakivak that helped sponsor this training. Jaco Ishulutak provided the training to the following people whose names I will now state as the residents of Pangnirtung want to express their pride in: Aiden Metuq, Michael Newkingak, Jupa



Ishulutak, Steven Ishulutak, Joanasie Nauyuk, Patrick Nauyuk, and Pauloosie Peter.

This massive boulder was created into a monument after a period of seven weeks of carving by the group. That is how difficult it was to complete. I just wanted to congratulate these individuals and to share that. For my colleagues who have huge boulders around your communities, you can see what can be created out of these big boulders. Thank you, Mr. Speaker.

>> *Applause*

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

**Member's Statement 119 – 4(3):  
Reminder to All Hunters to be  
Well Prepared**

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. Good day to the people of Baker Lake and Nunavummiut.

Since this is fall time and we are moving towards the winter season, though we hear that Nunavut is very beautiful and has fresh air, this is just to remind Nunavummiut that elder men, young people, women, and older people go out hunting to feed their families. Let's be more cognizant of the fact that it's very cold out there.

Last year, the Department of Community and Government Services provided SPOT devices that you only need to sign out if you're going to go out hunting. Some people already know how to use GPS devices, but not all hunters have

them. With that, I urge and remind Nunavummiut that since we are moving towards winter, please make sure you are well prepared before you go out, including your snowmobiles and sleds, and always travel with somebody if possible.

I know in this day and age, we have search and rescue teams all over Nunavut who worry about people going out on the land and they listen for people who need rescuing. I rise today as a member of search and rescue with the message that we need to pay close attention to Nunavummiut, especially those going out hunting for subsistence. Let's pay close attention to them and provide support for the search and rescue members in our communities.

With that, at the appropriate time, I will have questions for the minister responsible. Thank you very much, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members' Statements. I have no more names on my list. We will move on. Item 4. Returns to Oral Questions. (interpretation ends) Hon. Minister of Community and Government Services, Mr. Mike.

**Item 4: Returns to Oral Questions**

**Return to Oral Question 113 – 4(3):  
Plans to Repurpose Building 534  
in Iqaluit**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I have a return to Oral Question 113 – 4(3) that was asked by the Member for Iqaluit-Tasiluk on November 2, 2015, concerning the plans to repurpose Building 534 in

Iqaluit.

Mr. Speaker, this return is quite detailed and because of that, I have filed it with the Clerk for transcribing into *Hansard* for the public record and for distribution to all members.

**Question:**

Thank you, Mr. Speaker. I would like to direct my questions today to the Minister responsible for Community and Government Services.

Mr. Speaker, I'm sure the minister was listening very closely to the proceedings during Committee of the Whole when we had Nunavut Arctic College up with the original planned repurposing of Building 534 to be utilized to fulfill some of the college's needs. At that time, it was switched over to Building 1085.

At this time, I would like to ask the minister: what are the repurpose plans for Building 534 here in Iqaluit? Thank you, Mr. Speaker.

**Response:**

CGS is not able to speak on behalf of Nunavut Arctic College (NAC) and any proposed plans to redevelop Building 534 to satisfy NAC programs space needs. As indicated previously by NAC, that option had been examined, but was not pursued further once it was determined that a change in use would require substantial upgrades to building sprinkler system, fire exiting, etcetera.

Building 534 is an asset of the Department of Health and until such time as that department deems it surplus

to their needs, as outlined under the Government of Nunavut Surplus Disposal Policy, any questions related to this building would need to be responded to by the Department of Health. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Going back to the orders of the day. Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Speaker. The person I wanted to recognize left. He's my in-law. Also, my constituent, Naullaq Arnaquq also left. It just took too long to get to recognitions.

>> *Laughter*

Fortunately, Simon Nattaq is still here, who is one of my special constituents, and also Elisapee Quassa, my neighbour, welcome to the House as well. I represent you too. Thank you.

>> *Applause*

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Quttiktuq, Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. The person I wanted to recognize also left.

>> *Laughter*

I will proceed anyway. I am proud of Joanasie Akumalik. He is from my

community and he has helped Iqaluit a great deal. He is very capable, he is a young man, and he's just getting into senior-hood. I am very proud of him. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. Welcome to the gallery. Recognition of Visitors in the Gallery. Member for South Baffin, Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Speaker. I would like to recognize Samajuali Eric Joanasié. My younger brother is much more capable than I am now. He's here for a course in Iqaluit. (interpretation ends) He had to sacrifice watching his son take his first steps, but I am proud of him for his continued efforts in going to school, my younger brother, Sam.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Tununig, Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. Ms. Angnakak and Mr. Shooyook, the people I'm recognizing are here.

>>Laughter

Mr. Speaker, I'm happy to recognize people from my community. It's rare for me to recognize people from my community and I'm very happy to be able to recognize my friends today. The first one is Elijah Tigullaraq, who was recognized and got a medal from the Premier. Thank you, my friend. Feel

welcome. Also my friend, Cornelius Nutarak, please feel welcome in the House as well. Thank you, Mr. Speaker.

>>Applause

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. I rarely have the opportunity to recognize residents of Baker Lake, but I am pleased to recognize a visitor in the gallery while they are present.

Quite a number of original Baker Lake residents have moved to other communities, nonetheless this individual was recognized for her accomplishments and she has many relatives still living in Baker Lake. I recognize Irene Tagoona. Please welcome her. She has been working for over 30 years now.

The other person I wish to recognize is someone I grew up with and obviously has relatives in Baker Lake as well. Please welcome Robert Tookoomee. Thank you very much, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Kugluktuk, Mr. Taptuna.

**Hon. Peter Taptuna**: Thank you, Mr. Speaker. I stand here, which is a really rare occasion for me to recognize people in the gallery, so I'm quite pleased today. I want to recognize the 30-year long-term service to the public, although

they have already been recognized. Please stand up when I call your name. Naullaq Arnaquq with Culture and Heritage; Irene Tagoona with Environment; Annie Jane Kamingoak with Health; and Sally Gunn with Justice.

Also, with 35 years of service, Shuvinai Joamie Mike with Culture and Heritage.

I also want to recognize the Council of the Federation Literacy Award winner from Pond Inlet, Elijah Tigullaraq. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Iqaluit-Sinaa, Mr. Okalik.

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. We seem to be scurrying to be acknowledged today.

>>Laughter

I wish to recognize a person before they leave who is one of my constituents and gives me advice, Mosesee Atagoyuk. Thank you and please feel welcome here.

>>Applause

Additionally, a member of my staff who is always welcoming whenever I go to the office at the Department of Justice, Sally Gunn. I am very proud of you. Thank you.

>>Applause

As well, this person who is starting to look more like his late father, Simon Tookoomee, who was one of my advisors, I would like to recognize and welcome Robert Tookoomee. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Iqaluit-Manirajak, Ms. Ell-Kanayuk.

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I would also like to recognize my constituents of Iqaluit-Manirajak. The first one is (interpretation ends) Her Worship, Mayor Madeleine Redfern, (interpretation) who is my neighbour.

Also from my constituency, they were already recognized with 30-year service awards from the government and they are Sally Gunn and Irene Tagoona.

Also, one of our elders now, who is called “uncle” by my children, and I used to work with him at CBC, Mosesee Atagoyuk.

>>Applause

When I worked at NTI, this person was an employee. I would like to welcome Robert Tookoomee.

Also, one of our elders who was recognized quite recently by QIA when they had their 40-year awards, our local elder, Simon Nattaq. Thank you.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Netsilik, Ms. Ugyuk.

**Hon. Jeannie Ugyuk** (interpretation): Thank you, Mr. Speaker. Can you guess who I am going to recognize?

>> *Laughter*

The person I will recognize today is my husband to whom I am much attached, and whom I hold dear in my heart, a very handsome man sitting in the House today, Nauyaq Ugyuk.

>> *Laughter*

I want to welcome him and also the person who was here earlier, Megan Pizzo-Lyall. She is the daughter of Charlie Lyall and Gina Pizzo-Lyall in Taloyoak and she grew up there. I want to welcome them. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Aggu, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I would like to also recognize someone who has been my wife for 36 years. Elisapee Quassa and I have 6 children and 11 grandchildren.

>> *Applause*

She is also called Malaya.

Mosesee Atagoyuk was also recognized already, but I have known him for many years since we used to work at CBC as well and I remember him well. He is my late father-in-law's brother. He really helps us and he's still a major hunter. He really helps the people of Iqaluit and I thank him, and I love them all. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Iqaluit-Tasiluk, Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Speaker. As I mentioned in my Member's Statement earlier today, I would like to make some special recognition to some new members of our council and our new mayor. Unfortunately, due to outstanding obligations, a majority of them had to leave, but I think it's kind of fitting that we've got one of our new members, Mr. Kuthula Matshazi, and one of our longer serving members, Mr. Simon Nattaq, who were able to stay. I would like to make special recognition to our second-time mayor in recent years, Madeline Redfern, Her Worship. Thank you for coming today.

I would also like to recognize Cathy McGregor, a constituent of mine who I used to work with at the Department of Education. I know we used to bounce ideas off each other quite frequently and I appreciate the advice she has given me over the years.

Most of the people I was going to recognize have left due to the length of time we were going on about this, so I'll

stop it right here. Thank you, Mr. Speaker.

>>Applause

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

**Mr. Sammurtok** (interpretation): Thank you, Mr. Speaker. The person was already recognized, but I want to recognize the person who lives in my constituency now, Robert Tookoomee. Thank you.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Cambridge Bay, Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. Like my colleague, the Premier, it's not very often that I get to recognize people from the Kitikmeot, so I'm going to take this opportunity today to do that.

Although they're from Kugluktuk, they live in Cambridge Bay, and I would like to recognize Annie Kamingoak. She was one of the recipients last night of the 30-year award. She works at the health centre in Cambridge Bay and her husband, Stanley Anablak, is the President of the Kitikmeot Inuit Association, a very hardworking fellow. I would like to welcome them to the gallery. Welcome.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery is now over; I have no more names on my list. Moving on. Item 6. Oral Questions. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

### Item 6: Oral Questions

#### Question 136 – 4(3): Economic Development Initiatives

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

Yesterday, the new federal cabinet was sworn into office, Mr. Speaker. It appears that the new federal government may have some different priorities in the area of economic development than the previous government had with respect to such issues as oil and gas exploration, mining development, and other sectors of the economy.

Can the minister indicate to the House what specific priorities she will be raising with her new federal counterpart with respect to the issue of mining in Nunavut? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I would also like to thank the member for asking that question. The federal cabinet was sworn in just yesterday and I'm sure they will start working right away. They have already indicated that they would like to start

negotiations with our department and I will be having discussions with the minister on Monday.

We are going to be looking at different issues and because oil and gas exploration is very important and because of the potential for employment opportunities, we have indicated that we are open to exploration, mining development, and other sectors of the economy. Nunavut is vast and we don't know exactly what potential development there is. That would be our first priority. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. In respect to the issues that happened around Clyde River and the issues surrounding seismic testing and the issue of gas and oil exploration in Nunavut, what message are you going to be telling your counterpart in respect to oil and gas exploration in Nunavut? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I thank my colleague for that question. In terms of oil and gas development, we have to make sure that there is open communication between the communities and that they know what development there would be around the communities. There are laws that apply to Nunavut. We will have to go through the regulatory process and we would make sure, first of all, it is

known how the process is up here in Nunavut. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. It's not entirely clear as to which minister in the new federal cabinet is formally and officially responsible for the Canadian Northern Economic Development Agency. Is our minister in a position to clarify this matter? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. We haven't had discussions on this issue yet because they're just getting ready. They were just sworn in yesterday and they have a lot to do at this point. We will make sure that we get the information and pass it on to the member and to the rest of our colleagues. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

### **Question 137 – 4(3): Update on Building 534 in Iqaluit**

**Mr. Hickes:** Thank you, Mr. Speaker. In the return to written question that I received today from the Minister of Community and Government Services, I would like to direct my question towards the Minister of Health.

It states in the response that “Building 534 is an asset of the Department of Health and until such time as that department deems it surplus...as outlined under the GN Surplus Disposal Policy, any questions related to this building would need to be responded to by the Department of Health.”

My original question when I was asking the Minister of CGS was: what options are being explored for repurposing Building 534 as it has been sitting vacant now for nearly three years? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I wasn't aware that this building belonged to Health, so I will have to take this matter as notice and look into it because I didn't even know we had that building. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Your first supplementary, Mr. Hickers. (interpretation ends) The minister has taken the question as notice and I will move to the next member. (interpretation) Member for Rankin Inlet and Chesterfield Inlet, Mr. Tom Sammurtok.

#### **Question 138 – 4(3): Kivalliq Regional Visitor Centre**

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

(interpretation ends) Thank you, Mr. Speaker. My question is for the Minister of Culture and Heritage.

During this sitting, the Legislative Assembly approved \$500,000 in capital funding for the department to continue its project to renovate and upgrade cultural facilities in Nunavut for the specific purpose of repatriating, storing, and displaying Nunavut artefacts within the territory.

Earlier in this sitting, on October 22, during the Committee of the Whole's consideration of the Department of Economic Development and Transportation's 2016-17 capital estimates, I asked the Hon. Minister Ell-Kanayuk if her department would consider allocating or adding space to its new Kivalliq Regional Visitor Centre to display Nunavut artefacts.

Can the minister indicate if he has discussed with the Minister of Economic Development and Transportation on the possibility of displaying Nunavut artefacts in the new Kivalliq Regional Visitor Centre? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Culture and Heritage, Mr. Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I also thank my colleague. Mr. Speaker, we are starting to work on the Kivalliq Regional Visitor Centre. We are looking at different options. We will be sending him correspondence on this issue and that's the only way I can respond. Thank you, Mr. Speaker.



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

**Mr. Tom Sammurtok:** Thank you, Mr. Speaker. (interpretation ends) I recognize that the department is allocating its funding for the repatriation project under the Heritage Facilities Contribution Policy. I also recognize that visitor centres may serve as more than heritage facilities.

Can the minister indicate if local visitor centres are currently eligible to receive funding under the department's Heritage Facilities Contribution Policy to renovate or upgrade their facilities to house and display artefacts? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Culture and Heritage, Mr. Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I again thank the member. Mr. Speaker, as I indicated, we set the contribution deadline date for January 31, 2016. The communities can apply through culture, language, and other departments. You can apply for contributions and if there are monies available after the deadline date, then we would give another opportunity. If there was a surplus, we could then look at applications to see if they could be funded through there. Thank you very much, Mr. Speaker.

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

**Mr. Tom Sammurtok** (interpretation): Thank you, Mr. Speaker. (interpretation

ends) It appears to me that the design and construction of a new regional visitor centre in Nunavut is an ideal opportunity to develop a space that is designed to safely and securely display artefacts from this territory.

Will the minister commit to working with the Minister of Economic Development and Transportation to explore ways that the new Kivalliq regional centre can receive and display Nunavut artefacts, and will he commit to updating the House on this issue during the 2016 winter sitting? (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Culture and Heritage, Mr. Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I again thank the member for that question. Mr. Speaker, as I indicated earlier, you were asking me if the new visitor centre would have a specific purpose to store and display Nunavut artefacts. Once I get the information and I get correspondence, I'll make sure that I inform the member accordingly. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Uqummiut, Mr. Keyootak.

### **Question 139 – 4(3): Addressing Mental Illness and Suicide**

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Health.

Mr. Speaker, the members or actually the government came to an agreement

that suicide prevention was going to be a priority to lessen the number of suicides. Furthermore, it was decided that it would be handled by a government department.

Mr. Speaker, we know that some of our people have mental health issues and this is exacerbated by the lack of available counsellors within their communities.

Mental health nurses who arrive into the communities in Nunavut to deal with mental health issues as well as psychologists and other workers who can serve as counsellors are all unable to speak in Inuktitut.

We also know for a fact that Inuit and *qallunaat* counselling techniques and methods are completely different from one another.

Mr. Speaker, in your plans to address suicide prevention, can the minister consider hiring counsellors who speak Inuktitut and who are aware of the cultural differences in dealing with mental health issues? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. That is a very good question. The workers who have completed their training are used throughout Nunavut. We have mental health nurses throughout the territory and they are now in place. They have started to work in their roles.

However, as a government, we have to start focusing on Inuit culture, especially

the best practices. Based on what I know, there is the Piqusilirivvik Cultural School in Clyde River teaching Inuit cultural counselling methods and these are commendable. We want to review every option to see how best to start dealing with this issue. Thank you, Mr. Speaker.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. I also thank the minister for responding appropriately. I also recall the Piqusilirivvik facility in Clyde River and it would be a very appropriate place to offer counselling courses at this time.

Life is not a game, and I am repeatedly told by one particular person that whenever a mental health worker arrives into town and they attend their appointment, they obviously can't understand each other because they are speaking two different languages. It's very obvious that there is a great need for Inuktitut-speaking mental health counsellors.

Can the minister indicate to us if his department has any plans and when we will start seeing Inuktitut-speaking counsellors? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I'll be working closely with my colleagues. We are dealing with different issues and we will start gathering the procedures together. The Department of Family Services coordinates these training courses and

we will have to work closely with them to find the best course of action. We will proceed in the near future. Thank you, Mr. Speaker.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. I thank the minister for his response. We also know that social workers deal with some of these cases and maybe he can deal with the Department of Family Services if we're going to concentrate on suicide prevention in Nunavut. Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. With respect to this issue, along with my colleagues, I will work on this issue and we will commence planning with the Department of Education as well as the Department of Culture and Heritage and the Premier. We have to work together to produce the best approach. We have different mandates. However, by amalgamating the various programs, we can provide more responses to the challenges we face. That is how we will be coordinating this work. Thank you, Mr. Speaker.

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

### **Question 140 – 4(3): Status of Search and Rescue Organizations and Societies**

**Mr. Mikkungwak**: Thank you, Mr. Speaker. My question today is for the Minister of Community and Government Services.

It has come to my attention that a number of search and rescue organizations may currently be “not in good standing” with the registrar of societies. As a result, these organizations may be restricted from accessing contribution funds from the government.

My concern is that these situations may be occurring due to the fact that search and rescue organizations do not have the capacity to meet the specific accounting requirements set out in the department's policies.

I believe that it is very important that all search and rescue organizations be provided the opportunity to gain this capacity and access resources that are essential to their operation, especially given that these organizations are essential to the well-being of our communities.

Can the minister indicate what kind of support is provided to search and rescue organizations that may be “not in good standing” with legal registries? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I thank the member for asking that question. Yes, in

Nunavut, search and rescue organizations provide real services and some of them have occasionally had problems when it comes to reporting or even when they're trying to get society status. There are other issues as well.

We try to work closely with the municipalities in Nunavut on these issues to ensure that these services are being run properly in their operations. We try to work closely with the hamlet offices and councils because we want to see the search and rescue organizations run properly. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I understand he indicated the hamlets. Can the minister indicate what resources are provided to search and rescue organizations to inform them of their financial reporting responsibilities? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. We work with the municipal governments in the communities on how this can be improved. I can state that they're always in the process of doing this. Perhaps Community and Government Services' search and rescue policies are being reviewed right now so that they can provide better services, which is the concern of my colleague. There are other issues with search and rescue.

It is presently being work on today. Yes, I totally understand his concern because we need to provide support to them. It needs to be improved. We will work with the hamlet search and rescue organizations on how we can improve the operations in the communities. It is presently being reviewed. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. Will the minister commit to working with the Minister of Justice to explore ways to identify any search and rescue organizations that may be "not in good standing" with the registrar of societies to assist them in returning to good standing? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you. As I stated earlier, they have to work together. I know where his concern is coming from. The Baker Lake search and rescue organization, as of October 30, 2015, is now registered under the *Societies Act*. I'm just using that as an example.

If they can identify from the community that this search and rescue organization is now ready to be given funding, we have to go through that process. The search and rescue organizations have to be set. Once they are in good standing, the \$2,500 funding can be released to the search and rescue organization. I know that we need to work on the financial

accounting. They have to provide financial statements.

As I stated earlier, this is under review presently. You will probably hear about this in the winter session regarding the review. Thank you, Mr. Speaker.

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

### **Question 141 – 4(3): Legal Services Board**

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

As the minister is well aware, the headquarters of the Legal Services Board is located in my community of Gjoa Haven. Before being elected by the people of Gjoa Haven to represent them in the Legislative Assembly, I was employed by the Legal Services Board and I had the pleasure of working with many good people in that organization.

Earlier this week, the minister tabled the Legal Services Board's most recent annual report, which indicates that there are now only two positions filled in the organization's headquarters in Gjoa Haven. On page 12 of the report, one line reads, "The surplus was primarily due to some unfilled staff positions during the year."

Can the minister indicate what actions are being taken to fill the vacant positions in this office? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I thank my colleague for asking this question. I have met with the Legal Services Board on a number of occasions and expressed my desire to fill the offices that are vacant in the headquarters. This is an ongoing matter that I hope will be addressed. The last time I met with the board was here not long ago and I asked the board, "I would like to see a plan in place. I would like to see some plans on how you're going to fill these positions."

I'm hopeful that we will make some progress. I know that they have been advertising for a manager for the office and I believe that that hasn't been very successful so far. I know that they will continue their efforts, but as I said, I'm waiting for a plan from the board to see how they can fill those positions and put more positions in the office. (interpretation) Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. According to its most recent annual report, the Legal Services Board's chief executive officer is located in Rankin Inlet, its chief operations officer is located in Iqaluit, and its comptroller is located in Steinbach, Manitoba, as indicated on page 11 of the report.

My question for the minister is this: does it make sense to have these three senior management positions located in three different communities, one of which is

located outside of Nunavut? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I totally agree with my colleague. This is not what the office was intended for. We should be having our offices in Nunavut, particularly if there's a headquarters. I visited the headquarters and I was not impressed with such empty space at the so-called office of Gjoa Haven. I have expressed my disappointment with the board and as I said, I look forward to a plan from the board on how these positions will be filled in Gjoa Haven. (interpretation) Thank you, Mr. Speaker.

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

**Mr. Akoak**: Thank you, Mr. Speaker. Thank you for the response from the minister. Mr. Speaker, according to its most recent annual report, funding for the Legal Services Board is, and I quote, "provided by the Government of Nunavut Department of Justice through a contribution agreement that incorporates the federal-territorial Access to Justice Agreement."

Mr. Speaker, a longstanding issue has been the funding provided by the federal government to provinces and territories for criminal and civil legal aid.

Mr. Speaker, I want to take this opportunity to publicly acknowledge yesterday's appointment of Canada's first aboriginal Minister of Justice.

Can our minister indicate if the issue of legal aid funding will be raised when he meets with his new federal counterpart? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. (interpretation ends) There will be many issues addressed, hopefully, with the new appointment of the Minister of Justice for Canada. We have many issues that we face in our territory with the laws that are in place.

I am very impressed with the commitment that was provided by the new Prime Minister, who said that he will review all the laws to make sure that they're in agreement with the aboriginal agreements and see what they can work with for aboriginal communities. I'm hopeful that the PMO will make many progresses in different fields in law with the new government. (interpretation) Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Tununig, Mr. Enook.

#### **Question 142 – 4(3): Administration of Justice in Nunavut**

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

In my Member's Statement today, I addressed the need to find ways to improve the administration of justice in Nunavut.

Earlier this week, as I indicated, the minister tabled the most recent annual report of the Legal Services Board. This report indicates that officials from the minister's department sit on the "Nunavut Justice Efficiency Committee," which has the mandate to, and I quote, "examine systemic issues with a view to realizing efficiencies, maximizing value for dollars and ensuring the experience is the best possible for Nunavummiut navigating court processes."

My first question to the minister is: can you describe some of the initiatives that the Nunavut Justice Efficiency Committee is currently working on? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. We work with the Justice Efficiency Committee to look at how to improve the systemic issues. They work with the Department of Justice, RCMP, Corrections Division, Family Services, and the community justice committee is represented also on how to improve the systemic issues. At this time, I cannot respond to the member on how and what they will be working on in the future. I will be able to report as we see the results. Thank you, Mr. Speaker.

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

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. In my Member's Statement, I paid tribute to the appointment of the first federal aboriginal Minister of Justice. I have

heard it suggested that the appointment of more judges would help to reduce the long periods of time that matters remain before the courts. However, this would require an amendment to federal legislation to accomplish. Does our Minister of Justice plan to raise this issue when he sits down with his new federal counterpart? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for his question. I am aware of the individual as I have met her on a number of occasions and as a fellow aboriginal person, I know that I will be able to work closely with the new minister.

With respect to judicial appointments, the process we used previously was the federal government would consult with our department prior to making any judicial appointments. However, the last few years, the federal government would just make appointments without notifying this government and this process seemed to be broken in that regard. I hope to work closely with the new federal Minister of Justice because this procedure has to be improved.

With respect to the number of judges and whether they have increased, it is something I can't speak to currently. However, I will want to conduct a joint review of our existing legislation as some laws become barriers and cause breakup of families in some manner, and that is why I want to review legislation to improve them. Although we aren't able to make changes to the process of

judicial appointments, we can make improvements by fixing the legislation. Thank you, Mr. Speaker.

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

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. One of the concerns that I raised was that although the justice system has been looking at things like videoconferencing to help reduce case processing times, we face hurdles in the form of Nunavut's inadequate telecommunications infrastructure.

I would like to ask the minister: can he indicate how his department is working with the Department of CGS to bring these problems to the attention of NorthwTel and CRTC? Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. I didn't quite understand the member's question. Maybe he can rephrase his question so that I can try to respond to it appropriately. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Mr. Enook, please clarify your question.

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. Let me clarify it. One of the concerns that I raised was that although the justice system has been looking at things like videoconferencing to help reduce case processing times, we face hurdles in the form of Nunavut's inadequate telecommunications infrastructure.

I'm trying to ask: can the minister indicate how his department is working with the Department of CGS to bring these problems to the attention of NorthwTel and CRTC? I hope that is clearer. Thank you, Mr. Speaker.

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

**Hon. Paul Okalik** (interpretation): Thank you, Mr. Speaker. To date, we haven't used that telecommunications technology for videoconferencing an actual court case, although it has been used in emergency show cause hearings, especially where safety concerns are present. They have used videoconferencing for these reasons, but the defendant still has to be present before the judge.

In the Baffin region, the court circuit spent 105 days travelling in the communities to hear cases, and they rarely use videoconferencing unless they run out of options. It is used on occasion and according to what I know, it is rarely used, but I can look at it again. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Arviat, Mr. Savikataaq.

#### **Question 143 – 4(3): Vacant Position in Arviat**

**Mr. Savikataaq**: Thank you, Mr. Speaker. I would like to direct my questions to the Minister of Community and Government Services.



Mr. Speaker, when the Minister of Finance tables his reports on “Towards a Representative of Public Service,” it is always interesting reading. There’s lots of information and it gives a snapshot of how the government is doing in their hiring practices. The one I’m looking at today is from June 30, 2015. I would just like to go to the page where the employment stats for the Community and Government Services are for Arviat.

Ever since I have been elected, which has been two years now, the number of positions there is three. The number of positions filled has always only been one or two and according to this, it is currently one. I would just like to ask the minister when he plans to have all three positions filled in Arviat. Thank you.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I will have to look into that. (interpretation ends) I’ll take it as notice. Thank you.

**Speaker** (interpretation): Thank you. (interpretation ends) The minister has taken the question as notice and I will move to the next member on my list. (interpretation) Oral Questions. Member for Rankin Inlet, Mr. Alexander Sammurtok.

**Question 144 – 4(3): Follow-up on Cancellation of CARS Agreement with NAV CANADA**

**Mr. Sammurtok:** Thank you, Mr. Speaker. Thank you, Mr. Speaker. I would like to direct my question to the

Minister of Economic Development and Transportation.

I would like to thank the minister for answering part of my question on the cancellation of the CARS agreement with NAV CANADA. I would like to seek further clarification.

The government’s decision to end its agreement with NAV CANADA for the administration of Community Aerodrome Radio Station services also impacted departmental jobs in a number of communities, including Rankin Inlet. Can the minister tell us today what has happened to the individuals who previously held these CARS-related positions? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I also thank the member for his question. The Community Aerodrome Radio Station employees were working for and paid by the federal government. Some individuals have retired and some have moved on to other positions after they first resigned from their positions. Some individuals were able to move on to different positions within the government. Thank you, Mr. Speaker.

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

**Mr. Sammurtok:** Thank you, Mr. Speaker. (interpretation) I thank the minister for her proper answer. (interpretation ends) Mr. Speaker, the decision to end the government’s

agreement with NAV CANADA for the administration of Community Aerodrome Radio Station services resulted in many questions being asked. It is my understanding that most of this responsibility has been contracted to ATS Services, which is a private company. Will the minister commit to tabling a report at the upcoming winter sitting that describes why and how these changes have been implemented? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I also thank my colleague. I will have this reviewed to see how it got started. It started before I became a minister. I will look into it and explain it to my colleague at a later date. Thank you, Mr. Speaker.

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

#### **Question 145 – 4(3): Status of Operational Audit**

**Mr. Joanasie** (interpretation): Thank you, Mr. Speaker. (interpretation ends) I would like to direct my question to the Minister of Executive and Intergovernmental Affairs.

Yesterday, the Premier announced the status of the operational audit of the Government of Nunavut's programs and services and that the department has received recommendations on the first phase of this audit.

Can the Premier indicate why the recommendations are being reviewed before they can move ahead? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Executive and Intergovernmental Affairs, Mr. Taptuna.

**Hon. Peter Taptuna**: Thank you, Mr. Speaker. I thank the member for that question. Yes, we're reviewing the recommendations. There are five main focus areas with detailed descriptions on how to tackle the recommendations through these focal points. Mr. Speaker, in the report, we're doing a lot of things right. We're doing a lot of good things. When I say that we're doing a lot of right things, the next step is to find out if we're doing to right things at the right costs. Thank you, Mr. Speaker.

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

**Mr. Joanasie**: Thank you, Mr. Speaker. As MLAs, we have been anticipating the results of the operational audit for quite some time. Just looking at the Qanukkanni Report, that exercise in the previous Assembly took place over a year, but now here we are two years in and there are still no results.

When will the Premier be tabling the recommendations of the first phase of the operational audit? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Executive and Intergovernmental Affairs, Mr. Taptuna.

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. We have a four-year mandate and we agreed that we are going to try and do this within that period. There is a lot of work. There are over 300 programs within the government. We are looking at the outside entities that we fund, that being the LHOs and the hamlets.

Mr. Speaker, it entails a lot of work and it's not an easy fix. Once we have a good status on the first phase of these recommendations, we will surely be in a position to table that. Thank you, Mr. Speaker.

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

**Mr. Joanasié:** Thank you, Mr. Speaker. When the operational audit was first announced, it was going to look at what's working, what's not working, and what needs to be improved. Up to today, has the department identified any programs or services that are not working and therefore will not be continuing? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Executive and Intergovernmental Affairs, Mr. Taptuna.

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I don't get into the finer details of the recommendation. We have an associate deputy minister that's assigned to oversee this, along with personnel from the Department of Finance.

Mr. Speaker, in this report, there is some indication that we are doing programming the right way, but departments take authority over some of

these programs that they deliver. We have indicated that we have descriptions of these programs so it's more understandable for Nunavummiut so they can take advantage of that. Mr. Speaker, our programs have authority either through legislation, policy, or strategy, so that works very well with our departments.

Mr. Speaker, once we thoroughly look at the recommendations within this report, I'll be able to say which and what programs would be dropped from the programs in our government. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Tasiluk, Mr. Hickes.

#### **Question 146 – 4(3): Repurposing Building 534 in Iqaluit**

**Mr. Hickes:** Thank you, Mr. Speaker. I'm going to try this again. I would like to direct my question today to the Minister of Community and Government Services.

Mr. Speaker, in the response that I received today that I asked earlier to the Minister responsible for the Department of Health, he stated that Building 534 has not been turned over to Community and Government Services through the government surplus policy. When I toured that building when the first initial idea of having Nunavut Arctic College take over that facility, there wasn't anyone there from the Department of Health; it was Community and Government Services and the college.

I'm going to ask the minister, once they do get who is responsible for this

building figured out, as this building was previously used as a residence and program for mental health, if that building could be considered to be utilized as an addictions and treatment counselling facility. Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I thank you for returning to that question. This is slightly different from your previous question, at least based on how I understood it.

Now, with respect to the group that is utilizing the building, until the CG&S office receives notification from the group about no longer needing the space or if they feel they no longer require the space or if they are acquiescing to another group that wants to use the space, in any of these circumstances for any group, then we can work on their request.

With respect to this issue and in talking about my personal experiences, the buildings that are maintained by CGS are kept in working order. However, these buildings are used by various departments, such as for education or health centres or mental health offices. That is the general practice, but we would prefer the group themselves who are using the building submit their plans for the usage of the building. That is the only way our CGS office will start working on new plans for the usage of the building. Thank you, Mr. Speaker.

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

**Mr. Hickes**: Thank you, Mr. Speaker. That's the point I'm getting to. This building has not been used in three years. We're all aware of the shortage of office space and infrastructure across this territory. It has been talked about very recently on the need here in Iqaluit, yet we've got this structure, when it stopped being used as the Akausisarvik when the new one was built or taken over, this building hasn't been used, so there's nobody using it right now. It's an untapped resource as far as I'm concerned.

I strongly suggest to this government that they take a look at what repurposing could be utilized in that facility. As I stated in my initial question, that used to be a residence and programming. To my knowledge, most addictions counselling centres are residence and programming. I don't see a dramatic change that would need to be made to the workings of that building to accommodate such a repurpose.

I would just like a commitment from the minister that they will explore this option at the earliest convenience once they figure out who is responsible for it. Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you for bringing that topic up. Your statement was totally understandable as far as I know. The review I mentioned for office space needs is still underway and the report

will be ready by December with the information on how much office space needs the government has.

Yes, as the Department of CGS, we are continually monitoring the developments. However, I can't tell the department using the building to use the building for another purpose or alternatively to suggest different uses because that is not part of our mandate. Until the office is released by the current inhabitants, then CGS would have the ability to make it available for other uses.

With regard to your comments, I wonder if you were asking about the (interpretation ends) programs (interpretation) that would request usage of the building. We are open to any requests for building usage by programs, but we haven't been notified as to what they are requesting the use of the building up to now. Thank you, Mr. Speaker.

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

**Mr. Hickes:** Thank you, Mr. Speaker. I realize it would be very cumbersome to get a complete list of government assets across the territory, but I would like to get a commitment from the minister that they will explore and analyze all usages of buildings across the territory from all departments and agencies to make sure that there are no buildings sitting vacant for years and years that could be utilized to backfill the need that is direly identified across this territory. Thank you, Mr. Speaker.

**Speaker:** The Hon. Minister of Community and Government Services, Mr. Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. My colleague is absolutely truthful in making that statement about buildings sitting empty and not being used. As I stated earlier about the office needs survey requested from our department, my officials have taken the lead on the completion of this work. I will look into this matter based on my colleague's statement as it is a very good idea to take into consideration. I will inform my officials to initiate the work and get it moving. Thank you, Mr. Speaker.

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

#### **Question 147 – 4(3): Management of Muskox Populations in the Kivalliq Region**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. My question today is for the Minister of Environment.

Mr. Speaker, I note that the Nunavut Wildlife Management Board held a public hearing earlier this year to determine new boundaries and associated total allowable harvests for the muskox population in the Kitikmeot region.

The Nunavut Wildlife Management Board also provides information and statistics on this particular muskox population. However, the board does not provide recent information on the muskox populations in the Kivalliq region.

Can the minister indicate what studies are currently planned to review muskox populations in the Kivalliq region and when can we expect the results of these studies to be made publicly available? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Thank you to my colleague for bringing that topic up. Yes, muskox management based on the work that was done recently in the Kivalliq region, as part of the region, has been identified as having a total allowable harvest for muskox. However, that zone in the NWT, Kitikmeot, and part of the Kivalliq region called the MX12 zone is subject to three jurisdictions. Farther south in what they call the mainland in the Kivalliq region called MX13 has 182 muskox tags available.

The request for a muskox population survey is something I will have to review carefully in light of past studies done to date. As well, the legislation was finally enacted on September 1 for the muskox regulations. I will have to check into when a future muskox survey would occur in the Kivalliq region. I am unsure of which exact zone he is referring to as being in the Kivalliq region, but I can definitely look into this. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Speaker. (interpretation ends) Residents of my

community have noted with pleasure that the mainland muskox population appears to be thriving. However, a number of residents are concerned that the increasing range of muskox in the area may be affecting the migration patterns of the caribou populations.

Can the minister indicate if his department is currently undertaking any species management initiatives to monitor and address the increasing distribution of muskox on Nunavut's mainland? Thank you, Mr. Speaker.

**Speaker** (interpretation): Minister of Environment, Mr. Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. As I stated earlier, the new muskox regulations came into effect on September 1. Our co-management partners such as the NWMB and the RWOs are involved in the three zones, including the zone in the Kivalliq region, as well as the local HTOs.

When the regulations were being drafted, there were notifications sent out so that the public would be aware that new regulations would kick in. Following the regulations, it is obvious that if a new study is required, then the Department of Environment can send directives on the process to the communities or to the Kivalliq region. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak**: Thank you, Mr. Speaker. As the minister is aware, Kitikmeot Foods Ltd. is a Nunavut

Development Corporation subsidiary and, according to the corporation's 2013-14 annual report, provided approximately ten jobs for the residents of Cambridge Bay in 2013. This company holds an annual muskox harvest and processes the products of its harvest locally to be distributed nationally and internationally.

Can the minister indicate if his department has determined if it is feasible to hold a commercial muskox harvest in the Kivalliq region? Thank you, Mr. Speaker.

**Speaker:** The Hon. Minister of Environment, Mr. Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Yes, a study would be required if a commercial harvest was being contemplated. I believe my colleague is speaking about the lands around Baker Lake. We would have to review all the pertinent factors with our co-management partners managing the muskox or other animals.

Yes, I agree with my colleague that a study would have to be conducted to review that commercial harvest potential and to review his concerns. It would only move ahead with the participation of the Nunavut Wildlife Management Board and in this case, with the Kivalliq Wildlife Board. Yes, this will require that I inform my officials about this request for more details on the issue. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Members will note that the time for question period has expired. Moving on. Item 7. Written Questions.

(interpretation ends) Hon. Member for South Baffin, Mr. Joanasie.

### Item 7: Written Questions

#### Written Question 006 – 4(3): Applied Suicide Intervention Skills Training Course for Trainers

**Mr. Joanasie:** Thank you, Mr. Speaker. My written questions today are for the Minister responsible for Suicide Prevention and they concern the delivery of the Applied Suicide Intervention Skills Training (ASIST) course for trainers.

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

1. Which Government of Nunavut department and division organizes the Applied Suicide Intervention Skills Training (ASIST) Training For Trainers courses?
2. How much does it cost to deliver this course?
3. What is the Government of Nunavut's yearly budget for delivering Applied Suicide Intervention Skills Training (ASIST) Training For Trainers courses?
4. Is any funding for Applied Suicide Intervention Skills Training (ASIST) Training For Trainers courses obtained from sources outside of the Government of Nunavut and, if so, which organization(s) provide such funding?
5. To date, by year and community of delivery, how many Applied Suicide

Intervention Skills Training (ASIST) Training For Trainers courses have been delivered in Nunavut?

6. To date, how many participants in the Applied Suicide Intervention Skills Training (ASIST) Training For Trainers course have completed the five-day course?
7. To date, of those participants who completed the Applied Suicide Intervention Skills Training (ASIST) Training For Trainers course, how many have become provisional trainers?
8. To date, how many Nunavut ASIST provisional trainers have gone on to deliver, with support from a senior trainer, the three ASIST workshops required to permit them to become registered trainers?
9. To date, how many Nunavut ASIST Provisional Trainers have qualified as ASIST registered trainers?
10. For the current fiscal year and for 2015-16 fiscal year, how many Applied Suicide Intervention Skills Training (ASIST) Training For Trainers courses are planned to be delivered and in which communities?

Thank you, Mr. Speaker.

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

**Some Members:** Agreed.

**Speaker:** It is agreed. Item 8. Returns to Written Questions. Item 9. Replies to Opening Address. Item 10. Petitions. Item 11. Responses to Petitions.

Members, before we continue with the orders of the day, we will take a 20-minute break.

(interpretation) Sergeant-at-Arms.

>>*House recessed at 15:56 and resumed at 16:23*

**Speaker** (interpretation): Item 12. (interpretation ends) Reports of Standing and Special Committees on Bills and Other Matters. Member for Tununiq, Mr. Enook.

### **Item 12: Reports of Standing and Special Committees on Bills and Other Matters\***

#### **Committee Report 008 – 4(3): Recommendations for Amendments of the Rules of the Legislative Assembly of Nunavut and Other Matters**

**Mr. Enook:** Thank you, Mr. Speaker. I have the honour today of presenting the first report of the Fourth Legislative Assembly's Standing Committee on Rules, Procedures and Privileges.

I would like to express my appreciation to my committee colleagues for the collegial manner in which we have worked together.

\*See Appendix for full text of Committee Reports 8 – 4(3) and 9 – 4(3).



The recommendations in the standing committee's report reflect the unanimous consensus of its membership and have been ratified by the Legislative Assembly's Full Caucus.

For the benefit of all Members of the House and the listening public, I wish to take this opportunity to highlight the standing committee's recommendations for amendments to the *Rules of the Legislative Assembly of Nunavut*.

The standing committee is making a total of seven formal recommendations in this report.

The first recommendation is that Rule 37, which provides for recognition of visitors in our gallery, be amended to reflect our legislature's current practices in relation to recognitions. The foundation of the committee's recommendation is the principle that the rules should not unduly restrict members' ability to recognize and pay tribute to constituents and distinguished guests who join us during our sittings. At the same time, the standing committee notes the importance of all members exercising restraint with respect to multiple recognitions of the same individual and the length of recognitions.

The second recommendation is that Rule 45, which provides for notice requirements in respect to the introduction of bills, be amended to reduce the notice period from 48 hours to 24 hours. This amendment will simplify and streamline our proceedings in relation to the introduction of bills while maintaining an appropriate notice period.

The third recommendation is that Rule 91, which provides for government responses to reports of standing and special committees, be amended to require government responses to be printed in *Hansard*. This would be consistent with the current requirements in the rules to print returns to oral questions, returns to written questions, and responses to petitions in *Hansard*. This would serve to enhance public access to the contents of government responses to reports of standing and special committees.

The fourth recommendation is that the *Guidelines for the Use of Portable Hand-held Electronic Devices, Laptop Computers and Other Technologies in the Legislative Assembly Chamber and Committee Rooms* be updated to reflect current practices. As members will be aware, the current guidelines were first introduced in October of 2010, just over five years ago.

The fifth recommendation is that the *Guidelines for the Tabling of Documents* be updated to introduce a requirement that electronic versions of documents that are tabled in the House by the Speaker or ministers in their official capacities also be provided in an electronic format. One of the current initiatives of the Office of the Legislative Assembly is to make electronic versions of all tabled documents available for downloading by the public from the Legislative Assembly's website. This update will help achieve that goal.

The sixth recommendation is that the Legislative Assembly's recently adopted *Guidelines and Protocols for the News Media Respecting Filming, Photography*

*and Other Matters* be formally added to our rules as a new appendix. As members will recall, these guidelines were introduced under the authority of the Speaker of the Legislative Assembly in his capacity as Chairperson of the Management and Services Board during the spring 2015 sitting of the House.

The seventh and final recommendation is that the next reprint of the rules corrects a number of typographical errors and terminological inconsistencies that have been identified by the standing committee.

Pursuant to Rule 91, I move that the report of the standing committee be received and adopted by the House, its appendix entered into the record as read and its recommendations for amendments to the Rules of the Legislative Assembly be deemed to have been accepted, effective the first day of the winter 2016 sitting of the Legislative Assembly. (interpretation) Thank you, Mr. Speaker.

**Speaker:** Thank you. The member has moved that the report of the standing committee be received and adopted by the House, its appendix entered into the record as read and its recommendations for amendments to the Rules of the Legislative Assembly be deemed to have been accepted, effective the first sitting day of the winter 2016 sitting of the Legislative Assembly. (interpretation) Do you agree?

**Some Members:** Agreed.

**Speaker:** Then it's agreed. The Hon. Member for Iqaluit-Tasiluk, Mr. Hickes.

### **Committee Report 009 – 4(3): Report of the Special Committee to Review the Education Act**

**Mr. Hickes:** Thank you, Mr. Speaker. I rise today to present the report of the Special Committee to Review the *Education Act*.

First, I would like to take a moment to acknowledge the time and effort staff put in to assist us with this review. On behalf of all of us, thank you, Siobhan, Karen, and Stephen.

Mr. Speaker, Nunavut's current *Education Act* received assent on September 18, 2008 and has come into force in stages.

This special committee was established in order to fulfill section 202.1 and to review the provisions and operation of the *Education Act*.

Pursuant to Rule 86 of the *Rules of the Legislative Assembly of Nunavut*, the Special Committee to Review the *Education Act* was established by a motion in the House on June 9, 2014.

Mr. Speaker, following its establishment, the special committee began the review process immediately and invited key stakeholders, organizations, and members of the public to provide written submissions on Nunavut's *Education Act* to the committee.

In June of 2014, the special committee released a number of public service announcements to invite members of the public to make written submissions to the committee on Nunavut's *Education Act*.

Mr. Speaker, the special committee was very pleased to receive a significant number of written submissions with respect to Nunavut's *Education Act*. The special committee was impressed with the level of thought and consideration that went into each submission.

Mr. Speaker, the special committee was committed to conducting consultations across Nunavut. In April and May of 2015, the special committee held public consultation meetings in the communities of Baker Lake, Kugluktuk, Pond Inlet, and Iqaluit.

Mr. Speaker, the special committee also met with representatives from the district education authority in each of the communities that it visited and invited representatives from all those district education authorities that had provided written submissions to meet with the committee to discuss their comments and views. The special committee would like to acknowledge the high level of commitment and engagement demonstrated by the community members who serve on Nunavut's local district education authorities.

The special committee held in-depth meetings with all three regional school operations divisions of the Department of Education. Committee members were extremely impressed with the level of commitment, dedication, and awareness demonstrated by RSO staff.

From May 13 to 14, 2015, the special committee held formal hearings in the Chamber of the Legislative Assembly. Witnesses were chosen to provide a broad range of views, to represent various sectors of Nunavut's society, and to explore different perspectives on

Nunavut's education system. Transcripts from the hearings are available on the Legislative Assembly's website.

Mr. Speaker, while the special committee did engage with many sectors of Nunavut society, from members of the public to key stakeholders involved in the delivery of Nunavut's education system, it was noted that the committee could have benefited from the opportunity to seek specific input from students, in particular the first cohort of students who had received their education under the system established by Nunavut's new *Education Act*, which saw its first implementation activities begin in 2009. The special committee recommends that future reviews and consultations on the *Education Act* seek specific input from Nunavut students and address their insights on how they feel Nunavut's education system has supported or failed them in achieving their educational goals.

Mr. Speaker, the special committee took the opportunity to scrutinize in detail the Department of Education's annual reports. Committee members noted that the annual reports did not address the apparent and ongoing gaps in the implementation of the legislation. The special committee recommends that the Minister of Education's annual reports, as required under section 126 (1) of the current *Education Act*, include specific and comprehensive information on the department's progress to administer and implement the *Education Act*.

Mr. Speaker, the 2013 report of the Auditor General of Canada on education in Nunavut was tabled in the Legislative Assembly on November 19, 2013. The Legislative Assembly's Standing

Committee on Oversight of Government Operations and Public Accounts held hearings on the Auditor General's report in April of 2014. Representatives from the Department of Education appeared as witnesses during these hearings and provided copies of the department's five-year work plan, which outlined its short-term, medium-term, and long-term objectives to address issues raised in the Auditor General's report.

Mr. Speaker, the special committee noted that an updated version of the department's work plan could have provided additional insight into the Department of Education's progress or lack of progress towards implementing certain aspects of Nunavut's *Education Act*. The special committee recommends that the Minister of Education table in the Legislative Assembly an update on the Department of Education's "Education Act Implementation Work Plan," which was developed to address the observations and recommendations in the 2013 report of the Auditor General of Canada on education in Nunavut on an annual basis.

Mr. Speaker, the special committee's review of Nunavut's *Education Act* addressed many broad and specific issues. Members of the standing committee thoroughly considered all input to identify key factors that are currently impacting the administration and implementation of the *Education Act*, the effectiveness of its provisions, and the achievement of its objectives.

Mr. Speaker, the special committee wishes to emphasize that the delivery of an education system is too important to be driven primarily by political idealism. The standing committee is of the view

that the objectives of an education system must be practical, realistic, and attainable. Despite tremendous effort and dedication, as well as significant investments of time, money, and resources, it has become apparent that the delivery of Nunavut's education system under the current *Education Act* has fallen short of a number of its objectives.

Mr. Speaker, in many respects, the potential for the success of Nunavut's education system has been weakened by an overly ambitious agenda that was, to some extent, entrenched within the legislation itself. It is important to acknowledge that changes must be made to the provisions of the current legislation with a view to improving and standardizing the delivery of Nunavut's education system.

Mr. Speaker, a number of contributions to the special committee's review process expressed the need for a defined, overall goal or vision statement for Nunavut's education system. The need for consistency within the educational system was echoed by many contributors across Nunavut. The special committee fully supports the concept of focusing resources and effort into the standardized delivery of programs with a view to setting and reaching consistent program delivery for all students across the territory.

The special committee recommends that Nunavut's education system and its legislation focus on providing and implementing a consistent, standardized program and curriculum across all regions and communities of Nunavut to prepare youth, from early childhood education through high school

graduation, for further levels of education and future employment. Thank you, Mr. Speaker.

My colleagues, the Hon. Paul Quassa will proceed from here.

**Hon. Paul Quassa** (interpretation):

Thank you, Mr. Speaker. There is no question that *Inuit Qaujimajatuqangit* is a valid and compelling force within Nunavut's government and that the delivery of related programs and activities affect the daily lives of Nunavummiut. A significant number of participants in the special committee's review process voiced strong opinions in support of *Inuit Qaujimajatuqangit* as being the source of the guiding principles for Nunavut's education system.

At the same time, however, the special committee heard a number of comments and concerns regarding the difficulties inherent in trying to enforce the implementation of *Inuit Qaujimajatuqangit*. To date, *Inuit Qaujimajatuqangit* in the government is a broadly interpreted and conceptual approach, which is difficult to incorporate into legislation and implement in daily operations. It was noted that formal legislation has its roots in western culture and often takes on a highly defined and prescriptive structure. A number of contributors argued that the effectiveness of the legislation was compromised by attempts to integrate *Inuit Qaujimajatuqangit* within specific sections of the *Education Act*.

Mr. Speaker, it was pointed out that requiring the incorporation of *Inuit Qaujimajatuqangit* within specific legislative contexts in the *Education Act*

without clear and precise definitions, activities, or measurements to assess the success of that implementation was impractical and ineffective. The special committee concurred fully with this point. The special committee recommends that specific references to the incorporation of *Inuit Qaujimajatuqangit* in Nunavut's education system within the *Education Act* be removed from the legislation.

The special committee supports the position that the principles and concepts of *Inuit Qaujimajatuqangit* provide a critical context for the administration and delivery of Nunavut's education system. The special committee recognizes the ongoing efforts of the Department of Education in this area.

The special committee noted that Inuit societal values, including language, culture, and history, could be addressed as distinct subjects within Nunavut's curriculum. It was felt that the role of elders could be significantly enhanced and expanded with a renewed focus on providing core subjects within the curriculum that are based on *Inuit Qaujimajatuqangit* and Inuit societal values. The special committee recommends that *Inuit Qaujimajatuqangit* be incorporated as core program or curriculum subjects within Nunavut's education system at all school levels. Thank you, Mr. Speaker.

My colleague, Ms. Angnakak, will proceed from here.

**Ms. Angnakak:** Mr. Speaker, Nunavut's *Education Act* provides that citizens between the ages of 5 and 21 are entitled to attend a school and have access to the educational program in a regular

instructional setting. The special committee heard a number of concerns with respect to the needs of younger Nunavummiut as well as considerations with respect to older students.

Mr. Speaker, many contributors spoke passionately about the importance of early childhood education and its role in preparing children for success in the school system. It has been well-established that early childhood is a critical phase that can determine the quality of health, well-being, learning, and behaviour of individuals later on in life.

Mr. Speaker, a number of contributors also noted that kindergarten programs across the territory are currently delivered on a half-day basis and proposed that full-day kindergarten be considered in addition to ensuring that an integrated kindergarten curriculum or program is provided for within the legislation. The special committee agreed that early childhood education is an important aspect of educational success.

The special committee recommends that the *Education Act* be amended to require that the minister provide the necessary resources and training to ensure early childhood education programs are made available and provided in every Nunavut community.

The special committee further recommends that the Department of Education explore options to develop full-day kindergarten, taking into consideration space availability, costs of programming and resources, and the impact of increasing the number of

instructional hours at the kindergarten level.

Mr. Speaker, some contributors raised concerns regarding the inclusion of adult education in the legislation. It was noted that there are a number of alternative learning opportunities for adults outside of the school system. Other contributors focused on the merits and potential problems associated with permitting adult students over the age of 21 to participate in school-based programming. The special committee was of the view that this topic should be given further consideration.

Mr. Speaker, on a personal note, I returned to high school as an adult student and I was 24 years old, even though I had two children at the time. For me, it proved an invaluable experience to earn my High School Diploma in that setting.

Mr. Speaker, consistency in policy areas was identified as a necessary focus within the legislation. Standardized approaches to such issues as attendance, registration, and discipline across all schools would ensure that all students in Nunavut had the same responsibilities and obligations regardless of the community in which they lived. The special committee recognizes that attendance is a major issue across the territory. Thank you, Mr. Speaker.

My colleague, Mr. Mikkungwak, will proceed from here.

**Mr. Mikkungwak** (interpretation): Thank you, Mr. Speaker. The importance of protecting and promoting the Inuit language across Nunavut was reflected in the significant number of

comments and opinions that were brought forward to the committee concerning the language of instruction provisions in the *Education Act*.

Currently, the Language of Instruction Regulations of the *Education Act* establish three distinct models of bilingual language instruction. Given the limited number of bilingual educators in any given community, the special committee recognizes that delivering three different education models across the territory becomes complex and difficult to manage. This, in turn, compromises the success of the education system as a whole. The special committee recommends that the legislation be amended to ensure that Nunavut's education system delivers bilingual education according to a single, standardized model for all schools across the territory.

Mr. Speaker, many contributors argued passionately for the preservation and promotion of community and regional dialects. The special committee acknowledges the importance of recognizing and supporting unique dialectal variation at the community level.

The special committee further recommends that accommodations be made within the legislation to enable district education authorities to request and receive necessary resources and support to deliver additional language programs that take into account regional, community, or dialectal interests and also allow for the delivery of multilingual education, including the Inuit language, French, and English.

Mr. Speaker, the special committee recognizes that section 28 of the *Education Act* establishes a timeline for the delivery of bilingual education, with the final deadline for this provision to be implemented at all grade levels in the 2019-2020 school year. Many contributors acknowledged that the targeted dates for meeting these provisions are unrealistic and unattainable. The special committee recommends that the deadlines for the implementation of language of instruction requirements that are currently included in the legislation be revised and amended or deleted at the earliest opportunity.

Given the limited capacity to deliver bilingual education in Nunavut's schools, the special committee further recommends that the Government of Nunavut renew its efforts to promote, recruit, and retain teachers and educators trained to deliver a bilingual education in the Inuit language and English. Thank you very much, Mr. Speaker.

My colleague, Joe Savikataaq, will continue from here.

**Mr. Savikataaq:** Thank you, Mr. Speaker. A number of submissions and comments reviewed by the special committee addressed concerns regarding social promotion, which relates to students who are passed or 'promoted' from grade to grade with their peers without having mastered the required competencies at each grade and without having a learning plan in place which supports their individual academic needs and growth.

Part 6 of Nunavut's *Education Act* establishes inclusive education within

the school system. Under the inclusive education mandate, students are entitled to receive an education program which is modified to their specific learning needs and which adjusts the expectations of their achievements under the curriculum as they progress according to their individual capacities. This approach is intended to enable students to remain in classes with students of their own age group while allowing them to advance continuously from kindergarten to grade 12 at their own individual rate of learning.

The special committee did not hear any arguments against inclusive education. Indeed, the intent of this approach seemed well supported by educators and educational administrators. However, as pointed out by several contributors, the lack of resources, specialized training, and support staff as well as specialists to provide professional assessments and advice on how to develop modifications and accommodations for individual students has led to many students not receiving the supports they need while continuing to pass from grade to grade. Ineffective implementation of inclusive education leads to social promotion.

The lack of training, tools, resources, and professional supports to implement inclusive education impacts the successful delivery of Nunavut's educational system. The special committee notes that student attendance must also be considered within the context of inclusive education. In the interest of ensuring the most effective and efficient use of resources, committee members were of the view that the lack of academic achievement on the part of non-attendance should not be addressed through the means of individual student

support plans. For non-attenders who are being reintegrated into the education system, alternative options for remediation, retention, and promotion must be considered.

The special committee recommends that Part 6 of the *Education Act*, Inclusive Education, be amended to clarify in detail the conditions under which a student may be entitled to receive a student support program, the provisions that must be included in a student support program, the professional services that will be made available for the development of student support programs, and the process for determining and implementing amendments to student support programs. Thank you, Mr. Speaker.

My colleague, Mr. Hickes, will proceed from here. Thank you.

**Mr. Hickes:** Thank you, Mr. Savikataaq. Mr. Speaker, Nunavut's *Education Act* establishes a series of partnerships between the ministry, school administrators, school staff, students and parents, district education authorities, and the Commission scolaire francophone du Nunavut. Throughout the special committee's review, it became clear that the distribution of roles and responsibilities between these various partners is problematic and, in many circumstances, dysfunctional or unbalanced.

With the introduction of the *Education Act* in 2008, it was anticipated by many that local decision-making in schools would reflect the unique character of the communities in which they were based.



Mr. Speaker, the special committee recognized that the legislated emphasis on local control of education and the widely varying abilities of DEAs to exercise that control has created inequalities in the delivery of education across Nunavut's communities. As a result, Nunavut's education system is not being delivered consistently across the territory. The special committee is of the view that steps must be taken to re-establish consistency across all communities.

Therefore, the special committee recommends that the minister undertake a comprehensive review of the current roles and responsibilities of Nunavut's district education authorities and make amendments to the legislation which will establish a standardized set of duties and responsibilities for all district education authorities that reflects their common capacity to meet the mandated obligations.

The special committee further recommends that the minister put a greater emphasis on communicating the roles and responsibilities of district education authorities, school administrators, and regional school operations to each respective entity.

Mr. Speaker, at the time of the special committee's review, the operations and management of the French school commission, CSFN, were in some disarray. The special committee received limited input with respect to the role of CSFN as established under the legislation.

While the special committee fully appreciates that compliance with the *Canadian Charter of Rights and*

*Freedoms* must be taken into account when considering any amendments to the legislation in this area, it was clear to members that revisions are necessary to clarify roles, responsibilities, rights, and accountabilities with respect to French language minority rights in Nunavut.

The special committee recommends that the legislation be amended to clarify and strengthen the relationship and distribution of responsibilities between the minister, the Department of Education, and CSFN.

The special committee recommends that the rights and obligations of minority language rights-holders with respect to minority language education in Nunavut be clarified within the legislation.

The special committee further recommends that the legislation be amended to provide greater clarity and accountability with respect to the status of education staff under CSFN.

Mr. Speaker, it was also apparent that there are significant disparities between the roles and responsibilities assigned to CSFN as compared to those assigned to district education authorities. The special committee is of the view that there needs to be more consistency in the roles of entities governing education across Nunavut to ensure equal rights to education for all residents.

The special committee recommends that the legislation be amended to ensure that the Minister of Education's authority with respect to educational programming in Nunavut's schools is consistent across Nunavut.

Mr. Speaker, as Nunavut's new education legislation was being developed, the DEA coalition established itself as an advocacy group for district education authorities, which, in the absence of regional school boards, had lost an avenue to voice and share concerns or best practices. The role of the DEA coalition was acknowledged under Nunavut's *Education Act*, which establishes it as a legislated entity.

The special committee noted throughout the course of its review that the role of the DEA coalition was little understood. The role of the DEA coalition with respect to the delivery of education across Nunavut needs to be redefined. The special committee recommends that the legislation be amended to redefine the role and responsibilities of the DEA coalition and to ensure that it has a clear mandate and that the lines of accountability between the ministry and the district education authorities are clearly expressed.

Mr. Speaker, I would like to conclude with the following comments.

The future of Nunavut relies in large part on the successful administration and implementation of its education system. To achieve the objectives of the *Education Act* will require the collaborative efforts of all Nunavummiut and a shared understanding of the roles and responsibilities of all partners in the education process.

Therefore, the special committee recommends that the Department of Education work closely with other agencies, such as the departments of Health and Family Services, the Nunavut Housing Corporation, Nunavut's child

and youth advocate, and others, to address key social factors that are affecting the successful delivery of education across Nunavut.

Mr. Speaker, the special committee also recommends that the lines of accountability and reporting structures between the minister, departmental headquarters, regional school operations, district education authorities, the Commission scolaire francophone du Nunavut, school staff, as well as principals and teachers, parents, and students be clearly articulated and well publicized.

Mr. Speaker, the special committee greatly appreciates the time, interest, and effort made by the many contributors and participants throughout the review process.

The intent of this report is to provide a strategic direction to the government for improving the administration and implementation of the legislation. The special committee strongly encourages the Department of Education to continue with initiatives that will standardize and strengthen the delivery of education across Nunavut.

Mr. Speaker, a number of this report's recommendations suggest amendments to the *Education Act*. Members of the special committee look forward to participating in the review of amending legislation brought forward by the Government of Nunavut as soon as possible and during their term of office.

Therefore, the special committee recommends that proposed amendments to the *Education Act*, especially with respect to sections on language of

instruction, inclusive education, and the roles and responsibilities of district education authorities and related regulations be introduced within the term of the Fourth Legislative Assembly of Nunavut.

Mr. Speaker, at the appropriate time, I will be tabling copies of the submissions which were discussed during the special committee's hearings this past May.

With that, Mr. Speaker, I move that the report of the special committee be received by the House and entered into the record as read. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The member has moved that the report of the special committee be received by the House and entered into the record as read. Do members agree?

**Speaker:** It is agreed. Item 13. (interpretation) Tabling of Documents. (interpretation ends) Hon. Minister of Finance, Mr. Peterson.

**Item 13: Tabling of Documents**

**Tabled Document 047 – 4(3): Public Accounts 2014-2015**

**Tabled Document 048 – 4(3): Grants and Contributions 2014-2015 Annual Report**

**Tabled Document 049 – 4(3): Interim Financial Report (Unaudited) March 31, 2015**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I have three documents that I would like to table.

Mr. Speaker, I am pleased to table today for the fifth consecutive year an unqualified opinion and for the second year in a row, prior to December 31, the Government of Nunavut's Public Accounts Annual Report for 2014-15.

Mr. Speaker, I am pleased to table the Grants and Contributions Annual Report for 2014-15.

Finally, I am pleased to table the Interim Financial Report (unaudited) for March 31, 2015. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Item 13. Tabling of Documents. Hon. Premier of Nunavut, Mr. Taptuna.

**Tabled Document 050 – 4(3): 2015 Council of the Federation Summer Meeting July 15, 2015**

**Tabled Document 051 – 4(3): National Aboriginal Organizations (NAO) and Premiers' Meeting July 15, 2015**

**Tabled Document 052 – 4(3): Northern Premiers' Forum, Kugluktuk, Nunavut, June 15 to 16, 2015**

**Tabled Document 053 – 4(3): Quebec Climate Change Summit, April 4, 2015**

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I wish to table four documents titled Council of the Federations Summer Meeting Report held in St. Johns, Newfoundland July 15 to 17, 2015; the National Aboriginal Organizations and Premiers' Meeting Held in Happy Valley Goose Bay,

Newfoundland July 15, 2015; Northern Premiers' Forum held in my hometown of Kugluktuk June 15 to 16, 2015. Mr. Speaker, I am also pleased to table the Report on the Quebec Climate Change Summit, April 4, 2015. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Tabling of Documents. Hon. Minister of Nunavut Arctic College, Mr. Quassa.

**Tabled Document 054 – 4(3): Nunavut Arctic College Annual Report 2014-2015**

**Hon. Paul Quassa:** Thank you, Mr. Speaker. I am pleased to table the Nunavut Arctic College 2014-15 Annual Report. I would like to inform the House that the translations will follow once completed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Tabling of Documents. Hon. Minister of Culture and Heritage, Mr. Kuksuk.

**Tabled Document 055 – 4(3): 20th Ministerial Conference on the Canadian Francophonie “Raise High and Bright the Flame of the Canadian Francophonie” June 17 to 18, 2015**

**Tabled Document 056 – 4(3): FPT Ministers Responsible for Culture and Heritage July 14, 2015**

**Tabled Document 057 – 4(3): Third Inuit Qaujimajatuqangit Katimajit Summary Report 2009-2012**

**Tabled Document 058 – 4(3): Inuit Qaujimajatuqangit Katimajit Summary Report 2013-2015**

**Tabled Document 059 – 4(3): Inuugatta: Summary of Presentations and Recommendations, A Conference Held in Iqaluit, Nunavut, February 24 to 26, 2015**

**Hon. George Kuksuk:** Thank you, Mr. Speaker. I am pleased to table the following five documents:

- 20th Ministerial Conference on the Canadian Francophonie Report held in Toronto June 17 to 18, 2015;
- FPT Ministers Responsible for Culture and Heritage Report July [14, 2015];
- *Third Inuit Qaujimajatuqangit Katimajit Summary Report 2009-2012;*
- *Inuit Qaujimajatuqangit Katimajit Summary Report 2013-2015;* and
- *Inuugatta: Summary of Presentations and Recommendations, A Conference Held in Iqaluit, Nunavut, February 24 to 26, 2015.*

Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Tabling of Documents. Hon. Member for Iqaluit-Tasiluk, Mr. Hicke.

**Tabled Document 060 – 4(3): Copies of Submissions to the Special Committee to Review the Education Act**

**Mr. Hickes:** Thank you, Mr. Speaker. As I mentioned earlier in my report, the Special Committee to Review the *Education Act* was very pleased to welcome Ms. Margaret Joyce, Mr. John Wilson, Mr. Robby Qammaniq, Mr. Adam Fisher, and representatives from the Department of Education, Nunavut Tunngavik Incorporated, the Nunavut Teachers Association, and the Coalition of Nunavut DEAs who appeared as witnesses during the special committee's formal hearings held on May 13 and 14 of this year. I am tabling copies of the submissions that they presented and which were discussed during the hearings. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Tabling of Documents. Hon. Member for Pangnirtung, Mr. Mike.

**Tabled Document 061 – 4(3): Photograph of Monument at Pangnirtung Harbour**

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. As I said in my Member's Statement today, I would like to table the photograph of the monument for the Pangnirtung harbour. Thank you.

**Speaker** (interpretation): Thank you. (interpretation ends) Tabling of Documents. Thank you, members. I have a number of documents to table today.

**Tabled Document 062 – 4(3): 2014-2015 Annual Report of the Chief Electoral Officer of Nunavut**

**Tabled Document 063 – 4(3): 2014-2015 Annual Report on Members' Indemnities, Allowances, Expenses, and Benefits**

**Tabled Document 064 – 4(3): Report of Members' Absences from Sittings of the House and Meetings of Committees and Caucuses for the Period April 1, 2015 to June 30, 2015**

**Tabled Document 065 – 4(3): 2014-2015 Audit Report and Financial Statements for the Retiring Allowances Fund**

**Tabled Document 066 – 4(3): 2014-2015 Audit Report and Financial Statements for the Supplementary Retiring Allowances Fund**

**Tabled Document 067 – 4(3): Speaker's List of Outstanding Statutory Tabling Requirements**

The first item is the 2014-15 *Annual Report of the Chief Electoral Officer of Nunavut*.

The second item is the 2014-15 *Annual Report on Members' Indemnities, Allowances, Expenses, and Benefits*.

The third item is the *Report of Members' Absences from Sittings of the House and Meetings of Committees and Caucuses for the Period April 1, 2015 to June 30, 2015*.

The fourth item is the 2014-15 *Audited Report and Financial Statements for the Retiring Allowances Fund*.

The fifth item is the 2014-15 *Audit Report and Financial Statements for the Supplementary Retiring Allowances Fund*.

The sixth and final item is a list of outstanding statutory tabling requirements. (interpretation) Thank you.

(interpretation ends) Tabling of Documents. Minister for the Nunavut Housing Corporation, Mr. Kuksuk.

**Tabled Document 068 – 4(3): Nunavut Housing Corporation’s 2014-2015 Annual Report**

**Hon. George Kuksuk:** Thanks again, Mr. Speaker. I am pleased to table the Nunavut Housing Corporation’s 2014-15 annual report. Translations will follow once completed. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) We shall move on to Item 14. Notices of Motions. Item 15. Notices of Motions for First Reading of Bills. Mr. Hickes.

**Mr. Hickes:** No, no. Sorry. My apologies, Mr. Speaker.

**Speaker:** Item 16. Motions. The Hon. Member for Baker Lake, Mr. Mikkungwak.

**Item 16: Motions**

**Motion 007 – 4(3): Extended Adjournment**

**Mr. Mikkungwak:** Thank you, Mr. Speaker.

WHEREAS Rule 3 of the *Rules of the Legislative Assembly of Nunavut* addresses sittings and adjournments of the House;

AND WHEREAS the Legislative Assembly is presently holding its fall 2015 sitting;

AND WHEREAS members have agreed that the winter 2016 sitting shall convene on February 24, 2016;

AND WHEREAS members have also agreed that the Nunavut Leadership Forum shall convene for the purpose of conducting the mid-term leadership review of the Executive Council following the conclusion of the fall 2015 sitting;

AND WHEREAS the deliberations of the Nunavut Leadership Forum could necessitate the subsequent recall of the House;

AND WHEREAS Rule 3(3) provides for the procedure by which the Speaker may recall the House when it stands adjourned or prorogued;

NOW THEREFORE I MOVE, seconded by the Hon. Member for Aggu, that when the House concludes its fall 2015 sitting, it shall be adjourned until February 24, 2016;

AND FURTHER I MOVE that this motion be deemed to satisfy the requirements of Rule 3 in respect to the

extended adjournment of the House, notwithstanding any recall that may occur prior to the end of the present calendar year;

AND FURTHER I MOVE that the provisions of Motion 4 – 4(3), Extended Sitting Hours and Days, be deemed to apply to sittings of the House that take place pursuant to any recall that may occur prior to the end of the present calendar year.

Thank you, Mr. Speaker.

**An Hon. Member:** Well done.

**Speaker** (interpretation): Thank you. (interpretation ends) The motion is in order. To the motion. All those in favour. (interpretation) Thank you. (interpretation ends) Opposed. The motion is carried.

Item 16. Motions. Hon. Member for Iqaluit-Niaqunngu, Ms. Angnakak.

**Motion 008 – 4(3): Referral of Tabled Documents 73 – 4(2), 116 – 4(2), and 140 – 4(2) to the Committee of the Whole**

**Ms. Angnakak:** Thank you, Mr. Speaker.

WHEREAS the Government of Nunavut's new *Human Resource Strategy* was tabled in the House on November 4, 2014;

AND WHEREAS the Government of Nunavut's *Public Service Code of Values and Ethics* was tabled in the House on March 11, 2015;

AND WHEREAS the Government of Nunavut's 2013-14 *Public Service Annual Report* was tabled in the House on March 17, 2015;

AND WHEREAS the management and organization of the public service is an issue of concern to Members of the Legislative Assembly;

NOW THEREFORE I MOVE, seconded by the Hon. Member for Tununiq, that Tabled Documents 73 – 4(2), 116 – 4(2), and 140 – 4(2) be referred to the Committee of the Whole for concurrent consideration.

Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The motion is in order.

**An Hon. Member:** Question.

**Speaker:** To the motion. Ms. Angnakak.

**Ms. Angnakak:** Thank you, Mr. Speaker. I am pleased to take this opportunity to speak to the motion before us today.

Mr. Speaker, as I noted in my motion, the government's new Human Resource Strategy was tabled in the House on November 4, 2014, just one day over a year ago, almost exactly a year ago.

Mr. Speaker, as I have noted on a number of occasions, this important document sets out a number of important goals and priorities for the government. These include, and I quote:

- “Continu[ing] to improve the fair and transparent practices used for

staffing and career advancement in the public service”;

- “Ensur[ing] that all government departments and public agencies work actively towards enhanced Inuit employment”; and
- “Continu[ing] to invest in the education and development of all current and potential public servants, with an emphasis on increasing Inuit employment in professional and leadership roles in government.”

Mr. Speaker, as you are aware, a number of my colleagues have been joining me in raising concerns and asking questions during this Assembly regarding the management of the public service.

Mr. Speaker, passage of the motion that is before the House today will allow us to have the opportunity to consider in detail and in the public forum of the Committee of the Whole the government’s new Human Resource Strategy, as well as its most current annual report on the public service and the Code of Values and Ethics.

This work will allow all Members of the Legislative Assembly and the listening public to gain a better understanding of the extent to which the government is achieving the goals and objectives contained in its Human Resource Strategy.

Mr. Speaker, as you are aware, a number of concerns and questions have also been raised in the Legislative Assembly regarding the government’s current structural approach to the management and organizational design of the public service.

I again call on the minister responsible for the public service to table the report and recommendations which ultimately led to the dissolution of the Department of Human Resources and the transfer of its functions and personnel to the Department of Finance and the Department of Executive and Intergovernmental Affairs.

Mr. Speaker, I would like to close by thanking my colleague from Tununig for having seconded this motion, and I encourage all members to vote for its passage. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) To the motion.

**An Hon. Member:** Question.

**Speaker:** All those in favour. (interpretation) Thank you. (interpretation ends) Opposed. The motion is carried.

Item 16. Motions. Member for Iqaluit-Tasiluk, Mr. Hickes.

### **Motion 009 – 4(3): Promoting Green Energy in Nunavut**

**Mr. Hickes:** Thank you, Mr. Speaker.

WHEREAS *Ikummatiit: An Energy Strategy for Nunavut* was tabled in the Legislative Assembly on October 30, 2007;

AND WHEREAS the Government of Nunavut’s current business plan states that this strategy “focuses on reducing reliance on fossil fuels, finding alternative energy sources, and promoting the efficient use of energy in the territory”;



AND WHEREAS the Government of Nunavut's Energy Secretariat is "responsible for the development, coordination and delivery of Nunavut's energy strategy to address our dependence on imported fuels";

AND WHEREAS Canada is a world leader in the production and use of renewable energy sources;

AND WHEREAS the Energy Secretariat has noted that "Nunavut relies exclusively on imported fossil fuels for its energy needs";

AND WHEREAS electricity rates in Nunavut are some of the highest rates in North America;

AND WHEREAS increased use of renewable energy sources has the potential to help address price stability issues;

AND WHEREAS work has been underway for a number of years with respect to such initiatives as hydroelectric development near Iqaluit and connecting the Kivalliq to Manitoba's power grid;

AND WHEREAS the Government of Nunavut and the Government of Canada have invested significant time and resources into numerous studies that have identified the potential for renewable sources of green energy in Nunavut;

AND WHEREAS progress to date on reducing Nunavut's reliance on fossil fuels has been slow;

AND WHEREAS one of the stated commitments of the newly elected

Government of Canada is to "...protect our communities from the challenges of climate change and grow our economy by making significant new investments in green infrastructure";

NOW THEREFORE I MOVE, seconded by the Hon. Member for Arviat South, that this House formally expresses its strong support for significantly increased efforts to promote and develop renewable sources of green energy in Nunavut;

AND FURTHER I MOVE that the Government of Nunavut renew and intensify its advocacy, lobbying and partnership efforts to secure increased federal investments to promote and develop renewable sources of green energy in Nunavut;

AND FURTHER I MOVE that a comprehensive report on the activities and expenditures of the Government of Nunavut's Energy Secretariat be tabled in the Legislative Assembly on the first sitting day of the spring 2016 sitting.

Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The motion is in order. To the motion. Mr. Hickes.

**Mr. Hickes:** Thank you, Mr. Speaker. It's no secret that I have been raising the issue of exploring the use of alternative green energy here in Nunavut for some time. Nunavut's energy system is completely dependent on imported fossil fuels to meet the territory's energy needs, costing the GN and its related parties close to \$300 million in 2012-13, according to the GN Energy Secretariat's 2014 report.

Both electricity generation and space heating needs are met exclusively with fossil fuels. I do realize that spending on alternative green energy technologies must compete with other important areas, such as housing, health, and education. However, financial commitments are needed to demonstrate, test, and implement renewable technologies in Nunavut.

Previous experiences with renewable technologies may not have worked as well as hoped, but technology has been evolving in many areas, such as wind, solar, tidal, and even hybrids like hydrogen-diesel projects. Because of this, it is important to recognize that energy costs and solutions are shared by many aspects of government departments and public corporations, ED&T by creating barriers to economic development activities, the Energy Secretariat, Community and Government Services, Finance, Executive and Intergovernmental Affairs, the Nunavut Housing Corporation, and QEC, just to name the obvious ones. There needs to be a coordinated effort by all involved to explore and implement options for moving forward in the energy sector and acknowledge their responsibility to such projects.

Mr. Speaker, the only case study for Nunavut cited in the Carleton University *Report on the State of Alternative Energy in the Arctic* was a project in Iqaluit aimed at increasing energy conservation in government buildings. The Iqaluit pilot project, which began in 2007, involved energy efficiency retrofits to 37 GN owned facilities, combined with solar hot water and solar air installations. According to the report, this project saves the GN about \$1.7

million a year in energy costs, yet after numerous questions in this House regarding alternative energy in Nunavut, not once was this project ever mentioned. Maybe I wasn't asking the right questions to the right minister.

Despite establishing the goal in *Ikummatiit*, the Government of Nunavut's energy strategy, to reduce fossil fuel use, little progress has been made in achieving this goal. What this means is, for the foreseeable future, Nunavut will likely continue to consume almost 50 million litres of diesel a year, requiring consumers to pay some of the highest power rates in North America.

To quote from this eight-year-old energy strategy, "This energy strategy will enable Nunavut to reduce its dependency on fossil fuels, a dependency that holds Nunavut hostage to volatile, world oil prices and makes us one of the largest per-person greenhouse gas producers in Canada.

To reduce this dependency we must harness different forms of energy, such as hydro-electricity, wind power and solar power, and eventually other exciting and new energy sources. In addition to exploring and using new sources of energy, we must deal with the challenges we currently face by using our energy more prudently and by streamlining and strengthening the management of our energy system."

Further quote, "This strategy will result in a stronger and more efficiently managed system and a reduction in our energy consumption."

Mr. Speaker, the "strategy seeks to achieve the following objectives:

- Improve the security of the energy system by reducing reliance on imported fossil fuels, diversifying energy supply to include clean, alternative energy and domestic energy sources.
- Manage the cost of energy-based services such as transportation, heating, hot water, lighting, and cooking, by reducing the cost of providing energy and improving the efficiency of its use.
- Reduce the impact on the environment by reducing energy-related emissions which contribute to pollution and climate change.
- Provide business and employment opportunities as the Territory increases energy efficiency and uses renewable and domestic energy sources.”

Mr. Speaker, that report is eight years old now.

I'm going to acknowledge some of the senate report, *Powering Canada's Territories*, which came out earlier this summer, where it has been acknowledged that “17 of the 25 existing diesel facilities operating in Nunavut are operating beyond their design parameters. These aging facilities increase the risk of power outages posing a risk to public safety and resulting in costly repairs.”

Mr. Speaker, the deputy chair of that senate committee, Paul J. Massicotte, quoted, “While complex and multi-faceted, the territories' energy circumstances must be addressed in a

concerted way to make energy resources, systems and assets more reliable, accessible and affordable.”

Mr. Speaker, this committee also decried the lack of transparency on energy costs in Nunavut where few people understand the real cost of generating electrical power in the territory because of various subsidies that hide the real cost of power from consumers. It's quoted as saying, “For those in social housing, there appears to be no meaningful pricing or financial incentive to encourage energy efficiency and conservation behaviour.

Expenses such as heat, water, sewage and maintenance are nearly entirely paid by NHC.” The average annual operating cost per unit is now about \$26,000.

The senate committee also stated that the Government of Nunavut pays directly or indirectly almost 80 percent of all Nunavut's energy costs, including subsidies to keep the cost of energy affordable.

According to the report, “Nunavut currently has no incentives or programs supporting renewable energy or energy efficiency technologies.

There has been a longstanding desire to establish a transmission link between Churchill, Manitoba and the mineral rich Kivalliq region of Nunavut. This link would connect Nunavut to the North American electricity grid, providing access to lower-priced hydroelectric power from Manitoba and serving to reduce diesel consumption, diesel shipping and storage, GHGs emissions, as well as spur mining investment in the region.

...the Iqaluit Hydro Project, which has been considered for a number of years, has already been subject to several studies including baseline environmental and feasibility reports.” This project is significant because “Iqaluit consumes roughly one third of all diesel burned in the territory.”

Mr. Speaker, the standing committee report also quotes, “The committee believes getting energy right in the territories is woven into every aspect of Canada’s vision for the North. After over a year of examining territorial energy issues, it is clear that existing energy systems require change. In many communities energy costs are high and rising. There is heavy reliance on imported diesel and much of the territories’ energy assets are at capacity, aging and underperforming, threatening the reliable supply of energy to northerners. These factors strain public resources and limit economic growth and prosperity.”

A summary of the senate report recommendations:

“That the federal government develop a strategic plan to actively improve energy efficiency and conservation in the territories.

That the federal government significantly increase funding to the ecoENERGY for Aboriginal and Northern Communities Program with the objective of reducing the consumption of carbon-intensive fuels, increase energy efficiency and enhancing [community] economic viability.

That the federal government create a federal resource and knowledge hub to focus on territorial energy issues and conditions, in supporting energy supply and technology evaluations, economic and environmental modelling and energy resource planning and assessments.

That the federal government assist in the acquisition, upgrading and installation of diesel generating facilities in remote off-grid northern communities.”

And the final recommendation, “That the federal government support infrastructure investment in qualified territorial energy projects.”

The committee further said, “The committee holds a view that the federal government should contribute, in some way, to help advance territorial energy projects. This could take the form of a federal infrastructure funding program for qualified territorial energy projects that promote cleaner air and reduce greenhouse gas emissions.”

By supporting this motion, I believe that we can get a coordinated effort from all stakeholders to make positive strides in the goal to reduce our exposure to the volatility of global oil prices and play our part in participating in the worldwide effort to develop renewable energy sources and reduce greenhouse gas emissions.

I hope all of my colleagues will agree to support this motion to show Nunavummiut, Canadians, and the world that we take this issue seriously. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) To the motion. Mr. Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. Thank you, Mr. Hickes, for that motion and giving me an opportunity to speak about Nunavut's energy infrastructure.

Mr. Speaker, the Qulliq Energy Corporation is a proponent of alternative energy research and implementation, and is actively pursuing the opportunities to incorporate alternative forms of energy in its power generation system.

One of the strategic goals for the Qulliq Energy Corporation is to reduce its dependence upon diesel by at least 2 percent by 2018. Currently, this strategy relies solely on creating efficiencies within the diesel generation system.

The Qulliq Energy Corporation does not have the resources to upgrade and ensure that the primary diesel backup generation system is safe and reliable, and invest in alternative energy infrastructure.

Many of Nunavut's energy infrastructure is necessary to ensure the continued delivery of safe and reliable power. Unlike in other Canadian energy systems, the equipment failure in one of Nunavut's isolated plants cannot be addressed by transferring loads across a grid. If Canadian and Nunavut governments do not start replacing the territory's energy infrastructure soon, the risk of costly and potentially dangerous power interruptions increases as it ages beyond its useful life.

The federal Liberal Party has published a platform backgrounder titled, and I quote, "Investing in Green Infrastructure and Sustainable Prosperity," in which it pledges to be a full partner with provinces and territories in the development of the Canadian Energy Strategy. The primary objectives of this strategy are "ensuring Canada's energy security, energy conservation, and bringing cleaner, renewable energy into the electricity grid, including through direct federal infrastructure investments."

As an example of green infrastructure projects eligible for investment, the backgrounder identifies investment in provinces and territories "in the kind of modern grid, power storage, and transmission that ensure a bigger role for clean energy." Investment in Nunavut's energy infrastructure is consistent with this platform as well.

Mr. Speaker, I will soon be meeting with my federal counterpart to discuss Nunavut's critical energy infrastructure deficit. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) To the motion.

**An Hon. Member:** Question.

**Speaker:** All those in favour. (interpretation) Thank you. (interpretation ends) Opposed. The motion is carried.

Item 16. Motions. Hon. Member for Aggu, Mr. Quassa.

**Motion 010 – 4(3): Invitation to Representatives from Northern Airlines to Appear Before the Full Caucus of the Legislative Assembly**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. I'll read this in English.

(interpretation ends) WHEREAS the issue of affordable and accessible airline service in Nunavut is a concern for all Members of the Legislative Assembly;

AND WHEREAS codeshare agreements involving three airlines serving Nunavut communities came into effect during the summer of 2015;

AND WHEREAS Members of the Legislative Assembly of Nunavut have identified a number of significant issues and concerns regarding the impact that the implementation of the codeshare agreements has had on service to Nunavut communities;

AND WHEREAS formal correspondence from the Government of Nunavut articulating these concerns has been sent to Canadian North, Calm Air, and First Air;

AND WHEREAS responses to this correspondence have been tabled in the Legislative Assembly;

NOW THEREFORE I MOVE, seconded by the Hon. Member for Rankin Inlet South, that representatives from the management and ownership structures of Canadian North, Calm Air, and First Air be invited to appear at a special meeting of the Full Caucus to be held during the

week of January 25 to 29, 2016 to respond to members' questions;

AND FURTHER I MOVE that the special meeting of the Full Caucus be held in public and televised live for the benefit of all Nunavummiut;

AND FURTHER I MOVE that the Office of the Clerk of the Legislative Assembly undertake such actions as are necessary to arrange for this appearance.

(interpretation) Thank you, Mr. Speaker.

**Speaker:** The motion is in order. To the motion.

**An Hon. Member:** Question.

**Speaker:** All those in favour.  
(interpretation) Thank you.  
(interpretation ends) Opposed. The motion is carried.

Item 17. First Reading of Bills. Item 18. Second Reading of Bills. Item 19. Consideration in Committee of the Whole of Bills and Other Matters. Tabled Documents 107 – 4(2) and 149 – 4(2) with Mr. Akoak in the Chair.

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

Before proceeding further, we will take a 15-minute break.

(interpretation) Sergeant-at-Arms.

>>*House recessed at 17:44 and Committee resumed at 18:04*

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

**Chairman** (Mr. Akoak): Good evening. Thank you. Welcome back again. I think this is the first time we started Committee of the Whole at six o'clock, the very first time. That means we're busy.

>>*Applause*

We mean business.

>>*Laughter*

Welcome. I would like to call the committee meeting to order. In Committee of the Whole, we have the following items to deal with: Tabled Documents 107 – 4(2) and 149 – 4(2). What is the wish of the committee? Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Good evening to everybody. Mr. Chairman, we wish to continue with the deliberation of Tabled Document 107 – 4(2), the Agreement for the Management and Administration of Local Housing Organization Programs, and once concluded, we will report progress. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Rumbolt. Are we in agreement that we continue with the discussion on Tabled Document 107 – 4(2)?

**Some Members:** Agreed.

**Tabled Document 107 – 4(2):  
Agreement used for the  
Management and Administration  
of Local Housing Programs –  
Consideration in Committee**

**Chairman:** Thank you. Does the committee agree that Minister Kuksuk's staff go to the witness table?

**Some Members:** Agreed.

**Chairman:** *Iqsuqti*, please assist the staff to go to the witness table.

Thank you. Minister Kuksuk, please introduce your staff.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. Good evening, Nunavummiut. (interpretation ends) To my left is Stephen Hooey, Chief Operating Officer with the Nunavut Housing Corporation, and to my right is the (interpretation) president of the corporation, Ms. Lori Kimball. (interpretation ends) Thank you.

**Chairman:** Thank you. I want to remind the witnesses and MLAs to be mindful of the interpreters. They need to keep up.

The floor is now open for questions. The last name I had was Mr. Mikkungwak and that was it. Mr. Joanasie.

**Mr. Joanasie:** Thank you, Mr. Chairman. I think we were dealing with personnel and administration. I wanted to ask if there are specific concerns that have been raised by LHOs concerning their existing authority regarding human resource matters. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you, Mr. Chairman. Thank you very much. I also thank the member for that question. If I understood his question correctly, he asked what the concerns are of the local housing organizations. Did I understand his question correctly? Thank you.

**Chairman:** Mr. Joanasie.

**Mr. Joanasie:** I believe that Mr. Mikkungwak left off with human resource policies, so that's what I'm trying to get at. Has any LHO expressed concerns with regard to their authority in human resource matters? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I'll have the president answer the question. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. There are occasions where boards or LHO managers may contact our district office with questions about who has authority over different aspects of human resource matters. There are different questions relating to recruiting, dismissal, performance management, and those kinds of things. When we get those questions, we work with our LHOs to resolve those issues.

The Human Resource Guide and the Board of Director Manual all provide

guidance as to who has what authority over each of those elements. Thank you.

**Chairman:** Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Page 25 of the Local Housing Organization Board Members Manual states that LHO boards of directors hire the LHO's housing manager "in partnership with their NHC District Office." What role does the district office play in the hiring process? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. When the local housing organizations deal with their employees, they can work independently. They have to deal with it themselves when they're dealing with the hiring of employees or whatever actions. They have boards of directors in all of the communities. It's the board of directors and management within the LHO that work independently when they're dealing with this issue. In case they need assistance when it comes to human resources, as the Nunavut Housing Corporation, we can provide assistance if we are invited to be involved. Thank you.

**Chairman:** Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you. It's only when the housing organizations ask for assistance from the housing corporation. For instance, when hiring a housing manager, it says that it's done in partnership, but I just wanted to clarification on what role the housing corporation district offices have in the hiring process. Thank you, Mr.



Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. As the housing corporation, we can become involved if we have to assist the housing organization. Secondly, in the management agreement with the housing organization, they have the full authority. If the Nunavut Housing Corporation or the housing organization had concerns about the person being considered for the position, then we would have discussions. If we had concerns whether the person is qualified or not, we would have to have discussions with the local organizations. Thank you.

**Chairman:** Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. In cases where an LHO board and its district office disagree over the choice of candidate for housing manager, who has the ultimate authority to make the hiring decision? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. When an LHO is hiring a manager, as NHC, we try to work closely with the LHO board to the best of our ability. What we like to see is a close working relationship where we can agree on the candidate.

If there is a need to go above the district office, and there can be various reasons for why, once it has gone through the proper levels, a decision can be made at

the ministerial level. For the ultimate authority, the minister can exercise the right to make a decision if there was a disagreement between the two.

If I understood you correctly, if there was going to be a suspension, it would have to go through the ministerial level, according to our management agreement between the LHO and the corporation, if they didn't abide by the agreement. I hope that was clear. Thank you.

**Chairman:** Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I was asking a question about when the board is going to hire a LHO manager. Sometimes NHC will take part in the hiring. If I understood the minister's response, then the only time it goes to the ministerial level is when the LHO manager breaks the agreement. Did I understand the minister correctly? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I believe you understood. In our management agreements between the LHOs and the Nunavut Housing Corporation, the LHO is supposed to deal with the issues at the local level. If they breach the management agreement, yes, it will be brought up to the ministerial level, if need be. This rarely ever occurs.

If I understood you correctly, what I'm trying to say is that it would have to be dealt with at the ministerial level if there was a breach of the management

agreement. To date, there has not been one. Thank you.

**Chairman:** Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Moving on, in 2003, the Minister responsible for the Housing Corporation dissolved the board of directors of the Iqaluit LHO because of a human resources decision that the board made involving the termination of the LHO's manager. To what extent do LHO decisions regarding the firing of employees require your approval as Minister responsible for the Housing Corporation? Does that need ministerial approval? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. The housing corporation does get involved when what you stated occurs and when we have to deal with such issues. Mr. Chairman, the minister is not 100 percent involved. If the district office can deal with that, then they usually do so. The minister would not take part in that. Thank you.

**Chairman:** Mr. Joanasie.

**Mr. Joanasie** (interpretation): In 2003, the minister dissolved the board of directors because of a human resources decision that the board made involving the termination of the LHO's manager. To what extent do LHO decisions regarding the firing of employees require your approval as Minister responsible for the Housing Corporation? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. To get the details, I'll have my deputy respond. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. There are two different levels within the LHOs. The board of directors deal with the LHO manager while the LHO manager deals with their employees.

Over the past couple of years, we have actually circulated communications to our local housing organizations requesting that they do consult with their district office. Prior to that, they were doing dismissals of staff without consultation of district, which created some legal challenges because, if it's not handled properly, it can cost hundreds of thousands of dollars to address the situation.

Because of the lawsuits that we have been seeing come through, we now are requesting that they work through us. We are in the process of hiring a legal position that is going to work in our office and that person will be able to provide employee relations support just to make sure that the proper protocols are followed.

We are not actually part of saying yes or no in terms of a termination. We're providing guidance as to how to do it properly and to ensure that the documentation is properly handled and that the communications is properly handled, mainly to save money for the government. This is protecting the government's investment in housing and

in the local housing organizations.  
Thank you.

**Chairman:** Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. Perhaps my question didn't come across. I don't know.

The local housing organization's decisions regarding hiring or firing of an employee, whether it be a manager, do the local housing organizations have authority over that or do they need approval from the housing corporation first? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. The LHO has the authority to hire or fire an employee of a manager. The LHO board has that authority to hire and fire. Thank you.

**Chairman:** Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. What about the Nunavut Housing Corporation's president? Do they have a responsibility or a role when a local housing authority is trying to hire or fire a manager? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): As I stated earlier, there is an agreement between NHC and LHOs. We have district managers that have different responsibilities in our district offices and the local housing organizations can work with the manager's district offices. However, if something needs the

attention of the president of the Nunavut Housing Corporation, if circumstances call for it, then the president will be involved. Thank you.

**Chairman:** Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you. It was already discussed yesterday, but I just wanted some clarification. We know that there are two different kinds of local housing organizations. One is appointed and the other one is elected. I just want clarification. What are the differences between the authorities of the two kinds of local housing groups? Which has more authority, the appointed boards or the elected boards? Can you tell us the differences between the two? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. There is a little bit of a difference between the two, but their authorities in the communities are pretty much the same. It is explained in the management agreement between the local housing organizations and NHC. The differences between the associations and authorities are explained in the agreement.

For example, the associations run elections and the community elect them. If it's an authority, then they are given their authority by the minister. They can suggest names that the minister would appoint. The appointments for that would be done by the minister. Thank you.

**Chairman:** Thank you. The next name on the list, Mr. A. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Mr. Chairman. I would like to go back to, (interpretation ends) if you don't mind, the funding formula, (interpretation) Mr. Chairman.

**Chairman:** Mr. Sammurtok.

**Mr. Sammurtok:** Operations and maintenance funding is based on the corporation's local housing association funding formula. (interpretation) How do they deal with standby, overtime, or emergency callouts in the wintertime, which is quite common? The power goes out, the furnace goes out, and there is someone working on standby. (interpretation ends) Are they included in the funding formula? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. Your question about the details of overtime and emergency callouts, Ms. Kimball knows the details and I would like her to respond to that, please. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. Depending on the number of housing units that each LHO oversees, both public and staff housing, there is a complex formula that then determines how many positions they need and it includes partial positions, which we obviously don't staff parts of people. They get an overall budget that they're expected to manage for.

Now, that budget includes things like preventative maintenance time. If the

preventative maintenance is done, then you get less callouts. You get less demand maintenance if you're doing the preventative maintenance. We have seen situations where, if that maintenance is not done, then of course, they're going to incur demand maintenance, so that can cause issues. In those cases, we work with the LHO to help them improve the management and address those issues. Thank you, Mr. Chairman.

**Chairman:** Mr. Sammurtok.

**Mr. Sammurtok** (interpretation): Thank you, Mr. Chairman. (interpretation ends) It has come to my attention that the funding given by the housing corporation to the local housing associations is not adequate for some of the housing associations, even though they do their preventative maintenance scheduling during the fall and spring. Would you be thinking of increasing the funding of such cases? (interpretation) Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. The president has requested the opportunity to respond to this, if you don't mind. (interpretation ends) Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. This is something we look at every year. As we have our LHO audits completed, we look at the financial position of all of our LHOs. Overall, across 25 LHOs, we only have eight that are in a cumulative deficit position.

Overall, we are in a \$4 million surplus, which would indicate that the vast majority of LHOs are able to operate within the funding formula that is being provided. We are working with those eight that have cumulative deficits. Of those eight, this past year, more than half actually ran a surplus. They have been given a deficit recovery strategy and they have been actually able to save money and slowly pay down their deficits.

Because it is working for the vast majority, we will look at those exceptions, but for the most part, we are finding it's an operational consideration and the way they're operating that generally drives their financial challenges and we have been able to work with them to develop a solution. Thank you, Mr. Chairman.

**Chairman:** Thank you. We will just wait a bit for the translators to catch up. Mr. A. Sammurtok.

**Mr. Sammurtok:** Thank you, Mr. Chairman. Let's go on to a different topic. With the O&M for employees of the local housing associations, do you include their pension plan at all? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. Yes, pension plans have been included. Thank you.

**Chairman:** Thank you. The next name on the list, Mr. T. Sammurtok.

**Mr. Tom Sammurtok:** Thank you, Mr. Chairman. On page 5 of the Nunavut

Housing Corporation's Master Agreement for the Management and Administration of Local Housing Organization Programs, it states that NHC will, and I quote, "conduct a formal assessment of the LHO every two years, or as required. The assessment will review the LHO's operations to ensure adherence with the terms and conditions in this agreement and in the general areas of tenant relations, finance, technical, administration and governance."

Which LHOs have received assessments over the past two years? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for his question. There are many of them that were completed in 2013 and they are (interpretation ends) Arctic Bay, Cape Dorset, Clyde River, Grise Fiord, Iqaluit, Kimmirut, Resolute Bay, (interpretation) and the other ones that have not been completed that are being dealt with are (interpretation ends) Naujaat, Whale Cove, Cambridge Bay, Gjoa Haven, Kugluktuk, and Taloyoak. (interpretation) They're working on the 2013-14 years for those ones. Thank you very much, Mr. Chairman.

**Chairman:** Mr. T. Sammurtok.

**Mr. Tom Sammurtok:** Thank you, Mr. Chairman. I wonder if the minister can tell me who actually does conduct the assessments. (interpretation) Thank you.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for that question. The respective district offices do the assessments. Thank you.

**Chairman:** Mr. T. Sammurtok.

**Mr. Tom Sammurtok:** Thank you, Mr. Chairman. Once an audit is completed, who receives copies of the assessment? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much. The community that is being assessed and the housing corporation are given a copy. Thank you very much.

**Chairman:** Mr. T. Sammurtok.

**Mr. Tom Sammurtok:** Thank you, Mr. Chairman. I wonder if the minister can tell me: what specific actions does NHC take when it determines that an LHO is not adhering to the terms and conditions of its master agreement with the housing corporation? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. It's explained in the management agreement, as to my colleague's question. The agreement is agreed to by the LHO and the housing corporation. It comprises of many different things. If we need to do something because someone is breaking the agreement for whatever reason, although I can't give any examples, there can be different reasons for that happening. Thank you.

**Chairman:** Mr. T. Sammurtok.

**Mr. Tom Sammurtok:** Thank you, Mr. Chairman. On page 7 of your agreement, item 13 a) reads, "This Agreement may be suspended and an Administrator appointed to assume the responsibilities of this Agreement, Schedules, and Appendices, in whole or in part, without notice if in the opinion of the Corporation and the Minister there has been a serious breach of any terms of this Agreement, Schedules, or Appendices to this Agreement."

I wonder if the minister can outline what sort of actions or penalties the LHO may face. Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I will refer this question to Ms. Kimball. (interpretation ends) Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. Suspending an LHO board is something that we take very seriously. We have only done it a few times in my five years with the organization. It's generally reserved for situations where there's a very serious breach, often a financial breach or an instance of fraud, something very serious where we would do that.

Generally, we're able to work very well with our local housing organization partners and our district staff will meet with them if there's an area of concern. It can be escalated accordingly if there are any issues, but we have been able to work through the vast majority of issues

with our LHO partners. Thank you.

**Chairman:** Mr. T. Sammurtok.

**Mr. Tom Sammurtok:** Thank you, Mr. Chairman. I'll conclude my questioning at this time and yield my time to someone else. Thank you.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Good evening, Mr. Minister. Before I ask my question, we had a long service award ceremony last night and I would also like to congratulate Ms. Kimball. She was one of the long service award recipients last night.

Mr. Minister, I would like to go back to some of the questions that I would like clarification on. First of all, I will focus on the roles and responsibilities of the local housing organizations. Yesterday, you said that the housing association can put a name on the top of a waiting list only under unusual circumstances and that they would have to report it to the Nunavut Housing Corporation.

Does the board of directors have to report that situation to the housing corporation so they can be denied or is it for statistical purposes? Have you ever stopped them from doing that? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you, Mr. Chairman. I also thank the member for that good question. Mr. Chairman, you need to have a clear understanding of the response as to how you can put a name on top of a waiting

list under unusual circumstances. I will refer this to Ms. Kimball if it's okay with you, Mr. Chairman. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. The information is shared with our district office so the district can make sure that the LHO has properly documented the rationale for the special circumstances. That's done to make sure that it's open, transparent, and fair and that there's clear documentation on why someone is bumping ahead on the list. Again, with so many families on that waitlist, it is really critical that we maintain that equity and fairness in the allocation process. It's just an audit check and balance; it's really not us taking over that authority. We're just making sure that the board has done their due diligence and documented things accordingly. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you. My question was: have you ever denied anyone when they sent the report in that kind of situation? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Ms. Kimball will respond to the question. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Yes, I believe that we have. I know, in some cases, we've had follow-up questions to get clarification. In some circumstances, we have identified where there may be a

relationship with a board member, for instance, and of course then it's our obligation to step in to make sure that the fairness of the system is upheld. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you. I have another question regarding the local housing associations. You also indicated that if they're going to be allotting to a person, why is it that they have to give the information to you first before they get the unit? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I don't want to try to answer the question without understanding it fully, so I would like to refer it to Ms. Kimball.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. Once a tenant has keys and has moved in and a lease has been signed, there is a residency created, which is a legal contract of residency. If the allocation has been done improperly and we discover it after the fact, it creates a lot of complexity to fix the error. It's much better if we actually have a review before someone gets the keys and signs the lease agreements. That's why we ensure that the district is in the process beforehand. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Just for further clarity, let me ask this question. The local housing organizations know

what the situation is like in their community. If they're allotting houses, why do they need your approval or why do they have to give you the information? They know exactly what the rules are and they know what the management agreement contains. Is it because you don't believe that they're doing it properly that they have to give you the information first? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. For further clarity, I will refer it to Ms. Kimball. (interpretation ends) Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. With so many families on our waitlist, it's very important we maintain credibility of the process to ensure that it's perceived as open, transparent, and fair. It's important that someone have oversight if there are board members out there that may try to advance a member of their family, for instance. I'm not saying that's all the time, but there have been situations. We found it improved the credibility of the program to ensure that there is an audit process and that we are making sure that the allocations are following the cabinet-approved program. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. So do I understand that even if the local housing organization wants to allot a house to a tenant, then the housing corporation has the right to



refuse that allocation according to the agreement? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. The local housing organizations have policies regarding the allocation of housing units, who needs housing, and the maintenance of the waiting list. There are certain rules that you have to abide by at the housing organization level.

Depending on the size of the waiting list, they can decide who will be getting a house because they know the situation in their community and they know who the people are on the waiting list, how large the family is, and who is living in overcrowded housing. They have employees at the housing association or within the authority who deal with that. They have that capability and they are aware of who needs housing and all of that. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you. That's the information that I was trying to get. You stated that they can allocate housing, but before you give the tenant the key, the information has to be given to the housing corporation. Does that mean you can deny or refuse their decision to allocate a unit to a tenant? Why do you request the information before the keys are handed over? Is it because you don't believe them? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. As Ms. Kimball indicated earlier, though maybe you didn't understand her, it's not because we don't believe the housing association. On very few occasions, there have been houses allocated either to a relative or favouritism was shown. This eliminates that possibility when all the procedures are followed when it comes to allocating units to new tenants. Thank you.

**Chairman:** Thank you. If I may, Mr. Enook, I can give an example of what you're getting at. We have board members in my community of Gjoa Haven that allocate units to people that really need it, but then the regional office says no. The LHO board members in Gjoa Haven say, "Why are they a board when we allocate it, but nothing happens?" Back to you, Mr. Enook.

**Mr. Enook:** Exactly, Mr. Chairman, and that's what I'm getting at. (interpretation) That's what I don't understand. It's different. If you're concerned about board members allocating houses to their relatives and you say that you have to get the information before the key is handed, then where do you get the information that a board member is allocating a house to their relative? How would you find that information out in Pond Inlet, for example? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for that good question. If you don't mind, I would like Ms. Kimball to give a clear response. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. Our district office receives contact directly from members of the community that may be on the waitlist that have concerns with why they are not getting the allocation when they believe that they should be. If those concerns are raised to our district, then they do investigate those concerns.

If NHC isn't there to provide that role of oversight and there isn't any oversight, what's to prevent the other situation where you can have board members allocating to people that they have contact with within the community? We have seen examples of those. It's a Catch-22. We have to be able to have an audit function.

However, if you're seeing that in your community, we do want to empower the boards. If you're seeing situations where the district is challenging a decision and the board has provided rationale and documentation for a special consideration, and you don't believe the district office is making an appropriate call, I would encourage the members and the board members of the community to escalate it.

We have a headquarters office and we have my office in the directorate. We would be more than happy to look at those situations. We do want to encourage board participation, but we do need to make sure there is an audit and control around that. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I cannot speak for anyone

else, but being a Baffin resident, I can say that people say that it's very difficult to work with your district office. I have been told that as a Member of the Assembly, but I don't want to go there.

I have other questions. I would like clarification. If there is a disagreement between the local housing organization board and the Nunavut Housing Corporation staff, as you stated, you work with them to come up with an agreement. I like that. Is it only to your satisfaction and, if you're not satisfied with it, the board might be dissolved? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for the question. Now, if I understood the question properly, the local housing board is subject to the (interpretation ends) management agreement (interpretation) and this is something we can deal with. (interpretation ends) The agreement (interpretation) means that the LHO has arrived at an agreement with NHC on the management areas that they will be responsible for, such as the public units or future units planned for construction, including their design. This agreement includes various matters.

With respect to your question, if our organization does not agree with the agreement, I'm not exactly sure, but you asked if this could be agreed to. No, that is not the way it is set up. If we were to review the matter, there are provisions within the agreement that speak to improper implementation or lack of fulfillment on matters that were agreed

to as this agreement is between NHC and the LHO in the community.

If the agreement was no longer followed, then that would mean that NHC would have to become involved with the LHO to review the problems they face and, if we are required to undertake work, then it would follow the outlined process in the agreement and this would apply to several of the areas. Perhaps he understood that. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I don't think I will come to an understanding, so I will move on.

I'll ask a question concerning staff. The minister stated earlier that when they were talking about the managers, you're involved if they ask for your help, for instance, when they're trying to hire a manager or if you are concerned about a potential employee. I would just like clarification that you want to hire qualified people. Does that decision have to go through the housing corporation? If the housing board is independent in hiring, they don't have that authority and you have to get involved or can they hire their staff without your involvement? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk:** Thank you, Mr. Chairman. (interpretation) So that we can have the same understanding with my colleague, we have a different dialect as you're from the Baffin and I'm from the Kivalliq and you don't understand some of comments properly, so I'll speak English to you.

If I understood your question properly, (interpretation ends) LHO board of directors have the discretion and authority to hire new LHO managers. Other staff may be hired by the LHO manager and confirmed by the LHO board. NHC district offices often provide support for LHOs in the hiring process for new managers, but the ultimate decision is in the hands of the board of directors. (interpretation) Maybe he understood that. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you. I understand that, but a lot of my constituents don't really understand that because they don't speak English. I want them to understand properly, so I'll keep speaking in Inuktitut even though we have different dialects because I want my constituency's unilingual Inuit residents to understand.

You stated that they can make their decisions and they can vote any way they want, even without the housing corporation involved. You said that you want properly qualified people. I'm thinking that they can hire a person only with your approval because you want qualified people. Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): I will respond in Inuktitut as I wish to be very clear in my response in order for my colleague to comprehend, if he can understand my dialect. Some people will also prefer to hear the response in Inuktitut. Mr. Chairman, I will try to clarify this matter to the best of my ability.

We work closely with the LHOs on housing issues throughout all of Nunavut with the 25 communities that have local housing authorities. As NHC, we provide the operational funding and we also have an (interpretation ends) agreement (interpretation) with the communities so that they can manage the local housing issues that NHC creates by construction of new social housing, as they are quite involved in this process.

With that reasoning in mind, the LHOs are our agents that have to properly manage the accounts and have financial accounting in the (interpretation ends) association or authority (interpretation) available to ensure that (interpretation ends) management (interpretation) is properly managing the local LHO (interpretation ends) board of directors (interpretation) who hires the managers or selects the person who will be acting as the authority. This is to ensure that the organization is being operated in a fiscally responsible manner as they are our (interpretation ends) agent as the local association (interpretation) as mandated through an agreement signed by both parties.

Due to these reasons, we have outlined the various roles of each party to ensure there's (interpretation ends) management (interpretation) so that the organization can (interpretation ends) hire the manager (interpretation) themselves, but we expect them to hire a fully qualified person to manage the local housing mandate, as well as managing the funds and they need qualified employees. There are many responsibilities. That is the reason we want to be kept up to date to ensure they are operating properly. Thank you.

**Chairman:** Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. This will be my last question. My time is running out. If you want to give me more time, it is entirely up to you.

The issues we are debating here between the minister and I and his staff, if I can return to your last comment, Mr. Minister, it is something that jumped out at me when you stated that they are our representatives, or in English, (interpretation ends) agents, (interpretation) through this agreement. This is the reason why I am asking my questions because it seems as if every requirement was alluded to, if there are problems, if they wish to assign housing, or if they want to initiate something for unusual or special reasons, all of these actions have to course through your corporation.

As per your statement that they are your agents by virtue of this agreement and perhaps due to that, I hope this is a completely wrong understanding, but I seem to understand that due to this agreement, from the start of the day to sunset, only the approved operational items can be completed. This is how I understand it.

As an example, when the LHO wants to assign a unit, they first have to approach the corporation for approval prior to handing over the keys. If they wish to assign a unit for special or unusual circumstances, they still have to get approval from your organization and the flimsy reasoning is nepotism may occur and is the reason for this review. I doubt this occurs on the scale you imagine because there are numerous board

members representing the community who aren't all related to clients.

For all of these issues, in looking at the overall picture, the LHOs don't really have any authority or at least that is the impression I get. This is also what the LHO members' state is the case. It seems that once an error is committed or if they are operating in a manner you disagree with or if they make a decision your corporation doesn't like, you are using that threat as a weapon, "You are making erroneous decisions and may soon be dissolved," as that is your authority. It was stated that you have this authority. I am sorry to say it, but that is exactly how I understand it, although I know you and your officials will deny that and that's obvious because this is your position.

Nonetheless, I wonder if you shouldn't be beginning further discussions with the LHO boards in the various communities since they think they have the authority, but in reading the language, they have none. The boards' perception is that they have the authority, but in reality, every decision they want to make has to be approved by the Nunavut Housing Corporation. That is the way I seem to understand the language, but I sincerely hope I have the wrong impression or understanding.

Furthermore, Hon. Minister, I have expectations and we are thankful in Pond Inlet, if all the logistics line up, that more housing units will be coming in for the upcoming year. Thank you.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I

also finally seem to grasp the issue you were speaking about, even though you spoke at length, but I didn't completely understand the words.

Mr. Chairman, this issue we are speaking about that was agreed to, this (interpretation ends) management agreement (interpretation) between the parties, is being reviewed further. We will review the provisions with the local housing organizations and consult them on the agreement. After we have (interpretation ends) consulted (interpretation) the LHOs, we will review the agreements where changes are required or amendments needed.

It is obvious that these agreements require amendments and none of the contents are 100 percent perfect and we clearly need improvement in the management agreement. With that reason in mind, we expect that in the 2016-17 fiscal year, our expectation is to have a new (interpretation ends) agreement (interpretation) for the responsibilities of the (interpretation ends) association (interpretation) and to work with them as NHC.

From that point forward, with the initial work commenced locally by the LHO, it will include the (interpretation ends) district headquarters (interpretation) personnel to review the agreement from the bottom up. This is part of our plans and this is what I expect to happen related to problems associated with miscommunication or other means. I expect that in the 2016-17 fiscal year, the agreements will be improved and amended. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I also wish to welcome the witnesses in front of us. When we wish to understand an issue, we ask questions to try to understand. These matters we are reviewing under 5, questions yesterday were directed on the matter and further questions were raised, which led to my confusion and lack of understanding of this issue.

Again, in using a point rating system, tenants are awarded units based on their needs and I have seen this used in the past. Although that is the case, it is still problematic to use this process. I doubt it is being used currently, but based on my experience, if the larger families were, indeed, following a point system, they would be housed earlier. In my opinion, the smaller families who are less needy, at least in our community, sometimes get housing ahead of the needier families.

The LHO board is elected from the community. With that being the case, I believe this obviously needs to be improved. It requires further improvements so that the larger families can be accommodated, especially families with smaller children who are of school age. With the situation today and based on what you hear, I wonder if you will enact a policy to ensure families that have a higher need are allocated units. I wonder if your organization can create a policy to that effect. Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank my colleague for his question and I understood his point quite clearly.

Mr. Chairman, this is an area that the LHOs are responsible for and there is a policy in place that I alluded to earlier. It speaks to the housing allocation and sets out the requirement to allocate units to the neediest families based on the number of tenants requiring the unit and in looking at their housing situation. This is something local associations can manage based on their need to be allocated a unit. This is why the (interpretation ends) point rating system (interpretation) is used. In following that system, it rates applicants based on the number of dependants and the need for the housing unit.

In some ways, I believe the member is asking about or speaking to the families allocated units that are not as needy in his opinion and that they are allocated units ahead of needier families. I understand his comments and that there are different ways to implement it in different communities. However, the reasoning for the allocation may come from other parties why that family is to be prioritized and perhaps it can be from the nurses or social workers and they submit letters in support of the family to the housing association. This practice has been used in the past, as some families are supported for unit allocation by other agencies.

With respect to the rating system, although a family may be listed as the priority in the waiting list, the only way to get a higher point rating is to have reasons listed in a letter from a pertinent agency, either from the nurse or social worker with the letter sent to the LHO. There are various ways to get support and part of this reason for missing the mark for the higher priority cases. It is only with reasons that certain families

tend to get higher points. That is what I understand about this process. Thank you.

**Chairman:** Thank you. I would ask the members to stay seated so that we can have quorum. Mr. Shooyook.

**Mr. Shooyook** (interpretation): Thank you, Mr. Chairman. I also thank the minister. I raised this question due to the fact we are being viewed by the public via the televised proceedings, so this is for the benefit of members of the public who may be confused about this matter so that they may understand the background.

This question I want to direct to you is about something I wish to clearly understand. Actually, responses were provided to questions that the LHOs have the authority and the reason for my confusion is what I will now voice.

In our community, the LHO has stated that although they try to fulfill their mandate by dealing with allocated units, their requests to NHC for assistance tend to be denied. I am unsure if the representatives are being truthful, but that is what I hear from our local representatives about the barriers they face as an LHO. They keep reiterating that they would like more authority on these issues.

I wonder why this is the case, with NHC stating that the LHOs have authority to undertake their roles, but the board members keep stating that they have no power or authority. This is what is causing the confusion on my part. Perhaps you can clearly explain what the situation is so that I can very clearly

understand the issue here. Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for his question as it was quite clear and understandable. I personally have no knowledge of any concerns stemming from Arctic Bay about this matter or if that is, indeed, the case for the community where their authority was usurped.

With respect to the LHO and the community, I have no historical background or information about this matter. However, if our president knows about this issue or if she is aware of the concern and if it was dealt with the Arctic Bay LHO regarding the subject of your question, I would ask that she be allowed to respond, if the Chairman is okay by it. Thank you, Mr. Chairman.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. This summer, we met with the LHO board members in Arctic Bay. They had some questions and we were able to answer their questions. I'm not aware of any specific issues in terms of them feeling that they should have authority to make a decision that they don't have. If they're expressing to you those concerns and they're not happy with the response they're getting from the district, we're more than happy to have a phone call. I can participate with an LHO board conference call. I have been doing that with a number of other boards. If there are new issues since we visited, I'm more than happy to discuss

that with them. Thank you.

**Chairman:** Mr. Shooyook. Thank you. The next name on the list, Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Chairman. This question I wish to raise revolves around applicants for housing units. If an individual has resided in a community for most of their life and has never privately owned a home and if they are a long-time resident of the community, how could this individual have barriers placed in front of them disallowing them from qualifying for a unit? It could be anyone.

If you could understand me, are there any barriers or disqualifications that any individual may accrue? Are there any barriers that the LHO uses to disqualify possible tenants or are there any valid reasons that the LHO can use to not rent a unit to an individual? Hopefully I was clear in my question. I'll start off with this question first. Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. If I understood the member, he was asking what can disqualify an applicant from a community from moving into a social housing unit even if they need a unit.

One of the issues that would be at the forefront reviewed by the LHO in the community would be the residency requirement listed within their local by-laws. These residency requirements vary from community to community and it could be several months before a person can be eligible to be placed on the waiting list. Some LHOs have a one-

year residency requirement and that is how long a person has to have resided in the community prior to being placed on the waiting list.

There are different requirements that can be the reason for the denying the application, that is, if I understood the member's question. He asked if anything can be used as a reason, so I only referred to the residency requirement needed prior to anyone being moved to the (interpretation ends) waiting list. (interpretation) Alternatively, if the person has arrears in another community or to another LHO, then these types of reasons are included. I have only listed some of the possible reasons that can be used. Thank you, Mr. Chairman.

**Chairman:** Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Chairman. I'll clarify my question. If a person who was born in a community has always lived there and has no arrears, I'm asking about what barriers he or she would have to renting a housing unit from the housing authority. If that person has no arrears and has lived in the same community their whole life, what are his or her barriers to renting a house? What reasons can there be for denying them a house? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I would like to use an example as to what would prevent someone from being approved. I'll speak in English and read part of our policy here.



(interpretation ends) Examples of why an applicant may be considered unacceptable (interpretation) are (interpretation ends) history of arrears or poor credit rating, history of poor upkeep or damage to a unit, past conviction of criminal or illegal activities on LHO premises, (interpretation) and (interpretation ends) when an applicant is considered unacceptable by the LHO board of directors, a motion must be passed. (interpretation) It has to go through a motion to deny that person. The local housing organization would pass that motion. I hope you understand that. Thank you.

**Chairman:** Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Chairman. Yes, I understand that and I thank you for helping me understand that. If a couple is interested in applying to rent a house and their income is kind of high, they're both working and they don't have any bills, then they would not be denied a housing association unit if they made too much money. Do I understand that correctly? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. You may not understand my dialect, so I would like to explain it in English about income requirements. (interpretation ends) [Regarding] verification of income, the household income must fall below the community's specific core need income threshold as set by CMHC. (interpretation) I hope that was understood. Thank you.

**Chairman:** Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Chairman. Are they handled differently in the communities? If they were handled differently in the communities, from what I understand now, if their income is too much, they are not allowed to apply for a house. What is the difference and why do communities have different rules? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. Thank you for asking that question. Mr. Chairman, I would like Ms. Kimball to explain the income verification and maximum allowable income to rent a house. Thank you.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. A large part of NHC funding comes from the federal government, both to build houses as well as we get some operating funding. As part of the requirements of CMHC funding, we can only support those that are below the core need income threshold. Those values are set by CMHC based on different factors that go into the costs of owning and operating a home, things like what the cost of a mortgage payment or rent payment would be, utilities, taxes, etcetera. As part of our program, we have to ensure that clients are not allocated a new housing unit if they're over the core need income threshold and it's got to align with the federal program to be able to access that funding. Thank you, Mr. Chairman.

**Chairman:** Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you, Mr. Chairman. Do I understand that this can be a factor in being denied? I understand the denial aspect. I would now like further clarification on why an application would be denied for a future tenant who can make rental payments and who wants to rent a unit as an original resident. What would be your basis for denying that application when you know they are capable of making rental payments? Is it because their income is high enough to qualify for a private home and thusly the reason for denying the application? Has this been the case? I hope I was understandable here, Mr. Chairman. Thank you.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. The local residents who are capable of private homeownership will continue to receive support from NHC. Further in that vein, we have promoted the concept of homeownership through various programs designed to assist private homeowners to purchase and maintain their homes. We are in full support of residents who can own their homes for various reasons related to this issue.

Part of it surrounds the concept of units or (interpretation ends) social housing (interpretation) having been created to assist people in dire need of housing in the communities, especially in light of our shortfall of social housing. This is part of our reasons for supporting them, as social units should be provided to people in need. If we were to allocate a unit to a family that was able to afford a private home and they had the capacity

to purchase a unit, it would take away from the purposes of (interpretation ends) social housing (interpretation) where units can be allocated to residents who don't have that capacity like the previous example.

That's why we support people trying to get their own homes who are able to maintain it on their own and pay for their own fuel and electricity. That would alleviate some of the social housing challenges we face here in Nunavut. Thank you.

**Chairman:** Mr. Mapsalak.

**Mr. Mapsalak** (interpretation): Thank you. This is my last question. I want a complete understanding of the matter as many people want it clarified. If that was the case where the family income is high enough, would they get assistance from the Nunavut Housing Corporation to work towards purchasing their own home? Would they qualify for programs and be eligible for financial support from the housing corporation if they wanted to purchase their own home? Here I refer to a family that has been denied access to a unit by the local housing authority. Would they receive immediate assistance from the housing corporation? Is that how I understand it? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I would like our president to respond to that properly as to what policies administer that and as to what support programs we have for people who want to buy or own their homes. I would like

Ms. Kimball to respond fully to that, if you don't mind, Mr. Chairman.

**Chairman:** Ms. Kimball.

**Ms. Kimball:** Thank you, Mr. Chairman. We currently have two programs to support homeownership. One is the Interim Financing Program, where we could advance the cash to help someone construct a home. Right now, the banking community is not facilitating that and we really want to see more new homes constructed. There physically are not enough dwellings existing in the territory to house everybody that needs houses. That's one of our programs.

The other program is the down-payment assistance program. It's targeting people that are below what we call the homeownership program income eligibility threshold. Those are higher than the core need income threshold set by CMHC. What we do is we take the number set by CMHC and we actually have a mathematical formula that expands it to the full cost of a new home. Any client between that CNIT number and the entire homeowner program income eligibility unit, those clients can seek down-payment assistance.

We do cut it off at that point. We don't want to be helping families that are making \$300,000 a year to access homeownership because they should be able to do it on their own. We're targeting the groups that we think can move into homeownership, but just need a little bit of help getting there. Thank you.

**Chairman:** Thank you. We're on Tabled Document 107 – 4(2), Agreement for the

Management and Administration of Local Housing Organization Programs. Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman, for recognizing me again. This first question I wish to direct relates to an event that transpired shortly after we were elected. The local housing association board sent me a letter outlining that they were going to hold a meeting with a worker from the Nunavut Housing Corporation in the Kivalliq. I was just elected at that time, so I attended that meeting in Baker Lake on November 17, 2014. At that time, the Baker Lake Housing Association by-laws stipulated that an annual general meeting was required, but apparently no meetings were held.

The letter from the lawyer was not very pleasant to read. With that letter, the board was directed to make a motion changing it from an (interpretation ends) association (interpretation) and they had to write up a motion changing it to the Baker Lake (interpretation ends) Housing Authority (interpretation) and this motion had to be initiated by the board and submitted to the NHC district office in Arviat. This letter was sent with the motion appended to NHC and the LHO copied me on that December 10, 2014 correspondence sent to the district office in Arviat for the Kivalliq region.

With that development, the motion was sent to NHC and a response was that after Christmas was over, the worker would arrive in the community to discuss the changes to the LHO and how this would impact their mandate. After this was completed, when the motion

was sent to the NHC office, although the association was now an (interpretation ends) authority, (interpretation) they kept sending correspondence to the district office requesting a worker to discuss the issues as the board wanted to fully understand their new mandate and to ensure they governed themselves properly. They kept sending letters to the office requesting a worker to travel to their community to explain the situation, but no staff ever arrived to do that.

As the member representing Baker Lake, I would like to know if the Nunavut Housing Corporation will be commencing that work or if they will send an employee to the community. Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. The association was originally a (interpretation ends) society (interpretation) that was changed to an authority. I am unsure as to why this status was (interpretation ends) dissolved, (interpretation) Mr. Chairman. In speaking about Baker Lake, this status was created under the (interpretation ends) *Societies Act* (interpretation) where the organization was an association. The associations or housing organizations all follow the *Societies Act* and certain mandates dictate each type of status.

Nonetheless, with respect to the Baker Lake Housing Association, there were requirements not being followed (interpretation ends) by the association (interpretation) in that community. (interpretation ends) The registrar of the *Societies Act* (interpretation) had to

make a decision based on non-compliance with the requirements applicable to a society under the legislation. That is why the Nunavut Housing Corporation had to get involved in dealing with this situation, as the legislation has requirements that need to be complied with if they wish to remain a society.

I hope I am understandable in my response. Thank you.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak** (interpretation): Thank you very much, Mr. Chairman. It was quite understandable. The board was eventually provided with all the information related to the legislation and their non-compliance with these requirements. The board of directors and the past manager that are no longer in that position worked on this, but they received the information on their status and non-compliance with the AGM requirement. They had not held an AGM for several years prior to losing their status when the correspondence arrived notifying them. They now understand why this happened.

However, I want to ask about this issue. Now that they are under the Nunavut Housing Corporation with the name, (interpretation ends) Baker Lake Housing Authority, (interpretation) and with their new status under NHC, the motion was already sent to the NHC district office. However, the board of directors in Baker Lake is currently all appointed, but they have requested repeatedly for a staff member to travel to their community to discuss the new operational requirements under their changed status. That was on December

10, 2014. They have yet to meet with a Nunavut Housing Corporation representative.

Would you be able to direct the housing corporation to send a representative there so that they will know what their roles and responsibilities are? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for the question and it was clearly understandable.

Mr. Chairman, to put it succinctly, based on what I have briefed on, the (interpretation ends) district office (interpretation) in Arviat did send a representative to Baker Lake, or they have now gone to the community, at the time when the society was changed to an authority and when the changes were being implemented. When the work was commenced to change to a (interpretation ends) housing authority (interpretation) and later on in the process, the staff went to the community. This is based on the information I was provided.

Further, they have been using (interpretation ends) teleconferences (interpretation) to initiate the planning for the Baker Lake Housing Authority. I hope that they will be listening to or viewing the televised proceedings. As NHC, we will be holding a teleconference with the Baker Lake housing body, which we are currently planning to schedule soon. Thank you, Mr. Chairman.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. (interpretation) Thank you very much for that. Additionally, organizations that have been dissolved have to get back on their feet. With that being the situation, the board of directors is anticipating the arrival or information sharing via teleconference. Since they are watching the proceedings, I imagine they understand the situation now.

Nonetheless, in trying to stabilize the housing organization, they will need a housing manager. Also, they have several vacancies still, although they have started to hire more workers and they now have a secretary and a manager. With that being the case, will the entire staff receive training on their job duties? This would allow the housing association to be able to stand on its own. Will the housing association staff in Baker Lake receive training or will NHC develop a training plan for the community? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I also thank the member for his question, which I will try to answer as briefly as possible.

The housing authorities we have here in Nunavut are our partners. With respect to training, there are different types of training specific to the job, such as (interpretation ends) administration (interpretation) and the maintenance workers who have different training requirements. The community has to submit that.

In Baker Lake's case, for November 2015, in this month, we will hold a

(interpretation ends) workshop or training (interpretation) and I am not sure of the title. This includes (interpretation ends) LHOs and finance officers (interpretation) where training will take place during this month.

Further, when February 2016 rolls around, there will be training for the (interpretation ends) tenant relations officers (interpretation) of the associations known as TROs. I'm not sure of the Inuktitut name, but they will receive training in February 2016.

That is what we can provide to the Baker Lake housing organization with respect to future training plans. Thank you.

**Chairman:** Mr. Mikkungwak.

**Mr. Mikkungwak:** Thank you, Mr. Chairman. Thank you for that response. I guess this will be my last question here.

When you look at the Baker Lake Housing Authority, it's now the Baker Lake Housing Authority and when it changed to the Baker Lake Housing Authority, they had an annual general public meeting with one of the Kivalliq NHC officials present, which I also attended. In that public meeting, it was also made known to the general public that it is one of the pilot communities for a debt recovery program.

I understand it's one of the pilot communities across Nunavut. My question here would be, I presume it's starting to look brighter, I could say, in my opinion and I presume. With that, will the Nunavut Housing Corporation keep the Baker Lake Housing Authority and the general public of Baker Lake [informed of] the status of how they are

doing as a pilot community now? Thank you, Mr. Chairman.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Chairman. I would like to thank the member for his clear question. Mr. Chairman, with respect to his question about the legal status of the Baker Lake Housing Authority and if I can say it properly of the (interpretation ends) pilot project (interpretation) status, the district office in Arviat would be communicating with the community and provide an (interpretation ends) update (interpretation) on the status.

We should clarify here to people in Baker Lake that 96 percent of the rental collection efforts have been successful and that figure is commendable. However, the district office would provide an update on the Baker Lake Housing Authority and staff from the Arviat office would provide that information. Thank you.

**Chairman:** Thank you. Mr. Mikkungwak, you've got 1 minute and 51 seconds.

**Mr. Mikkungwak:** Thank you. This last one, for sure, very brief and precise. I have the latest, as we all have the latest documents for the management agreement and the Local Housing Organization Board Members Manual. Are these provided to all the associations and authority organizations, yes or no? Thank you, Mr. Chairman. And that's my last one.

**Chairman:** Minister Kuksuk.

**Hon. George Kuksuk:** I'll make that a very short answer, yes.

**Chairman:** Thank you. Seeing I have no more names, does the committee agree that we have concluded debate on Tabled Document 107 – 4(2)?

**Some Members:** Agreed.

**Chairman:** Minister, do you have a brief closing comment? Minister Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much. (interpretation ends) How brief is brief, Mr. Chairman? 30 seconds? (interpretation) I'm just kidding.

I would just like to say “thank you” to my colleagues as it seems obvious we are in agreement and (interpretation ends) we had some pretty good exchanges (interpretation) that allowed us to get a better understanding of the issues. We look forward to working closely together. I am quite pleased that we were able to be in front of the committee to discuss the LHO agreement template as members wanted to see examples, especially since I spoke to the matter.

I anticipate that improvements will continue as we work with the LHOs in the 2016-17 fiscal year and we expect to have everything completely finished shortly thereafter. I'll leave it at that, Mr. Chairman. (interpretation ends) *Qujannamiik*. Thank you. *Ma'na*.

**Chairman:** Thank you. As per Rule 6(1), I now recognize the clock and will report progress to the Speaker. Thank

you, Minister and your staff. Sergeant-at-Arms.

**Speaker** (interpretation): Thank you. Item 20. (interpretation ends) Report of the Committee of the Whole. Mr. Akoak.

### **Item 20: Report of the Committee of the Whole**

**Mr. Akoak:** Thank you, Mr. Speaker. Your committee has been considering Tabled Document 107 – 4(2) and would like to report that Tabled Document 107 – 4(2) is concluded. Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker** (interpretation): There is a motion on the floor. Is there a seconder? Mr. Enook. (interpretation ends) The motion is in order. All those in favour. (interpretation) Thank you. (interpretation ends) Opposed. The motion is carried.

Item 21. Third Reading of Bills. Item 22. (interpretation) *Orders of the Day*. (interpretation ends) Mr. Clerk.

### **Item 22: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. Just a reminder that there's a meeting of the Full Caucus at nine o'clock tomorrow morning in the Nanuq Boardroom.

*Orders of the Day* for February 24, 2016:

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
    - Tabled Document 73 – 4(2)
    - Tabled Document 116 – 4(2)
    - Tabled Document 140 – 4(2)
    - Tabled Document 149 – 4(2)
  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 Wednesday, February 24, 2016, at 1:30 p.m.
- (interpretation) Sergeant-at-Arms.
- >>*House adjourned at 20:03*



# **Appendix – November 5, 2015**



## **Item 12: Reports of Standing and Special Committees on Bills and Other Matters**

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**Standing Committee on Rules, Procedures and Privileges**

***Recommendations for Amendments to the  
Rules of the Legislative Assembly of Nunavut and Other Matters***

-

**Joe Enook, MLA  
Chairperson**

**George Hickes, MLA  
Co-Chairperson**

**David Joanasie, MLA  
Steve Mapsalak, MLA  
Honourable Keith Peterson, MLA  
Members**

-

**3<sup>rd</sup> Session of the 4<sup>th</sup> Legislative Assembly of Nunavut  
Fall 2015 Sitting**

-

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Thank you, Mr. Speaker.

Mr. Speaker, I have the honour today of presenting the first report of the 4<sup>th</sup> Legislative Assembly's Standing Committee on Rules, Procedures and Privileges.

I would like to express my appreciation to my committee colleagues for the collegial manner in which we have worked together. The recommendations in the standing committee's report reflect the unanimous consensus of its membership and have been ratified by the Legislative Assembly's Full Caucus.

For the benefit of all Members of the House and the listening public, I wish to take this opportunity to highlight the standing committee's recommendations for amendments to the *Rules of the Legislative Assembly of Nunavut*.

The standing committee is making a total of seven formal recommendations in this report.

The first recommendation is that Rule 37, which provides for recognition of visitors in our Gallery, be amended to reflect our legislature's current practices in relation to recognitions. The foundation of the committee's recommendation is the principle that the *Rules* should not unduly restrict Members' ability to recognize and pay tribute to constituents and distinguished guests who join us during our sittings. At the same time, the standing committee notes the importance of all Members exercising restraint with respect to multiple recognitions of the same individual and the length of recognitions.

The second recommendation is that Rule 45, which provides for notice requirements in respect to the introduction of bills, be amended to reduce the notice period from 48 hours to 24 hours. This amendment will simplify and streamline our proceedings in relation to the introduction of bills, while maintaining an appropriate notice period.

The third recommendation is that Rule 91, which provides for government responses to reports of standing and special committees, be amended to require government responses to be printed in *Hansard*. This would be consistent with the current requirements in the *Rules* to print Returns to Oral Questions, Returns to Written Questions and Responses to Petitions in *Hansard*. This would serve to enhance public access to the contents of government responses to reports of standing and special committees.

The fourth recommendation is that the *Guidelines for the Use of Portable Hand-held Electronic Devices, Laptop Computers and Other Technologies in the Legislative Assembly Chamber and Committee Rooms* be updated to reflect current practices. As Members will be aware, the current *Guidelines* were first introduced in October of 2010, just over half a decade ago.

The fifth recommendation is that the *Guidelines for the Tabling of Documents* be updated to introduce a requirement that electronic versions of documents that are tabled in the House by the Speaker or Ministers in their official capacities also be provided in an electronic format. One of the current initiatives of the Office of the Legislative Assembly is to make electronic versions of all tabled documents available for downloading by the public from the Legislative Assembly's website. This update will help achieve that goal.

The sixth recommendation is that the Legislative Assembly's recently-adopted *Guidelines and Protocols for the News Media Respecting Filming, Photography and Other Matters* be formally added to our *Rules* as a new Appendix. As Members will recall, these Guidelines were introduced under the authority of the Speaker of the Legislative Assembly, in his capacity as Chairperson of the Management and Services Board, during the spring 2015 sitting of the House.

The seventh and final recommendation is that the next reprint of the *Rules* correct a number of typographical errors and terminological inconsistencies that have been identified by the standing committee.

Pursuant to Rule 91, I move that the report of the Standing Committee be received and adopted by the House, its appendix entered into the record as read and its recommendations for amendments to the *Rules of the Legislative Assembly* be deemed to have been accepted, effective the first sitting day of the winter 2016 sitting of the Legislative Assembly.

Thank you, Mr. Speaker.

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# Appendix

## Recommendations for Amendments to the *Rules of the Legislative Assembly of Nunavut*

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### **Recommendation #1: Recognition of Visitors in the Gallery**

- The standing committee recommends that Rule 37 be redrafted as follows:
  - 37 (1) Under the item “Recognition of Visitors in the Gallery”, Members may make statements of introduction of Visitors in the Gallery.**
  - (2) A Visitor in the Gallery may be recognized by more than one Member on the same sitting day.**

### **Recommendation #2: Notice Requirements for Introduction of Bills**

- The standing committee recommends that Rule 45(1) be redrafted as follows:
  - (1) Forty-eight hours’ notice shall be given of a formal motion to be introduced under the provisions of Rule 47. Twenty-four hours’ notice shall be given for the introduction of a bill under Rule 60.**

### **Recommendation #3: Government Responses to Reports of Standing and Special Committees**

- The standing committee recommends that Rule 91 be amended to add the following new provision:
  - (9) A response provided under Rule 91(5) shall be printed in *Hansard*.**

**Recommendation #4: Guidelines for the Use of Portable Hand-Held Electronic Devices, Laptop Computers and Other Technologies in the Legislative Assembly Chamber and Committee Rooms**

- The standing committee recommends that that the *Guidelines for the Use of Portable Hand-Held Electronic Devices, Laptop Computers and Other Technologies in the Legislative Assembly Chamber and Committee Rooms* be amended to:
  1. Remove the prohibition against the use of hand-held electronic devices or laptop computers during meetings of the Full Caucus (FC) or the Regular Members' Caucus (RMC). It should be noted that if Members wish to retain the prohibition, it is incumbent on Members to draw the attention of Chairs to contraventions of the guideline during caucus meetings.
  2. Remove the prohibition against the use of hand-held electronic devices during oral question period for the purpose of sending text messages or engaging in other forms of communication with entities inside or outside of the Chamber. It should be noted that if Members wish to retain the prohibition, it is incumbent on Members to draw the attention of the Speaker to contraventions of the guideline by way of raising a formal point of order during proceedings of the House.
  3. Add a new provision prohibiting departmental officials from utilizing hand-held electronic devices or laptop computers while formally appearing as witnesses before the Committee of the Whole or Standing and Special Committees of the Legislative Assembly. It should be noted that the prohibition would not apply to the use of Legislative Assembly technology for the purpose of presentations to Full Caucus or Regular Members' Caucus (e.g. PowerPoint presentations).
  4. Retain the current provisions in the *Guidelines* respecting the use of electronic devices in the Visitors' Gallery on the part of the general public.
  5. Make reference to the separate *Guidelines and Protocols for the News Media Respecting Filming, Photography and Other Matters*.

**Recommendation #5: Guidelines for the Tabling of Documents**

- The standing committee recommends that section #1 of the *Guidelines for the Tabling of Documents* be expanded to include the following new provision:

“Electronic versions of documents tabled under this section shall be provided to the Office of the Clerk of the Legislative Assembly at the time of tabling.”

**Recommendation #6: Guidelines and Protocols for the News Media Respecting Filming, Photography and Other Matters**

- The standing committee recommends that the Legislative Assembly’s *Guidelines and Protocols for the News Media Respecting Filming, Photography and Other Matters*, which were approved by the Speaker of the Legislative Assembly during the spring 2015 sitting of the House, be formally added to the *Rules of the Legislative Assembly of Nunavut* as an appendix.

**Recommendation #7: Miscellaneous Typographical Errors and Terminological Inconsistencies in the *Rules of the Legislative Assembly of Nunavut***

- The standing committee recommends that miscellaneous typographical errors and terminological inconsistencies in the *Rules of the Legislative Assembly of Nunavut*, as identified by the standing committee, be corrected.



## **Special Committee to Review the *Education Act***

### **Final Report**

#### **Third Session Fourth Legislative Assembly**

**Legislative Assembly of Nunavut  
November 2015**

**George Hickes, MLA  
Chair**

**Simeon Mikkungwak, MLA  
Co-Chair**

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# ***Special Committee to Review the Education Act***

## ***Committee Members***

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George Hickes, Chair  
Simeon Mikkungwak, Co-Chair  
Pat Angnakak  
Joe Savikataaq  
Hon. Paul Quassa

## ***Alternates***

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Alex Sammurtok  
Isaac Shooyook  
Hon. Jeannie Ugyuk

## ***Committee Staff***

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Committee Clerk – Stephen Inuksuk  
Committee Researchers – Karen Aglukark, Siobhan Moss

## Background

Along with the majority of legislation used in Canada's newest territory, Nunavut's *Education Act* was inherited from the Northwest Territories upon division on April 1, 1999. Nunavut's education system, as adopted from the Northwest Territories, was delivered through a partnership between the Department of Education, three regional boards of education comprised of elected members with operational staff, and locally-elected District Education Authorities (DEAs) in each community.

In 2000, the Government of Nunavut introduced legislation dissolving the three regional school boards and the Department of Education assumed responsibility and oversight for schooling in all Nunavut communities with the continued involvement of the District Education Authorities. Bill 1, the Government of Nunavut's first proposed made-in-Nunavut education legislation, was introduced in 2002 but did not receive assent. The education system continued to be delivered by the Department of Education, through its three regional school operations divisions and in partnership with community-based, locally elected District Education Authorities.

From 2004 to 2007, the Government of Nunavut conducted extensive consultation activities for the development of new education legislation for the territory. During this time Nunavut's DEA Coalition was established as an advocacy group on behalf of individual District Education Authorities across Nunavut. On November 2, 2007, during the Second Legislative Assembly, the Government of Nunavut introduced Bill 21, *Education Act*, which received assent on September 18, 2008.

Nunavut's *Official Languages Act* and the *Inuit Language Protection Act* are made-in-Nunavut legislation that were introduced in June of 2007 and were also passed during the Second Legislative Assembly. The *Inuit Language Protection Act* received assent on the same day as the new *Education Act*. Sections 8, 9 and 10 of the *Inuit Language Protection Act* require the Government of Nunavut to provide Inuit Language instruction within Nunavut's education program as well as in programs for early childhood education and adult education.

## Introduction

Nunavut's current *Education Act* received assent on September 18, 2008, and has come into force in stages. Section 202.1 of the legislation came into force on July 1, 2009 and states:

### Review of Act

**202.1.** (1) Commencing in the third school year after this section comes into force or such earlier time after this section comes into force as the Legislative Assembly may direct and every five years thereafter, the Legislative Assembly or a committee of the Legislative Assembly shall review the provisions and operation of this Act.

### Scope of review

(2) The review shall include an examination of the administration and implementation of this Act, the effectiveness of its provisions and the achievement of its objectives and may include recommendations for changes to this Act.

Although the Legislative Assembly's first statutory review of the *Education Act* could have commenced between July 1, 2012 and June 30, 2013, the Assembly delayed the commencement of the review to allow for the presentation of a number of reports that would inform the review process.

Section 126 of the *Education Act* requires the Minister to produce annual reports on the education system in Nunavut. Annual reports on the education system in Nunavut for the 2009-2010, 2010-2011 and 2011-2012 fiscal years were tabled by the Minister of Education in February and September of 2013.

In addition, the Auditor General of Canada's 2013 report to the Legislative Assembly of Nunavut on *Education in Nunavut* was tabled in the Assembly in November of 2013. The Standing Committee on Oversight of Government Operations and Public Accounts held its hearings on the Auditor General's report during the first week of April 2014.

This Special Committee was established in order to fulfill section 202.1 to review the provisions and operations of the *Education Act*. Pursuant to Rule 86 of the *Rules of the Legislative Assembly of Nunavut*, the Special Committee to Review the *Education Act* was established by a motion in the House on June 9, 2014. The Special Committee

included four Regular Members and a Ministerial member, as has been the practice for previous Special Committees of the Assembly.

Members of the Special Committee were as follows:

Chair George Hickey, MLA for Iqaluit-Tasiluq;  
Co-Chair Simeon Mikkungwak, MLA for Baker Lake;  
Pat Angnakak, MLA for Iqaluit – Niaqunnguu;  
Joe Savikataaq, MLA for Arviat-South; and  
Hon. Paul Quassa, MLA for Aggu and Minister of Education.

## **Overview of Review Process and Committee Activities**

Following its establishment, the Special Committee began the review process immediately and began inviting key stakeholders, organizations and members of the public to provide written submissions on Nunavut's *Education Act* to the Committee. On June 18, 2014, letters of invitation were sent out to key entities such as the Department of Education, Nunavut Tunngavik Inc., Nunavut Teachers' Association, individual District Education Authorities (DEAs), Coalition of Nunavut DEAs, Commission Scolaire Francophone du Nunavut, and the Languages Commissioner of Nunavut.

In June of 2014, the Special Committee released a number of public service announcements to invite members of the public to make written submissions to the Committee on Nunavut's *Education Act*. These announcements were also broadcast on radio and television, advertised in the print media and distributed to communities through the constituency offices of all Members of the Legislative Assembly of Nunavut.

In early October 2014, letters of invitation and public service announcement were again distributed to remind organizations and the public to provide written submissions on Nunavut's education legislation. While the Special Committee requested that submissions be provided to the Committee on or prior to October 31, 2014, the Committee continued to accept submissions throughout its review process.

During the review process, the Special Committee conducted a literature review regarding the development of education legislation in Nunavut, with a primary focus on the *Education Act* itself and its attendant eleven regulations. The Special Committee also conducted in-depth studies of a number of relevant documents including the Office of the Auditor General's *2013 Report on Education in Nunavut*, the Department of Education's annual reports for the 2009-2010, 2010-2011 and 2011-2012 fiscal years,

and Nunavut Tunngavik's 2010-2011 Annual Report on *The State of Inuit Culture and Society – Children and Youth*, as well as other reports and studies relating to the history and development of Nunavut's education system.

The Special Committee was very pleased to receive a significant number of written submissions with respect to Nunavut's *Education Act*. The Special Committee was impressed with the level of thought and consideration that went into each submission. Submissions were received from the following individuals:

Margaret Joyce	Molly McLure	Jody Hagerty
Tim Hoyt	Gail Du Guid	Oana Spinu
Donna Pagon	Madeleine Cole	Bernadette Dean
Maren Vsetula	Sonny Porter	Robby Qammaniq
Ryan Malone	Frank Pearce	Jeannie Arreak-
Elisapee Flaherty	George Haydn	Kudlualik
Adam Fisher	Jim Kreuger	and Lisa Ipeelie.
John Wilson		

An additional three individual submissions were provided under condition of anonymity.

Written submissions were received from the following District Education Authorities:

Repulse Bay	Baker Lake
Apex	Kimmirut
Iqaluit	Pond Inlet
Gjoa Haven	Kugluktuk

Written submissions were received from the following key stakeholders:

Commission scolaire francophone du Nunavut  
Coalition of Nunavut DEAs  
Department of Education  
Nunavut Tunngavik Inc.  
Nunavut Teachers' Association  
Languages Commissioner of Nunavut  
Commission scolaire francophone du Nunavut

The Special Committee was committed to conducting consultations across Nunavut. Based on its review of the legislation, the relevant literature and issues raised in the written submissions that were received, in October of 2014 the Special Committee developed a series of focus questions to guide and facilitate its community consultation meetings.

In April and May of 2015, the Special Committee held public consultation meetings in the communities of Baker Lake, Kugluktuk, Pond Inlet and Iqaluit. In total, approximately 150 members of the public participated in the Special Committee's public consultations.

The Special Committee met with representatives from the District Education Authority in each of the communities that it visited and invited representatives from all those District Education Authorities which had provided written submissions to meet with the Committee to discuss their comments and views. The Special Committee would like to acknowledge the high level of commitment and engagement demonstrated by the community members who serve on Nunavut's local District Education Authorities.

The Special Committee held in-depth meetings with all three Regional School Operations (RSO) divisions of the Department of Education. Discussions were candid, comprehensive and addressed many aspects of delivering and administering an educational program across Nunavut's communities. Committee Members were extremely impressed with the level of commitment, dedication and awareness demonstrated by RSO staff. The Special Committee would like to acknowledge the important contributions made by RSO Executive Directors Trudy Pettigrew, Jonathan Bird and Bill Cooper and their teams.

From May 13 to 14, 2015, the Special Committee held formal hearings in the Chamber of the Legislative Assembly to examine and analyse, in detail, specific issues that were raised in the written submissions that had been received by the Committee.

Given the limits of its schedule and resources, the Special Committee selected witnesses from amongst the individuals and organizations which had provided written submissions to appear before the committee in its formal hearings. Witnesses were chosen to provide a broad range of views, to represent various sectors of Nunavut's society and to explore different perspectives on Nunavut's education system. Witnesses who appeared before the Special Committee included former students, parents, educators and administrators.

The proceedings of the hearings were broadcast on radio and televisions across the territory and were open to the public to attend. Witnesses to the formal hearings provided presentations on their respective submissions to the Special Committee, answered questions, and engaged in open dialogue with members of the Committee. Transcripts from the hearings are available on the Legislative Assembly's website.

The following individuals appeared as witnesses during the Special Committee's formal hearings:

Ms. Margaret Joyce;  
Mr. John Wilson;  
Mr. Robby Qammaniq; and  
Mr. Adam Fisher.

Representatives from the following entities also appeared as witnesses during the Special Committee's formal hearings:

Department of Education;  
Nunavut Tunngavik Inc.;  
Nunavut Teachers' Association; and  
Coalition of Nunavut DEAs.

While the Special Committee did engage with many sectors of Nunavut society, from members of the public to key stakeholders involved in the delivery of Nunavut's education system, it was noted that the Committee could have benefitted from the opportunity to seek specific input from students, in particular the first cohort of students who had received their education under the system established by Nunavut's new *Education Act*, which saw its first implementation activities begin in 2009.

**Recommendation #1:**

**The Special Committee recommends that future reviews and consultations on the *Education Act* seek specific input from Nunavut students and address their insights on how they feel Nunavut's education system has supported or failed them in achieving their educational goals.**

As previously noted in this report, the Special Committee took the opportunity to scrutinize, in detail, the Department of Education's annual reports for the 2009-2010, 2010-11 and 2011-2012 fiscal years. These documents provide an extensive overview of the Department's activities relating to the Nunavut's school system. The annual reports include information on curriculum and resource development, bilingual education initiatives, details on expenditures and statistics related to student enrolment, attendance and graduation. The annual reports also provide summaries of activities relating to student assessment, student records, staff development and coordination with District Education Authorities and the commission scolaire francophone du Nunavut.

Committee Members noted, however, that the annual reports did not address the apparent and ongoing gaps in the implementation of the legislation especially in those areas related to the government's capacity to deliver bilingual education and effectively measure and monitor the delivery of inclusive education.

**Recommendation #2:**

**The Special Committee recommends that the Minister of Education's annual reports, as required under section 126 (1) of the current *Education Act*, include specific and comprehensive information on the department's progress to administer and implement the *Education Act*.**

The 2013 Report of the Auditor General of Canada on *Education in Nunavut* was tabled in the Legislative Assembly on November 19, 2013. The Legislative Assembly's Standing Committee on Oversight of Government Operations and Public Accounts held hearings on the Auditor General's Report in April of 2014. Representatives from the Department of Education appeared as witnesses during these hearings and provided a considerable level of information in addition to the information provided in the annual reports and provided further insight relating to the delivery of Nunavut's education system. At that time, the Department of Education also provided copies of its five-year work plan, which outlined its short-term, medium-term and long-term objectives to address issues raised in the Auditor General's report. Many of the thematic issues identified in the Auditor General's report resurfaced during the course of the Special Committee's review. The Special Committee noted that an updated version of the department's work plan could have provided additional insight into the Department of Education's progress or lack of progress towards implementing certain aspects of Nunavut's *Education Act*.

**Recommendation #3:**

**The Special Committee recommends that the Minister of Education table in the Legislative Assembly an update on the Department of Education's "Education Act Implementation Work Plan," which was developed to address the observations and recommendations in the 2013 Report of the Auditor General of Canada on *Education in Nunavut*, on an annual basis.**



## Key Thematic Issues

The Special Committee's review of Nunavut's *Education Act* addressed broad and specific issues, as well as concerns and suggestions that were raised in written submissions, public consultations, and during focused discussions with individuals and entities involved in Nunavut's education system. Noting that the legislation has been in force for less than a decade, Members of the Standing Committee thoroughly considered all input to identify key factors that are currently impacting the administration and implementation of the *Education Act*, the effectiveness of its provisions and the achievement of its objectives.

This report reflects the Special Committee's commitment to delivering candid and realistic observations that have been formed through its review of Nunavut's *Education Act*. The Standing Committee recognizes the significant efforts, levels of dedication and contributions that are made at all levels of Nunavut's education system. The Standing Committee also notes that Nunavummiut have differing expectations of the territory's education system.

The following key thematic issues were identified over the course of the Special Committee's review:

- The Overall Goal of Nunavut's educational system;
- Inuit Qaujimajatuqangit;
- Language of Instruction;
- Access to Education;
- Inclusive Education; and
- Administration and Governance

The Special Committee wishes to emphasize that the delivery of an education system is too important to be driven primarily by political idealism. The Standing Committee is of the view that the objectives of an education system must be practical, realistic and attainable. Despite tremendous effort and dedication, as well as significant investments of time, money and resources, it has become apparent that the delivery of Nunavut's education system under the current *Education Act* has fallen short of a number of its objectives. In many respects, the potential for the success of Nunavut's education system has been weakened by an overly ambitious agenda that was, to some extent, entrenched within the legislation itself. It is important to acknowledge that changes must be made to the provisions of the current legislation with a view to improving and standardizing the delivery of Nunavut's education system.

## **Goals of Nunavut's education system**

A number of contributions to the Special Committee's review process expressed the need for a defined, overall goal or vision statement for Nunavut's education system. For example, the Special Committee reviewed suggestions to revise the legislation's preamble to include references to historic events related to the delivery of education in the North that may have had negative social impacts and to recognize the hardships that Inuit may have suffered as a result. The Standing Committee also reviewed suggestions to revise the legislation's introductory sections to include more clear and explicit definitions of such concepts as "high-quality education", and to explicitly articulate such goals as producing individuals who can act with wisdom, who are able human beings, or who are literate.

It is important to note that the Standing Committee received various contributions during its review process that reflect deeply-held and contrasting ideological views of Nunavummiut. Some contributors indicated that they envision an education system in Nunavut that provides students with a strong academic foundation, while other contributors indicated that they envision an education system that focuses on reinforcing Inuit societal values, including language, culture and history. A number of contributors maintained the position that the objective of Nunavut's education system should be to promote and support local community control, while other contributors maintained the position that the education system should be delivered in a consistent manner, from community to community, across Nunavut.

One contributor noted that a clearly established envisioned goal must be developed for Nunavut's education system before any changes can be made to the process of delivering this system. It was pointed out that the *Education Act*, as it is currently written, places a heavy emphasis on the preservation of language and culture as a central value. It was also argued that student achievement should be the single most critical value of education in Nunavut. This issue was elaborated on further by another contributor who maintained the position that the standard for achievement of Nunavut's education system should be to ensure that any child graduating from any community should be able to make the transition into post-secondary education, and to enable graduates to take on professional and leadership positions within the territory.

The need for consistency within the educational system was echoed by many contributors across Nunavut. The Special Committee noted that the Department of Education has undertaken a number of recent initiatives with respect to standardization in the delivery of programming and most recently in such areas as standardizing the Inuit language writing system to be taught in Nunavut schools. The Special Committee fully supports the concept of focusing resources and effort into the standardized delivery of programs with a view to setting and reaching consistent program delivery for all students across the territory.

**Recommendation #4:**

**The Special Committee recommends that Nunavut's education system and its legislation focus on providing and implementing a consistent, standardized program and curriculum across all regions and communities of Nunavut, to prepare youth from early childhood education through High School graduation for further levels of education and future employment.**

## **Inuit Qaujimajatuqangit**

There is no question that Inuit Qaujimajatuqangit is a valid and compelling force within Nunavut's government and that the delivery of related programs and activities affect the daily lives of Nunavummiut. A significant number of participants in the Special Committee's review process voiced strong opinions in support of Inuit Qaujimajatuqangit as being the source of the guiding principles for Nunavut's education system.

At the same time, however, the Special Committee heard a number of comments and concerns regarding the difficulties inherent in trying to enforce the implementation of Inuit Qaujimajatuqangit. To date, Inuit Qaujimajatuqangit in the government is a broadly interpreted and conceptual approach which is difficult to incorporate into legislation and implement in daily operations. It was noted that formal legislation has its roots in western culture and often takes on a highly-defined and prescriptive structure. A number of contributors argued that the effectiveness of the legislation was compromised by attempts to integrate Inuit Qaujimajatuqangit within specific sections of the *Education Act*. It was pointed out that requiring the incorporation of Inuit Qaujimajatuqangit within specific legislative contexts in the *Education Act* without clear and precise definitions, activities, or measurements to assess the success of that implementation was impractical and ineffective. The Special Committee concurred fully with this point.

**Recommendation #5:**

**The Special Committee recommends that specific references to the incorporation of Inuit Qaujimajatuqangit in Nunavut’s education system within the *Education Act* be removed from the legislation.**

The Special Committee supports the position that the principles and concepts of Inuit Qaujimajatuqangit provide a critical context for the administration and delivery of Nunavut’s education system. The Special Committee recognizes the ongoing efforts of the Department of Education in this area.

The Standing Committee noted that Inuit Societal Values, including language, culture and history, could be addressed as distinct subjects within Nunavut’s curriculum. It was suggested that activities incorporating Inuit Qaujimajatuqangit into the curriculum should be accompanied by specific definitions, activities and programs which can be assessed and measured with respect to their effectiveness in reflecting and promoting Inuit societal values and culture.

The Special Committee noted that involving Elders within the education system is currently a requirement under section 102 of the legislation. It was felt that the role of Elders could be significantly enhanced and expanded with a renewed focus on providing core subjects within the curriculum that are based on Inuit Qaujimajatuqangit and Inuit Societal Values.

**Recommendation #6:**

**The Special Committee recommends that Inuit Qaujimajatuqangit be incorporated as core program or curriculum subjects within Nunavut’s education system at all school levels.**

## **Access to Education**

Nunavut’s *Education Act* provides that citizens between the ages of 5 and 21 are entitled to attend a school and have access to the educational program in a regular instructional setting. The Special Committee heard a number of concerns with respect to the needs of younger Nunavummiut as well as considerations with respect to older students.

## Early Childhood Education

Many contributors spoke passionately about the importance of early childhood education and its role in preparing children for success in the school system. It has been well-established that early childhood is a critical phase that can determine the quality of health, well-being, learning and behaviour of individuals later on in life. In particular, the period from infancy until what is currently school-age is the most intensive period for language development. A number of contributors further stressed the need for high quality daycare and its role in enabling parents to return to their studies or to the workforce. While the government has committed to including daycare facilities in any newly-built educational infrastructure, the lack of daycare spaces remains a critical issue across many Nunavut communities.

Currently, section 17 of the *Education Act* requires District Education Authorities to provide early childhood education programs that promote fluency in the Inuit language and knowledge of Inuit culture. It was noted that in the five years since the *Education Act* has been coming into force, this requirement has still not been fulfilled in many of Nunavut's communities due to a number of factors.

A number of contributors also noted that kindergarten programs across the territory are currently delivered on a half-day basis and proposed that full-day Kindergarten be considered in addition to ensuring that an integrated kindergarten curriculum or program is provided for within the legislation. The Special Committee agreed that early childhood education is an important aspect of educational success.

### **Recommendation #7:**

**The Special Committee recommends that the *Education Act* be amended to require that the Minister provide the necessary resources and training to ensure early childhood education programs are made available and provided in every Nunavut community.**

### **Recommendation #8:**

**The Special Committee further recommends that the Department of Education explore options to develop full-day kindergarten, taking into consideration space availability, costs of programming and resources and the impact of increasing the number of instructional hours at the kindergarten level.**

## **Adult Education**

Some contributors raised concerns regarding the inclusion of adult education in the legislation, specifically with respect to sections 2, 18 and 32 of the *Education Act*. It was noted that there are a number of alternative learning opportunities for adults outside of the school system, such as adult basic education courses, the Mature High School Graduation option or the PASS program offered through Nunavut Arctic College. Concerns were raised with respect to the practicability of enforcing registration and attendance for older students in Nunavut's education system. For example, section 30 of the *Act* requires a student less than 18 years of age to be registered with a school. Some contributors were of the opinion that enforcing the registration requirement after a student reaches the age of 16 could be problematic. Other contributors focused on the merits and potential problems associated with permitting adult students over the age of 21 to participate in school-based programming. The Special Committee was of the view that this topic should be given further consideration.

## **Attendance and Registration**

Consistency in policy areas was identified as a necessary focus within the legislation. Standardized approaches to such issues as attendance, registration and discipline across all schools would ensure that all students in Nunavut had the same responsibilities and obligations regardless of the community in which they lived. The Special Committee recognizes that attendance is a major issue across the territory. Committee Members agreed that this topic needs to be addressed in a comprehensive manner across the territory by evaluating initiatives that are successful and identifying those which are not effective. Providing incentives for good attendance and academic success rather than punishments for the low-attenders was viewed by the Special Committee as a potential avenue for future discussion.

## **Language of Instruction**

The importance of protecting and promoting the Inuit language across Nunavut was reflected in the significant number of comments and opinions that were brought forward to the Committee concerning the language of instruction provisions in the *Education Act*. The range of views and opinions expressed by contributors to the Special Committee's review process with respect to language of instruction and approaches to bilingual education spanned a broad spectrum.

It must be recognized that Nunavut's *Inuit Language Protection Act* also establishes requirements for Inuit language instruction within Nunavut's education program.

Inuit Language instruction

**8. (1)** Every parent whose child is enrolled in the education program in Nunavut, including a child for whom an individual student support plan exists or is being developed, has the right to have his or her child receive Inuit Language instruction.

While the provisions of the *Inuit Language Protection Act* must be taken into account, the Special Committee stresses that the implementation of such cross-legislative requirements must also accommodate the overall objectives of the *Education Act* itself.

Currently, the *Language of Instruction Regulations* of the *Education Act* establish three distinct models of bilingual language instruction. The selection of which model to adopt for each education district falls to the District Education Authority although the choice is often driven by demographic factors and concerns regarding language loss and language retention within each community. Given the limited number of bilingual educators in any given community, the Special Committee recognizes that delivering three different education models across the territory becomes complex and difficult to manage. This, in turn, compromises the success of the education system as a whole. Having a single language of instruction model would enable the Department of Education to place greater emphasis on determining and providing adequate resources, materials and curriculum that can be effectively delivered in all of Nunavut's schools and may allow the department to allocate the necessary time to address the need for qualified bilingual educators.

As was previously noted in this report, the Department of Education has undertaken a number of initiatives to standardize its program delivery. Most recently, the department initiated a phased project to standardize the Inuit language writing system to be taught in Nunavut schools. This approach is mirrored by the initiative currently being undertaken the national organization, Inuit Tapiriit Kanatami, to standardize the writing system for the Inuit language across all Inuit regions in Canada.

The Special Committee supports the Department of Education's commitment to standardization and consistency in the delivery of Nunavut's education system.

**Recommendation #9:**

**The Special Committee recommends that the legislation be amended to ensure that Nunavut's education system delivers bilingual education according to a single, standardized model for all schools across the territory.**

Many contributors argued passionately for the preservation and promotion of community and regional dialects. The Special Committee acknowledges the importance of recognizing and supporting unique dialectal variation at the community level. The Standing Committee noted that resources and opportunities must be available for the development and acquisition of learning materials, as well as language programs that may be prepared and delivered in the various dialects represented across Nunavut and at the discretion of each educational district.

Some participants expressed the desire for language of instruction models to be expanded to support multi-lingual education with English, Inuktitut and French programming. The Special Committee notes that while section 26 of the *Education Act* does provide for languages to be taught in addition to the selected languages of instruction, more support and resources may be required in this area.

**Recommendation #10:**

**The Special Committee further recommends that accommodations be made within the legislation to enable District Education Authorities to request and receive necessary resources and support to the deliver additional language programs that take into account regional, community or dialectal interests and also allow for the delivery of multi-lingual education including the Inuit language, French and English.**

The Special Committee recognizes that section 28 of the *Education Act* establishes a timeline for the delivery of bilingual education, with the final deadline for this provision to be implemented at all grade levels in the 2019-2020 school year. Many contributors acknowledged that the targeted dates for meeting these provisions are unrealistic and unattainable. The Special Committee referred to the Auditor General's *2013 Report on Education in Nunavut* which made a number of clear and straightforward observations regarding the Department of Education's ability to deliver bilingual programming with its focus on the lack of bilingual educators at that time and in the foreseeable future. Key stakeholders noted in their submissions that achieving the goals and objectives laid out in the legislation and its regulations for the delivery of bilingual education was highly unlikely given the department's current lack of capacity in this area.

It was not clear to the Special Committee how the 2019-2020 deadline for the delivery of bilingual education across all grades was initially determined. The timeframe did not appear to be based on any specific data or on any specific analysis of the time it would take to ensure that an adequate number of qualified bilingual educators and resources would be in place to fully deliver the bilingual language program established within Nunavut's education system.



The Auditor General's 2013 report discussed the need for the Department of Education to determine the number of bilingual teachers that are needed for Nunavut to meet the bilingual education requirements of the current legislation. While the Department of Education's March 2014 Work Plan included commitments to analyzing available data and reviewing staffing plans with a view to determining the number of bilingual teachers needed to meet bilingual language requirements, the department has yet to make its results of this review available. Meanwhile, it is apparent that the current deadline is unattainable.

**Recommendation #11:**

**The Special Committee recommends that the deadlines for the implementation of language of instruction requirements that are currently included in the legislation be revised and amended or deleted at the earliest opportunity.**

**Recommendation #12:**

**Given the limited capacity to deliver bilingual education in Nunavut's schools, the Special Committee further recommends that the Government of Nunavut renew its efforts to promote, recruit and retain teachers and educators trained to deliver a bilingual education in the Inuit language and English.**

## **Inclusive Education**

A number of submissions and comments reviewed by the Special Committee addressed concerns regarding social promotion, which relates to students who are passed or 'promoted' from grade to grade with their peers without having mastered the required competencies at each grade and without having a learning plan in place which supports their individual academic needs and growth.

Part 6 of Nunavut's *Education Act* establishes inclusive education within the school system. Under the inclusive education mandate students are entitled to receive an education program which is modified to their specific learning needs and which adjusts the expectations of their achievements under the curriculum as they progress according to their individual capacities. This approach is intended to enable students to remain in classes with students of their own age group while allowing them to advance continuously from kindergarten to Grade 12 at their own individual rate of learning.

The Special Committee did not hear any arguments against inclusive education. Indeed the intent of this approach seemed well supported by educators and educational administrators.

However, as pointed out by several contributors, the lack of resources, specialized training and support staff as well as specialists to provide professional assessments and advice on how to develop modifications and accommodations for individual students has led to many students not receiving the supports they need while continuing to pass from grade to grade. Ineffective implementation of inclusive education leads to social promotion.

Applying inclusive education means that differentiated instruction must be provided within each classroom to ensure that the learning style and abilities of each student in the class are accommodated. This puts a tremendous burden on teachers, especially in cases where educators have not received specific training in this area.

Services from professionals including educational psychologists, behavioural specialists and mental health workers that have the specific training and resources to work with youth are very limited. Many such professional services are often only accessible outside of the territory and by medical referral or through short-term contracts by visiting specialists.

The lack of training, tools, resources and professional supports to implement inclusive education impacts the successful delivery of Nunavut's educational system. The Special Committee notes that student attendance must also be considered within the context of inclusive education. In the interest of ensuring the most effective and efficient use of resources, Committee Members were of the view that the lack of academic achievement on the part of non-attendance should not be addressed through the means of individual student support plans. For non-attenders who are being re-integrated into the education system, alternative options for remediation, retention and promotion must be considered.

**Recommendation #13:**

**The Special Committee recommends that Part 6 of the *Education Act*, Inclusive Education, be amended to clarify, in detail, the conditions under which a student may be entitled to receive a student support program, the provisions that must be included in a student support program, the professional services that will be made available for the development of student support programs and the process for determining and implementing amendments to student support programs.**

## **Administration and Governance**

Nunavut's *Education Act* establishes a series of partnerships between the Ministry, school administrators, school staff, students and parents, district education authorities and the commission scolaire francophone du Nunavut. Throughout the Special Committee's review it became clear that the distribution of roles and responsibilities between these various partners is problematic and, in many circumstances, dysfunctional or unbalanced.

The Special Committee received submissions and comments from contributors and the public during its review process that addressed the role of regional School Boards under previous education legislation. While suggestions were brought forward to reinstate such entities, the Special Committee acknowledges that the current *Education Act* would need significant amendment to accommodate such a change.

### **District Education Authorities**

With the introduction of the *Education Act* in 2008, it was anticipated by many that local decision-making in schools would reflect the unique character of the communities in which they were based. A number of contributors to the Special Committee's review process expressed their expectation that the implementation of the *Education Act*, would involve an increase in the level of community authority and control of the school program albeit with safeguards at the departmental level.

Under the *Education Act*, locally-elected District Education Authorities were given many new duties and responsibilities related to the operation and delivery of the school program in their communities. Several contributors raised concerns regarding DEA authority in such areas as school staffing, school programming and inclusive education. Some contributors stressed that other partners within the education system, such as the Ministry, school administrators or educators themselves, were better situated, having more appropriate levels of expertise and direct lines of accountability, to provide direction and make decisions in these areas. In addition, the power of DEAs to each establish different school calendars makes it difficult for Regional School Operations to accommodate different school year start and end dates.

Many contributors commented that DEA representatives often did not have the training, skills, abilities or expertise to undertake the duties assigned to them under the legislation. It was noted that in many cases principals would take on the added burden of assisting DEAs in completing certain tasks.

The need for additional training, resources, and increased staff support for DEAs was raised several times throughout the course of the Standing Committee's review. Some DEA representatives expressed a desire to enhance their role and authority at the community level. In contrast, several submissions included strong arguments for limiting or reducing the level of control and decision-making authority delegated to DEAs.

The Special Committee recognized that the legislated emphasis on local control of education and the widely varying abilities of DEAs to exercise that control has created inequalities in the delivery of education across Nunavut's communities. As a result, Nunavut's education system is not being delivered consistently across the territory.

The Special Committee is of the view that steps must be taken to re-establish consistency across all communities. While some DEAs are able to meet the expectations established in the legislation, it has become apparent that the majority are not. The Special Committee agrees that the legislation should be revised to ensure that the roles and responsibilities of District Education Authorities can be adequately met across all communities in a consistent manner.

**Recommendation #14:**

**The Special Committee recommends that the Minister undertake a comprehensive review of the current roles and responsibilities of Nunavut's district education authorities and make amendments to the legislation which will establish a standardized set of duties and responsibilities for all district education authorities that reflects their common capacity to meet the mandated obligations.**

**Recommendation #15:**

**The Special Committee further recommends that the Minister put a greater emphasis on communicating the roles and responsibilities of district education authorities, school administrators, and regional school operations to each respective entity.**

### **Commission scolaire francophone du Nunavut (CSFN)**

At the time of the Special Committee's review, the operations and management of the CSFN were in some disarray. The Special Committee received limited input with respect to the role of the CSFN as established under the legislation. Some concerns were raised with respect to the status of staff, the expectations of parents, and the distribution of authorities in the area of French minority language education. Participants also expressed the need for a clear process by which minority-language rights holders are recognized and identified with respect to such activities as voting for CSFN members under the *Local Authorities Elections Act*.

While the Special Committee fully appreciates that compliance with the *Canadian Charter of Rights and Freedoms* must be taken into account when considering any amendments to the legislation in this area, it was clear to Members that revisions are necessary to clarify roles, responsibilities, rights and accountabilities with respect to French language minority rights to education in Nunavut.

#### **Recommendation #16:**

**The Special Committee recommends that the legislation be amended to clarify and strengthen the relationship and distribution of responsibilities between the Minister, the Department of Education and the CSFN.**

#### **Recommendation #17:**

**The Special Committee recommends that the rights and obligations of minority language rights-holders with respect to minority language education in Nunavut be clarified within the legislation.**

#### **Recommendation #18:**

**The Special Committee further recommends that the legislation be amended to provide greater clarity and accountability with respect to the status of education staff under the CSFN.**

It was also apparent that there are significant disparities between the roles and responsibilities assigned to the CSFN as compared to those assigned to District Education Authorities. The Special Committee is of the view that there needs to be more consistency in the roles of entities governing education across Nunavut to ensure equal rights to education for all Nunavut residents.

#### **Recommendation #19:**

**The Special Committee recommends that the legislation be amended to ensure that the Minister of Education's authority with respect to educational programming in Nunavut's schools is consistent across Nunavut.**

### **DEA Coalition**

As Nunavut's new education legislation was being developed, the DEA Coalition established itself as an advocacy group for District Education Authorities which, in the absence of regional School boards, had lost an avenue to voice and share concerns or best practices. The role of the DEA Coalition was acknowledged under Nunavut's *Education Act* which establishes it as a legislated entity. The Special Committee noted throughout the course of its review that the role of the DEA Coalition was little understood. The role of the DEA Coalition with respect to the delivery of education across Nunavut needs to be re-defined.

#### **Recommendation #20:**

**The Special Committee recommends that the legislation be amended to re-define the role and responsibilities of the DEA Coalition and to ensure that it has a clear mandate and that the lines of accountability between the Ministry and the District Education Authorities are clearly expressed.**

### **Concluding Comments and Observations**

The future of Nunavut relies in large part on the successful administration and implementation of its education system. To achieve the objectives of the *Education Act* will require the collaborative efforts of all Nunavummiut and a shared understanding of the roles and responsibilities of all partners in the education process.

#### **Recommendation #21:**

**The Special Committee recommends that the Department of Education work closely with other agencies, such as the Departments of Health and Family Services, Nunavut Housing Corporation, Nunavut's Child and Youth Advocate and others, to address key social factors that are affecting the successful delivery of education across Nunavut.**

#### **Recommendation #22:**

**The Special Committee recommends that the lines of accountability and reporting structures between the Minister, departmental headquarters, regional school operations divisions, district education authorities, the commission scolaire francophone du Nunavut, school staff, as well as principals and teachers, parents and students be clearly articulated and well publicized.**

The Special Committee's review process covered many areas, both broad and specific. The Special Committee greatly appreciates the time, interest and effort made by the many contributors and participants throughout the review process.

The intent of this report is to provide a strategic direction to the government for improving the administration and implementation of the legislation. The Special Committee strongly encourages the Department of Education to continue with initiatives that will standardize and strengthen the delivery of education across Nunavut. A number of the report's recommendations suggest amendments to the *Education Act* and the Members of the Special Committee look forward to participating in the review of amending legislation brought forward by the Government of Nunavut as soon as possible and during their term of office.

**Recommendation #23:**

**The Special Committee recommends that proposed amendments to the *Education Act*, especially with respect to sections on Language of Instruction, Inclusive Education, and the roles and responsibilities of District Education Authorities and related regulations be introduced within the term of the Fourth Legislative Assembly of Nunavut.**