



**Nunavut Canada**

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**3rd Session**

**4th Assembly**

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Official Report

**DAY 63**

**Thursday, March 2, 2017**

**Pages 3512 – 3585**

**Iqaluit**

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

## Legislative Assembly of Nunavut

### *Speaker*

**Hon. George Qulaut**  
(Amittuq)

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

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

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

**Pat Angnakak**  
(Iqaluit-Niaqunnguut)

**Steve Mapsalak**  
(Aivilik)

**Allan Rumbolt**  
(Hudson Bay)

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

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

**Alexander Sammurtok**  
(Rankin Inlet South)

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

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

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

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

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

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

**Isaac Shooyook**  
(Quttiktuq)

**David Joanasic**  
(South Baffin)

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

**Pauloosie Keyootak**  
(Uqqummiut)

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(Netsilik)

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**Iqaluit, Nunavut**  
**Thursday, March 2, 2017**

**Members Present:**

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

>>House commenced at 13:29

**Item 1: Opening Prayer**

**Speaker** (Hon. George Qulaut) (interpretation): Mr. Johnny Mike, can you say the opening prayer, please.

>>Prayer

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

Item 2. Ministers' Statements. (interpretation ends) Executive and Intergovernmental Affairs, Mr. Taptuna.

**Item 2: Ministers' Statements**

**Minister's Statement 256 – 4(3):**  
**Recognizing our Sivuliqtiksat**  
**Internship Program Participants**

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

Mr. Speaker, today I would like to recognize the Sivuliqtiksat internship members of our public service. This week eight new interns and trainers are attending an orientation session here in Iqaluit.

(interpretation ends) Mr. Speaker, the Sivuliqtiksat Internship Program is an excellent example of our government's work to increase Inuit employment in the territory's public service.

Mr. Speaker, sitting behind me are the interns and their trainers. Please join me in welcoming:

- Natalie Rheume with trainer Bonnie Osborne from the Department of Community and Government Services;
- David Pitseolak from Community and Government Services;
- Margaret Nakashuk from the Department of Family Services,
- Steven Curley and Judy Gabuna from the Department of Culture and Heritage;
- Sammy Angnauak and Linda Vaillancourt from the Department of Environment;
- Neevee Natsiapik and Ron Froese from the Department of Justice;
- Ovilok Olsen-Hakongak and Patricia Lear from the Department of Health;
- David Korgak and Christa Kunuk from Office of the Representative for Children and Youth; and
- Sivuliqtiksat Coordinator overseeing the program, Sylvia Netser, from the Department of Executive and Intergovernmental Affairs (EIA).

Mr. Speaker, there are currently 11 interns at various stages of their internship from nine departments.

Executive and Intergovernmental Affairs is filling the remaining five internship positions to make a full complement of 16 interns.

Mr. Speaker, I am proud of our government's work to attain a representative public service, and the Sivuliqtiksat Internship Program is a successful example of our efforts to fulfill Article 23 of the Nunavut agreement. (interpretation) Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 257 – 4(3):  
Shuvenai Ashoona Inducted into  
Royal Canadian Academy of the  
Arts**

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. (interpretation ends) Good afternoon, my colleagues, Nunavummiut. (interpretation) Good afternoon to the residents of Arviat and Whale Cove.

(interpretation ends) Mr. Speaker, the Royal Canadian Academy of the Arts, established in 1880, celebrates artists who have demonstrated excellence and honours their achievements. The academy fosters the visual arts through a program of exhibitions and publications.

Kinngait's Shuvenai Ashoona is the latest artist to be inducted into the prestigious academy. On February 8 the West Baffin Eskimo Cooperative honoured Shuvenai in Cape Dorset with

a ceremony at its stonecutting and lithograph studio.

Shuvenai Ashoona's masterpieces have been exhibited at the National Gallery of Canada and extensively across Canada and overseas. Her drawings occupy a unique place within contemporary Inuit art. Her father, Kiugak Ashoona, a carver and grandmother Pitseolak were previously recognized by the academy. Her mother, Sorosilooto, a graphic artist, fostered Shuvenai's talents.

Mr. Speaker, Shuvenai Ashoona's deserved appointment to the Royal Canadian Academy of the Arts comes on the cusp of the anticipated Kenojuak Cultural Centre and Print Shop in Cape Dorset. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 258 – 4(3): Fuel  
Pricing – Petroleum Products  
Division**

**Hon. Joe Savikataaq:** Thank you, Mr. Speaker. Today I rise to share details about the Department of Community and Government Services' efforts in the fuel early purchase program and the impact it has on pricing of fuel in the territory.

Our estimates show that PPD was able to generate significant savings in 2016 as a result of the early purchase program. This program began in the winter of 2009 and is based on analysis of market trends. During the last 30 years the



average fuel price tends to be lower in the winter months. We anticipate that this trend will continue and that our purchase strategy will continue to generate savings. However, it still needs to be understood that there are some risk in this because fuel prices and foreign exchange rates can fluctuate from year to year.

With the change in fuel prices announced in late January, the benefits of last year's savings are being passed on to Nunavummiut in 2017. As part of the price change, PPD realigned pricing with the costs of delivery to each region and adopted uniform pricing across all consumer classes. This provides an equitable pricing for each region and for all consumer groups in the territory. With this reduction, Nunavut's retail fuel prices are competitive with most major Canadian cities for premium fuels. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 259 – 4(3):  
Suicide Prevention Initiatives**

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

Mr. Speaker, my department is fully committed to preventing and reducing suicide by undertaking initiatives to address child sexual abuse and supporting families through the *Inunnguiniq* parenting program.

My department has been compiling best practices in addressing child sexual abuse and is working to strengthen our efforts to respond appropriately by ensuring our frontline workers have the training and tools required.

(interpretation ends) My department is fully committed to supporting parents and strengthening families and has provided funding this year to support four community deliveries of the Qaujigiartiit Health Research Centre *Inunnguiniq* parenting facilitator training program.

Since November 2016 two sessions have taken place in Iqaluit and one in Arviat. We have had participants from Arviat, Baker Lake, Chesterfield Inlet, Cape Dorset, Iqaluit, Kimmirut, Rankin Inlet, and Whale Cove. The next session is scheduled to take place in Cambridge Bay this month.

(interpretation) This parenting program has three goals:

1. to revitalize the wisdom and practices of *Inunnguiniq* in our lives;
2. to support healing for participants and their families; and
3. to strengthen the roles of extended family and community in child rearing.

The department has also printed *Inunnguiniq* booklets to include in the Department of Health baby boxes, providing a valuable reference for parents upon the birth of a child.

(interpretation ends) Mr. Speaker, by addressing the risk factors for suicide and continuing to encourage and support our parents, we are building a strong

future for our children and families.  
(interpretation) Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 260 – 4(3):  
Prospectors Program**

**Hon. Monica Ell-Kanayuk:** Thank you, Mr. Speaker. Our government is committed to supporting the development of a sustainable mining industry in Nunavut by providing financial and technical assistance to prospectors, and by encouraging their work and building the information base regarding mineral occurrences.

Basic prospecting activities are an important part of the mineral delivery process, and this kind of prospecting makes good use of land skills that many Nunavummiut already possess. Under the Nunavut Prospectors Program, qualified Nunavut-based prospectors can receive a contribution of up to \$8,000 per year to cover basic expenses while exploring for new mineral occurrences in Nunavut.

In 2016-17 the program awarded a total of \$87,640 to 15 applicants representing all three Nunavut regions.

Each year since 1999 the Minerals and Petroleum Resources Division has delivered the Introduction to Prospecting course in select communities. This course complements the Nunavut Prospectors Program and helps foster a

greater understanding at the community level of geology, prospecting, and mineral development.

Mr. Speaker, in 2016 the course was delivered in Kimmirut, Clyde River, Pond Inlet, Resolute Bay, Grise Fiord, Arviat, and Taloyoak, with 84 Nunavummiut successfully completing the training. Thank you, Mr. Speaker.

>>Applause

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

**Minister's Statement 261 – 4(3):  
Sanatuliqsarvik Nunavut Trades  
Training Centre Success Story**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. Residents of my community and my colleagues, have a good day.

Thank you, Mr. Speaker. I rise in the House today to inform my fellow members of the progress and accomplishments coming out of Sanatuliqsarvik, the Nunavut Trades Training Centre located in Rankin Inlet.

Mr. Speaker, since beginning delivery of trades programming at Sanatuliqsarvik in 2010, a number of students have taken programming that has led them to apprenticeship opportunities. Some of these students are now completing their apprenticeship contracts. From those that have attended all or part of their training at Sanatuliqsarvik, over 30 apprentices have now achieved journeyman certification.

Mr. Speaker, in addition to those apprentices that received journeyman status, today I would like to recognize those individuals that have either received or are eligible to receive inter-provincial certification in their respective trades stemming from training taken at Sanatuliqsarvik. Mr. Speaker, they are:

- Brandon Oolooyuk of Rankin Inlet for successfully completing his technical training and achieving a pass mark on his inter-provincial exam in the electrician trade.
- Lundy Manik of Arviat for successfully completing his technical training and passing his inter-provincial examination in the plumber/gasfitter trade.
- Ted Lachance of Rankin Inlet for successfully completing his apprenticeship and achieving his inter-provincial certification in the carpenter program.
- Aaron Pilakapsi of Rankin Inlet for successfully completing his apprenticeship and achieving his inter-provincial certification in the oil burner mechanic trade.

Additionally a former electrician instructor at Sanatuliqsarvik also achieved his inter-provincial certification while employed with the college.

Mr. Speaker, trades training at Sanatuliqsarvik represents all regions of Nunavut for those wishing to pursue apprenticeship opportunities. The credit of this success belongs to the interest

and efforts of the students and the dedication of their instructors.

Mr. Speaker, please join me in acknowledging the solid efforts of our students and staff at Sanatuliqsarvik. Thank you, Mr. Speaker.

>> *Applause*

**Speaker** (interpretation): Thank you. Members, please note that the Member for Netsilik will not be here today and tomorrow.

I have no more names on my list for Ministers' Statements. Moving on. Item 3. Members' Statements. Member for Iqaluit-Sinaa, Mr. Paul Okalik.

### **Item 3: Members' Statements**

#### **Member's Statement 486 – 4(3): Congratulations Joannie Pudluk on Becoming an Engineer**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I am very proud today to rise as an Inuk who can stand in this House on a momentous occasion. We all work hard exploring ways to improve our lives.

This person I wish to acknowledge today took studies at my alma mater, the University of Ottawa, and completed his studies. This program doesn't even have an Inuktitut word yet. He graduated as an (interpretation ends) engineer (interpretation) and completed his degree in 2007. He now lives in my constituency. He is visiting today along with his wife, Colleen, who is here with him. He was born in Resolute Bay and grew up there.

This person is now recognized as an engineer, as he received his certification in November. This was my first experience in meeting an Inuk engineer, so I am immensely proud to meet my first one. He first started working for the Qulliq Energy Corporation, but he currently works out of the Department of Community and Government Services as the manager of capital projects.

I would like to welcome the son of Ludy Pudluk, Joannie Pudluk. He completed his studies and I am extremely proud of his success. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Members' Statements. Member for Baker Lake, Mr. Simeon Mikkungwak.

**Member's Statement 487 – 4(3):  
Hockey Night in Baker Lake**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. On February 18 of every year for the past 17 years our country has celebrated Hockey Day in Canada.

This year on February 18 my community joined in those celebrations with its own Hockey Night in Baker Lake.

Mr. Speaker, Hockey Night in Baker Lake was a big hit in the community. Our arena was jam-packed that night with excited spectators who came out to watch fellow community members showcase their hockey skills.

While showcasing their skills on the ice, the minor hockey team also raised funds that will help them to attend tournaments and purchase equipment.

Mr. Speaker, Hockey Night in Baker Lake was especially exciting for me as I was given the privilege of dropping the game's ceremonial puck alongside my friend and colleague, His Worship David Aksawnee, the Mayor of Baker Lake.

Mr. Speaker, it was an exciting night for our hockey players and their devoted fans, and I'm grateful to have been a part of it. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 488 – 4(3):  
Happy Birthday to Children in  
Family**

**Mr. Akoak:** Thank you, Mr. Speaker. Good afternoon, colleagues, ministers, and to the community of Gjoa Haven (interpretation) and Inuit who are watching the proceedings.

(interpretation ends) I was hoping I would make this announcement at two o'clock because the kids are still having school in my community and this is an announcement for one of them.

As MLAs we represent the very young and the very old in all of Nunavut. I rise today to announce a birthday to a couple of very young people and they're part of my family.

The first one lives in the community of Iqaluit and is my niece's daughter. It is her fourth birthday and every time she's asked if she's an Inuk or Qallunaaq, she will always say, "I'm an Inuk." Happy fourth birthday to Farrah.

Also my first grandson, who is probably still at school right now, has become a teenager today, 13 years old, and I would like to wish him a very happy 13th birthday. My grandson whom I call "Sport" is named Christian Totalik. Happy 13th birthday. Thank you, Mr. Speaker.

>>Applause

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

**Member's Statement 489 – 4(3): The Program and Service Review**

**Mr. Shooyook** (interpretation): Thank you, Mr. Speaker. I say "good afternoon" to my colleagues. Welcome along with our Premier and those watching the proceedings.

Mr. Speaker, I rise today to reference our original meeting in Kugluktuk where we developed the government mandate. We developed the categories and, if members recall, there were nine recommendations members wanted to see, if memory serves. This was for our four-year mandate where we identified the expectations of members as part of our plans.

Mr. Speaker, the need for planning is apparent as what we developed was missing implementation plans with timelines and deadlines. Some of the issues were planned out for an entire year, yet none of them have been realized to date. When we prepared the document, we didn't include implementation plans.

Mr. Speaker, in reviewing the departmental main estimates whenever a department requires a supplementary appropriation, we generally approve the requests as members.

Mr. Speaker, I have a concern with the length of time that has gone into planning. I would like to see it fast-tracked and be a priority.

Mr. Speaker, our successors who will be elected in the next election will prepare another mandate, but they will now require timelines for the next document.

Mr. Speaker, the next Legislative Assembly membership will need to focus on deadlines and to have timelines for implementation planning. This is what we need today.

It seems I will run out time in making my statement. Although I still have a bit of time, I would like unanimous consent to conclude my statement. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The member is seeking unanimous consent to conclude his statement. Are there any nays? (interpretation) There are no nays. Mr. Shooyook, please proceed.

**Mr. Shooyook** (interpretation): Thank you and my colleagues for allowing me this opportunity. I thank you all.

Mr. Speaker, the previous Legislative Assembly prior to our own election was focused on limiting alcohol consumption and they developed a mandate towards that goal. It has now reached eight years without any forward movement.

With that being the case, it is problematic and what members feel is lacking, such as these initiatives rarely going anywhere. Mr. Speaker, we have to expand the parameters of the recommendations to try to fast-track these plans.

Mr. Speaker, today if we continue to practise the current system with no deadlines, we can now make plans for the long term. Let's say a 10-year plan, a 20-year plan, and a 30-year plan all the way up to a 50-year plan. That is how far forward these plans could reach. This will have to be remedied by the next group of legislators so that plans have deadlines to ensure they move forward. Thank you, Mr. Speaker.

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

**Member's Statement 490 – 4(3):  
Iqaluit's Sheila Lumsden**

**Hon. Monica Ell-Kanayuk:** Thank you, Mr. Speaker. Good afternoon to Iqaluit and Nunavummiut.

I am pleased to inform the Members of this House and Nunavummiut about an exciting opportunity that one of my constituents is participating in. Iqaluit's Sheila Lumsden is one of 24 chef finalists on CTV's *Master Chef Canada* program that airs tonight. She is the first indigenous woman to be featured.

That video she submitted ended up being picked and she headed to Montreal later that summer for an audition. I remember Sheila telling me that she auditioned for *Master Chef Canada* back in July 2016.

I told her how exciting that was. She chose arctic char ceviche, a Latin American dish prepared with raw fish, cooked with strong acids of a special small lime along with an avocado salad.

Her fusion Inuit-inspired food landed her in Toronto in September to film. Sheila is an Inuvialuk who has chosen Iqaluit her home. I wish Sheila the best of luck in the show and I look forward to watching it hopefully tonight at 9:00 p.m. Thank you, Mr. Speaker.

>>Applause

>>Laughter

**Speaker** (interpretation): Thank you. Members' Statements. Member for Aggu, Mr. Paul Quassa.

**Member's Statement 491 – 4(3):  
Inuktitut Books on Display**

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Speaker. As Inuit, we do want reading materials in our Inuktitut writing system and Inuktitut reading materials are now being produced. This pleases me very much and I wish to make my statement in regard to that fact.

On our way into the Chambers we saw Inuktitut reading materials. There are a lot of Inuktitut reading materials in the foyer and I'm very proud of these published books because we are always requesting Inuktitut reading material and we want to see our language being used in a robust manner.

I want to invite my colleagues during our break to please make sure to have a look at these published books. Please grab some books so that they can be

given to your children and grandchildren after you read it, I might add, Mr. Speaker. Thank you.

>>Applause

**Speaker** (interpretation): Thank you. Members' Statements. I have no more names on my list. We will move on to Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit-Sinaa, Mr. Paul Okalik.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would like to recognize an individual in the gallery. I will first recognize my relative and niece. Although she was already recognized, I welcome Margaret Nakashuk.

Also, I am very proud of two of my constituents that I would like to recognize and welcome. As I stated earlier, Joannie Pudluk completed his education in engineering and his wife, Colleen Healey, works in the health promotion industry. Welcome to both of them. Thank you, Mr. Speaker.

>>Applause

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

**Hon. Peter Taptuna**: Thank you, Mr. Speaker. As I mentioned in my Minister's Statement, I would like to welcome the Sivuliqtiksat interns and their trainers to the gallery.

Mr. Speaker, please stand up when I say your name.

- David Pitseolak, Maintenance Coordinator Intern from the Department Community and Government Services;
- Margaret Nakashuk, Regional Manager, Children and Family Services Intern from the Department of Family Services;
- Steven Curley, Budget Planner Analyst from the Department of Culture and Heritage;
- Sammy Angnauak, Kitikmeot Regional Coordinator, Parks Planning with trainer Linda Vaillancourt from the Department of Environment;
- Neevee Natsiapik, Rental Officer Intern with trainer Ron Froese from the Department of Justice;
- Ovilok Olsen-Hakongak, Manager of Human Resources Intern and trainer Patricia Lear from the Department of Health;
- David Korgak, Child and Youth Advocacy Specialist Intern;
- Sivuliqtiksat Coordinator overseeing the program is Sylvia Netser from the Department of EIA; and
- Last but not least, the intern from Nunavut Arctic Collage who has joined the orientation program from Sivuliqtiksat interns, Albert Netser, Director, Trade and Technology Program, with trainer Sandy Napier.

Welcome to the gallery. (interpretation)  
Thank you, Mr. Speaker.

>>Applause

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I would like to welcome the Sivuliqtiksat interns. From my constituency, I already mentioned Shelia Lumsden. I welcome her and her partner, Johnny Flaherty. They are my constituents. Thank you, Mr. Speaker.

>>Applause

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

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

I wish to recognize a couple of fellow Rankin Inlet residents who are visiting in the gallery. The first one is being trained as an intern and since the intern will assume the position of their trainer, I wish to recognize Sandy Napier and Albert Netser. Thank you.

>>Applause

**Speaker** (interpretation): Welcome to the gallery. Recognition of Visitors in the Gallery. Member for Iqaluit-Niaqunngu, Ms. Pat Angnakak.

**Ms. Angnakak** (interpretation): Thank you, Mr. Speaker. I also wish to recognize this person who was already recognized, but I am quite proud of her work and wish to warmly welcome my constituent, Neevee Natsiapik, who was here earlier. I am very happy that she is involved in the Sivuliqtiksat training program. I am proud of her dedication. Thank you, Mr. Speaker.

>>Applause

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

**Mr. Enook** (interpretation): Thank you, Mr. Speaker. I, too, am very happy to have an opportunity to recognize a participant in the Sivuliqtiksat Internship Program. A fellow resident and friend, David Pitseolak, welcome to the House. Thank you.

>>Applause

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

**Hon. George Hickes:** Thank you, Mr. Speaker. Although these people have been recognized, I would like to again welcome Sylvia Netser to the Legislative Assembly.

I can speak from experience. I was a former participant of the Sivuliqtiksat program and I'm very jealous by the nice sweaters and jackets that the interns and their mentors get now.



I really appreciate the work that you're doing. It's a very important role in making sure the needs of the interns and the trainers are being met.

I would also like to recognize again a former constituent, Albert Netser, who we have lost to the community of Rankin Inlet; our loss, their gain. Thank you, Mr. Speaker.

>>Applause

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I would like to recognize from my Cambridge Bay riding today in the gallery Ovi Olsen-Hakongak and Patricia Lear. As you can appreciate, Mr. Speaker, it's not very often that we get to welcome to the gallery constituents from the Kitikmeot, so it's very good to have that opportunity when it occurs. Welcome to the gallery. Thank you, Mr. Speaker.

>>Applause

**Speaker** (interpretation): Thank you. (interpretation ends) Welcome to the gallery. (interpretation) Recognition of Visitors in the Gallery. Member for Pangnirtung, Mr. Johnny Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I would also like to recognize a fellow resident and my constituent, Margaret Nakashuk, who is a Sivuliqtiksatsat intern. I think some of the Sivuliqtiksatsat interns are already leaders.

Margaret works for the Department of Family Services, and as minister I welcome her to the gallery. Thank you, Mr. Speaker.

>>Applause

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

### Item 6: Oral Questions

#### Question 639 – 4(3): Support for Safe Shelters

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I would like to direct my questions to the Minister of Family Services.

Mr. Speaker, as the minister may be aware, the building in Baker Lake which was being used as a safe shelter for victims of domestic violence has been shut down.

Can the minister provide an update on what steps his department takes to ensure that all communities across Nunavut have a safe place for victims of domestic violence to go for their safety and comfort? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister of Family Services, (interpretation ends) the Hon. Minister Johnny Mike.

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for that question. Yes, the shelters in Nunavut fall under the

Department of Family Services. The shelter he referenced in his question has been closed. As for a review of the shelters, at this time the legislation we use is currently under review. I am unsure how even open daycares and their uses will meet the demands today. We will be reviewing the needs of Nunavut related to daycares and spaces, and gaps identified will determine our direction. That is what is occurring today. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I appreciate that some communities have societies which operate safe shelters with funding from the government. I also recognize that victims of domestic violence are occasionally flown out of a community to a safe shelter elsewhere. However, we all know how important it is to be near our friends and family when life gets difficult and we need to work through it.

Can the minister describe how his department provides support to communities to ensure that victims of domestic violence have a safe place to go within their own community? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Yes, we are open to supporting them as the Department of Family Services, particularly on the shelter needs and standards that require being met.

Currently the shelters that accommodate women in particular here in Iqaluit as well as in Rankin Inlet are the ones we try to use. I do understand my colleague's concern and the fact that the community prefers to establish a local shelter. Yes, how a shelter can be established has been the subject of much focus related to the legislation and communities wishing to establish shelters.

We support any local initiative when one comes to light. For that reason, when the review is finalized, I will be able to table a copy in this House with information as to how much planning has gone into this subject of shelters outside of the current established communities with shelters. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Mr. Speaker, the community of Baker Lake currently does not have a safe shelter for victims of domestic violence. Will the minister commit to working with his colleague, the Minister of Community and Government Services, to renovate the building which was being used previously or identify another building within the community that could be used as a safe shelter? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. Indeed, people who need shelters and even prior to being sheltered, they experience fearful situations through violence. The rates are

very high here in Nunavut and to use this example, it is 11 times the national average. This does require a review along with the departments we collaborate with, including the Department of Health and CGS related to buildings. I can commit to looking into this issue on establishing shelters in the communities.

Further, with that being the situation, shelters provide an invaluable service and we fully believe that. When a community requests a shelter, the request is assessed, including their wish to create a society. We usually support communities that wish to pursue that. I will expect Baker Lake will submit a proposal. Yes, I can review the issue surrounding shelters in the communities. Thank you, Mr. Speaker.

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

**Question 640 – 4(3): Resolutions from the 2016 Annual General Meeting of the Kitikmeot Inuit Association**

**Mr. Akoak:** Thank you, Mr. Speaker. My questions are for the Premier.

During our recent fall sitting I had the honour of tabling copies of the resolutions that were adopted at the Kitikmeot Inuit Association's 2016 Annual General Meeting. A number of these resolutions were directed to the Government of Nunavut.

Can the Premier indicate when he will be tabling the government's formal responses to the resolutions? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Premier of Nunavut, Mr. Peter Taptuna.

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I thank the member for that question. Mr. Speaker, once I have the letter processed through the channels there for tabling, I'll certainly do that. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. We have about eight resolutions that need to be responded to.

Can the Premier indicate whether the government's responses have been sent? It doesn't indicate they have not been sent yet to the Kitikmeot Inuit Association. Thank you, Mr. Speaker.

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

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. If they're not sent, then I will check into that and get back to the member about that. Thank you, Mr. Speaker.

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

**Mr. Akoak:** Thank you, Mr. Speaker. Maybe you have an answer for this one. One of the resolutions that were passed at the Kitikmeot Inuit Association's 2016 Annual General Meeting concerned the Grays Bay Port and Road Project. This project was also referenced in the Minister of Finance's recent Budget Address. Can the Premier

indicate if he raised this issue with the Prime Minister during his recent visit to Nunavut? Thank you, Mr. Speaker.

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

**Hon. Peter Taptuna:** Thank you, Mr. Speaker. I thank the member for that question. Mr. Speaker, yes, I did and also last summer on July 9 we signed an MOU with the Kitikmeot Inuit Association on that specific project. Yes, I did raise that with the Prime Minister during his visit to Iqaluit. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Aivilik, Mr. Steve Mapsalak.

#### **Question 641 – 4(3): Issues with Medical Travel in Winnipeg**

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. My question will be directed to the Minister of Health.

Mr. Speaker, on February 27 in Committee of the Whole I asked the minister about medical travel patients and the fact that they get sent to hotels when the boarding home is full. The minister's response was that they could go and have dinner any time at the boarding home and that they could be picked up for that purpose by the staff at the boarding home.

Mr. Speaker, I would like to say that it doesn't work that way in Winnipeg. What I'm talking about are the people who don't have jobs that have to stay at a hotel. They bring whatever little money that they might have, and then if

they aren't picked up, they can't afford the taxi fare to go have lunch or dinner. That being the case, can the minister do something to make the situation better?

With the response that I received, he stated that they could be picked up to go and have dinner. That is not the case in Winnipeg. Can the minister please look into this again, especially for those people who don't have enough money to pay for their own food? Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. I thank the member for lobbying on behalf of his constituents. That's a very important issue when people are travelling for medical purposes. As the Department of Health and our contractors meet our obligations to our patients and their escorts, if they have, I will absolutely look into the issue. I haven't been made aware that there was an issue with transportation to the boarding home for meals. I would appreciate if the member, after the sitting day, would be able to give me some particulars in the individual circumstances.

As always, if there is ever an issue that people have while they're away, they can contract the medical travel office or our patient relations office. In the meantime I'll look into the member's concern immediately. I'm sure my staff are listening right now and are very diligently already scrambling around to make some calls to find out what's going on. Thank you, Mr. Speaker.

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

**Mr. Mapsalak** (interpretation): Thank you, Mr. Speaker. I just received a phone call last night about this issue. There was a person complaining about the fact that that person sees these patients that went to go for medical travel, especially in Winnipeg. They don't have enough money to pay for their own food. They have that problem down there.

Can the minister work on this right away? I know he stated that he will. We need to find a solution for this as soon as we can. The people who run the boarding home down there should be met with right away. Thank you, Mr. Speaker.

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

**Hon. George Hickes**: Thank you, Mr. Speaker. Just as we were sitting here, I got a message from my deputy minister that they're listening. If the member would be able to maybe send me a note with the client's name who called him last night, I'll have that specific incident looked into right away, but the overall issue will be addressed as well. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Rankin Inlet and Chesterfield Inlet, Mr. Tom Sammurtok.

#### **Question 642 – 4(3): Chesterfield Inlet Airport**

**Mr. Tom Sammurtok** (interpretation): Thank you, Mr. Speaker. I want to ask these questions. (interpretation ends) Mr.

Speaker, my questions are for the Minister of Economic Development and Transportation.

Last year the minister tabled her department's *Nunavut Airports 20-Year Infrastructure Needs Assessment*. This report indicates that Chesterfield Inlet's airport, and I quote, "requires immediate replacement with a new building" as a consequence of its "failing structural and building system condition."

As the minister will recall, I have tabled photographs of the current airport terminal building which clearly shows its poor condition.

Can the minister indicate where Chesterfield Inlet currently stands on her department's capital priority ranking list for airport terminal building replacements? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for that question. Chesterfield Inlet's ATB is part of the (interpretation ends) 20-year needs assessment. (interpretation) We spoke about this with the other department that we're working with on this. It's not in the business plan, but we know that it's going to have to be included in the plan in the future. Thank you, Mr. Speaker.

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

**Mr. Tom Sammurtok** (interpretation): Thank you, Mr. Speaker. (interpretation ends) The *Nunavut Airports 20-Year Infrastructure Needs Assessment* indicates that Chesterfield Inlet's new airport terminal building, and I quote again, "will be based on the standard model air terminal building design that will be developed for the community of Taloyoak."

As the minister will recall, the government's 2017-18 capital estimates indicate that the total cost of Taloyoak's new airport terminal building is \$6.41 million. By contrast, the total project cost for the new international airport in Iqaluit is now over \$300 million.

Can the minister confirm that the cost of a new terminal building for Chesterfield Inlet would be approximately the same as Taloyoak's new airport terminal building? (interpretation) Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk**: Thank you, Mr. Speaker. I thank the member for that question. I don't have the cost estimates in front of me and that would have to be something that the department looks at moving forward when they are considering the project. Thank you, Mr. Speaker.

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

**Mr. Tom Sammurtok**: Thank you, Mr. Speaker. I want to revisit the issue of the federal government's response to the

recommendation contained in the final report of the *Canada Transportation Act* Review Panel concerning the establishment of a new "Northern Airports Capital Assistance Program." In her responses to questions on this issue that were asked last week by my colleague from Baker Lake, the minister confirmed that she raised this issue with the federal Minister of Transport when he visited Iqaluit on July 8, 2016.

My question is this: what was the federal Minister of Transport's response to the concerns that our minister raised? Thank you, Mr. Speaker.

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

**Hon. Monica Ell-Kanayuk**: Thank you, Mr. Speaker. I thank the member for that question. We continue to voice our support for a northern-specific airport capital assistance program to our federal counterparts at every opportunity. As yet we have not heard back on what they will have committed at this time. We are expecting that the federal government will make a reflection of something in the upcoming federal budget. Thank you, Mr. Speaker.

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

#### **Question 643 – 4(3): Public Service Dental Plan**

**Ms. Angnakak**: Thank you, Mr. Speaker. My questions are for the Minister of Finance.

The 2015-16 *Public Service Annual Report* indicates that the government spent almost two million dollars in the 2015-16 fiscal year for employer costs related to the dental insurance plan that is provided to members of the public service.

Mr. Speaker, my memory is not 100 percent, but if memory serves correctly, the government changed its insurance provider a few years ago to the current company, Great-West Life. For the record, can the minister remind the House why the government decided to change insurance providers? Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) The Hon. Minister of Finance, Hon. Keith Peterson.

**Hon. Keith Peterson:** Thank you, Mr. Speaker. My memory is not as good as Ms. Angnakak's memory, but the government is in the business of seeking out vendors who can provide affordable, efficient and good services for our public servants. I'm sure there was an RFP at the time, I believe, and based on the evaluation of the RFP by the officials at the time. I'm sure it was done fairly and transparently. They were selected. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. Since the government spends close to two million dollars per year on the insurance plan, I would hope that it has some say in what coverage is provided to participating employees. Can the minister clarify the extent to

which the government works with the insurance provider to determine what level of coverage is provided to participating employees? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Mr. Speaker, I feel like I should be working on the frontlines to get all this information that Ms. Angnakak wants. I don't have that level of detail. I can assure Ms. Angnakak that I think Great-West Life is providing a very good service. Personally in all the years I have been the Minister of Finance, I have never received a complaint from a single employee about the dental benefits that they receive. If there is someone out there who has a complaint, send an email or write a letter, sign it, and we will look into it. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. It's not always about people complaining. It's about getting what I always say, bang for the buck. For what we pay, are we getting the service?

Since the government spends close to two million dollars on this insurance plan, that's a lot of money, I would hope that it receives detailed reports from the insurance company that provide information concerning the number of employee claims that are accepted and the number of claims that are denied. Can the minister indicate approximately what percentage of employee claims is accepted and what percentage is denied?

Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Mr. Speaker, seriously I just don't have that information here. If I had known that Ms. Angnakak was going to ask that question, maybe I would have come here with that information. That's very detailed day-to-day administrative information. We have officials who work in our department that work with Great-West Life who assist employees with their applications. I'm sure we get the reports. The RFP at the time would have... I don't know how many proposals were received, but their submission would have probably been one that was best. Based on the evaluation criteria at the time, it would have been the best proposal that provides the best services for Government of Nunavut employees.

Mr. Speaker, let's be confident that the Government of Nunavut provides a lot of benefits to our employees. Our medical travel benefits alone are well over 10 million to 12 million dollars. We've got medical travel. We give time off for doing all sorts of things. Great-West Life provides a lot of good services. If Ms. Angnakak has a constituent or an issue, put it in front of me and I will deal with it. I'll talk to my officials. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Sinaa, Mr. Paul Okalik.

**Question 644 – 4(3): Status of Agreement between Government of Nunavut, the Royal Canadian Mounted Police “V” Division, and the Ottawa Police**

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

Last year I called on our government to consider establishing a new civilian oversight body to replace the review mechanism that has been in place for some time with the Ottawa Police Service to undertake reviews of police shootings or other serious incidents that occur in Nunavut involving the RCMP.

On October 18, 2016 the minister informed the Legislative Assembly that he had directed his department to consider this issue. What have they decided to do? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. Even before Mr. Okalik asked that question last fall, my department was looking into doing a jurisdictional review. I can assure Mr. Okalik and Members of the House that this work is ongoing. I believe that work has been completed and we're doing a more detailed analysis of civilian oversight. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would like to thank the minister for dealing with this matter.



When is this review going to be completed? When will the minister be able to table a report? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. It's a high priority for the department. I have made it a high priority given the public attention to the RCMP in the media and other concerns. It's not a report I'm going to make public, but it's an internal report that we will use to consider other organizations that can provide oversight and investigations of police-related incidents. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. The people of Nunavut also need to know about the results of investigations related to the police. Could the minister indicate as soon as possible what the results were of the review? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. Just so I'm clear, we aren't currently doing any investigation of any police incidents. We are looking at other jurisdictions and other organizations across Canada. We have talked to our provincial and territorial partners of what they do to provide oversight. We will be looking at other organizations, civilian and provincial police that can provide a level of service to us in

Nunavut and give us other options. Currently we only have the Ottawa Police Service that provides investigations of police allegations of violence in police custody. Thank you, Mr. Speaker.

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

#### **Question 645 – 4(3): QEC Windmill Study for Sanikiluaq**

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

Earlier in the sitting I asked the minister for an update on the Qulliq Energy Corporation's recent study concerning wind power generation in Nunavut. As the minister will recall, a technical report that was recently prepared for QEC stated that the best location for this project for using wind power would be Sanikiluaq.

In response to my question, the minister indicated that he would have to look into the matter, as he did not have the information with him. Did the minister make any effort to obtain the information that I requested? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I also thank the member for asking about that again. I'm still waiting for the information that he

has asked about from the Qulliq Energy Corporation. Thank you, Mr. Speaker.

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

**Question 646 – 4(3): Firearms Safety and Education**

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

On November 8, 2016 the minister tabled the 2016-18 Shared Directional Statement between the Government of Nunavut and the RCMP “V” Division. In this statement the government and the RCMP indicate that, as a part of their work to reduce and prevent crime in the territory, they will implement a firearms safety and education program.

Can the minister tell us who will be delivering this program and when this program will be delivered? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. The RCMP “V” Division, I believe, is working with the Department of Health and there are community agencies in different communities to continue the firearms safety program. What they would do is provide trigger lock and gun safety information kits to the communities. Thank you, Mr. Speaker.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Speaker. It is important that these types of programs teach the safe use and storage of firearms, including specific information on how and why firearms can be used safely for subsistence hunting.

Can the minister give us an idea of what this firearms safety and education program will include? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Mr. Speaker, I don’t have the specific details, but I’m sure the firearms safety will teach such things as basic firearms safety, storage of guns and gun cabinets, whether they’re metal or wood, how to operate firearms, using trigger locks, and things like that. Thank you, Mr. Speaker.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Speaker. It is also important to ensure that these types of programs are provided to as many individuals as possible. Can the minister indicate who will be required to participate in this firearms safety and education program? Thank you, Mr. Speaker.

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

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I believe that anyone who is

interested in firearms safety could participate. Mr. Speaker, let's be clear that it's not the Government of Nunavut or RCMP responsibility to deliver gun safety. There is a federal program that I saw in here. It's the Canadian Firearms Safety Course that's offered by the federal government. They have a territorial firearms instructor who is based here in Iqaluit who would offer training for specific individuals, whether it's individuals or on a course.

I believe it would be incumbent upon residents in any community who are interested in carrying firearms to be aware and knowledgeable of the courses that are required to be certified. If they do want to be certified to carry arms, they should contact these federal organizations. I guess you can contact the RCMP too and ask for instructors to come to their community. I believe there is even an online firearms safety course where you could review presentations, watch videos, and answer quizzes in preparation for exams. Thank you, Mr. Speaker.

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

**Question 647 – 4(3): Concerns  
Regarding Elders in Transit**

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

Mr. Speaker, some time ago I raised the issue of elders who are on medical travel and have to pass through the Rankin Inlet Airport on their way home. When flights are delayed or cancelled, the passengers have no place to go. It is very

upsetting to see our elders trying to rest on the metal benches at the airport.

Can the minister provide an update on what steps have been taken to ensure that there is some sort of transient centre or location in Rankin Inlet where medical travel clients can go to rest when their flights are cancelled or delayed? Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. I appreciate the member raising this issue. Again, we have had ongoing discussions with Health Canada, who has the responsibility of Non-Insured Health Benefits. We are examining the feasibility and the options available to us in Rankin Inlet as well as Cambridge Bay as central hubs for medical travel.

That being said, there are steps that are in place currently that are available to people if they're there for an extended period of time. I believe it's three or four hours. I would have to confirm the exact number. I'll try to get it before the member's first supplementary question on the exact length of time that it takes.

Medical travel patients can get day rooms that we have negotiated with hotels in Rankin Inlet so that if somebody is going to be there for a period of time, we can get them a day room, especially elders can get a safe, clean place to rest. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. I appreciate that the Department of Health's travel office does its best to ensure that patients can travel home as comfortably as possible. However, we all know that travel plans can be easily disrupted. Can the minister explain what information is provided to medical client travellers, especially elders, of what to do in case their travel plans are disrupted? Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. Just to clarify my previous response, it's not three or four hours. If you have an extended delay of two hours or more, day rooms can be provided for people that are travelling.

With regard to the member's question, as we all know, travel in the north can be a volatile adventure in some cases. We continuously have phones that are monitored for medical travel to make sure that people are aware from their point of departure, especially if there are any expected delays, but sometimes some of those delays can happen mid-travel. Every airport in the territory has medical travel numbers posted right in the airport where people can contact through a toll-free number to make sure that as issues arise, they can be dealt with as fast and as efficient as possible, Mr. Speaker.

We can't always control the weather or the mechanical issues of some airlines that sometimes occur, but we do have our patients' travel needs at the forefront of our practices and procedures. We

want to make sure that people don't encounter any more challenges than are necessary. We work with our patients, our medical travel, and our patient relations offices to make sure that medical travel is as seamless as humanly possible. Thank you, Mr. Speaker.

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

**Mr. Mikkungwak:** Thank you, Mr. Speaker. Earlier this sitting I raised this issue with the minister and I hope he has had the opportunity to get some more information since then.

Some elder medical clients use battery-operated oxygenators while they travel. If these elders face a long delay, there is a risk that their oxygenator will run out of power. Can the minister clarify whether this issue has been addressed with the airlines and, if so, what options have been considered to ensure that the elders' oxygen machines can be recharged or replaced while their travel is delayed? Thank you, Mr. Speaker.

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

**Hon. George Hickes:** Thank you, Mr. Speaker. I do know that there have been staff at the Department of Health that have been looking into this issue since the member raised it in Committee of the Whole.

With regard to the airlines themselves, we haven't heard a response back yet. We do have people reaching out to them to get the actual travel parameters for oxygen equipment. With regard to the member's specific question on battery-

operated oxygenator equipment that medical travel patients can travel with, there are normally rechargeable methods in airports where there are plugs that are available to charge during extended delays.

First and foremost I do want to make sure to mention that the member passes this on to his constituents. We haven't been made aware of any circumstances where it has been an issue, but I do appreciate the member bringing forward concerns on behalf of his constituents.

What I would suggest is that if people are in the midst of travelling and have an issue with their equipment, first they would contact the patient relations office, who would get in touch with the nearest appropriate health centre or health equipment so that we could make sure that the necessary steps are taken to make sure that the client has the equipment needed to continue their travel.

As an example, if one of the member's constituents were in Rankin Inlet and had concerns with their equipment, they can contact the patient relations office immediately or if it's after-hours, somebody at the Rankin Inlet Health Centre and the staff there would work to accommodate the traveller. Thank you, Mr. Speaker.

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

**Question 648 – 4(3): Supports for Persons with Disabilities**

**Ms. Angnakak:** Thank you, Mr. Speaker. I would like to direct my

question to the Minister of Family Services.

Mr. Speaker, the Department of Family Services coordinates the labour market agreement program to provide and enhance support for persons with disabilities to get jobs and to enter the labour market.

Can the minister provide an update on how his department identifies candidates for this program, and what kinds of training and employment opportunities have been provided to persons with disabilities in Nunavut in recent years? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. I also thank my colleague for that question. With respect to the labour market agreement program to provide and enhance support for persons with disabilities and employment opportunities, we try to work closely with the federal government on these issues to ensure that opportunities are provided to people with disabilities that are on par with healthy individuals. I wanted to firstly clarify that they have rights that apply.

Yes, we have tried to work in collaboration with the federal government to service people with disabilities to enhance their employability through training and employment opportunities. We have employees in the Career Development Division who have undertaken work in this area. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. I don't think I really got what I was asking for. I was asking for what kinds of training and employment opportunities have been provided. I know that they work with the federal government. Perhaps he can look at the *Blues* tomorrow.

Mr. Speaker, it seems to me that there are relatively few individuals with disabilities employed by the Government of Nunavut. Can the minister describe how his department works with the Human Resources Division of the Department of Finance to identify opportunities and actively recruit persons with disabilities to apply for positions within the government? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. With respect to the plans laid out, I can only speak to cases that the Department of Family Services has been involved with. Ultimately the Human Resources Division will be affected as well.

We have looked at programs for training on the job or pre-employment training, as well as the Nunavut learning and training opportunities which we have used in the past to hire people with disabilities.

Further, using either cultural programs or sewing circles, and in looking at the extent of their ability to work, we look at

the work they can accomplish. Yes, this recruitment effort is something I will have to review primarily due to the human resource component and how exactly they collaborate with our department.

I don't have the information at this time. That is why I will have to look into the issue on how disabled persons could gain employment with the government or if the plans already exist to recruit them into the public service. It is for that reason that I will have to obtain the information related to her question. Thank you, Mr. Speaker.

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

**Ms. Angnakak:** Thank you, Mr. Speaker. I thank the member for agreeing to get back to me with more information on that.

Mr. Speaker, a number of factors can affect the ability of a person with disabilities to pursue an employment opportunity, whether it would be the lack of training, a lack of counselling, or even a lack of appropriate access or specialized accommodations in the workplace.

Can the minister clarify whether his department's Career Development Division addresses these issues with potential employers and, if not, who does? Thank you, Mr. Speaker.

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

**Hon. Johnny Mike** (interpretation): Thank you, Mr. Speaker. As I stated, it is

managed through the department's Career Development Division. The division works to identify ways to assist people with disabilities and determine what is available to them. We are committed to take advantage of their career counselling services.

As per my earlier statement, we are looking at ways to recruit people with disabilities. We look for means to support the person using the department's resources to determine how people with disabilities can be better served and given more employment opportunities within government. The GN has to create a process to increase the recruitment of disabled persons or to better meet their employment needs. As I stated, I will have to look further into this.

It seems clear that the reasons underlying the English title here (interpretation ends) by submitting a targeted training initiative proposal to the career development department, (interpretation) it goes through that division and then it reaches my desk. This is just in addition to the question the member raised on how people with disabilities can be recruited into the GN workforce or even in the private sector. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. Member for Iqaluit-Sinaa, Mr. Paul Okalik.

**Question 649 – 4(3): Energy-efficient Light Bulbs**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. My questions are for the Minister responsible for the Housing

Corporation.

Last fall I had asked about the LED lights that were being distributed to households in the NWT. The lights use less than half the energy. I asked the minister to look into that. Money spent on utilities would be quite a bit lower if you use them. I would first like to ask the minister what has been done to date on this issue. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for the Nunavut Housing Corporation, Mr. George Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I also thank my colleague. Mr. Speaker, I recall his question clearly. Since then the work has been ongoing at the housing corporation. We are working with local housing organizations. I can say today that new houses that are being constructed will be less costly and use LED lighting. We are moving forward with this in our new construction. Thank you, Mr. Speaker.

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

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I am happy to hear that. That is going to be a good benefit for new buildings. We all know, Mr. Speaker, that a large majority of buildings are not new units. Not all of the buildings owned by the housing corporation are new. Are you going to be installing LED lights in those buildings? It would lower the cost of operations greatly for the government. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Minister responsible for the Housing Corporation, Mr. Kuksuk.

**Hon. George Kuksuk** (interpretation): Thank you very much, Mr. Speaker. I can say to the member, people who are watching the proceedings, people renting units, and my colleagues in this House that when older buildings need to be renovated, LED lighting will be installed.

Mr. Speaker, I can state that for the buildings that are owned by the housing corporation, for example, the LHO warehousing offices in the communities, we will be installing solar panels if there's going to be new construction. They charge batteries. We are even looking into installing them on our own buildings, especially our warehouses. Thank you very much, Mr. Speaker.

**Speaker** (interpretation): Thank you. Oral Questions. I have no more names on my list. Going back to the orders of the day. Item 7. Written Questions. Item 8. Returns to Written Questions. (interpretation ends) Item 9. Replies to Opening Address. Item 10. Replies to Budget Address. The Hon. Keith Peterson.

#### **Item 10: Replies to Budget Address**

##### **Reply to Budget Address 002 – 4(3): Mr. Keith Peterson**

**Hon. Keith Peterson:** Thank you, Mr. Speaker. I rise today to correct some alternate facts that were expressed in a Reply to Budget Address last week.

In my Budget Address last week I announced that the Government of

Nunavut will open a beer and wine store in Iqaluit later this year.

In a Reply to Budget Address by our colleague for Iqaluit-Sinaa, Mr. Okalik, I counted six references to a liquor store. I heard that inadequate consultations had occurred with respect to opening a beer and wine store in Iqaluit, and finally I heard that a treatment centre should be opened in Iqaluit before a beer and wine store opens because the latter would cause drinking problems.

These are clearly alternate facts and I would be remiss if I did not respond accordingly for the record.

First, let me be perfectly clear: the government is opening a beer and wine store. Mr. Speaker, I will provide some brief history behind the decision to move forward on the opening of a beer and wine store.

In July 2014, as the Minister of Finance, I received a petition from the residents of Iqaluit asking that consultations be undertaken to determine whether or not a beer and wine store should be opened in Iqaluit. Following that we sent correspondence to the City of Iqaluit asking if they support the commencement of consultations.

Mr. Speaker, the Department of Finance began consulting with the public only after the city council passed Motion 14-261 stating, and I quote, "That Council supports the Government of Nunavut's public consultations on a government-run licensed beer and wine store in Iqaluit."

The consultations included public service announcements, an online survey



that was also circulated to Government of Nunavut employees, the opportunity for special interest groups to make presentations to the Department of Finance, an evening public meeting where individuals could present their views on a beer and wine store, and a plebiscite held on April 20, 2015 asking the question, and I quote, “Are you in favour of opening a beer and wine store in Iqaluit?”

Mr. Speaker, my Minister’s Task Force on the Review of the *Liquor Act*, which visited all 25 Nunavut communities, recommended that the Government of Nunavut open a beer and wine store that could disrupt bootleggers who sell hard liquor, such as 40 percent vodka, at high costs to some people who want something to drink immediately, often binge drinking to the point where their health is at risk or violence occurs. Mr. Speaker, the task force began their important work in 2010 and visited all Nunavut communities over 27 months to hear their views about alcohol. They presented a consultation report and a report with recommendations to the government. We responded publicly to their recommendations. We thank them for their service to Nunavut.

Mr. Speaker, the beer and wine store would offer an alternative to buying hard alcohol from a bootlegger and should reduce binge drinking. Our calculations show that one 12-ounce bottle of beer is equal to one 5-ounce glass of wine or 1.5 ounces of hard liquor. In other words, 36 bottles of beer, or 432 ounces, is equal to 54 ounces of hard liquor. Bootleggers are selling 60-ounce bottles of hard liquor for prices that exceed \$300 or more per bottle. Beer and wine products from the government-run beer and wine

store will sell at considerably lower prices.

The public meeting on October 7, 2014 was well attended by over 100 people. There were 32 people who spoke and 3 people spoke in favour of opening the beer and wine store. Mr. Speaker, the results of the online survey showed that 95 percent of the 310 surveys received by the cut-off date of November 30, 2014 were in favour of a beer and wine store.

Of the 36 local interest groups that were invited to discuss opening the beer and wine store, six groups accepted the invitation. While there were concerns regarding monitoring, control, and education, all six groups were supportive of a beer and wine store and willing to collaborate to develop and distribute educational material and evaluate the results of the beer and wine store opening.

Mr. Speaker, on April 20, 2015 a plebiscite was held pursuant to the *Plebiscites Act*. The question on the ballot was, and I quote, “Are you in favour of a beer and wine store opening in the city of Iqaluit?” The results of the plebiscite showed a 40 percent voter turnout with a clear majority of approximately 78 percent of ballots in favour of a beer and wine store opening in Iqaluit. 1,452 Iqalumiut voted, with 1,126 for and 326 opposed.

Mr. Speaker, we have heard that, despite the extensive task force and Iqaluit public consultations, a beer and wine store should not open in Iqaluit until a treatment centre is opened. Some basic Google research revealed that an 18-bed treatment centre was located in Apex

until 1998. No one is quite sure why it closed. However, it appears that the former Department of Health and Social Services was unable to cover the costs of reopening in 1999 after they learned that it was too expensive to operate. They chose instead to send clients to the south for addictions treatment.

However, some additional research in *Hansard* and Googling various media articles over the years beginning in 2000 reveals that there were good intentions to open a treatment type facility in Nunavut, but it never materialized.

In fact on May 16, 2002 the former Department of Health and Social Services tabled the *Nunavut Addictions and Mental Health Strategy* where, on page 7 of the recommendations under Goals it states, and I quote, “explore alternative referrals patterns (e.g. Kuujjuaq) for residential treatment; detox pilot in Iqaluit in 2002/03.”

The *Northern News Services* reported on November 11, 2002 that the Government of Nunavut would open an addictions treatment centre in Nunavut the following year, offering clients four to six beds for acute treatment alongside additional space for addictions counselling.

Mr. Speaker, a quick scan around the city of Iqaluit reveals that there are already many legal ways and there have been for years for residents and visitors to purchase beer, wine, or hard liquor. Let me list the ways:

1. Order from the Nunavut Liquor Commission warehouse in Rankin Inlet

2. You can bring it in your luggage within personal limits. There are no permits required. You can bring in nine litres of wine or approximately one case of twelve 750 millilitres of wine, three litres of spirits, which is approximately three 40 oz. bottles of hard liquor, 26 litres of beer or approximately three flats of beer; a flat is 24 cans.
3. You can bring in through permit by food mail, sealift, or order from liquor facilities in Ontario and Quebec with shipping through air cargo
4. There are bars, restaurants, and private clubs in Iqaluit. There are nine or ten by my reckoning.
5. Special occasion permits - you can get a permit for weddings and resale permits for cash bars at events.
6. There is homemade beer for personal consumption
7. Homemade wine with a permit.

Mr. Speaker, there is even a brewery approved by the City of Iqaluit under construction out by the Sylvia Grinnell Park.

Mr. Speaker, a beer and wine store is not going to solve all the well-documented issues that some people have with alcohol. As I stated, it will offer people an alternative to purchasing hard liquor from bootleggers and reduce binge drinking.

The decision to open a beer and wine store was not an easy one to make, but we believe it is the right decision to make at this moment in our history. We will move forward with a positive outlook. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Replies to Budget Address. Mr. David Joanasié.

**Reply to Budget Address 003 – 4(3):  
Mr. David Joanasié**

**Mr. Joanasié:** Thank you, Mr. Speaker. I stand to respond to the Budget Address that was delivered by Minister Peterson at the beginning of our winter sitting.

First of all he points out in one word, in one word he describes it as “balanced,” and I would like to describe it as disappointing. Of course yes, the budget highlights a number of new initiatives. Specifically I would like to acknowledge the Quality of Life Secretariat. This is a good thing that the government is doing, but it’s not enough.

The 2016 statistics show 32 Nunavummiut ended their lives and that’s one too many. The year before that it was the same amount of people. If you calculate it, 52 weeks in the year and if you divide that by half, every two weeks, that’s 26 weeks. Imagine every two weeks, if you get your paycheque, it’s about the time somebody has committed suicide. Every two weeks. That’s just an estimate.

Health, I think you have a big role in this. Health and healing is what we need to have our path on as Nunavummiut. I think this budget is starting towards that, but we need more.

I was reading the budget with interest and I did a search. It talks a lot about economic development and the economy. Of course this is good in some way but also at the same time we need our society and we need social

development. Page 2 and page 3 talk about the general outlook of the economy and the economic development aspects of our territory, and then if you finally go to page 5, that’s where in this Budget Address it says, “Education is our top priority,” but when we first started our term, we said that education is our top priority; it should be number one. I think that needs to be addressed in future budgets.

Mr. Speaker, in our territory we have statistics-wise approximately 37,000 people in Nunavut. Minister Peterson pointed out that more than 10,000 of those are in schools, are children. Approximately one-third, pretty well, of our population is a child. We need to focus our efforts and our attention to the children and what they have to offer.

When we were listening to Ms. Ellen Hamilton speak when she received the Order of Nunavut, I wholeheartedly agreed with her. Children are our most valuable assets and I think our government needs to recognize that more. We need to focus our investments in how we can develop their lives as a government.

One of the pillars of *Sivumut Abluqta* talks about healthy communities and families, and I think we need to continue to strive towards that. Everybody is part of a family; we are all interconnected. When I talk about healing and health and how the government needs to address some of these issues, we have to look at the big picture and how some people go without, but some people are well off. How do we close these gaps as a government? That’s how I’m trying to talk.

(interpretation) Mr. Speaker, there was also another comment the Minister of Finance talked about regarding human resources in the Nunavut government. The number of people working for the government hasn't gone above 50 percent ever since we started the human resources reports on Inuit employment. We get the government's Inuit employment reports and the figures rarely change. The numbers are around the same amount with no changes amongst these reports. This figure has hovered around 50 percent ever since we started reviewing the reports since December 2013. In looking at the figures, the numbers hover at 50 percent.

Public servants who worked for the Government of Nunavut as of December 31, 2013, of which a number of positions were vacant, the total number of positions was 4,307 PYs, with 3,283 positions filled. Further, the total number of Inuit employees stood at 1,636. This is approximately 50 percent of this amount. By December 31, 2016 the figures on the total number of GN positions stood at 4,773.62 and the filled positions totalled 3,537.51. The total number of Inuit beneficiary employees was 1,762.71. These figures haven't changed and still hover around 50 percent.

Even though we have made enormous efforts to increase these figures, the number of Nunavut Inuit working isn't even close to the goal of 85 percent. However, these figures didn't change within this three-year period. The minister alluded earlier to the Sivuliqtiksat interns. Nonetheless, the numbers fall short of our goals. We have to double our efforts, as the numbers are still too low. If our goal is 85 percent,

then we need to create a great number of training programs within the Government of Nunavut's programs and services. I just wanted this to be clearly imprinted on people's minds.

(interpretation ends) Mr. Speaker, in the Budget Address there's mention along the lines of Inuit employment. I came across something that reminded me of an old report that the GN and Nunavut Tunngavik Incorporated had commissioned. It's titled, *The Cost of Not Successfully Implementing Article 23*. This is a big report that was completed back in February 2003.

On page 9 of that report it says, "The value of lost wages to Inuit is significant. Inuit would have earned \$258 million in compensation if Article 23 had been fully implemented." That's just one excerpt or passage I wanted to share.

At the time back in 2013 it says, "The combined total cost to Government..." There are direct costs that governments have to pay. "The combined total cost to Government is estimated at \$65 million in 2003 alone, and \$1.3 billion over the next 18 years..."

I understand that those statistics in that report were used in NTI's lawsuit to push for implementation of Article 23 and then the consequential settlement by the federal government. Moving forward, hopefully the next budget of the government and future budgets will be looking at ways in which Inuit employees will be better able to gain meaningful and beneficial employment opportunities, as well as with training.

Mr. Speaker, (interpretation) I also wanted to include in my statement about

the Budget Address where it states that “Education is our top priority.” (interpretation ends) That’s on page 5 and (interpretation) on here it states that “It is the key to developing people...” (interpretation ends) Going back to the Budget Address right after the minister stated that “Education is our top priority,” he explained that “It is the key to developing people with technical, scientific and professional skills. These are essential in the modern economy. Without these skills, without these skilled people, we will not get far in the modern world.”

(interpretation) Upon hearing that, it seems to exclude the many people of Nunavut who don’t have that level of education, perhaps suggesting our future is very dark. Furthermore, it doesn’t acknowledge any of our traditional skills, such as hunting abilities and ecological knowledge, as if they don’t even exist. Additionally it belittles these skills by stating they have no place in the workforce or that this knowledge is irrelevant. There is no mention of this matter.

(interpretation ends) Mr. Speaker, (interpretation) I really wanted to mention this in light of my colleague’s efforts and who is sitting beside me representing Quttiktuq. He has been very passionate about *Inuit Qaujimagatuqangit* and the (interpretation ends) Budget Address (interpretation) doesn’t even mention *Inuit Qaujimagatuqangit* once.

Nonetheless, many constituents expect our government to incorporate this knowledge and to formally acknowledge this knowledge. In this day and age most positions list certain qualifications and

education levels. However, after the creation of the Nunavut territory and the recognition of Inuit rights, our traditional lines of knowledge and skills have allowed us to survive up to today.

Recognition of hunting skills, abilities and knowledge has to be included, as hunting is work. Hunters go hunting daily when weather permits. They hunt for sustenance. It is the foundation of the Inuit culture and with it ties to our language. I feel there wasn’t enough focus on this area when the budget was announced.

Although members continue to have expectations, it just seems to have been shoved off the agenda. Now it seems we are pushing hard to restart. Are we going to look for more ideas here? Members want this initiative to be introduced. Mr. Shooyook rose today and spoke about the studies government undertakes and that deadlines should be implemented for them. Further, since we started as a government in 2013, we enacted a government mandate, including a comprehensive review on (interpretation ends) programs and services. (interpretation) How to say it?

(interpretation ends) Mr. Speaker, when my colleague, Mr. Shooyook, talked a bit today about how there’s some expectation that we had with regard to the government programs and services review. Looking back, I think I have the same sentiments and I wish to caution the next Assembly, whoever will be in our seats in the Fifth Assembly. Looking back, there was the Qanukkanni report in the Third Assembly that they underwent and then this government did it in a few phases, but it took too long. We’re still expecting results. In trying to

make the government more efficient, it has been, I would say, kind of a failure in that we're still expecting those results.

I just wanted to end by saying that I think we have this budget and there are a lot of things in it, but overall I'm disappointed in that there is not enough. Some of my colleagues reacted, "At what costs are we having a balanced budget?" I have the same thoughts of what more could we have done to meet the needs of our communities and to meet the needs our people and the territory. (interpretation) That's it. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. (interpretation ends) Replies to Budget Address. Item 11. Petitions. Item 12. Responses to Petitions. Item 13. Reports of Standing and Special Committees on Bills and Other Matters. Item 14. Tabling of Documents. Hon. Member for South Baffin, Mr. David Joanasié.

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

##### **Tabled Document 263 – 4(3): A Hunger to Teach**

**Mr. Joanasié** (interpretation): Thank you, Mr. Speaker. The lack of bilingual, Inuktitut-speaking teachers in Nunavut has been a much-discussed issue in this House.

Just today, on March 2, 2017, a summary research report called *A Hunger to Teach: Recruiting Inuit Teachers in Nunavut* was published by Professor Paul Berger and Karen Inootik, Rebecca Jones, and Jennifer Kadjuk.

I am tabling a copy of this report as I believe it may help to offer some insight to the current teacher situation in Nunavut. I encourage my colleagues as well as the Minister of Education and his staff to read it. At the appropriate time I will have some questions related to the issues raised in the report. Thank you, Mr. Speaker.

**Speaker** (interpretation): Tabling of Documents. Member for Uqqummiut, Mr. Pauloosie Keyootak.

##### **Tabled Document 264 – 4(3): Nunavut Impact Review Board Announcement Concerning Strategic Environmental Assessment in Davis Strait and Baffin Bay**

**Mr. Keyootak** (interpretation): Thank you, Mr. Speaker. I wish to table today a copy of the Nunavut Impact Review Board's recent announcement concerning the upcoming strategic environmental assessment in Davis Strait and Baffin Bay. I note that NIRB intends to hold public meetings in Clyde River and Qikiqtarjuaq. I urge all members to review this document with care. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. Member for Iqaluit-Sinaa, Mr. Paul Okalik.

##### **Tabled Document 265 – 4(3): Excerpt from September 17, 2013 Hansard**

**Mr. Okalik** (interpretation): Thank you, Mr. Speaker. I would also like to table a copy of *Hansard*. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. Tabling of Documents. I have no more names on my list. Moving on. (interpretation ends) Item 15. Notices of Motions. Item 16. Notices of Motions for First Reading of Bills. Item 17. Motions. The Hon. Member for Rankin Inlet North-Chesterfield Inlet, Mr. Tom Sammurtok.

### Item 17: Motions

#### Motion 042 – 4(3): Extension of Review Period for Bill 25, An Act to Amend the Consumer Protection Act

**Mr. Tom Sammurtok:** Thank you, Mr. Speaker.

WHEREAS Bill 25, the proposed *Act to Amend the Consumer Protection Act*, received second reading on October 25, 2016;

AND WHEREAS Bill 25 has been referred to the Standing Committee on Legislation for consideration;

AND WHEREAS Rule 68(1) provides that bills referred to a standing committee shall not be proceeded with until the Assembly receives the report of the committee or 120 calendar days pass from the day the bill was given second reading;

AND WHEREAS the standing committee has been giving careful consideration to this important piece of proposed legislation;

AND WHEREAS the standing committee requires additional time to complete its work;

NOW THEREFORE I MOVE, seconded by the Hon. Member for Iqaluit-Niaqunnguu, that the period of time for the standing committee to report Bill 25 back to the House be extended by a further 120 days.

Thank you, Mr. Speaker.

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

**An Hon. Member:** Question.

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

(interpretation ends) Item 18. First Reading of Bills. Item 19. Second Reading of Bills. Item 20. [Consideration in] Committee of the Whole of Bills and Other Matters. Bills 32, 33, 34, and 35 with Mr. Mikkungwak in the Chair.

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

Members, during our break, I encourage all of you to visit the wonderful display in the lobby put on by the Minister of Education and his staff.

We will take a 20-minute break.

(interpretation) Sergeant-at-Arms.

>>*House recessed at 15:44 and Committee resumed at 16:05*

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

**Chairman** (Mr. Mikkungwak): Thank you. I would like to call the committee meeting to order. (interpretation) Good day to the residents of Baker Lake and Nunavut.

(interpretation ends) In Committee of the Whole we have the following items to deal with: Bills 32, 33, 34, and 35. What is the wish of the committee? Mr. Rumbolt.

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

**Chairman** (interpretation): Thank you very much. Does the committee agree that we first deal with Bill 34?

**Some Members**: Agreed.

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

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

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

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

**Some Members**: Agreed.

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

(interpretation) Thank you very much. (interpretation ends) For the record, minister, please introduce your officials.

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

**Chairman**: Thank you. Welcome, Ms. Okpik and Ms. Moffett, to the witness table.

Education. G-7. Early Learning and Child Care. Ms. Angnakak.

**Ms. Angnakak**: Thank you, Mr. Chairman, and good afternoon, everyone.

Your department provides contribution funding for DEA early childhood education. Can you describe some of the challenges in supporting DEAs to provide early childhood education programs in their communities? Thank you, Mr. Chairman.

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



**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. From the information that we gather, the district education authorities have indicated that the funding passes through them and they're the ones that just sign the cheques. Maybe I'll say it in English. They think that they're only the (interpretation ends) middleman. (interpretation) That's what we hear from the district education authorities. Thank you, Mr. Chairman.

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

**Ms. Angnakak**: Thank you, Mr. Chairman. How many DEAs across Nunavut have set up child care services? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That's a very good question from my colleague. I don't have the numbers in front of me, but I can always get back to my colleague with a response. I can just say that (interpretation ends) the early childhood funding (interpretation) is available to all the communities, but only some communities access those funds. I don't have the numbers with me, Mr. Chairman. Thank you, Mr. Chairman.

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

**Ms. Angnakak**: Thank you, Mr. Chairman. (interpretation) If you could elaborate further on the different structures of the daycares. Some are under the responsibility of the DEAs and

some are stand-alone daycares. Can you elaborate a bit more about that for the benefit of our understanding? (interpretation ends) Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. There are different structures, which is very true. For example, there are preschool programs that are funded through (interpretation ends) Aboriginal Head Start (interpretation) with the federal government. The district education authorities operate the ECE programs not just for daycares but also for other programs. I hope that answers the question, Mr. Chairman. Thank you.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. In looking at these figures, an amount of \$1 million is listed here for daycares. Obviously DEAs are responsible for more than just daycares. How is this amount allocated to the communities? Does each of the communities receive the same amount or does that amount fluctuate? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. There are different amounts depending on the number of children. (interpretation ends) It's different for every community. Yes, it is. (interpretation) Thank you, Mr.

Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. Also in regard to the (interpretation ends) Young Parents Stay Learning Program, (interpretation) there's funding available to help young parents keep their children in daycare. Is the funding of \$170,000 that has been allocated for that program fully spent? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I'll try to make this clear on that point to the member. The Young Parents Stay Learning Program is very useful for young parents. When young parents aged 18 and under are in high school to complete their grade 12, they're eligible for the Young Parents Stay Learning Program. It's not fully spent, even though we make it available. As I said before, they can make applications, but it has not been fully spent. Thank you, Mr. Chairman.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. Of this \$170,000, do you know how much surplus is left annually? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): For 2016-17, 56 applicants were approved in total for the Young Parents Stay Learning Program. Even though you didn't ask that question, I just wanted to

explain that further. This \$170,000, as I said before, is never fully spent. I cannot give you a figure at this time, but I will provide it once I get that information. Thank you, Mr. Chairman.

**Chairman:** Thank you. Ms. Angnakak.

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. Perhaps you can tell us if an individual wants to stay in school and has been approved for their application, how much funding do they receive? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. It goes like this, for example, up to the maximum \$700 for (interpretation ends) full-time (interpretation) students. I'm sorry. Let me say this in English. (interpretation ends) \$700 per full-time child for licensed child care, \$600 per full-time child for licensed family day home care, and \$500 per full-time child for unlicensed care. (interpretation) They are different. (interpretation ends) It is \$350 per part-time child for licensed child care and \$300 per part-time child for licensed family day home care. (interpretation) Also, as there are different categories, (interpretation ends) \$250 per part-time child for unlicensed care, (interpretation) and lastly (interpretation ends) \$145 per school-aged child. (interpretation) That's how it is set up, Mr. Chairman. Thank you.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. Listening to that

response, I start thinking right away that there are hardly any daycare spaces available anywhere in Nunavut. He said that it's \$500 per child in an unlicensed daycare. Is that weekly? You didn't say for how long. I believe it's weekly. Do they utilize unlicensed daycare mostly? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. In regard to the member's question, I don't have a number at this point in front of me, but I can get back to you. Thank you, Mr. Chairman.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. As I stated earlier, we are always looking for daycare space. In view of that, since your department is responsible for daycare, what kind of plans do you have? What considerations do you have for daycares? Can you elaborate on that? How are you going to increase the number of daycare spaces? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I am sure that all the members are aware that we don't construct daycare facilities. If there's a building available for a daycare and a community has (interpretation ends) society status, (interpretation) then we can provide funding. We can provide funding to daycares with (interpretation

ends) society status.

(interpretation) Since this is very important to us, we have to make a new (interpretation ends) strategic plan for child care in Nunavut. (interpretation) That's what we are now developing. The (interpretation ends) Child Care Act (interpretation) has not been completed yet. We're starting to work on it. If we remember, in the report of the (interpretation ends) Special Committee to Review the *Education Act*, (interpretation) we clearly pointed out that child care has to be improved. We did a feasibility study for such things as kindergarten. We're starting to work on that, so that's why I cannot tell you exactly what the future holds. Thank you, Mr. Chairman.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. This will probably be my last question. The daycares can apply for funding at the community level from the government. Your department has put aside \$2,150,000 in contribution funding. Is that funding utilized fully or is there any money left over? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The entire funding is not used even though it is available. We're now starting to set up dealing with the daycares directly instead of going through the DEA. Maybe if we work directly with the daycares, the funding can be better spent. These are some of the issues that

we're just reviewing at this point. If we can provide funding directly to the daycare rather going through a (interpretation ends) middleman, (interpretation) that's what we're considering. It would be a better process to provide funding to them. Thank you, Mr. Chairman.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. How can they apply for funding if there is no DEA? (interpretation ends) If there is no DEA, (interpretation) what is the process that they follow? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. If I understood the member's question, there will be a provision for that in the new legislation. For example, if a member of the DEA wanted a daycare, they will be able to operate that daycare. That was your question. Also, if the local DEA members no longer wish to be involved in the ECE programs, they are provided that avenue. Obviously the Department of Education itself would operate this program through allocation of funding. Also, as per my earlier statement, the legislation pertaining to education has been amended and those amendments are very specific.

I am not sure if I answered the question, but if I didn't respond appropriately, I will listen to her questions. Thank you, Mr. Chairman.

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

**Ms. Angnakak** (interpretation): Thank you, Mr. Chairman. Have any of the local DEAs made a statement that they no longer wish to be operating such a facility? Has any DEA identified this as an issue? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, a request has been submitted for that and actually we have been notified previously that some DEAs no longer wish to assume that responsibility. Yes, to the question, some DEAs have submitted letters to that effect. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Early Learning and Child Care. Following the list of names, Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Referring to page 93 of the business plan for daycare operations and maintenance, I believe it is most likely the operations side. Last year the amount was \$1.8 million, but for the funding in the appropriation here you are only requesting about half, totalling \$950,000. Can the minister elaborate on why this funding is seemingly cut in half? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. It's an excellent question. With your permission, Mr. Chairman, I would like to refer this to my deputy minister to ensure the member receives a clear response. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Please provide further clarity, Ms. Okpik.

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. Within the last three years we submitted a request for funds totalling \$833,000 per year for daycare operations. The funds were specific to this three-year period, with this being the final year.

As an example, to fund daycares requiring assistance to purchase new furnaces or other equipment such as security cameras within the daycare, various locked cabinets, or safety-related equipment, this funding was made available for those types of purchases. Now that this three-year period has closed, these funds are no longer part of the operational funds.

There were also issues raised yesterday related to non-operational matters over which we have no control, such as cost of living increases. If we have no funds, we sometimes have to set aside funds for vacant positions to reallocate the funds for the first three or four months while the position is being advertised.

The funds we set aside are specific for other uses and deficits in our budgets. This \$233,000 fund has been set aside to pay for deficits within the Department of Education budgets. As an example, contracts dealing with busing include

annual increases, but our funding isn't increased and we have to use our own operational funding to pay for these increases. We have to look within our operational budgets to find this extra funding and it becomes a deficit.

When we look at all of our divisions such as (interpretation ends) corporate services, policy and planning, the directorate, (interpretation) funds are decreased and the funds reallocated to these areas, in particular where we have vacancies we know will not be filled. We take this funding and apply it to our deficit. That is the reason for the changes to this fund. Thank you, Mr. Chairman.

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

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. This is also under the daycare category, as you have employees working as managers in various daycares. These daycares submit funding requests for operations or (interpretation ends) grants and contributions.

(interpretation) Another issue you referenced related to the DEAs that also have funding specific to daycare operations. Who or which division is responsible for all daycares in Nunavut? Where can they submit funding requests? I believe it was identified where daycares in Nunavut can submit their funding requests. In order for them to receive information about funding availability and closing dates from this department or another prior to the closing date, do any of your employees have that role? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. This is indeed a new division we created. This is called the (interpretation ends) Early Childhood Division (interpretation) and it includes regional coordinators called (interpretation ends) regional early childhood coordinators (interpretation) and they are responsible for regional daycares.

As an example, here in the Baffin region, the coordinator works with Baffin communities to keep them informed and they are in constant contact with them. When questions arise with the DEAs on early childhood issues, they can use them as resource people. We have staff specific to this area. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. On another matter related to when daycares in our communities submit funding requests for various reasons, who reviews these applications? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. A set amount is generally identified within the annual budget related to the DEAs. As an example, core funding is a set amount and additional funding can be received based on the number of students enrolled within their schools. Various considerations contribute to the

difference in funding (interpretation ends) every year (interpretation) that they will receive. To use an example, 75 percent of the funds are specifically for operational costs and 25 percent is based on the number of students enrolled. That is how it is set up. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I think his response was with respect to DEA funding. The \$2.15 million on page 94 is for grants and contributions. When daycares put in applications for these grants and contributions to the Department of Education, who reviews the applications? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The early childhood staff member deals with daycares. For example, our manager of daycares is the person who is responsible for that. I hope I understood his question. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. If I understand him, there are two staff members in your department who review applications from all Nunavut communities. When they apply for funding, do I understand correctly that you have two people that review the applications? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. First of all so that we can all be clear, I would say there are (interpretation ends) contribution agreements (interpretation) on that. Yes, you're right. As I mentioned, there's a (interpretation ends) manager of daycares and early childhood officers. (interpretation) Those are the two positions who mainly deal with that. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I'm going to ask a different question. I would like to get information on how many daycares there are as of now. He also mentioned earlier that some daycares are licensed and others are unlicensed. Can he give me the number of licensed and unlicensed daycares? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I'll respond to this in different ways. There are 52 licensed (interpretation ends) child care facilities in Nunavut. (interpretation) Even with that, there are 17 that are not opened yet. If we look at all of Nunavut, there are seven daycares that get (interpretation ends) Aboriginal Head Start (interpretation) funding for (interpretation ends) preschool programs. (interpretation) We don't spend any money on those. As I mentioned earlier, it's a federal program.

There are 28 (interpretation ends) full-time child care facilities. There are eight part-time child care facilities, three day home and six after school programs. You can see there are various different programs. Again, this constitutes a total of 1,081 licensed child care spaces (interpretation) as an example. That's how many spaces we have. If I broke it down further, there are (interpretation ends) 490 full-time preschool spaces, 171 full-time infant spaces, 276 part-time preschool spaces, and 144 after school spaces. (interpretation) That is the breakdown. Further, if I count the number of communities with licensed facilities, there are 19 communities. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I heard that there are 17 still not open. I think that's what I heard if I understood him correctly. What is the reason why those 17 daycares are not open yet? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Although I know exactly where they are located, generally the reason is incomplete CRA income tax audits which force the closure if they are in a deficit. Alternatively, they may have lost their (interpretation ends) societal status. (interpretation) There are various reasons for closures out of the 17 I referenced.

Nonetheless, if the community retains the societal status and they pay off their income tax, then the daycare can reopen. We would also make funding available once all their obligations were met from our funds. These are the main reasons for closures. As I stated earlier, some of the facilities are not closed permanently. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I also noted that daycares are run by independent societies and your role as the government is to support them financially. However, with respect to their societal status or the other reasons he alluded to, if they haven't met their obligations, how does the department assist them to ensure they can open again? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Even when daycares are closed, I have talked with them to try to regain society status in good standing and to try to pay off their debts because we can provide support once it's taken care of. That's where we are.

Sometimes the daycare centres themselves are quite capable. In Pangnirtung, for example, they raised their own funds. They started paying off their debt and they were able to reopen by themselves. If they owe income taxes to CRA or if they lose their society status, then we can't fund them.

I can say that we're reviewing the Child Care Act and we're looking at reasons why they have difficulties. This is one of the areas we will be reviewing under the Child Care Act. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you. I would like to return to where I asked a question about applications submitted by daycare centres. They are reviewed by your departmental authorities. The minister also stated that some daycare facilities end up with unspent funds. When you find that there are funds that were not spent, can other daycares also apply for that funding? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. To ensure my colleague understands clearly how the DEAs manage surplus funds, if it's okay with you, Mr. Chairman, I would like my deputy minister to respond the process. Thank you, Mr. Chairman.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. The funding that daycares receive is not new. They look at how big the daycare is and they tell us what their capacity is, specifically how many babies and older children they have space for. That is the information they give us and that is what their funding is based on.



The differences are based on the monthly daycare attendance and whether there were children who were absent. The 25 percent of funding is based on attendance changes, but the 75 percent for operations doesn't change. It's the same monthly and yearly because we know what the capacity of the daycare is.

There is another difference. If the daycare is in a government building, they get less funding. If they are in a privately owned building, then they get more funding for electricity, fuel, water, and garbage pick up. Those costs are already taken care of for the daycares in government buildings. That is how we have set up the funding, either monthly or annually. We know because these daycares have been running for a very long time in the communities. The monies we set aside for that are not all spent because there are many daycares. There are 16 daycares that have shut down.

We always have to set aside money for new daycares that will begin operating. Sometimes societies will fail and then the community will get another society going. That's why we set aside money for those things. For example, right now they're trying to open a daycare in Igloolik, a preschool in Naujaat, and a daycare in Resolute Bay. The money that we do not use will be made available for these opening daycare centres.

As the minister stated earlier, we all know that some of the funds are not all used. During this fiscal year we will consider whether we should increase the operating funds we give to daycares through contributions. There are other

funds that we don't handle. Family Services handles the daycare subsidy program. Those are it. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Early Learning and Child Care. G-7. Total Operations and Maintenance, to be Voted. \$6,542,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Education. Curriculum, Resources and French Education. On page G-8. Total Operations and Maintenance, to be Voted. \$7,238,000. Agreed? Mr. Joanasié.

**Mr. Joanasié:** Almost.

>> *Laughter*

Thank you, Mr. Chairman. Today the minister and his staff have a wide spread of teaching material out in our lobby there, and I noted that one of the department's priorities discussed in the business plan is to address the development of Inuit language resources.

What's the current status of Inuit language curriculum resources and material for its kindergarten through grade 12? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That's a very good question. In the past three years our absolute priority has been to review, set

up and introduce Inuktitut language reading material and curriculum materials that can be used in the schools, including literacy. Learning how to read is the basic foundation where we have created a number of materials that can be used not only in the school but also at home. My colleagues probably saw some of the material out in the lobby that is used in our schools.

As of now there have been 300 pieces created that use actual Inuktitut language that have been created and will be used from kindergarten up to grade 3. Literacy is always going to continue. We are continuing to create new materials starting from grade 4. We're working our way up the grades and we're working on the material from the lowest grades to the higher grades progressively.

The language arts curriculum in Inuktitut is what we want in our schools. We have created one from kindergarten to grade 6. That has been completed and it was distributed to the school principals during the September 27, 2016 general meeting. The new materials were provided to schools from kindergarten to grade 6 and the purpose is for the Inuktitut (interpretation ends) language arts curriculum.

(interpretation) Further, the Inuktitut (interpretation ends) language arts curriculum, (interpretation) as I stated, is specific to K to 6 levels. Nonetheless, the curriculum will also be developed for grades 7 to 9. As per my previous statement, the material won't just be for use in schools, but can be brought home so that reading can continue.

(interpretation ends) Curriculum services (interpretation) have been established. Employees have been extensively trained so that the literacy material that they are creating is specific to literacy training and can be used effectively in the schools. This is to see if this can be handled within school operations and to learn what is required to run the program smoothly. These different pathways are what we have initiated.

The intent of this curriculum development is to have Inuktitut materials that can be used in the right context and to establish parameters for when it cannot be used in our schools. To date these are the issues related to the member's question. We provide direction on how to use the curriculum that we're creating in Inuktitut and how to use them properly in the classrooms up to now. That is what they have been doing. I hope I responded to his question properly. Thank you, Mr. Chairman.

**Chairman** (interpretation) Thank you very much. I would like to remind members that if you're going to ask a question, please raise your hand ahead of time. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. I'm still trying to get a sense of where the department is at with respect to curriculum development as it relates to bilingual education.

I note that back in the Auditor General's report in November 2013 in paragraph 49 it says, "When the *Education Act* was passed in 2008, the Department had already been working for almost a decade to develop made-in-Nunavut teaching resources." The Auditor General's office "found that the

Department has developed 50 percent of its sets of teaching resources to date. In our view, the Department will need to reassess its approach to developing the remainder of the teaching resources.”

At that time about 50 percent of the teaching resources had been done. Are you at 75 percent? 63? Can you just give us a sense of where you're at with that? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. With respect to his question about percentages, I may not be able to give him the exact percentages. As I stated earlier, there are over 300 pieces that we have created and introduced.

As I said, the ones that we're working on right now in the Inuktitut language curriculum are for K to 6. Right now the material will include grades 7 to 9 for the (interpretation ends) Inuktitut language curriculum. (interpretation) We are focusing more on Inuktitut language arts because we already have materials for English language arts. We are concentrating on the Inuktitut language.

As I stated earlier, grades 7 to 9 is the focus right now for the creation of Inuktitut language curriculum materials. As of now that is where we are at. I can't really provide a percentage. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I'm trying to

understand how much you have progressed with the teaching resources. He said that he can't give us a percentage. You had mentioned there were over 300 pieces of material that you have created to date. How many more are you planning to work on? (interpretation ends) Out of how many curriculum resources, how many more are you anticipating to complete in order to have a bilingual system? (interpretation) You have completed 300. How many more do you expect to create? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Personally I would say and I'm probably right in saying that we would like to continually produce curriculum in Inuktitut with an ongoing publication of written materials. I'm already older, but we will probably get old and we will still be producing new materials. There's no end date. "If we produce 700, that's the end of it." That's not what we're going to say. It will be ongoing and we will continue to produce publications.

The Department of Education is not only producing reading materials. Working with the Department of Health, we also produce their publications. *Inuutsiarniq* is a foundation of that. We produce health curriculum for use in the schools.

*Tulliniliara*, I don't know whether I'm saying it right or not, but in collaboration with the Department of Family Services, we produce different types of publications. *Tulliniliara*, I'm an Inuk, but I can't read it. *Tulliniliara*, my footsteps.

We are not the only department, but we do collaborate with the other departments in making books or curriculum material. We produce Inuktitut learning materials. We are not the only department that publishes those learning materials. I can say that we have completed 300 publications, but it's an ongoing project with no end. As long as there's an education system, we will continue to publish books indefinitely with no end date to this project. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. Maybe I'll rephrase my question. Currently the Department of Education provides (interpretation ends) curriculum resources and material. (interpretation) How many of these resources are being used at the moment? Perhaps he can respond if I ask it that way. Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): I didn't quite understand the question, but I can tell you that we publish quite a variety. There are (interpretation ends) level 14 fiction books (interpretation) for literacy programs; (interpretation ends) level 14 non-fiction books. (interpretation) There are different types. Teacher books, for example, (interpretation ends) grade 3 assessment books, health terminology, and literacy bags. (interpretation) We don't just produce curriculum material. We also produce different types of publications. We are also producing Inuktitut

(interpretation ends) language arts curriculum, K to 6; (interpretation) Inuinnaqtun publications. Those are some of the publications we provide. We also produce material for Inuktitut e-books. It will be an ongoing project. We also produce Inuktitut (interpretation ends) board books, not boring, but board books, and videos (interpretation) in Inuktitut.

We recently went to the theatre to look at some films produced in Inuktitut in their entirety. That's what we produce for our schools. There are different publications like Inuktitut phonics. I can't tell you how many more we're intending to produce, but I can say that we produce a wide variety of publications that will be used in the schools. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I'll leave it at that for now. Also in your 2017-2020 draft business plan, I think you mentioned a part of it. One of your priorities will be to review the department's health curriculum in support of suicide prevention initiatives. How will your department collaborate with other suicide prevention partners to address this priority? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That's a very good question. I would like to thank the member. For (interpretation ends) safe schools, (interpretation) we have set up an (interpretation ends) anti-violence

committee, (interpretation) which is from the Department of Education and the Nunavut Teachers Association. We also produce curriculum material and at least one, if not two school counsellors who are involved in this partnership program.

We also work with the Red Cross on suicide prevention. We work together with the Red Cross because we realize their importance. If we look at the whole Nunavut population, 30 percent are students. It's very important that we provide those types of courses. We also have what is called "RespectED," which we produce with the help of the Red Cross.

There are approximately 700 education staff members, including teachers, student support assistants, school counsellors, custodial staff, school principals and vice-principals, that provide the ASIST program. Recently in December 2016 the Department of Education staff produced a revised ASIST program here in Iqaluit.

It's very important to provide those types of programs and we do provide the training for our staff to make sure that they're prepared for what they should do in case something happens in the school. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) We're on Education. Curriculum, Resources and French Education. Following the list of names, Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Good afternoon, Mr. Minister. My first question is on page 96 of the business plan in English and page

101 in Inuktitut. As you indicated, production of curriculum is an ongoing program, which I'm pleased about, but the question I would like to ask you is related to the \$3,385,000 in 2016-17 and now it's \$2,752,000 in 2017-18.

Yesterday I indicated that I wasn't very good with numbers, but I think there is about \$600,000 less for curriculum development. You said that this was a very important project. Why is that much money taken out from here? I would like clarification on that first. Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I will refer this question to my deputy minister to provide a brief explanation to my colleague, if it's okay with you, Mr. Chairman.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. In reference to my earlier remarks, we are faced with a deficit in our budget and these are due to issues over which we have no control as sometimes we have contribution agreements.

To use this example, the busing contracts have increased dramatically as it is part of these (interpretation ends) contribution agreements. (interpretation) We don't get supplementary funding for these increases, so we have to look for funding within our operational funding as we are in deficit.

If we anticipate that the vacancies will continue in some of our positions, we reallocate the funding to cover the costs for perhaps a three- to four-month period. If we know the positions will not be filled, then the funds are set aside and put towards the deficit. That is what we call the (interpretation ends) vacancy factor. (interpretation) As an example, within the 2017-18 fiscal year, within the (interpretation ends) Curriculum and School Services (interpretation) budget, we have reallocated \$754,000 to cover our current deficit.

One position was also transferred. As we stated previously, there are different positions within the (interpretation ends) Educator Development and Student Achievement (interpretation) divisions. With several new positions, one position of a (interpretation ends) curriculum coordinator (interpretation) was transferred to the Student Achievement Division. That is how we deal with this.

To cite this example, curriculum coordinators have three main areas they are tasked with. There are mainly two positions, but originally it was set at three positions. One position was vacant for a long time, so we transferred that and created a new position under (interpretation ends) Student Achievement.

(interpretation) Also, the funds we received for languages were specific to a three-year timeline and this funding was approved. Since we have now reached the third year which is the ending date, the removal of the position enabled us to get another \$53,000 towards the deficit.

These are the main areas where changes in funds have occurred, Mr. Chairman. Thank you.

**Chairman** (interpretation): Thank you very much. In listening to your response, I believe Mr. Joanase had already asked you about that issue earlier when he first asked questions. If you have another question, Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. It looks like Mr. Joanase finally just heard it, but I'll move on.

Mr. Chairman, they said that they have a deficit and they have transferred the funding from vacant positions to pay off their deficit. Have you kept those positions vacant on purpose in order to pay your debt? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We would definitely not do that. We do not do that. We would not intentionally keep a position vacant in order to pay off that deficit. We will not do it and it will not be our practice.

We should also know that the Department of Education is being realigned. We have created new positions and moved positions to another branch. We have realigned the Department of Education.

We don't intentionally keep a position vacant. It is something we will never do because we're not supposed to do that. Once the realignment is completed, we will be looking to identify some new

dollars. We will not intentionally keep a position vacant. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Although it's not in the plan, Mr. Chairman, if you will allow me, I would like to ask a question. I know in the Baffin region there is one, though I'm not sure whether there is one in the Kivalliq and Kitikmeot, but curriculum was produced at TLC. What are they doing now? Are they useful? Do they have Inuit employees? Are they still producing curriculum materials? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We changed the name. It was formerly called the "TLC" and it is now "Resource Services" instead. As I stated before, there have been quite a few realignments, but the title is now "Resource Services." They have four staff and we're looking to fill four more positions in Resource Services. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. In Pond Inlet there is one like that in the office. How many staff do you have in there and how many of them are beneficiaries? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The old TLC in Pond Inlet is now called "Educator Development." They produce curriculum materials. Is that understood? As I said before, the Department of Education had to realign. Let us be aware that the positions have been reclassified in Pond Inlet, but the staff will remain the same. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. In Pond Inlet how many positions are there and how many are filled by Inuit beneficiaries? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The positions have been posted and we expect that in the community of Pond Inlet there would be 14 positions. The job descriptions are completed. There has been realignment with the reclassification. There are 14 positions and two of these would be managers, two positions would be for orientation, and two certificates and standards positions. There would be seven positions to distribute teacher training. I just broke them down. In total there would be 14 positions. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Do I understand that in Pond Inlet the old TLC is no longer developing curriculum material? Is that my understanding? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Yes, they are no longer developing curriculum material. This was transferred to (interpretation ends) Resource Services. (interpretation) The positions are now under educator development in Pond Inlet. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Which community do they develop the curriculum material? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Currently curriculum development is done in the communities of Baker Lake and Arviat. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. On page 97 of the business plan under priorities for 2017-18, if I can read what states here, it says, "Continue to review and prepare to implement the new K-6 Inuktitut Language Arts curriculum." How long

does that process take to review and prepare? How many months, years, and days will that take? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Currently we are proceeding from kindergarten to grade 3. We are developing curriculum material for the higher grades. As we develop the grade material, for example, from kindergarten to grade 3, that's what we're working on and we will progress to grades 4, 5, and 6. This project will continue until we reach grade 12. I hope I understood the member's question and if I did not, he can ask another question. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. How long does the process take to review and prepare before you move on to the next grade? Does it take a year or two? How long will it take to review and prepare until you move on to the next grade level? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Every year we work on the material for one grade. We have to work on the Inuktitut and Inuinnaqtun curriculum material at the same time. We do one grade a year. That's what it's based on. Thank you, Mr. Chairman.



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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Also in the business plan on page 97 in English and page 103 in Inuktitut in the priorities for 2017-18 it states, "Begin a review of Health curriculum to ensure it sufficiently addresses the social-emotional needs of children in support of the *Resiliency Within: An Action Plan for Suicide Prevention in Nunavut 2016-2017*." What are you going to do? How is the review going to take place? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Mr. Joanasie had asked that question. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We're working with the Department of Health on the curriculum in support of suicide prevention initiatives.

Mr. Chairman, I'm not sure if I responded to the question. Maybe I didn't quite understand the member. Perhaps the member can elaborate further with his question, Mr. Chairman. Thank you.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Although Mr. Joanasie had asked the question, I'll ask it again. I'm glad that I was told to repeat the question. In English it says, "Begin a review of Health curriculum..." I'm sure you can see that it's on page 97 in your business plan. It sounds like it already exists. Maybe it was already drafted and

it hasn't been implemented. Are you going to review that curriculum? It seems like it hasn't been implemented or it could have been implemented. Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I also thank the member for elaborating. Now I clearly understand the question and I remember now.

Yes, it already exists. We are using a part of it now, but we keep updating it. That's why we will continually review it. When new illnesses occur, we have to make additions and update the health curriculum. We will do that continually for the health curriculum. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. (interpretation) I'll recognize Mr. Joanasie for the second time.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman, for recognizing me again. I just remembered that I have been asking questions to the minister in regard to curriculum development and NTEP students. When I was asking questions, he responded by saying that some teachers prefer to work in the English language. He also indicated that former teachers work on curriculum materials.

I would like to get clarification about bilingual teachers. At the same time you need bilingual curriculum developers. Did you identify how many positions are required for bilingual curriculum

development? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. If I understood correctly, with regard to the curriculum that we are starting to use and are already using in our schools, as well as the material that is in the foyer, we use Inhabit Media to produce the materials and they will keep producing them.

When we're developing Inuktitut reading material, there's an advisory committee and that's where we are. We use outside sources like Inhabit Media to produce resources in Inuktitut and Inuinnaqtun. We have to remember that we have to produce both Inuktitut and Inuinnaqtun resources.

There is no set date. As I said earlier, it is an ongoing process and curriculum will continuously be developed. I cannot say what number of things we need because there is no end to curriculum development. I hope I understood him correctly and responded properly. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. (interpretation ends) What I'm trying to get at is there is a need for bilingual teachers and I have asked questions to the minister about this, but at the same time you need curriculum developers that can develop the material bilingually. I note in the organizational chart it says that there are

20 PYs addressed for curriculum development. Can you say how many of those are trying to address the bilingual curriculum? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. He spoke in English, so I'll speak in English.

(interpretation ends) Under our curriculum development, any of those positions don't have to be bilingual, but of course the priority is always given to beneficiaries or Nunavut Inuit, as they are now known. (interpretation) I hope I answered the question properly. Thank you, Mr. Chairman.

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

**Mr. Joanasié**: Thank you, Mr. Chairman. When I had asked questions about teacher educators in Nunavut, part of his response is that these teachers end up working in other capacities and not necessarily in the classroom. Maybe it might be in curriculum development. I'm trying to see what his department is doing to try to get curriculum developers that go hand in hand with getting more teacher educators that can teach bilingually. Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): I can speak English, but I didn't quite understand his question. Mr. Chairman, I would like him to rephrase his question. Thank you.

**Chairman:** Thank you. Mr. Joanasié, if you can rephrase your question so that the Minister of Education can understand your question. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. I'll go back to the 20 PYs for curriculum development. He said that they don't necessarily need to be bilingual. My argument is that we're trying to get bilingual teachers and also bilingual curriculum. In order for the curriculum to be developed in both languages, you need staff that can help develop that. I understand he said that they use third party organizations for producing material.

I don't know if he understands what I'm getting at, but to me they go hand in hand, curriculum development and bilingual teachers, when we're trying to get a bilingual education system. Maybe I'll just comment that he stated that some teachers prefer to speak in English or teach in English. Maybe it is because there are not enough teaching resources, and maybe it could be that they start moving into these other positions that allow them to create new bilingual curriculum. Hopefully it will address that.

Does the department try to address curriculum development hand in hand with teacher education moving towards a bilingual system? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. These two seemingly related issues cannot be merged primarily for the reason that curriculum developers or the teachers

aren't part of the same union. The teachers are NTA members and curriculum developers are NEU members, so they are two different positions. That is how it is set up now and we deal with two separate unions within our schools.

However, we have found that former teachers have developed curriculum once retired or are no longer teaching. To use a parallel, some of the people who develop the Inuktitut literacy materials were teachers in the past. One cannot be a teacher and also develop curriculum, as these two roles are separated. Let us be aware of that fact. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Curriculum, Resources and French Education. Total Operations and Maintenance, to be Voted. \$7,238,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Education. G-9. Student Achievement. Total Operations and Maintenance, to be Voted. \$3,987,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. On page G-10. Education. K-12 School Operations. Total Operations and Maintenance, to be Voted. \$163,210,000. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. The budget for the K-12 School Operations Branch is projected to increase by \$4 million. Can the minister describe in detail how additional funding will be spent? What positions or specific

programming resources? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. It's a really good question. Mr. Chairman, if it's okay with you, I would like to refer this to my Deputy Minister, Kathy Okpik, so that she can provide the details. Thank you, Mr. Chairman.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. The Nunavut Teachers Association and the Nunavut Employees Union are increasing the salaries of the employees in our schools. They have step increases. The \$3.2 million is an increase and there is a further increase in teachers' salaries from the collective agreement in the amount of \$210,000. For the 10 teachers we talked about, there is an increase of \$833,000. Those are the reasons for the increases. Thank you, Mr. Chairman.

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

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. I also thank her for clarifying that. The Department of Education recently announced their consideration for a new council for DEAs. Can the minister describe how the DEA council would operate and how it would be different from the current Coalition of Nunavut District Education Authorities? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We will recall that the bill has not been introduced to the House and it still hasn't had its first and second reading. That's where we stand right now and it doesn't affect our budget. I'm thinking along the lines that once it has received first reading, it will be a public document. It is not included in our main estimates. I'll end there. Thank you, Mr. Chairman.

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

**Mr. Joanasie** (interpretation): Thank you. It's okay if he doesn't want to discuss it.

(interpretation ends) Mr. Chairman, one of the departmental priorities for 2017-18 is to "Ensure consistency and quality in curriculum across Nunavut that will enable student success, not only in Nunavut, but in other Canadian jurisdictions."

Mr. Chairman, what steps are being taken to measure the adequacy of Nunavut's high school graduation standards and compare them to graduation standards across Canada? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That is a really good question. We all know that our education system has to be of the highest quality, which is not an easy thing to do. There are different reasons

why education for Nunavummiut has to be of a high quality. It can provide benefits for the communities and our staff.

Right now the Department of Education is working on developing a standardized system of operation. Once we achieve some uniformity in the way things run, it should result in a much better quality of education.

We are also working hard to provide better support and programs for everyone who wishes to gain an education, which is reflected in our estimates as inclusive education.

Further, for obvious reasons, our schools require current computer technology and in order to remain on par, we must maintain updates to our school computer systems.

Furthermore, we will continue to partner with other institutions outside of Nunavut, including post-secondary institutions, for graduates in the academic stream to take post-secondary courses. These are examples of where we are trying to partner with other institutions.

Hopefully I answered my colleague's question. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you. Last year the Department of Education announced that they changed the way they do assessments and the way departmental exams would be assessed as part of a student's final mark.

Having switched to this new system from last year, what improvements have you seen in this area related to the achievements of students? Can the minister elaborate on how many students are graduating or passing? The exams show the skills that are achieved by the students. Has it improved from the previous year since you have changed to this system? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. It's a good question. I just want to remind everyone that we only started using this in 2015 and it has also only been in use for a year. After the first year we will be able to assess it properly because it's a new process that we have implemented. That's all I can say to that question right now. We will review it after a year has passed, but it has only been in use for a year now. We will have to look at it to see how it has been going at the end of a full year. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you. I also thank the minister. One of the biggest challenges to student success has been low attendance in school, as you have mentioned many times as minister. Perhaps now you can give us some details or tell us how different attendance initiatives across Nunavut schools are monitored and measured for success. I'm sure you look at attendance in schools.

Do you try different initiatives? For example, if we do this particular

initiative, maybe we will get more students attending. Do you look at successful initiatives in other communities and use them in other communities to improve school attendance? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. We always talk about attendance. We talk to the parents about how they can help their children and we always talk about that.

We have noticed in some communities, in Cambridge Bay perhaps... . We should remember in some of our own communities there used to be a 10:00 p.m. curfew. The siren would go and the curfew would start. I think they still have that in Cambridge Bay where all the students have to go home at 10:00 p.m. Things like that have been utilized and I remember in Igloolik they used to do that, but they stopped. Perhaps that can be useful and we are looking at things like that.

It's obvious that we will always urge the parents to be involved. As for other initiatives, I'm not too familiar with how other schools try to increase attendance, but those are the two main things that I wanted to talk about. I always encourage the local DEA members to get them to discuss with the parents and find ways to get parents involved more in the schools. We have tried things like that to improve attendance.

Perhaps we should look outside of Nunavut to see what's out there. Even though attendance is an issue, I am happy because since 2011 to now the

attendance in school is much higher since those earlier years. I can say that is around a 71 to 78 percent improvement and I am very proud of that despite the fact that we still have work to do. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you. Perhaps your department needs to look into other initiatives to find ways that will get students to go to school regularly.

I agree with you that parents have a certain responsibility for this. As you have stated, when students are graduating from grade 12, they seem to always thank their parents for waking them up to go to school. Though that may be the case, I believe you should look into other possible initiatives and ways to encourage parents to help with attendance so that our children can attend more. Sometimes the children will skip school without the parent's knowledge. That's just a comment.

My colleague, Ms. Angnakak, has stated in the House that they have breakfast programs. This helps with attendance because some people don't have much to eat at home. I think that you should look outside of Nunavut to see how other jurisdictions do it. Have you checked to see if the breakfast programs themselves have improved attendance in other jurisdictions outside of Nunavut? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Yes, absolutely, the breakfast program helps a great deal in our schools. We thank our teachers. Even though they're not cooks, our teachers and school staff help as well. The breakfast programs are very beneficial and I really appreciate them. The breakfast programs really help our schools.

Some schools have lunch programs. There are things like that. We try to support the local DEAs in finding funding for these types of initiatives to see how we can encourage more students. We need to create different initiatives to increase attendance, so we really push for that.

We also present commercials for information on television. Those are the types of things we do. Thank you, Mr. Chairman.

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

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. Along those lines, there are probably many reasons why our children have attendance issues, although we want them to go to school. I think the most important thing is that education is very useful. It is obviously very useful.

People will realize that higher education can open up doors in life with all sorts of possibilities as to how people can improve themselves, their family, their community, and Nunavut in general. If we help our children understand that if they are going to school daily and they continue to be consistent, then it will

improve all of Nunavut. It's just a comment.

Perhaps people would understand this more if you put out promotional material. Would you be able to put out more promotional material about the importance of attendance? Just talking about it and getting people to understand it are two different things. You have to put out very clear messages to students that attendance really affects their education. Can you do something like that? Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. That was a quite long statement. Minister, if you would like to respond. Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Absolutely it could be improved and I would like to urge all of the members, since we have our own constituencies, to make sure that we lobby because it will be a benefit to all. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. Following my list of names. (interpretation ends) Education. K-12 School Operations. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman, for giving me the opportunity to speak. Looking at the Nunavut government's employment statistics from September 2015 to September 2016, it indicates here that the number of professional employees has decreased dramatically in your department and the number of administrative support employees has increased quite dramatically. Also, the number of paraprofessional employees has decreased dramatically, and the

number of administrative personnel has increased dramatically.

Can you explain what that means? You were talking about realignment earlier on. Is it because of the realignment that there has been a decrease in one section and an increase in the other? Why are there significant changes to the number of employees? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. That's a very good question. Thank you. You were correct in saying that the Department of Education has been realigned in order to streamline our roles and to harmonize our tasks with those amended roles.

In regard to your question, with your permission, Mr. Chairman, it's part of the realignment that there is a decrease and an increase. I would like my deputy minister to provide an additional response to the question. Thank you, Mr. Chairman.

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

**Ms. Okpik** (interpretation): Thank you, Mr. Chairman. It's a two-part response. The Human Resources Division set up (interpretation ends) position category guidelines, (interpretation) such as (interpretation ends) executive senior management, middle management, and professional. (interpretation ends) It was standardized to ensure consistency and comparability between similar positions within departments and from one data

period to another. (interpretation) That's how it was done.

For example, all government departments such as Education and EIA need to use those guidelines. For that reason we had to make changes to come up with a job description template for all departmental positions. That is the first point I can talk about. As the minister said, we made realignments so that the job descriptions are more consistent. (interpretation ends) There is the Student Achievement Division (interpretation) that was newly created as well as the Educator Development Division. We also moved, for example, partner relations and communications to the Directorate.

So that we can employ more Inuit, we had set up an employment program for Inuit where they can go from one level to another one and also to the top. For example, we have Inuit policy analysts, managers, and directors. We would like to increase our Inuit employment numbers. For example, I just signed off on a communications officer position yesterday that will be beneficiary-specific. There are different types of programs that we're setting up in the Department of Education in order to increase the number of Inuit employed. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) K-12 School Operations. Total Operations and Maintenance, to be Voted. \$163,210,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. We will take a ten-minute break.



>> *Committee recessed at 18:08 and resumed at 18:26*

**Chairman** (interpretation): I would like to call the committee meeting back to order. We are on Education. (interpretation ends) Educator Development. (interpretation) We are on page G-11. Following my list of names, Mr. Keyootak.

**Mr. Keyootak** (interpretation): Thank you, Mr. Chairman. I believe this question was asked, but I would like further clarification on what kinds of resources and materials have been developed for bilingual education. That's my first question. Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I'm not sure how you say it in Inuktitut, but they're (interpretation ends) guided reading and guided writing in English. (interpretation) Those are geared for bilingual education in Inuktitut and English, and they're on par. (interpretation ends) Guided reading and guided writing (interpretation) are new for bilingual education.

As I indicated earlier, we are producing materials gradually. We started out with kindergarten to grade 3 and now we're producing more resources for the higher grades. That's how I can answer the question. Thank you, Mr. Chairman.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Chairman. When new teachers come to Nunavut, do you have an orientation program for them? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. Absolutely, when new educators come here, we provide them with standardized orientation materials. Just last week we had a lot of new educators who went through the orientation. We taught them about the history of Inuit and provided other orientation materials. We now have a dedicated employee who provides the orientation program for the new instructors who come here. Thank you, Mr. Chairman.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Chairman. I also thank the minister for his response. In Nunavut the school community counsellors play an important role in ensuring student success. They do a lot of work in the communities. Do all Nunavut schools currently have community counsellors? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. All schools have positions for community school counsellors. Almost all of the school counsellor positions are filled and only a few are vacant. We have positions in all schools. We are going to keep filling

those positions until all the vacant positions have been filled. Yes, we do have community school counsellor positions in all of our schools. Thank you, Mr. Chairman.

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

**Mr. Keyootak** (interpretation): Thank you, Mr. Chairman. Could you provide us a copy of how many school counsellor positions are vacant, which are filled and in which communities? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. There are 44 (interpretation ends) school community counsellors (interpretation) in total that are working in our schools at this time. As I said earlier, there are a few vacant positions for school counsellors, but we are recruiting and trying to fill all of those positions. We currently have 44 school counsellors in Nunavut in total and 6 of the positions are vacant. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Educator Development. G-11. Mr. Joanasie.

**Mr. Joanasie**: Thank you, Mr. Chairman. I'm just trying to get first of all clarification under this page. Does it include learning coaches? It has been a few years that the department has been using learning coaches. (interpretation) Is this the appropriate page to ask that question? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): It is not within this category of Educator Development. However, what I want the members to know is that the name has been changed to (interpretation ends) literacy coach (interpretation) in English, but the duties are primarily the same. (interpretation ends) Literacy coach is the appropriate name for that position, (interpretation) so it's not (interpretation ends) under Educator Development. (interpretation) I apologize for continually inserting English terms as I am trying to speak in Inuktitut. Thank you, Mr. Chairman.

**Chairman**: Thank you. Mr. Joanasie.

**Mr. Joanasie** (interpretation): Thank you, Mr. Chairman. The reason why I asked that question is, on page 105, under priorities for 2017-18, (interpretation ends) one of the priorities stated is to "Continue to offer Learning Coach training modules and begin the work to develop a certificate program for Learning Coaches modelled on the CELN format."

You said you changed the titles to literacy coaches now. What direction are you taking this? Why are you changing it to literacy? With respect to that priority, what is the department heading towards with these learning or literacy coaches? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. The original intent was to have it as a literacy coach. We haven't made any changes to the

duties and responsibilities. They get their training through the Educator Development Division. The original intent was to have them as literacy coaches. The roles and responsibilities are not changed, but the principals and vice-principals are required to be certified. We provide the training through the Educator Development Division and there are different training programs.

I'll speak in English as he asked the question in English. (interpretation ends) The remaining three courses have been revised to add a focus on literacy leadership within the school system and to support the department's literacy priority and instructional framework. Like I said, principals and vice-principals are encouraged to take these courses. These courses provide for a greater understanding of how to support quality literacy instruction within schools and how best to utilize and support the new literacy coach.

(interpretation) It says it's a (interpretation ends) learning coach, but actually it's a literacy coach. I don't think there's a big difference in that. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. On another topic, I keep bringing it up, but this is a new branch or division, Educator Development. It will be focusing on recruitment as well as supporting current employees. We know that NTEP is there, but are there other specific initiatives that will be brought forward to increase the number of

bilingual, Inuktitut-speaking teachers? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you. (interpretation ends) Very briefly, this division will focus on areas ranging from targeted recruitment of educators, educator certification, providing training and learning opportunities for employees ranging from conferences to in-service to e-learning. This division will also design and deliver certification related to training for principals, ensuring that there are high-quality and current professional standards and expectations for our employees as they are supposed to meet these standards. That's what this new division is.

NTEP or CTEP are not under this particular division. They would be under the next step, which is the advanced education. (interpretation) They're not in that division. Thank you, Mr. Chairman.

**Chairman:** Thank you. The minister has identified that it's not in this branch. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. I'm sorry. I didn't realize where it was. Thank you for allowing me to ask that question.

(interpretation ends) Educator development, I'm remembering one of the items that were in the Budget Address was a nurse mentorship program. On page 104 I see that there are supports that you're going to have for new employees, such as orientation and mentorship. That's under program implementation and training. What types

of mentorship programs do you already have or are thinking to have for teachers in Nunavut? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa:** Thank you, Mr. Chairman. Orientation is completed. We're just working on mentorship right now. The mentorship program is just starting, but orientation is done. (interpretation) Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié:** Can the minister explain what types of mentorship initiatives or programs there currently are and/or what "mentorships" you are thinking of implementing under this branch? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa (interpretation):** Thank you, Mr. Chairman. I want to provide an adequate response to the member's question. If you will allow, I would like to have my Deputy Minister, Kathy Okpik, respond to the question. Thank you.

**Chairman:** Thank you. Ms. Okpik.

**Ms. Okpik (interpretation):** Thank you, Mr. Chairman. We're now starting to initiate the work on it. We have not identified everything in detail. In previous years, for example, if there were a lot of NTEP students graduating in one community, the first year of teachers will be many. Long-time teachers will be mentoring the new first year teachers. As the new teachers settle in, they are mentored by the long-time

teachers. That's what we had done previously. Thank you, Mr. Chairman.

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

**Mr. Joanasié (interpretation):** Thank you, Mr. Chairman. I also thank her for that explanation. Moving on, in one of your priorities for 2017-18 on page 105, the second bullet states, "Continue to provide training for Student Support Assistants to meet the needs of students." Can you indicate how many student support assistants there are? How many student support assistants do you require? Are you short of students support assistants? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa (interpretation):** Thank you, Mr. Chairman. To date student support assistants number a little over 163 for the whole territory. We are continually seeking student support assistants, but I am very pleased to report that there are over 163.

The number of student support assistants we require depends on the number of the students that require assistance. Sometimes we don't know the exact number of how many students require assistance. Once we know how many students require assistance, we have to make sure that we can distribute this evenly.

There are training programs offered through Arctic College. The DEAs just follow on what they need. We work with them on that, but we continually seek student support assistants once we

realize how many students require assistance. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. Just to get further clarification, do the student support assistants need certification to be hired in that position? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. To date some don't have certification, but we're trying to set up a development and training program for student support assistants so that they can be certified. That is what we're setting up currently. That's where it's at.

Working with Arctic College, we have 10 different modules available through Arctic College for student support assistants. After they take the 10 modules, they can be certified, but some of them are not certified even though they are SSAs. Thank you, Mr. Chairman.

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

**Mr. Joanasié** (interpretation): Thank you, Mr. Chairman. Also on page 105, the fourth bullet, it says, "Continue to develop a professional development framework for teachers and language specialists." Can you elaborate further on how the process is? Thank you, Mr. Chairman.

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

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. First of all to explain further on the professional development framework, we contracted DPRA just recently to support or help in the development of the framework. We have just awarded the contract to them so that they can develop the framework. We will expect to see the results after they have completed the work. This is a (interpretation ends) professional development framework (interpretation) and the contract has been awarded to do that work. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Education. Educator Development. G-11. Total Operations and Maintenance, to be Voted. \$10,767,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Page G-12. Education. Advanced Education. Total Operations and Maintenance, to be Voted. \$3,811,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Back to page G-3. Department Summary. Education. Total Operations and Maintenance, to be Voted. \$206,472,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. Do members agree that we have concluded the Department of Education?

**Some Members:** Agreed.

**Chairman:** Thank you. Closing comments, Mr. Quassa.

**Hon. Paul Quassa** (interpretation): Thank you, Mr. Chairman. I would just like to thank my colleagues. (interpretation ends) *Merci. Qujannamiik. Koana.* Thank you.

**Chairman** (interpretation): Sergeant-at-Arms, please escort the witnesses out.

(interpretation ends) We will take a short break before we proceed to the Department of Community and Government Services.

>> *Committee recessed at 18:52 and resumed at 18:54*

**Bill 34 – Appropriation (Operations & Maintenance) Act, 2017-2018 – Community and Government Services – Consideration in Committee**

**Chairman:** I would like to call the committee meeting to order. I would now like to ask the Minister of Community and Government Services if he has officials that he would like to appear before the committee. Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. Yes, I would.

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

**Some Members:** Agreed.

**Chairman:** Thank you. (interpretation) Sergeant-at-Arms, please escort the minister's officials in.

For the record, minister, please introduce your officials. Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. To my right is Ms. Lori Kimball, the DM, and to my left is the ADM, Mr. Darren Flynn. Thank you, Mr. Chairman.

**Chairman:** Thank you. Welcome, Ms. Kimball and Mr. Flynn. You may now proceed with your opening comments, Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. Thank you for the opportunity to meet with you and update the Committee of the Whole on both the 2017-18 main estimates and business plan for the Department of Community and Government Services. Our projected budget has a net increase of \$2.16 million over last year's main estimates.

The Petroleum Products Division continues to manage the fuel provision mandate for the GN. As a direct result of efforts made by my department's use of the early purchase of petroleum products in the face of volatile global fuel prices, we were able to reduce the price of home heating fuel and gasoline effective January 30, 2017.

CGS continues to strongly support the activities of the Municipal Training Organization (MTO). The MTO has been providing much-needed training for municipal employees for over 10 years now. The training provided by MTO allows municipal employees to gain skills that assist them in delivering services to residents with training costs that are low and affordable to municipalities. CGS remains the MTO's largest funding partner and we are

pleased to continue our funding levels to the MTO.

Our Sport and Recreation Division is finalizing its support activities for Team Nunavut's participation at the 2017 Canada Summer Games in Winnipeg, Manitoba. Team Nunavut will also participate in three sports in the North American Indigenous Games taking place in Toronto, Ontario. This is happening in July.

Our Property and Asset Management Division continues to pursue process improvements to ensure that the GN's preventative maintenance and lifecycle renewal initiatives will support higher performing and longer lasting buildings.

Mr. Chairman, CGS continues to invest in government operations by increasing funding to support our IT infrastructure. The number of people on the government's network continues to expand due to decentralization and other factors. In addition the number and types of devices that users need to work and communicate continues to increase and evolve with new technology.

CGS is committed and continues to strive to improve telecommunications for the government as a whole.

Naujaat and Sanikiluaq now have access to the core government network, and the remaining non-decentralized communities will be completed and migrated to the Core Business Network by the end of fiscal year 2017-18.

Mr. Chairman, the department's Emergency Management Division has been working hard to improve search

and rescue response programs available to the public.

The number of search and rescue incidents is on the rise in Nunavut. In 2016 there were 281 searches, 90 of which were triggered by SPOT devices. We continue to promote the use of SPOT devices and increase awareness of safety preparedness measures for all individuals going out on the land or water.

Mr. Chairman, I hope my comments give an appreciation of the progress that my department is making in addressing the goals of the government. CGS is a service-based department and we will strive to improve our service to all our clients. We will work collaboratively with all departments and our municipal government partners to meet the goals of *Sivumut Abluqta* as we step forward together in building Nunavut.

Mr. Chairman, I would now be pleased to answer any questions you may have. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Does the chair of the standing committee have opening comments? Mr. Rumbolt.

**Mr. Rumbolt**: Thank you, Mr. Chairman, and good evening. I am pleased to provide opening comments on behalf of the Standing Committee on Government Estimates and Operations on its review of the proposed 2017-18 main estimates and 2017-2020 business plan for the Department of Community and Government Services.

The standing committee notes that the department's proposed 2017-18

operations and maintenance budget of \$241,299,000 has increased by approximately 0.9 percent since the introduction of the department's 2016-17 main estimates. The number of positions in the department is 419. This is an increase of eight positions from the 2016-17 main estimates.

During the minister's recent appearance before the standing committee, members took the opportunity to raise a number of issues and concerns.

The Department of Community and Government Services is responsible for the government's core Municipal Funding Program, the Water and Sewage Funding Program, and the Mobile Equipment Block Funding Program. The standing committee notes that a number of the department's policies, including its *Water and Sewage Services Subsidy Policy* and its *Municipal Mobile Equipment Policy*, have expired.

Under its Municipal Funding Program, the department provides core funding to community governments to deliver municipal programs and services. The department's Local Government Services Branch is also responsible for assisting community governments with program and service delivery by providing monitoring and evaluation services.

During his recent appearance before the standing committee, the minister indicated that a number of municipalities are forecasted to end the current fiscal year in a deficit position. The standing committee emphasizes the importance of providing adequate support and guidance to ensure that municipalities maintain the financial capacity to provide the

programs and services that communities want and need.

On January 17 of 2017 the federal Minister responsible for the Canadian Northern Economic Development Agency, in association with the Kakivak Association and Kitikmeot Inuit Association, announced that almost \$2 million in funding would be made available to a number of Arctic Co-operative businesses to modernize and expand their fuel truck garage facilities in eight communities across Nunavut. The standing committee recognizes that this funding is provided under a federal program, beyond the scope of the department's responsibilities.

During the minister's recent appearance, members raised concerns that this funding may result in an unfair advantage against local businesses that may wish to bid for future fuel delivery service contracts. The standing committee encourages the minister to work with his federal counterparts to publicize federal programs in Nunavut's communities, with the aim to ensure that all local businesses have equal access to federal funding opportunities.

The department's Emergency Management Office is responsible for a number of initiatives, including the coordination of the government's emergency operations and providing support to community search and rescue volunteer organizations. The Emergency Management Office is also responsible for developing and monitoring the territorial emergency plan and providing assistance to Nunavut communities in creating their own plans. The standing committee continues to encourage the minister to table these emergency



response plans in the Legislative Assembly at the earliest opportunity.

One of the department's goals for the upcoming 2017-18 fiscal year is to "Propose to the appropriate governing bodies, evidence based federal wastewater regulations and standards that reflect current research and Nunavut specific issues." The department's draft 2017-2020 business plan indicates that the wastewater research projects, which were led by Dalhousie University, have been completed. The department also indicates that "The findings of this research will be shared with regulators, stakeholders, communities across Nunavut and northern Canada to develop options for Nunavut specific wastewater regulations and standards."

The standing committee encourages the minister to update the Legislative Assembly on a regular basis concerning the status of these initiatives.

Mr. Chairman, Members of the Legislative Assembly have spoken on a number of occasions in the Legislative Assembly about the importance of drinking water safety and quality in Nunavut.

The standing committee continues to recommend that the department prepare and table in the Legislative Assembly a comprehensive annual report on water quality in all of Nunavut's communities. The standing committee also notes that there are a number of water testing requirements currently provided for in the *Public Water Supply Regulations* made under the *Public Health Act*.

One of the department's goals for the upcoming 2017-18 fiscal year is to

"Continue to work on developing a broadband and telecommunications strategy, including funding agreements, collaboration models, and strategic partnerships to continue to evolve and update territorial connectivity." The department's draft 2017-2020 business plan indicates that "The GN has partnered with the Government of Newfoundland and Nunavik for a fibre feasibility study and is currently working with CanNor for funding opportunities to explore feasibility studies on territorial connectivity."

The standing committee encourages the minister to update the Legislative Assembly on a regular basis concerning the status of these initiatives.

On February 29, 2016, during the Committee of the Whole's consideration of the department's 2016-17 main estimates, the minister stated in his opening comments that his department's Property and Asset Management Division was undertaking a program review to update its maintenance management standards, and to examine gaps in existing delivery standards to ensure that the government's preventative maintenance and lifecycle renewal initiatives will support higher performing and longer lasting buildings. The minister also indicated that this review would be completed during the 2016-17 fiscal year. The standing committee looks forward to reviewing the results of this review.

Mr. Chairman, that concludes my opening comments on the proposed 2017-18 main estimates and 2017-2020 business plan of the Department of Community and Government Services. Thank you, Mr. Chairman.

**Chairman:** Thank you, Mr. Rumbolt. I want to remind members that the contents of the minister's opening comments are covered in the different branches of the department. If you have detailed questions, please ask them under the appropriate branches. I have no more members on my list for general comments. Mr. Rumbolt.

**Mr. Rumbolt:** Thank you, Mr. Chairman. Thank you for giving me the opportunity to speak on the minister's opening comments.

On page 2 of his opening comments he states, "We were able to reduce the price of home heating fuel and gasoline effective January 30, 2017." If you read that, it makes it sound like he has decreased the price of gasoline in all the communities in Nunavut, but we know that it didn't decrease in Sanikiluaq.

Has the government changed their mind and decreased the price of gas in Sanikiluaq as well? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. No, we haven't. We have gone to one price per region and Sanikiluaq is bunched in with the Kivalliq region, which I believe has the cheapest gasoline prices right now. Thank you, Mr. Chairman.

**Chairman:** Thank you. I have no more members on my list for general comments. We will now proceed to the page-by-page review of the departmental estimates starting on page J-4. Community and Government Services.

Directorate. Total Operations and Maintenance, to be Voted. Mr. Joanasie.

**Mr. Joanasie:** Thank you, Mr. Chairman. I would just like to seek clarification if HR matters fall under this page. I'm looking at the employment figures from December 31, 2016 from the department. I note in Cape Dorset they have 22 positions but 9 are sitting vacant. Can the minister explain a bit if they have any challenges in filling those positions and why? Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister of Community and Government Services, Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. This budget has nothing to do with those positions. They are all funded vacant positions, but as with all other positions we have that are vacant, we will be trying to fill them as soon as we can. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasie.

**Mr. Joanasie:** Thank you, Mr. Chairman. I'm not sure where I would ask about this HR matter then. Is it under this? Yeah? I'll ask it in a different angle then. Cape Dorset is a decentralized community and CGS has some divisions there that operate the regional office. With those nine positions that sit vacant, can you say how long they have been vacant for? Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. Of these nine positions in Cape Dorset, we don't have that level of detail with us, how long they have been

vacant or why they are vacant, but some of these positions are filled by casual positions. I can't answer in detail how long they have been vacant and which positions are vacant. We don't have that level of detail with us here. Thank you, Mr. Chairman.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. I can appreciate that he doesn't have the information in front of him. He said that some of them are staffed by casuals. Can he say maybe out of the nine positions which ones are...? What categories of...? He might not have that level of information in front of him, but hopefully it can be forthcoming.

What I'm trying to get at is the government wants to hire locally. Hopefully these positions are at the entry or paraprofessional level. Maybe they can start moving up the corporate ladder. Has CGS identified maybe Sivuliqtiksat opportunities with these positions? Thank you, Mr. Chairman.

**Chairman:** Thank you. Maybe if you can reference where you're getting your number nine from, then maybe that way the minister can appropriately answer your question. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. I apologize. I'm still referencing the vacancies of nine and I'm using the "Towards a Representative Public Service as of December 31, 2016" and it's page 5 of that report. For Cape Dorset there are 22 positions that CGS has and 9 vacancies. That's what I'm asking questions on. Thank you, Mr. Chairman.

**Chairman:** Thank you. Minister Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. As I stated, we don't have that information with us here. I can get it for the member at a later date. We are working with HR to fill these positions. These are funded positions and we would like to have them filled. If they're not highly technical in nature, our first priority would be to fill them with local beneficiaries. Thank you, Mr. Speaker.

**Chairman:** Thank you. Mr. Joanasié.

**Mr. Joanasié:** Thank you, Mr. Chairman. I'll just anticipate the forthcoming information, including how long these vacancies have been sitting. I'll leave it at that. Thank you.

**Chairman:** Thank you. Community and Government Services. Directorate. Total Operations and Maintenance, to be Voted. \$12 million... . Mr. Enook.

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

Following your 2017-18 main estimates, in the Office of the Fire Marshal, there are positions that you want to realign or rework the job descriptions or something like that. Your department is not only combining the Office of Fire Marshal with this Inspection Services Division; it is also proposing to add five new PYs to the Inspection Services Division. Why are you setting it up like that? Thank you, Mr. Chairman.

**Chairman** (interpretation) Thank you very much. Mr. Savikataaq.

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. If I understand the member's question correctly, I believe he's talking about realigning, changing, and moving positions.

We were approved new positions last year for the Emergency Management Division and we are putting an emergency coordinator program, I believe they're called, in each region and one in Pond Inlet. We are also moving the assistant fire marshal position from Pond Inlet to Iqaluit. That position is being replaced by one of the emergency program coordinators. Plus we are also getting building inspectors for each region. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Mr. Chairman, you're moving jobs and on top of that, you want to create five new PYs for the Inspection Services Division. Are you creating five new PYs? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. Yes, the member is correct. These new positions will be to fulfill our mandate to do inspections for safety and standards and fire regulations. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Mr. Chairman, I'll stop here for now. Thank you.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Community and Government Services. Directorate. Total Operations and Maintenance, to be Voted. \$12,353,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. J-5. Community and Government Services. Local Government Services. Total Operations and Maintenance, to be Voted. \$86,359,000. Agreed? Mr. Enook.

**Mr. Enook:** Nice try.

>> *Laughter*

(interpretation) Thank you, Mr. Chairman. Are we on page J-5? In regard to search and rescue organizations, these two policies are specific to that area, but they have long expired. I believe they expired about seven years ago. These policies are related to local search and rescue organizations. I am also of the mind that these are good foundations and they should renew these policies annually.

Members keep asking when these policies will be tabled and wonder why these policies are never released. What is preventing the policies from being renewed? They previously existed and once their expiration date was reached, it seems no other policies can be released. Why is that? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. I'm hoping to table that

policy this sitting. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. My colleagues, I would like to remind you that if you have a question, please raise your hand ahead of time. Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. The minister indicated that he would like to table those renewed or updated policies during this winter sitting. Is there a possibility that you might now be able to table those policies during this sitting? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. There are processes that have to be done. The policy is complete and my goal is to table it this sitting. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Again, in the 2017-18 main estimates, your department's Community Support Division includes 11 positions. On February 27, 2015, during the Committee of the Whole's consideration of your departmental estimates, you indicated that you would have meetings with municipal councils to hear any concerns or challenges that they may have and to look at mobile equipment and other infrastructure to see if it was properly maintained.

How many communities did your department's Community Support

Division meet during the 2016-17 fiscal year? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. This is one of the vacant positions in Cape Dorset and we are doing our best to fill it. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Do I understand that there were no meetings held through that division? Did I understand that correctly? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. We've had one meeting in Pond Inlet and one meeting in Rankin Inlet. A regional engineer, which is a part of the team, has been to most of the communities, I believe. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. During those meetings with the municipal councils and hamlets, did you identify any outstanding areas of concern? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. I was reading too quickly.

Just to make a correction, we have what was written now that there's a position in Pond Inlet; we have not had a meeting in Pond Inlet, just to correct myself.

The bulk of the concerns from the communities have been about water and wastewater. Thank you, Mr. Chairman.

**Chairman** (interpretation): Thank you very much. (interpretation ends) Community and Government Services. Local Government Services. Total Operations and Maintenance, to be Voted. \$86,359,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. On J-6. Community and Government Services. Informatics Planning Services. Total Operations and Maintenance, to be Voted. \$33,797,000. Agreed?

**Some Members:** Agreed.

**Chairman:** Thank you. On J-7. (interpretation) We have approved J-6 and we are now on J-7. (interpretation ends) Community and Government Services. Infrastructure. Total Operations and Maintenance, to be Voted. \$108,790,000. Agreed? Mr. Enook.

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. If we're on page J-7, I have a question. Members of the Legislative Assembly have raised concerns and asked questions regarding the lack of office space.

In its 2014-17 business plan your department had indicated that one of its priorities for the 2014-15 fiscal year was to "Finalize Office Space Strategy and

implementation plan." However, to this day your department has not made any such office space strategy available to us. Does your department have any plans to finalize an office space strategy for the territory? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. The office strategy study is not done yet. We are working with the client departments to try to find spaces wherever we could. There have been some RFPs put out in some of the communities where we can't find space locally. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Can you tell us if your department conducts visits across the territory to determine the specific office space needs for each community? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq:** Thank you, Mr. Chairman. What we do is we ask each client department in each community what they need for office space and that is how we determine what office space is needed, and then we look for the office space and we do our best to find office space. Like I said, if we cannot find it, there have been RFPs issued in some of the communities. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. Can you tell us today how many communities in Nunavut are currently experiencing an office space deficit? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. We don't have the list of who is in the most need, but I can tell the members some of the communities that are in need: Arctic Bay, Baker Lake, Coral Harbour, Gjoa Haven, Iqaluit, Nauyasat, Resolute Bay, Taloyoak, Arviat, Clyde River, Chesterfield Inlet, Hall Beach, Kugaaruk, Rankin Inlet, and lastly Sanikiluaq. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you. You have identified quite a number of communities, but have you identified which communities are in critical need? Do you have them categorized from urgent need to least in need? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. The most critical departments that we have been working with are Health and Family Services. Thank you, Mr. Chairman.

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

**Mr. Enook** (interpretation): Thank you, Mr. Chairman. I didn't ask this question,

but thank you for that extra information. I tried to ask which communities are in most critical need of an office space. Maybe it's Sanikiluaq or Pond Inlet. Which communities are in critical need today? Thank you, Mr. Chairman.

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

**Hon. Joe Savikataaq**: Thank you, Mr. Chairman. The member from Sanikiluaq will probably be happy to hear this, but I believe that Sanikiluaq is in the most dire need of office space. Thank you, Mr. Chairman.

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

**Mr. Rumbolt**: Thank you, Mr. Chairman. On his comment, I have already known that for about five to seven years now.

>> *Laughter*

Mr. Chairman, at this time I would like to make a motion to report progress, please. Thank you.

**Chairman**: We have a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion. All those opposed. The motion is carried. I will now rise to report progress to the Speaker.

(interpretation) Sergeant-at-Arms, please escort the minister's officials out. I'm sorry for forgetting that.

(interpretation ends) I will now rise to report progress to the Speaker.

**Speaker** (interpretation): Item 21.  
Report of the Committee of the Whole.  
Mr. Mikkungwak.

**Item 21: Report of the Committee of the Whole**

**Mr. Mikkungwak:** Thank you, Mr. Speaker. Your committee has been considering Bill 34 and the main estimates, and would like to report progress. Also, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you, Mr. Speaker.

**Speaker** (interpretation): Thank you. There is a motion on the floor. Is there a seconder? Mr. Isaac Shooyook. The motion is in order. All those in favour. Thank you. Opposed. The motion is carried.

(interpretation ends) Item 22. Third Reading of Bills. (interpretation) Item 23. *Orders of the Day*. (interpretation ends) Mr. Clerk.

**Item 23: Orders of the Day**

**Clerk** (Mr. Quirke): Thank you, Mr. Speaker. *Orders of the Day* for March 3:

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

9. Replies to Opening Address
10. Petitions
11. Responses to Petitions
12. Reports of Standing and Special Committees on Bills and Other Matters
13. Tabling of Documents
14. Notices of Motions
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills
18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters
  - Bill 32
  - Bill 33
  - Bill 34
  - Bill 35
20. Report of the Committee of the Whole
21. Third Reading of Bills
22. Orders of the Day

Thank you.

**Speaker** (interpretation): Thank you. (interpretation ends) This House stands adjourned until Friday, March 3, at 9:00 a.m.

(interpretation) Sergeant-at-Arms.

>>*House adjourned at 19:40*



