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The Honourable Paul Delorey, Speaker

Legislative Assembly of the Northwest Territories

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Tel: (867) 669-2200 Fax: (867) 920-4735 Toll-Free: 1-800-661-0784
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YELLOWKNIFE, NORTHWEST TERRITORIES**Tuesday, February 15, 2011****Members Present**

Mr. Abernethy, Mr. Beaulieu, Ms. Bisaro, Mr. Bromley, Hon. Paul Delorey, Mrs. Groenewegen, Mr. Hawkins, Mr. Jacobson, Mr. Krutko, Hon. Jackson Lafferty, Hon. Sandy Lee, Hon. Bob McLeod, Hon. Michael McLeod, Hon. Robert McLeod, Mr. Menicoche, Hon. Michael Miltenberger, Mr. Ramsay

The House met at 1:33 p.m.

Prayer

---Prayer

SPEAKER (Hon. Paul Delorey): Good afternoon, colleagues. Welcome back to the Chamber. Before we begin today, I would like to draw your attention to the Canadian flags that are on your desk, marking National Flag of Canada Day.

---Applause

February 15th was declared National Flag of Canada Day in 1996. We commemorate the day in 1965, when the first red and white maple leaf designed flag flew proudly over Parliament Hill.

I quote the words of the Honourable Maurice Bourget, Speaker of the Senate, on that occasion:

“The flag is a symbol of the nation’s unity, for it, beyond any doubt, represents all the citizens of Canada without distinction of race, language, belief or opinion.”

The distinctive design of our Canadian flag has become a powerful and prominent symbol of Canada. It is recognized all over the world as the flag of a people who cherish the ideals of democracy, freedom, justice, diversity and respect.

It is a particularly fitting day to celebrate not only our flag but also this grand and beautiful country we live in. Thank you, Members.

Orders of the day. Item 2, Ministers’ statements. The honourable Minister of Justice, Mr. Lafferty.

Ministers’ Statements

MINISTER’S STATEMENT 103-16(5):
100TH ANNIVERSARY OF THE LOST PATROL

HON. JACKSON LAFFERTY: Mahsi, Mr. Speaker. I’m honoured to speak to the recent commemoration of a police patrol that has been known as The Lost Patrol.

On the 21st day of December 2010, in memory of the 100th anniversary of this historic event, the community of Fort McPherson joined members of the RCMP and numerous leaders and officials to honour the members of The Lost Patrol. The day-

long event included a memorial service, a wreath laying ceremony and a community feast.

As history informs us, from 1904 to 1921 there was an annual Royal Northwest Mounted Police tradition to make a trip from Dawson City, Yukon, to Fort McPherson, Northwest Territories, which is approximately 620 miles, to deliver mail and dispatches.

In December 1910 the Commissioner of the Force asked instead that the trip be made from Fort McPherson to Dawson City. The patrol was led by Inspector Fitzgerald, who was accompanied by constables Taylor and Kinney, and guide, Special Constable Sam Carter. The four set out from Fort McPherson on December 21, 1910, with provisions for one month. Unfortunately, the patrol faced conditions that would prove fatal.

With the patrol long overdue, Corporal William John Dempster left Dawson City on February 28, 1911, in search of the patrol. On March 21st all four members were found. They had succumbed to the harsh conditions. Two of the members were found just 40 kilometres from Fort McPherson.

Although I was not able to participate in the events, I do share in remembering and honouring the dedication and sacrifice of the members of The Lost Patrol. It may have happened over 100 years ago, but the legacy of these officers has served as a foundation of the partnerships we share today in the delivery of policing services, a legacy of respect for the need to work together to meet the challenges of policing in a northern environment.

We need to take the time to reflect back on our history and the lessons we have learned from the loss of the members of The Lost Patrol and others who have lost their lives in the line of duty. These lessons all speak to ensuring we support one another and the community-at-large as we work together in building a police service that reflects on the needs of the North.

As an Assembly we have set ourselves the goal of creating sustainable, vibrant, safe communities. Each of us has an important role in pursuing that goal and making our homes and communities safer places.

This March the RCMP and the community of Fort McPherson will be further commemorating the 100th anniversary of The Lost Patrol by making a

snowmobile trip to the area where the officers perished.

The community of Fort McPherson and all members of the RCMP should stand proud as they continue to build on the legacy of the members of The Lost Patrol.

MR. SPEAKER: Thank you, Mr. Lafferty. The honourable Deputy Premier, Mr. Miltenberger.

MINISTER'S STATEMENT 104-16(5):
PREMIER ABSENT FROM THE HOUSE

HON. MICHAEL MILTENBERGER: Thank you, Mr. Speaker. I wish to advise Members that the Honourable Floyd Roland will be absent from the House today to attend devolution discussions in Deline.

MR. SPEAKER: Thank you, Mr. Miltenberger. Item 3, Members' statements. The honourable Member for Weledeh, Mr. Bromley.

Members' Statements

MEMBER'S STATEMENT ON
TRESPASSING AND SQUATTING
ON COMMISSIONER'S LAND

MR. BROMLEY: Thank you, Mr. Speaker. Good progress has been made towards preventing trespass in the Yellowknife area and on sustainable use of the resources of the Yellowknife block land transfer area. The Department of Municipal and Community Affairs is making good progress both in controlling unauthorized use and developing a plan and I want to recognize that.

A freeze on new leases was announced in December 2009, and legal and administrative action is underway to deal with squatters. Of 16 unauthorized occupancies in the Prosperous-Walsh Lake area, four sites have been voluntarily vacated, five sites have been legitimized, legal action is proceeding on three trespassers, and legal action is pending on four more. Perhaps best of all, the department's actions in advertising, media relations and gazetting of legal actions is sending a clear message that squatting in the block land transfer is not on.

Work is also underway on development of the recreational land leasing plan. The block land transfer area is the critical watershed of this city's water supply. It is a precious recreational and wildlife habitat resource and obviously there is a limit to the use this area can support. Analysis of that capacity has been taking place through a study, which I'm told is addressing the factors of water quality, occupation density, habitat, passive use and the like. Area residents and their organizations have been consulted thus far. I'm told that the City and Yellowknives Dene First Nation are being kept informed and involved.

This is good work and I thank the Minister of MACA and his staff for the leadership and action they've shown. I met with him recently and pressed my case for the next and essential stage in developing the recreational land use framework, the full involvement of citizens through a public consultation process. We may have been slow off the mark, Mr. Speaker, but MACA is now on track with this issue and my constituents and I appreciate it. Mahsi.

MR. SPEAKER: Thank you, Mr. Bromley. The honourable Member for Frame Lake, Ms. Bisaro.

MEMBER'S STATEMENT ON
INCLUSION OF ENERGY DRINKS IN THE
DROP THE POP CAMPAIGN

MS. BISARO: Thank you, Mr. Speaker. It was announced by the Minister of Health and Social Services last week and we are now in the middle of the 6th annual Drop the Pop campaign.

Last year 84 percent of our schools enthusiastically took part in the program. Ecole William McDonald School in Frame Lake had planned to drop a fake pop machine off the roof of the school to prove that they had moved pop out of the school, but insurance concerns intervened and they had to cancel the event, much to the dismay of the students, I'm sure.

But it is time to expand the Drop the Pop campaign to include energy drinks, Mr. Speaker. Students and adults looking for the rush that a sugary pop used to provide are instead replacing pop with energy drinks. It is absolutely the least healthy alternative to pop that can be found and it is dangerous. One energy drink contains far more than the recommended daily maximum limit of caffeine for a child, and that's 85 milligrams. A can of Coke has 26 milligrams of caffeine. A much smaller can of Rock Star has 200 milligrams of caffeine. An indication of the potency of energy drinks is that they have well-known and listed side effects: nausea, vomiting, irregular heartbeat, tremors and diarrhea.

Health Canada reported 69 reactions to energy drinks between January 2006 and January 2011. That doesn't sound or seem like a lot, Mr. Speaker, but one of those reactions was death for an 18 year old. One-third of the reactions occurred in young people between the ages of 12 and 30.

Mr. Speaker, last July a Canadian Medical Association Journal editorial stated that caffeine levels in energy drinks are hazardous to the young and that they must be regulated. It went on to say: "Caffeine loaded energy drinks have crossed the line from beverages to drugs delivered in tasty syrups." These drinks, like drugs, are addictive. The well-known drink Red Bull has been nicknamed the drink of future junkies.

The government must consider banning energy drinks, Mr. Speaker. At least ban them from purchase by our youngsters. We can put in place the same restrictions that we have for the sale of cigarettes to young people. We need to encourage NWT school boards and educators to ban them from our schools.

Next year, Mr. Speaker, the Drop the Pop promotion should include pop and energy drinks. Maybe we can call it eliminating evil. Our kids will be healthier for it. Thank you.

MR. SPEAKER: Thank you, Ms. Bisaro. The honourable Member for Great Slave, Mr. Abernethy.

MEMBER'S STATEMENT ON GNWT HIRING POLICY FOR PERSONS WITH DISABILITIES

MR. ABERNETHY: Thank you, Mr. Speaker. On June 2, 2009, the Minister of Human Resources committed to increasing the representation of persons living with disabilities in the GNWT public service. To accomplish this, the department and the Minister initiated several actions. These include the creation of an Advisory Committee on Employability, the implementation of a diversity officer to help counsel persons with disabilities through the GNWT hiring process, inclusion of specific references in job ads to applicants asking them to identify that they live with a disability and may require accommodation, and sensitivity training has also been offered to GNWT staff.

Mr. Speaker, these are all good things. However, new initiatives do take time to become commonplace in the workforce. There are certainly some departments that are supportive, and clearly there are some departments that are resistant to supporting this new direction.

Mr. Speaker, the Minister of Human Resources is the gatekeeper of all HR policies and procedures. It is the department's responsibility to make sure that all departments, boards and agencies adhere to the GNWT's hiring processes and procedures. I'd say that the Minister's department is doing a good job in this area. Unfortunately, not all departments, boards and agencies are adhering to the government's position.

For example, I have recently been involved in assisting a constituent who applied on a job at Stanton Territorial Hospital. He is a young Aboriginal man living with the effects of FASD. His effects are very minor but he does require minimal accommodation to be successful in a job. Specifically, clear direction on his role and responsibilities is important. This is required both up front and when significant changes occur in the role.

He applied for a manual position at Stanton. He was screened in. He was interviewed. He passed the interview. His references were called. They gave positive references. They both indicated that clear direction would be valuable and that he would be an excellent employee, and both references were excited and were confident that this young man would get the job. Unfortunately, he was rejected by Stanton. He was told that they would not be able to accommodate his disability. They didn't have the time to provide clear direction in their busy environment.

Mr. Speaker, this smells like discrimination to me. Mr. Speaker, clearly, good work being done by HR is being ignored by some departments, boards and agencies; in this case, Stanton Territorial Health Authority.

Later today I will be asking the Minister of HR how his department, as the gatekeepers of our hiring policies and procedures, intend to make sure that all GNWT's employees involved in the hiring process understand and adhere to policies in this area. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Abernethy. The honourable Member for Nunakput, Mr. Jacobson.

MEMBER'S STATEMENT ON NEED FOR MORE EDUCATIONAL OPPORTUNITIES IN NUNAKPUT

MR. JACOBSON: Thank you, Mr. Speaker. I have heard countless discussions with my constituents regarding the lack of student boarding facilities and other resources for high school students in our small communities; resources such as expansion of grades, high school services for small and remote communities in Nunakput.

Mr. Speaker, the DEAs, the teachers and parents are working hard to reduce the dropout rates. We are working to keep kids motivated to stay in school, showing our kids the value of education. But we can't do this alone, Mr. Speaker. There are many reasons why students in Nunakput drop out of school, but the biggest concern is that they drop out because we don't support them. Expanding grades in the communities will allow these students to stay in their communities longer. Flying them into Inuvik and having them stay in boarding facilities is obviously not working for everyone.

If we are asking our kids to stay in school, we need to help set up and meet them halfway. We need to provide them with the resources, moral support, a good school environment, a safe and reliable place to live, and provide them many of these services. And that, Mr. Speaker, is a shame that we are not doing this. I am concerned that with the approach of the end of this government's term, that other issues will take priority while leaving these students behind another year.

Mr. Speaker, that is unacceptable. In the last session there were eight students in Sachs Harbour alone, for various reasons, who have left high school, moved back to Sachs; reasons such as nowhere to live and not enough resources, moral support, and, according to my recent notes, it has not changed. Things have not improved. I ask this government why.

Mr. Speaker, our kids are to be competitive in an increasingly global market. This government must get serious about providing equal standards of schooling all across the Territory, not just in larger centres, resources allocated for expanding grades and services to our students. As I expressed in previous Members' statements, the recent closure of homes for students of many regional centres across the Northwest Territories emphasizes problems. Many of us who lived in the North all our lives, and some for a length of time, all heard the challenges, problems and statistics related to students from small, isolated communities and all hearing situations that make me wonder if these are some of the causes.

Mr. Speaker, I will have questions for the Minister of Education, Culture and Employment at the appropriate time. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Jacobson. The honourable Member for Mackenzie Delta, Mr. Krutko.

MEMBER'S STATEMENT ON LACK OF POLICING SERVICES IN SMALL COMMUNITIES

MR. KRUTKO: Thank you, Mr. Speaker. I would like to thank the Minister of Justice for his statement in regard to the hundredth anniversary.

Again, Mr. Speaker, I am standing here talking about an issue close to the heart of people in Tsiigehtchic especially, policing services or the lack of policing services in our small communities. Mr. Speaker, we have some 10 communities in the Northwest Territories that don't have policing services year round, but yet require assistance of police detachments to provide additional services.

Mr. Speaker, the lack of RCMP presence in Tsiigehtchic is not only a stress on the local residents and its resources but also the local council. Mr. Speaker, there is only one bylaw officer who is responsible not only to implement local bylaws but enforce liquor regulations and be the person that is responsible for dealing with those issues in regard to the breach of prohibition order for the community of Tsiigehtchic and criminal activities that take place late into the evening. But yet, Mr. Speaker, as we all know, the RCMP members are not able to respond to any callouts without backup. Yet, Mr. Speaker, we have our local bylaw officers who are there all by themselves

with no backup, no one to support them and they take these efforts on themselves.

Mr. Speaker, I think it's important for the Minister of Justice to continue implementing police services in all our remaining 10 communities. More importantly, finding ways to improve those services. If that means scheduled community visits, developing programs on the local radio station, working with the schools, working with the community councils and also having annual meetings, or even monthly meetings with the local council to inform them of improving that working relationship with the RCMP. More importantly, Mr. Speaker, support the local bylaw officer who is there and left all by himself with no backup support. That's why it's important the RCMP and bylaw officers work in conjunction with each other and also provide the training that's required for the bylaw officer to carry out his responsibilities.

Mr. Speaker, the Minister and department should seriously consider looking at recruitment and retention programs for summer students so that they can also assist the bylaw officer during the summer months on community patrols.

Mr. Speaker, I think it's an essential service that we all sometimes take for granted.

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

---Unanimous consent granted

MR. KRUTKO: Again, Mr. Speaker, a lot of times we take policing for granted, except those communities that don't have it. I think it's important that the Department of Justice, the Legislative Assembly and the Government of the Northwest Territories take this issue seriously. It is putting our bylaw officers' lives on the line, but more importantly they do require that support. All 10 communities that require policing services should be enforced.

At the appropriate time I will be asking the Minister of Justice questions on this matter. Thank you.

MR. SPEAKER: Thank you, Mr. Krutko. The honourable Member for Nahendeh, Mr. Menicoche.

MEMBER'S STATEMENT ON FORT SIMPSON VILLAGE OF CHAMPIONS EVENT

MR. MENICOCHÉ: Thank you very much, Mr. Speaker. On January 20th to 23rd it was an exciting time to be in Fort Simpson as the town became the Village of Champions.

---Applause

The Village of Champions event celebrated hockey, but more importantly the achievements of many individuals and organizations, coaches, volunteers, parents and supporters. The event attracted

approximately 500 people from Fort Simpson and other communities, including five hockey teams who participated in the weekend-long tournament.

This day was also recognized on Hockey Day in Canada on CBC North on Friday, February 11th.

To kick off the festivities, Parents for Playgrounds hosted a great community feast that was followed by a ceremony to recognize individuals who had been involved in development of hockey in Fort Simpson. Parents for Playgrounds also provided breakfast for participants and a canteen service all weekend. The Village of Champions also featured a silent auction fundraiser with all proceeds going to Fort Simpson Minor Hockey, and the Fort Simpson Hall of Fame that showcased a listing of past and present hockey leaders in the community, a collection of photographs and newspaper articles about hockey over the years. The young adults had a good laugh when they saw their minor hockey pictures from years ago, Mr. Speaker, an interactive area for guests to share their hockey memories. As well, local musicians from the Open Sky Creative Society provided entertainment at the Saturday evening dance.

This event celebrated not only individuals but also a strong community spirit. This event would not have been possible without the support of the Village of Champions event partners, the hardworking dedication of the families and individuals on the organizing team. A big thank you also goes out to those who generously participated in the silent auction. The Village of Champions event was entertaining and inspirational for everyone and showed there are many champions among us. Mr. Speaker, I look forward to the many years of Village of Champions events that will be coming in the future. Mahsi cho.

MR. SPEAKER: Thank you, Mr. Menicoche. The honourable Member for Yellowknife Centre, Mr. Hawkins.

MEMBER'S STATEMENT ON NWT LIQUOR BOARD MEMBERSHIP

MR. HAWKINS: Thank you, Mr. Speaker. I'd like to speak to a number of concerns related to the perspective of the Liquor Board where the Liquor Act and the regulations are silent.

The NWT's Liquor Board is made up of nine members appointed by the Minister. Members are selected on a regional basis to ensure that there is fair representation. Looking at this closely, I notice that there is a clear gap in board representation in the context of fair representation. Quite simply, there is no representative from the hospitality industry formally included. The only way someone from the hospitality industry can be on the Liquor Board is simply by chance. That doesn't seem fair or reasonable, when considering the matter.

The Liquor Board issues licences and permits and is responsible for regulating our licence and permit holders and their operations. Among other roles, the Liquor Board advises the Minister on liquor policy, legislation and administration in the NWT. Undoubtedly, an industry rep would bring considerable value to the board's discussions and functions as they work to fulfill them.

Some people may cry foul if someone from the hospitality industry was on the board, but one person out of nine can hardly be a deciding factor to create that conflict. On the conflict matter, we have a conflict of interest guideline that would apply to them no less than anyone else.

Many of our territorial boards make special allotment to ensure industry reps are included in some form. By way of example, the WSCC has both business and labour as reps. Accordingly, could it not be argued that both have singular focuses to grind away at the other perspective rather than bring insight and understanding to the table? I believe that they're both valued on that board and I would think it would be less a board without them.

As well, while looking into the rules that govern the Liquor Board, residency requirements of both the chair and the board members is silent. If you are a member of a public board in the NWT, I expect, as many Northerners expect, you should be a current resident of the NWT. I do respect that there may be occasions when that need arises that we must seek representation outside of the Territory, but that is a very rare circumstance. I believe all boards and commissions should have territorial residence written into their rules. However, by and large every agency needs good people and I believe Northerners living in the North are the people that can represent us on our boards. As it stands, to be a member on the Liquor Board, residency is not a requirement under the Liquor Act or its regulations. As many others are concerned over the years that someone could see that someone who is on this particular board leaves the North, is once again rolling out the paternalistic attitude our Territory has been fighting for many years.

Later today I will have questions for the Minister who is responsible for the Liquor Board regarding this and other matters.

MR. SPEAKER: Thank you, Mr. Hawkins. The honourable Member for Tu Nedhe, Mr. Beaulieu.

MEMBER'S STATEMENT ON DAYCARE AND PRESCHOOL PROGRAMS IN LUTSELK'E

MR. BEAULIEU: Mahsi cho, Mr. Speaker. [English translation not provided.]

The community of Lutselk'e has not been able to maintain their Tinkering Tots Daycare and

Preschool Program. There simply isn't enough money for this essential service in Lutselk'e.

These programs are very much needed. In the fall of 2010, negotiations between Lutselk'e First Nation and Education, Culture and Employment to offer preschool at the Lutselk'e Dene School occurred, but due to renovations not being completed in the summer of 2010, the program could not get final approval. The Lutselk'e First Nation would like to see the program get final approval and put into place in the near future.

Lutselk'e presently does not have a suitable building, government or non-government, or even a large room within a building to house and facilitate a daycare and preschool program. At the present time, many youth and young parents in Lutselk'e are interested in taking local upgrading programs but do not have a daycare that they can rely on.

The Lutselk'e Dene First Nation is in full support of a daycare and preschool program and is in definite need of a facility to house those programs. They also require training dollars to mentor a few individuals to become certified child care practitioners, as current regulations and funding sources require daycare/child care staff to be fully accredited and licensed in order to operate.

In order for students to have the maximum benefit of kindergarten and be ready for school, students must have the basic language skills in place, an ability to express themselves, and needed social skills that will allow them to listen, follow directions, to focus with interest, to ask and answer questions, to express themselves, and to respect and learn and cooperate with their peers.

Preschool is an essential part of education. Many four-year-old children who do not have the advantage of supportive, literacy-rich home environments and the experience of at least one year in preschool often arrive in kindergarten several years ahead at this time.

I will have questions for the Minister of Education, Culture and Employment at the appropriate time.

MR. SPEAKER: Thank you, Mr. Beaulieu. The honourable Member for Kam Lake, Mr. Ramsay.

MEMBER'S STATEMENT ON STERILIZATION EQUIPMENT AT STANTON TERRITORIAL HOSPITAL

MR. RAMSAY: Thank you, Mr. Speaker. I'd like to again speak today about the issue of sterilization equipment at Stanton Hospital. It is not my intention to cause undue alarm as the Minister stated yesterday, I just want to ensure that I get the right information out there for the public. The information I'm after for residents, and as if having a procedure such as a hip replacement is not a traumatic enough experience, can you imagine what it would feel like to get an infection which requires the

massive wound to be reopened, cleaned and then closed up again? This is what I'm questioning.

When were elective surgeries cancelled? What surgeries have taken place between then and now? The Minister states that post-operative infection rates have been below the national average for the period of 2006 to 2009 and that there is nothing to worry about. When did the five infections she mentioned yesterday in the House actually occur?

Also I'd like to understand what the Minister mentioned yesterday in regard to waiting for parts. What parts are they waiting for and where are they coming from? With elective surgeries being cancelled, is that not going to put our residents awaiting surgeries in a difficult and sometimes painful holding pattern? We need to get this situation rectified as soon as possible so that the hospital can get back to providing the valuable services it does provide to our residents.

This whole episode, as well, has got to be hard on the great staff that we have out at that hospital and CSR in the operating room, and I know that they're patiently waiting to put this all behind us and move forward.

MR. SPEAKER: Thank you, Mr. Ramsay. Item 4, returns to oral questions. Item 5, recognition of visitors in the gallery. Item 6, acknowledgements. Item 7, oral questions. The honourable Member for Frame Lake, Ms. Bisaro.

Oral Questions

QUESTION 447-16(5): STUDENT FINANCIAL ASSISTANCE CLIENT SATISFACTION SURVEY

MS. BISARO: Thank you, Mr. Speaker. My questions today are addressed to the Minister of Education, Culture and Employment and I'd like to ask some questions about the student financial assistance client satisfaction survey that was held last year. The survey indicated that in general the student financial assistance staff are doing pretty well, but I was really struck by the answer to one question where 11 percent of the respondents were dissatisfied or very dissatisfied with the way staff explained their answers. I'd like to ask the Minister what action the department is taking to lower that percentage to improve the customer service for this particular measure.

MR. SPEAKER: Thank you, Ms. Bisaro. The honourable Minister responsible for Education, Culture and Employment, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Speaker. That information that we received we are following through with the various comments that were initiated. The customer satisfaction is, of course, our first priority. We need to rectify if there's an issue or concern or challenge that's before us.

My department has been instructed to look at it seriously on the comments that came to our attention. We will follow through with that.

MS. BISARO: I thank the Minister for that response. I appreciate that the department is taking action. I would hope for a little bit more specific response.

I would like to talk a bit about the results of another question. This was a question asked about the usefulness of the student handbook. The answers there were very disturbing to me: 71 percent of the replies were negative; 32 percent of them said they never use it; 39 percent of the students said that it was somewhat useful. It seems to me that it's obvious that a revision is needed. I'd ask the Minister what plans the department has to revise the handbook.

HON. JACKSON LAFFERTY: This particular issue has been addressed, as well, by some students; the usefulness of the student handbook. We are looking at a revision. It may not be useful to some students because a lot of information is on-line right now. This is an area we are making some changes to. As you know, there will be review of the SFA overall as well. This could be part of that. It's been brought to our attention, so the revision, seriously we are looking at that as well.

MS. BISARO: I'm pleased to hear that the revision is going to be part of the overall evaluation of student financial assistance.

One other result struck me as probably not the best. Table 5 in the report shows the results of student financial assistance service objectives. I was really surprised by the measurements used there. They asked whether or not appointments were met within 15 minutes of the appointment time, whether e-mail replies were received within two days of them being received, whether phone messages or voice messages were replied to within two days. I thought those were pretty lax measurements. As the Minister mentioned, this is a customer service-oriented program. We should be seeing people at the appointed time and responding in the same day.

Can the Minister explain to me why these particular measurements are so easy, I guess? So lax, to put it another way.

HON. JACKSON LAFFERTY: Again this could fall under SFA review. As you know, we service over 1,400 students for the Northwest Territories. There are some issues that may come before us. There might be some delays in responding, depending on the certain days. Customer service has been addressed here in the survey. We will do what we can as a department to rectify the issue, because expedience is, of course, our priority. We want to respond back to the students as soon as possible, but there are occasions that there may be some

delays. Our priority is to respond back to the students, each and every student, as best as possible.

MR. SPEAKER: Thank you, Mr. Lafferty. Final supplementary, Ms. Bisaro.

MS. BISARO: Thank you, Mr. Speaker. Thanks to the Minister. I appreciate that they try to respond to people but I guess, you know, as soon as possible, in my mind, if I have an appointment, I want to see my person at the appointed hour.

The Minister says that things are in the works. I'd like to know -- with a school year starting again, they want applications in by July of this summer coming up -- when can the Minister tell us that we will be able to see some of these revisions? When will there be some concrete action for us to look at?

HON. JACKSON LAFFERTY: The school this fall is just around the corner. A few months. I can't guarantee that all the revisions are going to be in accordance with what's been said, but we'll do what we can as a department to follow through with the issues that are brought to our attention as the Department of Education, Culture and Employment and lay that out. It will be shared with the Members as we make progress on these matters.

MR. SPEAKER: Thank you, Mr. Lafferty. The honourable Member for Nunakput, Mr. Jacobson.

QUESTION 448-16(5):
NEED FOR HIGH SCHOOL TEACHERS
IN SMALL COMMUNITIES

MR. JACOBSON: Thank you, Mr. Speaker. My Member's statement today was on the housing situation and the high school dropouts in my communities that I represent in Nunakput. Given the current way the government provides high school to students from the small communities and it's so problematic that many students all together leave high school and go back to their home communities, will this government immediately commit funds and resources for one high school teacher per community so that the students can at least get high school courses in the community and not fall so far behind?

MR. SPEAKER: Thank you, Mr. Jacobson. The honourable Minister responsible for Education, Culture and Employment, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Speaker. We do provide funding to the district education council which flows down to the district education authority. They decide which staff they're going to be hiring. I'm not in a position to say you should hire these positions. We gave them the authority to do that. We empowered the DEA to make those decisions, the DECs. I have to respect their decision. If there are issues or concerns that the Member is raising that information should be shared with the DEA and DECs, I will do my part as

ECE to share the Member's concern with the local school board.

MR. JACOBSON: Mr. Speaker, will this government conduct a thorough review to identify why so many high school students from small, isolated communities are dropping out of school? Mr. Speaker, we know the reasons already. It's not worth going and getting another review done. This government is failing the education system in the small, isolated communities. Kids are staying home and not going to school.

Mr. Speaker, can the Minister send a Minister's directive and tell the DEAs in the Beaufort-Delta region to work with the community of Sachs Harbour to get something done on this issue? Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, we do have boards that represent those small communities. I also meet with the chairpersons that are responsible for each region. That information is brought to our attention and we work together collaboratively. At the same time, there is the Aboriginal Student Achievement Initiative that's underway and we will be going to the Beaufort-Delta. Those issues have been addressed in other regions, as well, similar to what the Member is raising.

It is clearly our discussion around the table on numerous occasions already, Mr. Speaker, since we started in September. At the end of the day, we will have a package. The plan of action will include that and I'm sure what the Member is referring to will be addressed in that format. Mahsi.

MR. JACOBSON: It's one thing of being addressed and one thing about getting something done. Mr. Speaker, we're failing the students of Nunakput. Not only Nunakput, all small communities. Will this government allocate appropriate resources to address the serious problems regarding the high school dropouts to ensure that quarterly reviews and benchmarks are carefully monitored for the future on this issue, Mr. Speaker? Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, that is the very reason why we're doing this initiative. Concern was raised by the parents, the community members, the leadership, the educators in the communities, all communities of the Northwest Territories. That's when the Aboriginal student achievement has been undertaken. That's been identified where the students' attendance is an issue and the quality of education has been brought to our attention as well. There is a strategy that's been developed through the action oriented coming from the people of the Northwest Territories. It's not my department saying this is good for you; it's the voice of the North. We will be tabling the document in this House, as well, with an action plan.

Similar to what we had done with the Languages Strategy, Mr. Speaker, I think this is an opportunity for the Beaufort-Delta to provide us with the ideas and suggestions on these matters as well. Mahsi.

MR. SPEAKER: Thank you, Mr. Lafferty. Your final supplementary, Mr. Jacobson.

MR. JACOBSON: Well, Mr. Speaker, I've been here for three years and I've been trying to provide that information. Mr. Speaker, if we have a house in the community of Inuvik that is able to take students from the small, isolated communities and put them in a safe house to have a safe place to stay where they could do their studying and stuff to get their education in Inuvik, will the Minister commit to putting resources and dollars behind that unit in Inuvik? Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, again, the funding does flow through the school boards. What the Member is referring to, we will talk about that as the Department of Education, Culture and Employment with the school boards and with the ASA, the forum. That's an ongoing discussion that we're having. We need to find a solution. We can say throw money at these different schools and different areas. We need to find out where we need to focus our priorities. I understand where the Member is coming from, so I will follow through with that with our ASA and the school boards as well. Mahsi, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Lafferty. The honourable Member for Yellowknife Centre, Mr. Hawkins.

QUESTION 449-16(5):
NWT LIQUOR BOARD
MEMBERSHIP REGULATIONS

MR. HAWKINS: Thank you, Mr. Speaker. In my Member's statement today I raised a number of issues about the Liquor Board and its regulations and rules that govern it. Mr. Speaker, quite simply, the residency and the fair representation are the points I've been trying to raise. I feel that they could be addressed quite reasonably and fairly here today. Would the Minister of Finance, who represents this particular area in his portfolio, be willing to go back to the table and review the particular regulations that we have accordingly at this time and make residency a requirement as well as acknowledge representation on the board of governance that needs to be addressed? Thank you.

MR. SPEAKER: Thank you, Mr. Hawkins. The honourable Minister of Finance, Mr. Miltenberger.

HON. MICHAEL MILTENBERGER: Thank you, Mr. Speaker. Right now there is no clear specific requirement in terms of residency for board members or who should sit on the board. We do look at regional representation and we also, as a

matter of course, expect that board members and the chairman will be residents of the Northwest Territories. I will commit to discuss the issue with the deputy minister and take a look at those issues. Thank you.

MR. SPEAKER: Thank you, Mr. Miltenberger. The honourable Member for Tu Nedhe, Mr. Beaulieu.

QUESTION 450-16(5):
IMPORTANCE OF DAYCARE
AND PRESCHOOL PROGRAMS

MR. BEAULIEU: Mahsi cho, Mr. Speaker. In my Member's statement I spoke of the importance of preschool and daycare in small communities; Lutselk'e today. Mr. Speaker, does the Minister and the Department of Education, Culture and Employment recognize that preschool is paramount for the success of students from kindergarten to grade 12? Thank you.

MR. SPEAKER: Thank you, Mr. Beaulieu. The honourable Minister of Education, Culture and Employment, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Speaker. I agree with the Member that we need to focus on early childhood. That's when the students learn. We need to invest heavily in that area. We have been doing that and will continue to do that, Mr. Speaker. I agree with the Member that we need to focus on those early childhood students that are in our elementary schools or preschools and onwards. Mahsi.

MR. BEAULIEU: Mr. Speaker, does the Minister and the Department of Education, Culture and Employment realize that daycare is an essential service in the communities so that parents can make productive choices? Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, daycare is a service that has been provided in the community. We provide funding and resources and also operation costs, as well, to make it operational at the community level. Those individuals that may drop their children off at the centre, they will be well looked after. That's one of our mandates as the Department of Education, Culture and Employment, to provide funding and resources to those establishments that provide those services. Mahsi.

MR. BEAULIEU: Mr. Speaker, will the Minister direct the staff at ECE to develop a program and provide financial support to accredit daycare workers and preschool teachers? Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, this is an area that we are currently exploring. It has been brought to our attention about the credentials that individuals bring to their positions and to recognize those credentials along with the funding sources and resources. It has been brought to our attention, so we are seriously looking at it and then if we can come up with some options in that respect. Mahsi.

MR. SPEAKER: Thank you, Mr. Lafferty. Your final supplementary, Mr. Beaulieu.

MR. BEAULIEU: Thank you, Mr. Speaker. Will the Minister begin a process including building a building to house daycare and preschool in the department's infrastructure plan? That could even be a renovation to the current school, Mr. Speaker, into the infrastructure plan. Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, we don't allocate funding for infrastructure-wise or renovation but we do provide funding for operation costs, programming and also parts of a mortgage and rents of the establishments in the communities. This is an area that we haven't really explored, but we do provide funding in other sources. Mahsi.

MR. SPEAKER: Thank you, Mr. Lafferty. The honourable Member for Mackenzie Delta, Mr. Krutko.

QUESTION 451-16(5):
POLICING SERVICES
IN SMALL COMMUNITIES

MR. KRUTKO: Thank you, Mr. Speaker. My questions are to the Minister of Justice in regard to my Member's statement in regards to policing services in the community of Tsiigehtchic. As we all know, there are some 10 communities in the Northwest Territories that don't have policing services and yet there was a commitment made by this government and also the 16th Assembly to improve policing in the communities and improve on safety of our communities in the Northwest Territories. I would like to ask the Minister of Justice exactly what are we doing to implement that decision and direction that was given by the 16th Assembly to improve policing services in all of our communities.

MR. SPEAKER: Thank you, Mr. Krutko. The honourable Minister of Justice, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Speaker. Since the beginning of the 16th Assembly, there has been a goal that was set by the Justice department. We are following through with those goals to provide policing services. We may not have police officers in Tsiigehtchic, but we've hired an individual to be stationed out of Fort McPherson to look after Tsiigehtchic and provide more policing services. That individual is dedicated to Tsiigehtchic.

I have frequent meetings with the chief commanding officer in this respect. At every opportunity, Mr. Speaker, I have always pushed for more presence in the communities, because Mr. Krutko, the Member, is always reminding us that we need more presence. At every opportunity, Mr. Speaker, I provided that to the chief commanding officer. There has been some slight increase. I would like to see more as well. Mahsi, Mr. Speaker.

MR. KRUTKO: Mr. Speaker, again, I think it is important that we do look at implementing some of these ideas, not just increasing the community visits but the RCMP and also the developing of programs, educating not only the public but the students, and also working with community leaders on exactly how they can improve not only policing services but ensuring that there are laws being abided by in their communities and working with the local bylaw officer. Mr. Speaker, can the Minister tell me if there has been improvement in regards to the RCMP working in conjunction with the local bylaw officer to ensure that there is ongoing dialogue and also communication between those two individuals so they can have a system in place to communicate?

HON. JACKSON LAFFERTY: Mr. Speaker, I can't say today, but I can certainly find out from the chief commanding officer to see what the status is with the communication dialogue. Also the Member raised the issue in the past about sharing some resources as well. There have been talks about mobile units, radios and so forth. Those are areas that we are exploring as the Department of Justice with RCMP 'G' Division. Mr. Speaker, I will follow through and I will inform the Member of the status. Mahsi.

MR. KRUTKO: Mr. Speaker, again, I think it is important that we do have bodies on the ground regardless if it is bylaw officer, special constables or trying to find ways to be motivated to get people on the ground in the communities. They may not have the training like the RCMP members, but at least give them the training, give them the tools that they can also do the jobs when the RCMP are not there. They can have some sort of a presence regardless if it is through a bylaw officer or a special constable. Is that type of a program being implemented in the Department of Justice working with communities to look at the special constable, sort of reinstate that program by working with the bylaw officer in the communities? Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, we do have three officers that are in training right now that have started the training at the depot. It is a Community Constable Program. Those are the areas that we explore with the RCMP 'G' Division and at the federal level. They finally listened. We are unique in the North so they gave us three positions. They will be graduating.

Mr. Speaker, this is an area of interest for us as well. We want to increase those numbers. We will do what we can, as the Department of Justice, to provide more information on this and possibly creating more similarities. The Member referred to the bylaw and other positions that may be workable with preventive measurement. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Lafferty. Your final, short supplementary, Mr. Krutko.

MR. KRUTKO: Thank you, Mr. Speaker. Again, I thought we were well on our way with the reinstatement of policing services in Sachs Harbour. We were hoping we can hit other communities, but it looks like that is not being achieved through this government.

I would like to ask the Minister if he would seriously bring forward any recommendations or suggestions by way of improving policing services or similar type services to those 10 communities that don't have policing services, but improve the systems we have to give the residents of those communities some assurances that their well-being will also be taken into consideration when it comes to policing services through the bylaw officer or whatnot. Thank you.

HON. JACKSON LAFFERTY: Mr. Speaker, there was a commitment made with two communities, Gameti and Wrigley. We did hire those officers out of the GNWT budget. Now we are waiting for federal infrastructure. We made a commitment. We followed through with it. I understand where the Member is coming from. I will follow through with the 'G' Division and the chief superintendent as well.

The important part is the Member also raised that there should be community meetings with RCMP and the chief in council. I fully support that as well. I will be sharing that with the chief commanding officer and other areas that the Member has raised as well. Mahsi, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Lafferty. The honourable Member for Weledeh, Mr. Bromley.

QUESTION 452-16(5):
RECREATIONAL LAND USE FRAMEWORK
AND TRESPASSING AND SQUATTING
ON COMMISSIONER'S LAND

MR. BROMLEY: Thank you, Mr. Speaker. I would like to follow up on my statement regarding Commissioner's land trespass and the recreational land use framework being developed for the Prosperous-Walsh Lake area.

Although slow to start, I appreciated the work being done by MACA to crack down on cases of trespassing. Can we have the Minister's assurance that all cases of unauthorized occupation from this day forward will be considered squatting and steps will be taken to remove this occupation by administrative or legal means, bearing in mind Aboriginal rights and their use of land? Thank you.

MR. SPEAKER: Thank you, Mr. Bromley. The honourable Minister of Municipal and Community Affairs, Mr. Robert McLeod.

HON. ROBERT MCLEOD: Thank you, Mr. Speaker. I can assure the Member and all Members that MACA will take all necessary steps to deal with illegal squatters. The uptake on suspending the strategy has been very good. We have had a lot of folks come forward to legitimize their leases, not only in the Yellowknife area but in other areas in the Northwest Territories. We actually had 100 percent uptake in the other communities, so the message is out there. I can assure the Member that all illegal squatters will be dealt with. Thank you.

MR. BROMLEY: Mr. Speaker, thanks for the Minister's comments there. Good work has also been done on the development of the recreational leasing framework. Information is being gathered towards a comprehensive understanding of the resource base and the use of the area can bear while maintaining our vital interest in preserving the watershed of Yellowknife for our drinking water supply. The next essential step is an invitation of the general public to contribute its knowledge and suggestions. Will the Minister commit to a full public consultation, keeping in mind the need to allow sufficient time for full consultation should they happen and go ahead in the summertime? Thank you.

HON. ROBERT MCLEOD: Mr. Speaker, we are in the process of finalizing the density study and it is our intent to meet with the Cassidy Point-Prosperous Lake Association and hold a stakeholders forum, and the intent is to hold that in June of this year where we will be able to get input from all interested stakeholders and members of the public. Thank you.

MR. BROMLEY: Mr. Speaker, I appreciate the Minister's commitment to include all of the public in that consultation. The work this government is doing in the block transfer area is good, but, unfortunately, similar action from the federal government and protection of the commons is missing. For those who set up a metre outside the block land transfer boundary, they are home free. The federal government must be kept accountable and be called upon to meet its responsibilities. How is the Minister keeping the pressure up on the federal government to hold them accountable? What steps are being taken to bring them to the table for an effective partnership on this issue? Mahsi.

HON. ROBERT MCLEOD: Mr. Speaker, we do have a working group that does include the Aboriginal group. INAC is also invited to the table to take part in the discussion. So I can assure the Member that we'll do what we can to continue to invite them to the table and have their input.

Some of the federal land, obviously, would be land that would be identified in some of these land claim processes that are going on, but it is our intent to

always make sure we have the stakeholders, including INAC and the Aboriginal governments at the table to have a good discussion. Thank you.

MR. SPEAKER: Thank you, Mr. McLeod. Final supplementary, Mr. Bromley.

MR. BROMLEY: Thank you, Mr. Speaker. I'm afraid that is less than a satisfactory response. I'm sure the federal government is welcome at any of our tables, but here we need to go to their table and do some real work here. So I would have to grade that quite low, Mr. Speaker, and I'm sure the Minister can come up with better.

But I don't just lay this on the Minister of MACA, Mr. Speaker. Every MLA and especially Cabinet has a role to play, because as the Minister recognizes, this is dealing with the federal government, big daddy out there. I'm wondering what role the Minister sees all of the MLAs and, for example, a block land transfer of this area, the Yellowknife MLAs, but throughout the NWT, I know the Minister is working in the Delta, and Cabinet. What role does he see all MLAs and Cabinet playing in working with the federal government to get them going? Particularly, how is he working to get this accomplished through the devolution discussions? Obviously those are going to take six to eight years and at the rate this problem is developing, we'll be looking at doubling to quadrupling of this problem by the time we have authority to the land. Thank you.

HON. ROBERT MCLEOD: Thank you. I would grade that question B or B plus.

---Laughter

We're starting to grade everything here and I'll work on improving mine for the next report card.

We'll continue to work with the federal government. I mean, obviously there's a lot at stake here. I mean, there are devolution talks, which you know would speed up the whole process because we'd have more authority over the lands in the Northwest Territories. But I mean, I can assure the Member and all Members that it is our intent to constantly work and put pressure on the federal government to realize that they have some responsibilities up here and they need to take those quite seriously, they need to become involved in discussions we have. We can have discussions between the Aboriginal governments and the territorial government, but we also need to make sure that we have discussions with the federal government and I can assure the Members that I will continue to push that issue quite strongly. Thank you.

MR. SPEAKER: Thank you, Mr. McLeod. The honourable Member for Great Slave, Mr. Abernethy.

QUESTION 453-16(5):
GNWT HIRING POLICY ON
PERSONS WITH DISABILITIES

MR. ABERNETHY: Thank you, Mr. Speaker. My questions are for the Minister responsible for HR. As far as HR plans go, Brilliant North 20/20 is a pretty good document, in my opinion. It goes a long way to increasing the representation of persons living with disabilities in the GNWT public service. But as outlined in my example earlier today, clearly not all department boards and agencies are supporting the government direction on hiring persons with disabilities; in particular, accommodating those individuals. So I'm wondering if the Minister could tell me what he and his department are doing to ensure that everybody who is participating in a staffing action understands the policies and procedures related to accommodating persons with disabilities and increasing the representation of persons with disabilities in the GNWT workforce. Minister of HR.

MR. SPEAKER: Thank you, Mr. Abernethy. The honourable Minister responsible for Human Resources, Mr. Bob McLeod.

HON. BOB MCLEOD: Thank you, Mr. Speaker. I can assure the Member that all departments are committed to increasing the representation of persons with disabilities in the territorial public service. 20/20: A Brilliant North public service strategic plan, which government developed with all departments, makes it a priority to increase the representation of persons with disabilities in the territorial public service.

Now our GNWT employability working group, as the Member indicated, in 2009 we invited the Yukon workplace diversity office to come and talk to us about best practices and we learned a lot from that and it is our objective to become something similar.

Now HR is working with all departments to establish human resource plans so that we can begin to work to increase our percentages. Right now it's 0.5 percent of persons with disabilities working in our government and we're going to start working to increase it to 0.8 percent, which will get us to having a representative public service. Thank you.

MR. ABERNETHY: Thank you, and I appreciate that. I've read all that in the Brilliant North 20/20, which, like I said, I think is a good document. What I'm more interested in right now is already we're including the reference on job ads to indicate that persons with disabilities should identify their disability and indicate that they need to be accommodated. We've also got this great diversity officer that this young man in question actually contacted and got information on how to apply, what to do, what to indicate in his cover letter, and he applied on the job at Stanton. At the end of the day, after he passed the interview, after he screened in, passed the interview, had good

references, he was told by Stanton that you're not getting the job because we won't accommodate your need.

This is a job pushing a cart in a hospital, Mr. Speaker. So I'm curious what is HR going to do so that in the future this type of thing doesn't happen again. What we want to make sure is that departments are abiding by our rules. So how do we as a department... How does HR enforce the rules? How are we going to make sure that people understand and implement them as intended? Thank you, Mr. Speaker.

HON. BOB MCLEOD: We are working with all departments to establish the disability framework so that all departments will be able to follow this framework to increase our representation. Right now our focus is on employability, increasing the education and awareness of all departments with regard to dealing with persons with disabilities in the workplace with the sensitivity training. We expect that we will go a long ways to increasing the numbers of persons with disabilities in the workforce. Thank you.

MR. ABERNETHY: Thank you. Once again, I appreciate the Minister's response, but I come back to this example. The person was told that they weren't getting the job after they passed and the references were good and they were told that Stanton would not accommodate this person's disability. So we know it's happening. Does the department have any recourse where a department clearly isn't abiding by the rules? Does the department have any recourse or ability to make sure that departments do adhere to the policies and procedures of this government? Thank you.

HON. BOB MCLEOD: Thank you. We have established a GNWT Advisory Committee on Employability that's making its recommendations to the government so that we can increase the representation of persons with disabilities. What we're trying to do is strengthen our relationship with not only our government, but with non-government organizations, and the Union of Northern Workers and other unions so that we can increase our percentage of persons with disabilities in the workforce. Right now we're working on developing a communications strategy that will go out to all people in the Northwest Territories and advance to a disability survey that was developed by what we call GACE, the GNWT Advisory Committee on Employability. We have developed a disability awareness training module that we'll be sending out an RFP very soon to finalize that so we can start awareness training in the near future, and we are also dealing with the recommendation to revise the definition of disabilities in our Affirmative Action Policy. So that will give us greater awareness and will give us more ability to deal with different

departments when it comes to employability. Thank you.

MR. SPEAKER: Thank you, Mr. McLeod. Final, short supplementary, Mr. Abernethy.

MR. ABERNETHY: Thank you, Mr. Speaker, and once again I appreciate the Minister's response. I know a lot of good work is done, but we've still got this situation where it seems to me that a department could ignore all the good work that the Department of Human Resources is doing in this respect if they choose not to accommodate, they just choose not to accommodate and they don't hire, but we have a policy that says we're going to accommodate. So what action are we going to take to make sure the departments actually live up to the policies and procedures that we have? What is the department going to do when those departments choose to ignore HR? HR is the gatekeeper, Mr. Speaker. What's HR going to do to make sure that these departments who are choosing to ignore, choose to ignore? Also, what mechanism exists for a person who applies on a job like this when there is no appeal process because nobody filled the job? Ultimately, this job wasn't filled by anybody. There's no appeal mechanism for the person to say hey, I was discriminated against, what's my recourse? To the Minister, thank you.

HON. BOB MCLEOD: This is a process that will not happen overnight. As to what I've outlined, it will allow employees with disabilities to self-identify. We also have to work with all departments so that we can match people with jobs. We see this as a role of the diversity office and all of HR working in conjunction with the departments. As we go along we will identify jobs and people and do the matching so that we can increase our representation.

MR. SPEAKER: Thank you, Mr. McLeod. The honourable Member for Nahendeh, Mr. Menicoche.

QUESTION 454-16(5):
LIARD RIVER ICE BRIDGE

MR. MENICOCHÉ: Thank you very much, Mr. Speaker. I'd like to ask the Minister of Transportation some questions regarding the Liard River ice crossing. In November I raised the issue that the department had plans to use their own forces to build an ice bridge. That's certainly something I don't support. I'd like to ask the Minister what the plans are for this coming year's ice construction schedule.

MR. SPEAKER: Thank you, Mr. Menicoche. The honourable Minister responsible for Transportation, Mr. Michael McLeod.

HON. MICHAEL MCLEOD: Thank you, Mr. Speaker. I'm not aware of any changes at this point to how we've constructed ice bridges historically, so I'd have to look into the issue.

MR. MENICOCHÉ: I'm sorry, Mr. Speaker. I did not realize the exchange was completed. I just want to raise the issue that the ice is being constructed by local companies employing local people. It's been a source of income for seasonal workers for many, many years. I certainly support the continuation of contracting that ice crossing out. I'd like to ask the Minister, I'm not too sure if the contract is up this year, but it's certainly something I'd like to see continue.

HON. MICHAEL MCLEOD: Our practice has been to utilize local contractors and generate local employment as much as we can. Construction of ice bridges and ice roads has always historically gone to private contractors. We have been looking at ways to save money or cut some of our costs and I'm not sure if this is one of the areas that may have been targeted. I will review the situation and reply to the Member directly as to what our findings are and what our plans are.

MR. MENICOCHÉ: I certainly look forward to the Minister's response and, as well, we'll have another opportunity to discuss this during his departmental business plans in Committee of the Whole. I just wasn't clear; did the Minister say that the contract was up this year or was that for the information that he requires to see?

HON. MICHAEL MCLEOD: We have quite a few contracts that are signed with communities and development corporations across the Northwest Territories. I can't say with any certainty whether the specific contract referenced is up this year. I will find out, though, and provide that information.

MR. SPEAKER: Thank you, Mr. McLeod. Thank you, Mr. Menicoche. The honourable Member for Kam Lake, Mr. Ramsay.

QUESTION 455-16(5):
STERILIZATION EQUIPMENT AT
STANTON TERRITORIAL HOSPITAL

MR. RAMSAY: Thank you, Mr. Speaker. I've got some more questions today for the Minister of Health and Social Services getting back to my Member's statement where I was talking about the sterilization of surgical equipment at Stanton Hospital. Again my main concern here is the public that are out there waiting for surgeries and residents who have gotten post-operative infections being upset and concerned over how this has all played itself out. I'd like to ask the Minister when exactly the decision was made to cancel elective surgeries at Stanton.

MR. SPEAKER: Thank you, Mr. Ramsay. The honourable Minister responsible for Health and Social Services, Ms. Lee.

HON. SANDY LEE: Thank you, Mr. Speaker. First of all I need to clarify some of the confusion that might be created as a result of our exchange here.

There are incidents of infections that I had reported yesterday, but there is no connection between those infections and the sterilization equipment that we're talking about.

Stanton is maintaining and upgrading the sterilization equipment. They are waiting for parts. For that reason they have had to cut down on surgeries. They are doing emergency surgeries as well as those that require medical travel when people travel here to have surgery. They are doing those. They are delaying elective surgeries. That is a separate process from incidents of infections that the hospital has identified, which they are following up on.

MR. RAMSAY: Based on that information that they need to be serviced and maintained -- and I'm speaking about the equipment -- can the Minister give me a date that would coincide with a decision being made to delay or cancel elective surgeries at that hospital? I'm looking for a date from the Minister.

HON. SANDY LEE: I don't have a specific date, but Stanton has delayed and lowered the number of elective surgeries in January and February.

MR. RAMSAY: The Minister talks about parts and we're waiting for some parts. I know the CEO had mentioned that in a news report, as well, that they're waiting for a part. I'd like to ask the Minister exactly what parts we're waiting for and why it's taking so long to get those parts to arrive at the hospital.

HON. SANDY LEE: I'd like to reiterate what the CEO said in her interview, which is that all of our equipment meets national standards. They've decided to improve the steam quality of the sterilization equipment. They have recently installed a new reverse osmosis system and are in the process of installing a steam filtration system to improve steam quality. In doing so, they have had to have a new part and they are waiting for that. That is the situation with this.

MR. SPEAKER: Thank you, Ms. Lee. Final supplementary, Mr. Ramsay.

MR. RAMSAY: Thank you, Mr. Speaker. It doesn't get much more vague than they're just waiting for a part. I'd asked the Minister a specific question: what part are they waiting for and why is it taking so long?

HON. SANDY LEE: That's a highly specific and technical question and I'd be happy to undertake to get the information on exactly what equipment, exactly what part, and exactly from where that Stanton is waiting for this.

I should note here, though, that our biomed department at Stanton is second to none. They have a very good staff and well-trained staff who maintain and look after our medical health

equipment from all over the Territories. In my entire time of 12 years here, I don't remember something like this happening. I have full confidence in the authority to do the job and this is an extraordinary situation, but I'm sure it's a normal situation too. The hospital is in need of equipment and they are ordering a part to be able to do that.

MR. SPEAKER: Thank you, Ms. Lee. The honourable Member for Yellowknife Centre, Mr. Hawkins.

QUESTION 456-16(5):

FLUORIDE TREATMENT IN DRINKING WATER

MR. HAWKINS: Thank you, Mr. Speaker. As many people in this Assembly know, water management is a municipal issue but water quality, I believe, falls under a public health point of view. My questions will be directed to the Minister of Health and Social Services from a public health point of view.

With recent awareness regarding the concerns of fluoridation treatment in water, there have been a lot of pros and cons on this particular issue. I'd like to ask the Minister of Health and Social Services what public health is doing to review the quantity of fluoridation in the water that is being provided to our residents in the Northwest Territories and do they have an opinion on the quality and quantity that's being put into the system.

MR. SPEAKER: Thank you, Mr. Hawkins. The honourable Minister responsible for Health and Social Services, Ms. Lee.

HON. SANDY LEE: Thank you, Mr. Speaker. I'd like to let the Member know that the decision to add fluoride rests with the municipal governments. The department is responsible for setting maximum limits and monitoring fluoride levels in water. The chief medical health officer supports the addition of fluoride to drinking water as a measure to prevent tooth decay. At this time in the NWT, there are only three communities that fluoridate their drinking water: Inuvik, Fort Smith and Yellowknife. Wrigley has natural fluoride in their water. It is the municipalities that can make the decisions on fluoridization. The department just sets the maximum standards.

MR. HAWKINS: The Minister is correct that it's a municipal issue that they actually manage, but from a public health point of view it falls under the chief medical officer quite rightly, as she put the issue. So then follows with the particular matter of how often the levels are monitored and what type of public education is provided by the chief medical health officer out there that people realize that fluoridation is added to their particular water and they understand the full gamut of what it means, whether it fixes teeth or helps defer decay from teeth or, as other people have talked about, it's created some type of medical issues that people

have to struggle with. It's a publication point of view from a public health concern that I'm trying to raise.

HON. SANDY LEE: Communities that fluoridate their drinking water must regulate fluoride levels regularly to ensure that they remain within the regulations set by the Federal/Provincial/Territorial Committee on Drinking Water, which is currently set at a maximum of 1.5 milligrams per litre. The chief public health officer is in charge of approving the standard operating procedures for the sampling, testing, treatment and quality of water of municipalities, but it is the municipality's responsibility to administer fluoride into drinking water and testing levels of fluoride to ensure that they meet the standards.

MR. HAWKINS: I'm not sure that the average person knows that there's fluoridation in the particular water. I think it's sort of an old-school approach that you either assume, or it is or it isn't in water. How often does the chief medical officer review the results of the particular pros and cons of the value of fluoridation that is out there? Again, I'm not talking about the municipality managing or putting it into their system. I'm talking about the quality and public safety.

HON. SANDY LEE: As I stated, it's up to the municipalities to do this. The CPHO sets the standards and they do that. There is the appropriate jurisdiction. I can also add that the many governments and health organizations, including Health Canada, the Canadian Public Health Association, the Canadian Dental Association, the Canadian Medical Association and the World Health Organization endorse the fluoridation of drinking water as a safe and effective way to prevent tooth decay, which is actually quite a serious issue in the North. Community water fluoridation has been identified by the U.S. Centre for Disease Control as one of the 10 great public health achievements in the 20th Century.

MR. SPEAKER: Thank you, Ms. Lee. Final supplementary, Mr. Hawkins.

MR. HAWKINS: Thank you, Mr. Speaker. I'm glad the Minister mentioned the WHO, because the WHO in 1994 recommended levels half of what the Minister had prescribed up to the level of what the Minister prescribed.

As we all know, toothpaste comes with fluoride and there are many other products out there that do pick up the shortfall where there is a gap. Again, I'm not talking about the management of an actual municipality from the injection system at the water treatment plant. I'm not talking about the governance of the council about them flipping a coin on whether they should put it in or not. What type of public education does the chief medical health officer provide the public to let them know that this is in their water and the potential risks abound by that process? It's only a public

awareness campaign. Does the Minister provide any information and if not, will she instruct the CMO to do this type of work?

HON. SANDY LEE: The amount of fluoride that I indicated is the maximum amount and, as I indicated, the chief public health officer has set the standard procedure. It's the municipalities that administer them and it is up to the municipalities to fluoridate the water.

MR. SPEAKER: Thank you, Ms. Lee. The honourable Member for Kam Lake, Mr. Ramsay.

QUESTION 457-16(5):
STERILIZATION EQUIPMENT AT
STANTON TERRITORIAL HOSPITAL

MR. RAMSAY: Thank you, Mr. Speaker. I wanted to continue to question the Minister of Health and Social Services on some of the answers or non-answers that she provided to me earlier. I guess I'll try it again.

I have mentioned the fact that I initially thought it was three weeks, but some of the other numbers I've heard are this goes back to the beginning of January. I was asking the Minister to provide me a date when elective surgeries were beginning to be delayed or cancelled. Can the Minister confirm or deny it was the first week of January? Thank you.

MR. SPEAKER: Thank you, Mr. Ramsay. The honourable Minister of Health and Social Services, Ms. Lee.

HON. SANDY LEE: Thank you, Mr. Speaker. I indicated that I did not know the exact date, but we have had delay and cancellation of elective surgeries in January and February. I do not know exactly what date, but I would be happy to get that for the Member. Thank you.

MR. RAMSAY: Mr. Speaker, I find it hard to believe that the Minister, even after questions yesterday, wouldn't come to the House today fully prepared and briefed on this situation and on the issue at Stanton and be able to answer some questions. Specifically, a date when elective surgeries were delayed or cancelled, began to be delayed or cancelled. She's got to know that date, Mr. Speaker. I'd like to ask her again was it the first week of January, Mr. Speaker? Thank you.

HON. SANDY LEE: As I said, we have had cancellation of elective surgeries. Other surgeries are going on. We have had cancellation of elective surgeries in January and February. If the Member wants me to get back to him on the exact date, I would be happy to do that. I believe that's the same question and I'm answering it for the second time. Thank you.

MR. RAMSAY: She's not answering it for the second time. That's the problem. Again, I'd like to understand and get a better understanding, I guess,

of when that date is, because if it's not three weeks and it's six weeks, Mr. Speaker, that's a bigger issue. If surgeries have been cancelled, they're delayed for a period of six weeks and the Minister doesn't know what the parts are, when they were ordered or when they're going to show up, that's another issue, Mr. Speaker. I'd like to ask the Minister when she might know what exactly these parts are and when they're going to show up and when the surgeries at the hospital are going to be back up to being performed at the rate they were prior to the new year.

HON. SANDY LEE: I've already made a commitment to get back to the Member on the exact description of this equipment. It's the level of detail that I do not keep here, so I will get back to the Member on exactly what date and what equipment. Thank you.

MR. SPEAKER: Thank you, Ms. Lee. Your final supplementary, Mr. Ramsay.

MR. RAMSAY: Thank you, Mr. Speaker. I'll try this question, I guess. Does the Minister have a date or a time frame in mind when things will be back to normal procedures and operations at Stanton when it comes to elective surgeries at that hospital? Thank you.

HON. SANDY LEE: The CEO has indicated in the media, and I have indicated to the Member, that the reason for the cancellation of elective surgeries is because of the fact that they are waiting for this equipment, so I will get back to the Member as to what is the best information they have on the date by which they expect to have this equipment in. I don't know if the Member knows the exact type of equipment, but I don't think it's really beyond one's imagination to accept that there is some highly sophisticated equipment that is being used at the hospital that sometimes takes time to have their parts delivered. Thank you.

MR. SPEAKER: Thank you, Ms. Lee. The honourable Member for Yellowknife Centre, Mr. Hawkins.

QUESTION 458-16(5):

FLUORIDE TREATMENT IN DRINKING WATER

MR. HAWKINS: Thank you, Mr. Speaker. Does the chief medical health officer provide any type of public education on any of the issues that they oversee? That question would be directed to the Minister of Health and Social Services. Thank you.

MR. SPEAKER: Thank you, Mr. Hawkins. The honourable Minister of Health and Social Services, Ms. Lee.

HON. SANDY LEE: Thank you, Mr. Speaker. Yes, a large part of what the public health officer does is to advise, inform and communicate to the residents about public health issues. She has communicated information in the past. I've had inquiries about pros

and cons of fluoride from our residents and the public health officer has communicated to that. She has also indicated to me that she is willing to talk to anybody who wants to have more information about concerns about fluoride. I can tell the Member that she communicates also through websites and other means. Mr. Speaker, that is part of her job. Thank you.

MR. HAWKINS: Mr. Speaker, can the Minister advise the House specifically what does the chief medical health officer advise the public by way of details to levels of fluoridation as well as the context of the pros and cons and, therefore, we have an informed public, I believe, both in Inuvik, Fort Smith and Yellowknife? Thank you.

HON. SANDY LEE: As I indicated earlier, she's responsible for setting the procedures and setting the maximum standards. I'm sure there is information on our publication material, but I will confirm with the Member as to what information is available on fluoride. Thank you.

MR. HAWKINS: I wasn't sure if that was a confirmation that the Minister will follow that up or if that was a clarification. Mr. Speaker, I'll ask again, would the Minister be willing to commit to ensure that the chief medical health officer does provide some type of public information and ensure that it's publicly available so people understand the pros and cons of fluoridation and they are clear as to where they are by community and what levels they are being managed at? Thank you.

HON. SANDY LEE: I will undertake to get the information from the public health officer about the level of communication she has with the communities that use fluoridation in their water.

MR. SPEAKER: Thank you, Ms. Lee. Your final supplementary, Mr. Hawkins.

MR. HAWKINS: Thank you, Mr. Speaker. This is a concern of many of my constituents, especially in the sense that Calgary has recently dealt with this particular issue and I think has drawn it back into the public spotlight. Will the Minister ensure that that information is on the Health and Social Services website as soon as possible so that way the average, everyday citizen has this accessible rather than it buried down into some fine line somewhere in the department where it becomes counterproductive? Thank you.

HON. SANDY LEE: Yes, the department and the CPHO and other people involved with the department use the website for lots of information dissemination, so I'd be happy to undertake to do that. Thank you.

MR. SPEAKER: Thank you, Ms. Lee. The time for question period has expired. Item 8, written questions. Item 9, returns to written questions. Item 10, replies to opening address. Item 11, petitions. Item 12, reports of standing and special

committees. Item 13, reports of committees on the review of bills. Item 14, tabling of documents. Item 15, notices of motion. Item 16, notices of motion for first reading of bills. Item 17, motions. Item 18, first reading of bills. Item 19, second reading of bills. Item 20, consideration in Committee of the Whole of bill and other matters: Tabled Document 4-16(5), Executive Summary of the Report of the Joint Review Panel for the Mackenzie Gas Project; Tabled Document 30-16(5), 2010 Review of Members' Compensation and Benefits; Tabled Document 38-16(5), Supplementary Health Benefits – What We Heard; Tabled Document 62-16(5), Northwest Territories Water Stewardship Strategy; Tabled Document 75-16(5), Response to the Joint Review Panel for the Mackenzie Gas Project on the Federal and Territorial Governments' Interim Response to "Foundation for a Sustainable Northern Future"; Tabled Document 103-16(5), GNWT Contracts Over \$5,000 Report, Year Ending March 31, 2010; Tabled Document 133-16(5), NWT Main Estimates 2011-2012; Tabled Document 135-16(5), Response to the Standing Committee on Social Programs Report on the Review of the Child and Family Services Act; Bill 4, An Act to Amend the Social Assistance Act; Bill 14, An Act to Amend the Conflict of Interest Act; Bill 17, An Act to Amend the Income Tax Act; Bill 20, An Act to Amend the Evidence Act; Minister's Statement 65-16(5), Devolution Agreement-in-Principle, Impact on Land Claims and Protection of Aboriginal Rights; Minister's Statement 88-16(5), Sessional Statement, with Mr. Krutko in the chair.

Consideration in Committee of the Whole of Bills and Other Matters

CHAIRMAN (Mr. Krutko): I would like to call Committee of the Whole to order. Item 20, consideration in Committee of the Whole of bills and other matters: tabled documents 4, 30, 38, 62, 75, 103, 133, 135; Bills 4, 14, 17, 20; Minister's Statement 65-16(5) and Minister's Statement 88-16(5). What is the wish of the committee? Mrs. Groenewegen.

MRS. GROENEWEGEN: Thank you, Mr. Chairman. The committee would like to proceed with the consideration of the budget for the Department of Education, Culture and Employment today. Thank you.

CHAIRMAN (Mr. Krutko): Does committee agree?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): We will take a short break and begin with the Department of Education.

---SHORT RECESS

CHAIRMAN (Mr. Krutko): I would like to call Committee of the Whole back to order. At this time,

I would like to ask the Minister of Education if he would be bringing in any witnesses. Mr. Lafferty.

HON. JACKSON LAFFERTY: Yes, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Can the Minister bring in his witnesses?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): Sergeant-at-Arms, would you please escort the witnesses in.

Mr. Minister, for the record, can you introduce your witnesses?

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. I have with me Dan Daniels, deputy minister of ECE and also Paul Devitt, director of business and strategic planning, ECE. Mahsi.

CHAIRMAN (Mr. Krutko): Thank you, Mr. Minister. Welcome, witnesses. I believe we are on page 10-10, active position summary, information item. Mr. Abernethy.

MR. ABERNETHY: Thank you, Mr. Chairman. I have just one quick question on this section. Ultimately the number of positions appears to be going up, but there is some drop in position numbers in some of the regional areas. For instance, in the Deh Cho... No, that one is right. Overall, it looks like we have gone down by three. Never mind. I was reading the wrong line and I got myself good and properly confused.

In regional area offices in the department, it has gone down from 54 to 50, whereas the total number of positions in the department has gone up from 191 to 195. Often you hear conversation in this House about regional positions. I am wondering if the department can explain to us why we have a decrease in regional while we have an increase in headquarters. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Thank you, Mr. Abernethy. Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. There has been some increase in various positions. I can highlight just a few of them that will be stationed in Yellowknife: archivist in K to 12 literacy specialist coordinator, community literacy coordinator, and also dealing with the official languages, we have to deal with the court order that was before us, as well, to do our obligation as the Department of Education. Those positions are executive director, planning facilitator, French language administrative assistance, French language client service officer and there is also a literacy coordinator. Those are the positions that have been highlighted. Mahsi, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Are there any other questions on page 10-10? We are on page 10-10, active position summary. Mr. Menicoche.

MR. MENICOCHÉ: Thank you, Mr. Chairman. Just with the regional area offices positions, I know that

legislatively the Minister did have to increase some positions, but I don't know if I heard an adequate response why the positions went down in the regions though.

CHAIRMAN (Mr. Krutko): Deputy Minister Daniels.

MR. DANIELS: Thank you, Mr. Chair. The decreases, there were some decreases in headquarters as well as in some of our regional offices. Those decreases reflect the transfer of the Public Housing Program back to the Housing Corporation. Thank you.

CHAIRMAN (Mr. Krutko): Mr. Menicoche.

MR. MENICOCHÉ: Thank you very much, Mr. Chair. I think I'll just wait until further details on the other pages that do show better numbers for regional positions. I'll ask further questions at that time. Thank you.

CHAIRMAN (Mr. Krutko): Okay, we're on page 10-10, Education, Culture and Employment, active position summary, information item. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): Agreed. We'll move to page 10-13, Education, Culture and Employment, directorate and administration, activity summary, operations expenditure summary, \$10.219 million. Agreed? Ms. Bisaro.

MS. BISARO: Thank you, Mr. Chair. I have a question -- I hope it belongs here -- with regard to bandwidth and provision for bandwidth within the department, at the schools and so on. My understanding is that ECE is working its way out of the GNWT IT system, in terms of provision of bandwidth anyway, and are going to be sort of having their own portal, for lack of a better way of describing it. I'd like to know where that project is at and what kind of cost is being incurred by the department for this kind of moving away from the total government IT. Thank you.

CHAIRMAN (Mr. Krutko): Director of finance, Mr. Devitt.

MR. DEVITT: Mr. Chair, the Redirect Project is currently being piloted in the regional centres. The additional costs were largely associated with equipment costs and it was, I think, approximately \$100,000.

MS. BISARO: So that's \$100,000 for three centres at the moment, is that correct?

MR. DEVITT: I believe it's three or four different centres, yes.

MS. BISARO: Thanks for the response. So then, when we transfer school bandwidth totally way from GNWT, what kind of money are we looking at? Thank you.

MR. DEVITT: I can't answer that specifically, but I think the intent of the project is to make it cost-

effective or neutral, but I think we're still in the final stages, as I mentioned.

MS. BISARO: I like the sentiment that it would be cost neutral, but where's the revenue coming from to pay for this expense? Thank you.

MR. DEVITT: Again, I can't give specifics, but I know that Public Works and Services is in the process of renegotiating the contract and this is part of the negotiations. As I said, at this point the objective is certainly to make it a cost neutral or perhaps even achieve some savings or at least increased bandwidth. Thank you.

MS. BISARO: I guess I would like to ask the Minister if he would commit to provide that information. I'd like to know what it's costing us to do this. If there are savings, where are the savings coming from and how do we get to cost neutral and/or actually gain some money? If he could commit to that, thank you.

CHAIRMAN (Mr. Krutko): Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. We will provide as much information as we have. It could be detailed information. We'll have to work with Public Works and Services in that respect as well. Yes, definitely we'll share the information that the Member is referring to. Mahsi, Mr. Chair.

CHAIRMAN (Mr. Krutko): Page 10-13, directorate and administration. Ms. Bisaro.

MS. BISARO: Thank you, Mr. Chair. I have a couple of other questions here as well. In the figures that are on page 10-13, there's an \$80,000, approximately, increase in purchased services and then we have almost a \$200,000 decrease in fees and payments. I was just wondering if I could get those changes explained, please.

CHAIRMAN (Mr. Krutko): Director of Finance, Mr. Devitt.

MR. DEVITT: I believe purchased services, some of the changes are to realign with actual or expected expenditures. The purchased services increase was an internal reallocation to realign the information systems budget. The fees and payments, again, was a realignment of the systems budget to match expected expenditures.

MS. BISARO: Thanks for the explanation. It creates another question. Where do the other costs, the other \$200,000 in fees and payments show up? Thank you.

MR. DEVITT: We had gone through the entire budget, particularly in systems, and realigned it to match expenditures. I'm not sure if we have changed I think other areas as well. We have to go through I think each item. We decreased, for example, computer hardware I think by \$106,000, but that actually is a sunset to do with the Redirect Project and the equipment, for example. That's the

only actual change to the budget. The other amounts are internal reallocations.

MS. BISARO: I would like to ask the Minister for this information as well. Could we get a sheet which identifies the internal reallocation from place to place where it has been moved from and to within the department and could we get that before we're finished consideration of this department's budget? Thank you.

CHAIRMAN (Mr. Krutko): Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. We'll definitely follow through with that and provide that information as soon as possible.

MS. BISARO: I have one last question; I believe it belongs on this page. The Auditor General's report on education referenced a number of things, but one of the things that I think was fairly strong in her report was that the department needed to do more in terms of data accumulation and program evaluation. I'd like to know from the Minister whether or not that recommendation from the Auditor General was taken into consideration with the development of this budget. How much is being spent on this particular area within the department? Has there been an increase in the funds apportioned to data accumulation and program evaluation from '10-11 to '11-12 budgets? Thank you.

HON. JACKSON LAFFERTY: The information I have is that the recommendations that were brought to our attention, some of those recommendations will be covered through this budget process. The others will also be covered in next year's budget as well. What the Member is specifically highlighting is also an area that we'll need to monitor as well. So some of the aspects of the detailed information on the recommendations will be part of this budget that's before us. Mahsi.

MS. BISARO: Thanks to the Minister. I guess my concern is that data accumulation and program evaluation has been part of every budget and what we have previously been putting into this area hasn't been enough, according to the Auditor General, and I would agree with the Auditor General. My question really is: in the 2011-2012 budget, do we have a greater emphasis -- and by that I probably mean more money -- assigned to data accumulation and program evaluation than in this current year's budget, the 2010-2011 budget?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. The initial emphasis that the department is working on with our respective school boards is on school improvement plans and to make sure that we're collecting that information and monitoring how we're progressing with the school improvement plans. So all schools are required to develop a

school improvement plan and submit them into our department from where we'll do the evaluation and assessment. The Member has mentioned increased support in this area and that's something we will be undertaking in future work with future business planning proposals.

CHAIRMAN (Mr. Krutko): Any further questions regarding page 10-13? Page 10-13, Education, Culture and Employment, activity summary, directorate and administration, operations expenditure summary, \$10.219 million. Mr. Hawkins.

MR. HAWKINS: Thank you, Mr. Chairman. In reading the line under the directorate, and of course having the operations expenditure in front of us, I'm just wondering exactly when there's a line that states the directorate does the capital planning for the department and Aurora College and other educational authorities. What type of capital planning has the Department of Education, Culture and Employment done for Aurora College in the last two years? Furthermore, what is budgeted for this particular budget year for capital planning for Aurora College?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. The department is working with the college to identify what their capital needs are on an annual basis. That covers each of their various campus facilities, whether it's in Fort Smith, Yellowknife or Inuvik, as well as the learning centres. Part of the work that we've done in the past couple of years is we've set up infrastructure funds that we've received from the federal government, where we're in the process of adding three community learning centres in our communities.

MR. HAWKINS: What work is being planned to go forward for capital expenditures in this budget year that we see before us? What's the planning from the departmental point of view? As I know that an independent campus is on the wish list of Aurora College, where does the deputy minister see their efforts panning out with some real developments?

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. This particular topic, as you know, has been an ongoing discussion. I've met with the board, just as the Member has also met with the board, to talk about various options that they're going to bring forward. We need to work with that organization. They will be bringing an options paper to us to work with. So we are waiting for that information. In due time we will be sharing with the Members or giving the Members a briefing on where we need to go from there.

MR. HAWKINS: Is the Minister able to provide a definition of what "in due time" means?

HON. JACKSON LAFFERTY: In due time could mean tomorrow, next week. It's up to the organization to provide that information. Once they provide that information, I will be sharing it with the Members.

MR. HAWKINS: Thank you, Mr. Minister. As it's been my understanding, they've been advocating some time about expanding the college programming here in Yellowknife and they've found that, you know, they haven't found that -- if I may say it gently and, of course, correctly -- this report in my perspective seems to be not quite there from the department. I'm just trying to get a sense of whether the department is behind this initiative.

Furthermore, to emphasize the urgency of this particular issue, the Minister is well aware that the lease is coming to termination within two years. If I understand it correctly, Aurora College does not want to renew that lease other than for year to year. The cost of that running lease is getting exceptionally expensive. It has been counterproductive to their long-term goals. I want to see how the department is supporting their initiative of getting to an independent campus here in Yellowknife.

HON. JACKSON LAFFERTY: This is, of course, very important to us as the Department of Education, Culture and Employment. We have to look at our students and facilities as well. This has been in the works for quite some time now. The Member is referring to capital planning. There will be a discussion next year; this coming fall. We've already initiated our capital planning for last year. With respect to the college, there is going to be information coming forward and we will be working as a department with that information, once it's delivered to us.

MR. HAWKINS: I thank the Minister for that answer. Is it the position of the department to support an independent campus in Yellowknife?

HON. JACKSON LAFFERTY: I fully support a campus in Yellowknife. We need to work with what exists in campuses that we have. We realize that the lease is running out, expiring. We need to work towards that -- that will be this fall -- to start planning for the next couple of years. Work closely with the college. Our Education department does realize that this is before us and we'll do what we can as a department.

MR. HAWKINS: I did hear the Minister say he supports the campus but my question was about an independent campus. As the Minister knows, as well as countless people know, I feel very strongly and deeply that Yellowknife is in a position and certainly ready for an independent campus and should be working towards that goal. Therefore, I ask the Minister if he supports an independent campus Aurora College in Yellowknife.

HON. JACKSON LAFFERTY: We are working towards that, as I stated. We're going to gather information. We may be looking at \$60 million to \$80 million, which we don't have right now. We need to explore options. The Member is asking a specific question to the Minister. I have to support my existing campuses that we have currently as we move forward. We're going to see how it looks at that time.

MR. HAWKINS: I think we're sort of saying the same thing, but supporting an independent campus in Yellowknife is not supporting Aurora College in Yellowknife. I think those are two particular differences that we shouldn't try to drive a wedge between, that shouldn't exist. I believe it's the same thing. That's why I'm asking the Minister, although he says we're working towards that, I'd like to know if the department supports an independent campus for Aurora College in Yellowknife.

HON. JACKSON LAFFERTY: I don't know how else I can answer that. As I stated, yes, we support our campuses in Yellowknife and we'll continue to support that.

CHAIRMAN (Mr. Krutko): We're on page 10-13, Education, Culture and Employment, activity summary, directorate and administration, operations expenditure summary, \$10.219 million.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): Page 10-14, Education, Culture and Employment, activity summary, information item, directorate and administration, active positions.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): Page 10-17. Mr. Bromley.

MR. BROMLEY: Thank you, Mr. Chairman. I wanted to start with the early childhood development programs. To start with, I see we've got about \$7.3 million there. I'm wondering what programs are included in that category, Early Childhood Development Program.

CHAIRMAN (Mr. Krutko): Page 10-17, Minister of Education. Deputy minister of Education, Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. That covers a range of early childhood programs from the licensed operations that we support, the language nests, the early childhood development programs, worker training that the college delivers. There's start-up money in operations subsidies that are part of this mix. Then the small community initiatives where we've provided some support for child care operators to put in things like playground equipment and other things.

MR. BROMLEY: Thank you to Mr. Daniels for those remarks. My question is: in the commitment to undertake an Early Childhood Development

Program review, will all of those programs -- and I counted something like one, two, three, four, five, six, six or seven programs -- be part of that review?

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. Yes, that will be covered, what's been outlined.

MR. BROMLEY: I'd like to note that the child worker programs we have at Aurora College do not produce child workers that meet the current federal standards. Will this include an assessment of that specifically? Hopefully towards correcting that gap.

HON. JACKSON LAFFERTY: Yes, this would also cover that area as well.

MR. BROMLEY: I'm very glad to hear that. I think the Minister has heard me speak numerous times on the important opportunity and key opportunity we have during early years of a life, to really provide the essential support to that person developing to their full potential. I think having qualified people working in our child development system is an important aspect of that.

The other thing I just want confirmation on, the Minister said in his response to general comments that he will consult with various parties involved. I'm wondering if he could just give me a little bit more information on who that might be.

HON. JACKSON LAFFERTY: That information we can certainly provide the list of names of organizations. Part of the discussion that I was referring to in general comments was the Aboriginal organizations that also deal with the Head Start Program. Those are some of the areas that we'll be consulting with.

MR. BROMLEY: That's good to hear. I can think of a number of others. Would the Minister be planning to come to committee to have some input into that and maybe the terms of reference for this review?

HON. JACKSON LAFFERTY: I would be more than willing to do that, too, with the Members. Mahsi.

MR. BROMLEY: Before I go on on this one, I want to confirm that this is part of this section, the student financial assistance. Is that part of this program on page 10-17, education and culture?

HON. JACKSON LAFFERTY: Mr. Chair, no, it's not.

MR. BROMLEY: I'll wait on questions on that for later. I just want to comment a little bit on the Aboriginal language and culture-based education and the official languages.

The Minister has again heard me and has made commitments to help tune up, I think, it's the community Aboriginal Teacher Education Program. It has been where it's impossible to complete the degree short of 10 years sort of thing with courses

only being offered in Beaufort-Del, and I see now it's going to be offered in the South Slave. Will this resolve the problem of students who want to get this program under their belt, having to do it slowly and agonizingly over quite a number of years? Is it now possible to take care of that issue and allow them to finish this program in a reasonable time frame?

HON. JACKSON LAFFERTY: Mr. Chair, the TEP program, the Teacher Education Program that we delivered in the past and we continue to deliver as well going into the South Slave, definitely, those students are involved with taking the program, whether it be the Aboriginal Teacher Education Program, the ALCIP program. There's a great opportunity for them to pursue even more with the TEP program, Mr. Chair. That's an area that we need to explore further, how we can attract those individuals to taking on these particular programming. Mr. Chair, I believe this is an opportunity for them to pursue these with this program. Mahsi.

MR. BROMLEY: I don't doubt that this is an opportunity to pursue this. I'm particularly concerned about the ALCIP program. How many courses are required to complete the ALCIP program and how many courses does this department offer per year in the South Slave or Beau-Del? Thank you.

HON. JACKSON LAFFERTY: Mr. Chair, the ALCIP program has been around for a while now. It is an area that we continue to focus on and put more pressure, because definitely we need those Aboriginal-speaking individuals that can come back to teach our kids. There are 20 courses over the two-year period and we realize some individuals are taking a course at a time, but this is another opportunity that they can take advantage of. We are also focusing on the ALCIP program, how we can improve in those areas. The Member did address that concern with me and we are looking at how we can improve in those areas as well. Mahsi.

MR. BROMLEY: Thank you to the Minister for those remarks. I guess if I can try and paraphrase both the text and the subtext here, we are not offering programs, courses that allow students to complete this in a reasonable time frame. Presumably, the South Slave program is an improvement and contributes to an improvement of that, but a student can grow pretty long in the tooth before they're able to complete the program because of the lack of offerings. Would the Minister agree with that? Thank you.

HON. JACKSON LAFFERTY: The ALCIP program, we've extended that from one year to two years, a diploma program. Really, it's up to the students as well. Some students are taking it full time, some students are taking it part time. We have to respect that as well. But I am working

closely with the Aboriginal organizations on identifying those individuals who are willing to pursue a higher education to become teachers, of course, so we will continue to do our part in that respect. Mahsi.

CHAIRMAN (Mr. Krutko): Thank you. I have other Members on the list so I'll get back to you if you want to add your name to the list, Mr. Bromley. I have Mr. Menicoche, Mr. Beaulieu, Mr. Hawkins. Mr. Menicoche.

MR. MENICOCHE: Thank you very much, Mr. Chair. There's certainly lots of activity under this description here, but I think where I'll begin first is in the opening comments. I didn't have a chance to raise with the Minister that the access to a public library is still high on the agenda for residents of Fort Simpson, and I will continue to pursue it and find a resolution about how to house the one in Fort Simpson to make it more than a resource centre and re-establish it as a full library. I do see an increase in the public library service line item by about \$500,000. Maybe if I can get the Minister to explain what the increase is for.

CHAIRMAN (Mr. Krutko): Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. We have been working with, of course, Fort Simpson, the community, and we have developed some options. We're also waiting for them to get back to us, I guess, on those options, but we'll continue to work with that.

With respect to the Aboriginal Student Achievement Initiative of \$600,000, it's to provide public library services as an ASA Initiative shifting its focus, of course, to literacy, and the investment will be used for a new community library coordinator and to fund five more school community libraries. That's in the area that has been allocated. Mahsi.

MR. MENICOCHE: Maybe I can get further details on where the library coordinator is going to be and which five communities are getting libraries, Mr. Chair. Thank you.

HON. JACKSON LAFFERTY: Mr. Chair, yes, we can provide that information, but my understanding is that the position will be based in the region, Hay River. Mahsi.

MR. MENICOCHE: If the Minister has got the detail of which communities are being focused for increasing their library service, I would certainly like to hear that, Mr. Chair.

HON. JACKSON LAFFERTY: Mr. Chair, those services will be based on an application basis. We haven't identified the communities yet. We're still waiting for applications to be submitted, so we are just waiting. Mahsi.

MR. MENICOCHE: Just with that, knowing that even though the district education authority in Fort

Simpson is still deliberating on their library services, is this a possible pool of funds they can access to further their need to develop a library in Fort Simpson? Thank you.

MR. DANIELS: [Microphone turned off] ...support the schools that don't have libraries or where there's no library in the community at this time. It's really to try to fill a gap where there is a lack of existing library facilities in a community.

CHAIRMAN (Mr. Krutko): Just for the record, it was Deputy Minister Daniels. Mr. Menicoche.

MR. MENICOCHE: Mr. Chairman, I am glad to see that we agree that Fort Simpson doesn't have a library, so they should be able to access these funds. However, I will just leave that alone. Still, like I said, it is still high on my agenda and the agenda of the community of Fort Simpson to find a resolution around this and how to best fill our public library. I have always thought that establishing Fort Simpson as a regional library service makes it and that becomes a legislative library. It has to be funded is the way to go, if there is any way this line item can help and we will see the next movement from the district education authority in the community of Fort Simpson on that.

Having been shared with Government Operations committee and we have done all that work on the languages and the Minister's office also did quite a bit. I see that under our official languages line item, there is an increase of about \$1 million over last year. Maybe the Minister can advise where these expenditures will take place.

CHAIRMAN (Mr. Krutko): Minister Lafferty.

HON. JACKSON LAFFERTY: Mr. Chairman, that official languages area, as the Member indicated, there are a few line items that have been discussed. Some of the areas, of course, we have to deal with the French implementation, improve government communication and also service delivery in French by implementing the GNWT Strategic Plan on French Language Communications and Services. We had to follow through with that in response to an order by Justice Moreau. Another area, of course, is the Aboriginal Languages Summer Institute expansion of \$300,000. Those are just some of the key highlights that I just want to address with the Member. Mahsi.

MR. MENICOCHE: Mr. Chairman, I also see that under the line item Aboriginal language and culture-based education there is an increase of about \$300,000 over last year. Can the Minister explain how that will enhance and encourage Aboriginal language in the communities, if that is one of the activity areas in the department that will assist in developing our Aboriginal languages, Mr. Chairman?

HON. JACKSON LAFFERTY: Mr. Chairman, that funding is based on enrolment, the funding that we provide to the schools. That is the increase. Mahsi.

CHAIRMAN (Mr. Krutko): We are on page 10-17. Mr. Menicoche.

MR. MENICOCHÉ: Thank you, Mr. Chairman. So the Aboriginal language and culture-based education, the Minister says it is part of the contribution that goes to the schools and that is how I imagine the regional educational council is the one that decides which schools get how much and the guidelines and parameters about what kind of program to use maybe. Maybe the Minister can just give me a typical program area on how this is expended.

HON. JACKSON LAFFERTY: Mr. Chairman, that is correct; we provide funding that flows through to district education council and then it flows down to the schools or DEA and then they decide where their priorities lie. They do share those priorities with us as well. We work hand in hand with the district education council. We are fully aware of that information that has been shared with us. I can give you an example where Fort Providence has a language immersion program K to 3. That is just an example. It is up to the school board to decide where they will spend their money. Mahsi.

MR. MENICOCHÉ: Mr. Chairman, I just have one more line item that had a little bit of an increase of about \$300,000, which is culture and heritage. I am just interested, once again, if some of that expenditure is for Aboriginal languages, Mr. Chairman. Thank you.

HON. JACKSON LAFFERTY: Mr. Chairman, the culture and heritage, there has been some increase, just over \$300,000. First is forced growth. It is an information request, residential school claims and litigation. There is an incremental cost. There is also renewal of museum exhibits and collections and just to renew plans and collection renewal strategy to reshape the existing museum. There are some displays and exhibits that have been produced. The plan is to deliver those into the Northwest Territories and also on-line exhibits. Those are just some of the highlights of the expenditures. Mahsi.

CHAIRMAN (Mr. Krutko): Next I have Mr. Beaulieu, Mr. Hawkins and Ms. Bisaro. Mr. Beaulieu.

MR. BEAULIEU: Thank you, Mr. Chairman. I am interested in asking a question to the Minister on the Early Childhood Development Program. Mr. Chairman, I am wondering if the department has a criteria of allocating dollars in early childhood development dollars that are there to support daycare, child care and any sort of preschool, kindergarten, anything that is covered under the early childhood development, if the department has

any criteria on which communities get it and if such a criteria exists, how it is applied when they determine where the money goes. I would like to start with that, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Minister Lafferty.

HON. JACKSON LAFFERTY: Mr. Chairman, we do have a program in place. The funding is available to those individual organizations that want to either have an establishment, but it is based on an application basis. Those individuals wishing to set up or already operating, seek funds, then we do have funding available for that. Mahsi.

MR. BEAULIEU: Mr. Chairman, in the smaller Aboriginal communities, I see that everything is tied together and the first problem exists with the lack of employment in small communities. With the lack of employment in small communities, then people are home taking care of their own children, so they don't necessarily need daycare. However, if we continue, then it will always exist. We will always have low employment numbers in the small communities and people will always be home taking care of their children and not making any other productive choices to change that from being employed so that the employment exists in the small communities as well to get some sort of balance here.

As many of the programs exist, I know that not only this department but every department I don't believe uses any form of community criteria to determine where dollars should go. I am saying that it is essential that early childhood development dollars that are supportive in nature go into the small communities where they can't afford anything else, that they can't afford to pay for their own daycare in communities. Where you have two full-time employed people, they can afford daycare, they can afford to pay private daycare to support themselves and put their kids in a private daycare. In small communities that option is not there. If the people want to educate themselves to make themselves more employable, they can't afford daycare. So again, I want to know if this government specifically looks at those types of things when allocating, let's just use daycare dollars for now, in allocating daycare dollars? But I'm talking about everything -- kindergarten, support for preschool and so on -- but for now we'll talk about daycare. Does the government have some sort of system in place that determines where that money goes?

HON. JACKSON LAFFERTY: Within our department with the funding allocation, it is based on the application. We don't have a specific criteria to say there's a small community that's in high need, because we have to deal with all the communities of the Northwest Territories, but this is an area that we can discuss further in the Early Childhood Development Framework that's currently under

review. We're at the first phase and in the second phase what changes need to be made. So I will be addressing this with my department as to where it can fit in. So we can discuss it further. Mahsi.

MR. BEAULIEU: I thank the Minister for that response. I think it's essential. These dollars become essential to small communities and may not be essential. They are dollars that are nice to have. In small communities it's nice to be able to have daycares and city of Yellowknife daycares in the regional centres for kids to go to. I just wonder if any of that support is given to those daycares, because it appears as though the money is not available to small communities in a large way.

For two days I asked the Minister questions on daycare, preschool, and I kind of came away with the feeling that the department doesn't do infrastructure, for example, for daycares, which is understandable and it's pretty simple, they go out and get the mortgage, but can the department provide subsidies for the daycares in small communities so that they can afford to go out and get a mortgage, build a unit to house a preschool, a daycare and so on? A proper unit, not just an old trailer that belongs to the band or one corner of the community hall, but a proper building. So I'm going to ask the Minister if there could be some sort of a strategy in place, some sort of criteria in place, some sort of point system, if that's what it comes down to in order to determine where dollars in this area, or dollars in daycare and preschool and so on, using community standards like the level of employment, the level of income into the communities to determine if this is used to support and get everybody up to a certain level if we just keep everything the same based on application.

The application I'm assuming would be based on the fact that there's people that are employed, there's a need for child care. But my concern is more in subsidizing that. If this government is spending \$4 million in early childhood development, \$7 million in early childhood development, whatever it is that's targeted specifically for this, is it going to the larger communities or the smaller communities? Thank you.

HON. JACKSON LAFFERTY: That funding that we have, again, is available to all communities in the Northwest Territories. What the Member is referring to is the program, the subsidy program. We do provide funding already. Maybe we can share that detailed information with the Members.

The information that we have, or the program that we have is to subsidize part of a mortgage and also the rental of the premises. Not only that, but the operational maintenance of the facility itself. So out of that they hire people in the communities. So, Mr. Chair, again, this could be part of the Early Childhood Development Framework review, because what we're talking about now is possibly

making some changes that reflect on the small communities.

What we have today, the budget before us, is the current status that we have with the programming. But I do take the Member's note and we'll have to take those into consideration during our second phase of the review. Mahsi.

MR. BEAULIEU: Just to finish off on the same topic, I think that the department should consider making a shift to our small communities, to start supporting small communities. Make it possible for people in small communities to make the productive choice to ultimately be able to support themselves. The benefits of people working are many in the Northwest Territories. There would be a savings in education, health, housing, income support, all of those areas. If we could support the people to help them with things like taking care of their children when they're trying to make productive choices, go back to school, have jobs and so on, I think it will go a long way to benefiting all communities, including the larger communities. Thank you, Mr. Chairman.

HON. JACKSON LAFFERTY: This is an area that we need to explore with the committee and the small and remote committee, a community committee. With the current funding that we have and also the review that's being undertaken, phase I, phase II, that's an opportunity for us to make some changes.

We clearly hear from Member Beaulieu that this is a concern for his constituents and others in the small communities. So, Mr. Chair, I'll commit to looking at this with my department during the review process. Mahsi.

CHAIRMAN (Mr. Krutko): Thank you. Next I have Mr. Hawkins.

MR. HAWKINS: Thank you, Mr. Chairman. The area I'd like to seek some further information on early childhood development in a different vein as raised by a previous colleague. Mr. Chairman, I'd like to find out how many institutions are funded under this year's program of \$7.3 million and does the Minister have a list that he could provide me with a breakout of that funding formula. As well, on a last note, by community and by how many students that attend those particular facilities or, I should put in brackets, we anticipate to attend. Thank you.

CHAIRMAN (Mr. Krutko): Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. We can definitely provide that information. I do have it here. There is a number of licensed early childhood programming. Overall, in total there's 124 and I don't have a breakdown of the communities at this point, but we can provide that as well. The number of licensed early childhood spaces in the region overall is 1,855. So this information we can

share. I don't have the specific communities, but I do have the regions. So I can share this with the Members. Mahsi.

MR. HAWKINS: I'm sure that information would be useful to all Members, of course. I think the Minister alluded that when he said he'd share it with the Members, he meant everyone.

Mr. Chairman, just to continue on this, I'm trying to find out what support services we provide for early childhood development programming. I'm going to pursue the area of assessment. That's the particular area that I'd like to pursue. Assessment, when I refer to it, is things like speech language behaviour and play and motor skill development. What type of support do we provide?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. The early childhood framework that we work with is we work closely with the Department of Health and Social Services, who does a lot of the work in that area. The role that we provide is more on the child development area and the provision of funding for programs that support language and development in the language nest programs, for example, as well as supporting the start-up and operating costs for early childhood programs, as well as the training of early childhood care workers. Then we also conduct the monitoring and evaluation functions of licensed facilities to ensure they're complying with the Child Day Care Act.

MR. HAWKINS: Early childhood development is a very important issue within the riding and certainly with myself. I just want to make sure that we're providing the right type of support. I often hear concerns about not receiving enough funding support when it comes to being able to address issues such as speech and language as well as behaviour, which I would think falls directly on the Department of Education when you're funding these organizations. Does the department provide that type of service? I know the deputy minister had alluded, or I should say quite directly pointed out that they provide language nest programming, which is a little bit different. I'm just wondering, specific to things like speech language and behaviour, do they support some of the early childhood development programming in that regard.

MR. DANIELS: There are different programming supports through our funding arrangements that we contribute to the operators. We do make adjustments in our formula that take into account any special needs that students might have or young children might have that are part of these facilities, so that the facilities can help provide increased levels of support for students who might have special needs.

MR. HAWKINS: With that said, can the department provide some examples and certainly

attach some dollar amounts that they provide in meeting those supports that they've highlighted?

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi. We'll provide that information. We don't have it here with us.

MR. HAWKINS: I look forward to that. Thank you for that commitment. On that same vein, does the Department of Education, Culture and Employment, through the early childhood development programming -- and I would like to boldly call it initiative because it's very important that we stand behind these things -- supply or help fund resources that look at physiotherapy, speech and language pathology, things along those types of lines? Now, they're slightly different when I referred to it earlier. I'm getting sort of into the nuts and bolts of actual accredited organizations. Sorry, accredited skills. My apologies. On top of that, what type of training services does the department provide the people who would run an early childhood development centre? What type of training and support for resources do they supply?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. We do have a Healthy Children Initiative Fund that's part of our early childhood mix of programming that people can apply for to support different initiatives. I forget the exact dollar figure right off hand, but I think it's around \$2 million or in that neighbourhood that different organizations can apply for for different supports that children in different centres might require support for.

MR. HAWKINS: Would the department be willing or would they commit to giving me a breakdown of the examples of how they've spent that in the last budget year and how they anticipate spending that particular money or targeting that money in this budget year?

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. We can provide that information to the Members, the breakdown of what we have within our department, the expenditure that he's referring to.

MR. HAWKINS: I want to thank the department for that. Just moving lastly to one particular area and hopefully I'll have time to get into another one. On this particular area of early childhood development programming there's at least a number of centres. Mainly I'm thinking of one in the downtown of Yellowknife and they work through one of the education boards. One of the things, of course, is the funding seems to be sort of stalled. How does the department meet those initiatives where the increased funding demand is there but it appears that the funding committed to the overall program

remains at a standstill? How are they meeting the challenges of helping them through the funding resources and the funding agreements?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. We have a different mix of programming. The pots of funding that support early childhood. We do try to make sure that people are aware of the different pots of funding that they can apply for. Some of the funding is formula based, so it really depends on how many children might be in a centre. That would be a factor in the amount of money, as well as the age, because different staffing ratios kick in depending on the age of the children in these different centres. Sometimes the formula might put a cap on a particular operation depending on the size of the facility.

MR. HAWKINS: Recognizing the clock, I'll just wrap up the next subject quite quickly in a sort of a brief overview. Under inclusive schooling, can I request that the Minister give me a breakdown on how dollars are spent per school per community and how the expenditure is based, whether it's on base funding then per capita, to get an understanding on the type of programming and how the dollars are attributed to that? Perhaps I'll just leave that as my last particular question at this time.

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. We can clearly provide breakdowns that we provide to the schools. We don't have that specific detailed information with us here today but we'll provide that to the Members.

CHAIRMAN (Mr. Krutko): Just to remind Members to keep your sidebars down so that we can hear the questions. Next I have Ms. Bisaro.

MS. BISARO: Thank you, Mr. Chairman. Yes, it was a little difficult to hear you. I have a couple of questions here. The first one has to do with the numbers on page 10-17 for education operations and development. That's gone down considerably, from about \$3.5 million to \$2.6 million or so. Can I get an explanation as to why?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. That's part of the shift. We're moving the responsibility for the coordination of the Aboriginal Student Achievement Initiative from the education operations development side part of the department into our early childhood and school services part of the department.

MS. BISARO: I guess I should use my earpiece, but I didn't quite hear the answer. It's to early childhood and student services area? Could I get that clarified?

MR. DANIELS: It's to the early childhood and school services side of the department.

MS. BISARO: That's great. Thanks for the response and the clarification. I would like to ask some questions, as well, on early childhood and the funding of early childhood programs. I raised an issue a number of sessions ago, a while ago, as to how daycares and early childhood centres are funded. At the time, I got the impression from the Minister that there was going to be some change to the way that daycares are funded. I just would like to know a couple of things. The first thing is: what is the current method of funding for daycares that ECE provides?

MR. DANIELS: I don't have the full details here with me, but basically it's a formula-based approach. We have a formula that provides support for the start-up of a child care centre. Then there's also a formula that applies for the ongoing operations and maintenance of the child care centres. That formula is really determined partly by the number of children that might be in the centre as well as by the ages of the children that are in the centre, because there are different requirements in terms of supervision depending on the age of students. Another factor that influences it is if there are any children with special needs, then the formula gets adjusted again to provide some additional support for any children in there that might require some additional supports.

MS. BISARO: I appreciate the answer. When I raised the concern, the major concern of daycares was that they were not funded on a per student basis in the way that we fund our schools but they were funded basically according to the formula that Mr. Daniels just explained. Their very real concern was when a child was not present in the daycare, they didn't get funding. It had several ramifications. They have to keep fairly onerous notes and attendance records and submit them in order to get their funding, and the other problem is they don't know from one week or one month to the next what their funding is going to be. So I'd like to know from the Minister, at the time that I raised the issue I understood that he was going to perhaps look at funding daycares on a per student or per client basis similar to the way we fund schools. Was that looked at and what were the results if it was looked at?

CHAIRMAN (Mr. Bromley): Thank you, Ms. Bisaro. Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. That specific area I did make a commitment in the House that we need to follow through with it. We did explore areas and my understanding is that this is part of the Early Childhood Development Framework review that's currently in the first phase and going on into the second phase. We're going to change the programming and there will be opportunity and time to do that. This is an area that's been brought to our

attention. It is in the works with the review that's been undertaken.

MS. BISARO: I'm encouraged to hear that it's going to be looked at. I'm a little disappointed that it hasn't been looked at already, but something is better than nothing. I guess I want to impress upon the department how important it is that there be a stable source of funding for our daycares. That we're doing an early childhood framework is a good thing. I think I mentioned that earlier. I'd like to know from the Minister -- either I have a poor memory or it hasn't been mentioned yet -- when can we expect the results of the review of early childhood that is going to be happening or is happening now.

HON. JACKSON LAFFERTY: The first phase, I guess, we'll be discussing around the end of June. The second phase we'll be moving on to another date that I don't really have a date on right now. I can get back to the Members on that and the process that we're going to follow.

MS. BISARO: One last comment I want to make and I would hope that the department is considering this already. Since we are looking at an early childhood framework I would hope that there's going to be a great deal of consultation with daycares, with child care centres. They vary from certified in-home daycares as well as ones that are in a separate building. I would certainly hope that the department is going to utilize the expertise within these various businesses and consult with them, I would hope, copiously. Thanks.

CHAIRMAN (Mr. Bromley): Thanks, Ms. Bisaro. Just a comment there. Minister Lafferty.

HON. JACKSON LAFFERTY: Mr. Chair, I agree with the Member; I think that this is a given that we need to consult with those organizations that are involved. Definitely, we will be consulting with them as well. Mahsi.

CHAIRMAN (Mr. Bromley): Thank you, Minister. Mr. Hawkins.

MR. HAWKINS: Thank you, Mr. Chairman. One of the particular issues I'd like to continue on the early childhood education matter, and Ms. Bisaro was wading into the particular area of concern that I share as well, which is the stabilized funding. Has the department put a lot of resources in the sense of attention and identification as to why certain early childhood centres or, certainly, programming doesn't succeed?

One of the constant complaints I hear, of course, is stabilized funding. I often wonder has the department taken an initiative to analyze the actual cost of what some of these centres would cost the government to run and realize what a break we're getting by them running it for us. I mean, this is the constant observation made by NGOs, that if the government paid the true cost of the services

provided. But, yet, as I think was just mentioned and as we all know, one of the problems these facilities has is if a few kids are sick, then all of a sudden their funding erodes quite quickly. A lot of them, their funding is based on, quite literally and figuratively, 90 or 100 percent attendance, and once that starts to erode or become unstabilized, the whole program becomes unstabilized, and then it trickles down that slippery slope, which basically means they get behind on being able to pay staff, their power bills, and then they make the tough choices they need to make just to stay open. In the end, they get into a lot of trouble.

We've had a couple of facilities that have run into trouble and I will say, to the department's credit, they have worked very hard, from a diligent manner, to keep those doors open. I think the department certainly needs a good pat on the back for that, which they don't get enough recognition for what they do from a departmental point of view. But that said, the real problem, I believe, comes down to what the core cost of running these programs is and the fact that the government has fortunately escaped those true costs. The burden on these facilities, as I've pointed out, and these programs is the fact that stabilized funding tends to be a significant focus that is being overlooked.

Has the department looked at just funding them from what I would safely call as an example of an 80 percent of cost when it comes to costs of heating, lighting, whether it's the rent or mortgage costs, and their staffing costs, and allow that per student fund to, sort of, be the extra gravy that puts them over the top as opposed to relying on such a high capacity of attendance? Because as I pointed out earlier, and it's no surprise to the Minister or the staff here, that once you start missing a few students and you start losing funding, that is a big problem. Thank you.

CHAIRMAN (Mr. Bromley): Thank you, Mr. Hawkins. Minister Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. This is an area that we did explore. We may not have covered all establishments, because as I outlined earlier, there are over 2,000 different facilities that we sponsor. We are doing what we can to find out what's happening with the facilities, the cost factors and so forth. We are, at the current stage, exploring those areas. We have started and we will continue to do that. Again, there is a review that has been undertaken, so that could fall in that, the first phase and also the second phase. Mr. Chair, yes, we have started that. Mahsi.

MR. HAWKINS: Mr. Chairman, I wouldn't want to impress on the Minister that we should become the sole funding source of every one of those organizations. When you wrap it up that way, you get day homes and everything, which probably isn't quite reasonable and which is way beyond our

means. My focus, really, is ensuring that early childhood development programs are established from a contextual circumstance of not somebody who just turns the light on on their doorstep and all of a sudden they call it a learning centre. But, I mean, we have some real organized, dedicated people and committees and core groups that develop learning centre programming here and they have a difficulty. That's the type of agency I'm more focusing in on.

Perhaps what it really relies upon is a clear definition of that type of programming, because I can tell you that we have many here in Yellowknife and I have no doubt that there are many in the communities and regions that people need that extra edge, and by and large, that's ultimately my issue. When we have an organized system, and I want to stay away from the word daycare at this second, but when you have an organized childhood development program that parents are committed to, I mean, we need to make sure the doors are open. I just want to emphasize that that is my particular area of concern at this time. Thank you.

HON. JACKSON LAFFERTY: I would also take that into serious consideration, because we have to deal with early childhood matters. The programming that we currently deliver, as you know, there are always changes that occur in different programming and different policies. As I stated, there is a review undertaken so we'll closely monitor that, and if we need to make changes as we listen to the Members' concerns, it will reflect on that as well. Mahsi.

CHAIRMAN (Mr. Bromley): Thank you, Minister Lafferty. I'm going to beg the patience of Mr. Beaulieu one more time here and ask Mr. Krutko, who has not spoken yet. Mr. Krutko.

MR. KRUTKO: Thank you, Mr. Chair. My question to the Minister is around exclusive schooling but it's more in line with the Member's statement, the Member for Nunakput, in regard to students that have to go away from their home communities in which they have to attend a school in regional centres and are basically put in a situation that they have to go to home boarding. I know there was a hostel previously in Inuvik. But again, the whole idea of inclusive schooling was to have K to 12 in all the communities in the Northwest Territories.

I think the problem that we're having with the system is based on the way that we allocate funding to the communities. I know that the divisional boards are responsible for allocating funding based on student-pupil ratios. Again, it does not work in small communities where you might have enrolment of, say, 60 students or 50 students, because the way the formula is set up it doesn't really benefit the high school students. Basically, they're put in a situation that they want to stay at home, they want the education at home, but

because they can't, under the formula we have, allow students to have that opportunity for exclusive schooling in the communities such as Sachs Harbour or Tsiigehtchic.

I'd like to ask the Minister: have you looked at or considered the way the formula is being allocated so that communities that need those extra teachers in the community which is over and above the student-pupil ratio is going to require extra assistance so that they can find a new teacher or an additional teacher to deal with the high school students, but more importantly, because you don't have the enrolment numbers you may not be able to meet the criteria that we use now? Is there a possibility of looking at that as an area that we can work with to assist communities that have the problem of having to send their students away to attend high school elsewhere? Is that something the department can look at?

CHAIRMAN (Mr. Bromley): Thank you, Mr. Krutko. Minister Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. This is an area that has been brought to our attention and to this House as well. As you know, the money has been allocated to the school boards, but at the same time I am listening to what the Members are saying, the concerns that have been brought to our attention. We may have to look at those areas. At the same time, we do provide grade extensions as well. Based on the number of students, we can provide funding so they can kick-start grade extensions in their home community. Again, it all depends on the students, if they want to pursue, whether it be Inuvik or a bigger, larger centre, it will be their choice to do that. The money would flow with them, meaning the school board would lose money but the bigger centres will gain funding based on the number of students. Mr. Chair, this is an area that has been brought up before. I need to look at this and see where we can go with it. Mahsi.

MR. KRUTKO: Mr. Chairman, also, hopefully the Minister can look at finding ways through technology such as taking courses on-line, also getting tutors in the schools. We have adult education programs in our communities. Tsiigehtchic is getting a new facility being built right now. Hopefully it will be operational pretty quickly. Again, it is right next to the schools. I think if you can facilitate the Adult Education Program with the high school students, keep them in the communities, maybe consider on-line courses, there are ways you can get around this problem.

It is a stressful situation that I go through every fall with the parents of the community of Tsiigehtchic having to send their students away and finding out they are dropping out before Christmas. They go back home and basically that is the end of their education career. I don't think we want that. Can

the Minister seriously look at this issue? I think that we can't simply say we will give the money to the education boards and it is up to them. I don't think it is up to them; I think it is up to us. We are the ones that are approving the budget here. Those are the types of things we have to find ways of ensuring that we can actually meet the goals that were set in previous Assemblies to try and have K to 12 in all schools. We know it is not going to be a perfect model everywhere, but at least let's make an effort to try and accomplish that one way or the other.

I would just like to have the Minister consider on-line programs, and more importantly take advantage of the adult education programs that we have in the communities in the facilities that are there and maybe do a joint effort between adult education, high school, on-line and any other means of providing that additional support to keep our students in our home communities. Thank you.

HON. JACKSON LAFFERTY: Mr. Chairman, I agree that we need to work together on this as well. There is a community learning centre that is coming up in Tsiigehtchic, as the Member indicated. It is next to the school. There can be shared resources. This has been also brought up through the college venue. The president has indicated that they are willing to work with our department and also the communities that have community learning centres that we can share with high schools. It is in the works.

I totally agree with the Member on the courses on-line. We need to promote more of that. I do believe there is a press release by Mr. Miltenberger on this broadband. We are exploring various areas, but the message here... The tutoring is another area that is under Literacy Strategy 2008-2018. We have highlighted that as well. I have been pressuring my department to have more tutoring into the small, isolated communities because I know there is a struggle there at times, because we can't deliver in class on Biology 30 or Physics 30. It has to be on-line. So we are fully aware of that. It has been brought up with the Aboriginal Student Achievement Initiative as well. Those are areas that we will continue to explore. I am glad the Member is raising that issue again. We will continue to work with that, Mr. Chairman. Mahsi.

MR. KRUTKO: Mr. Chairman, I would just like to echo concerns of the Member for Nahendeh in regard to the languages report that was put forward to your department to a whole bunch of recommendations looking at the area of declining Aboriginal languages, especially the ones that are finding themselves in pretty near threatened languages, such as the Gwich'in and Inuvialuktun. Again, I think sometimes we may have to take some drastic measures.

I applaud the French in regards to the court case, because it seems like they have a ton of attention,

a lot of resources going into that. I think we have to realize that we have languages that are threatened. They deserve just as much attention as the French, in regard to the court case. I think that, for myself, we do have to look at the recommendations of the special committee that was put forward and recommendations tabled in this House and moving on some of those recommendations and the urgency of it and also working with the local language organizations in regards to cultural societies and whatnot, because I know that they have concerns that they haven't really seen an increase over the years. But they are also trying to do their part to revive as many languages as they can, and working with the limited resources and basically asking for an increase so that they can take on the challenge but putting the resources forward. I would just like to put that out there to the Minister. I think that is something that we have to be cognizant of and not lose sight that there are threatened languages out there. I think we have to do whatever we can to revive those languages, but more importantly, get them into being more working languages in our communities, bring them back to the stature that they had in the past and make sure those languages are not only symbolic but also working languages that are functioning in our communities.

Again, I would like to leave that with the Minister and see if we can move on some of these recommendations, but more importantly, make more investments into the Aboriginal language area. Thank you.

HON. JACKSON LAFFERTY: Mr. Chairman, this is a very important area for our department. It is one of the priorities to revitalize our official languages more specifically on the Aboriginal languages. We have nine Aboriginal languages in the Northwest Territories. That is the very reason why we have initiated this Aboriginal Languages Strategy. The session that we've had last year, March and April, the whole purpose was to capture and also revitalize our Aboriginal languages. I totally agree with the Member; there are recommendations brought to our attention and tabled in the House here. We are currently working on some of those recommendations from within our department to expenditure and planning for next year's budget as well. Mr. Chairman, it is in the works that we will continue with that to revitalize our Aboriginal languages. That is the key aspect within our department. Mahsi, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Thank you, Mr. Minister. Next I have Mr. Bromley.

MR. BROMLEY: Thank you, Mr. Chairman. I wanted to follow up just briefly on that same topic. I think the Minister is clearly aware that the elders and chiefs of the Yellowknives Dene First Nation are very interested in having the Weledeh language

being recognized as unique and having it considered for official language recognition, and they have been chatting about this for a good year now or longer. I am sure the elders have been at it longer. I am wondering how the Minister is entertaining and supporting this request. Thank you.

CHAIRMAN (Mr. Krutko): Minister Lafferty.

HON. JACKSON LAFFERTY: Mr. Chairman, this matter has been brought up by the Member earlier and we need to look at all aspects of how we recognize official language. We need to look at the linguistics of it. We need to look at the history of the language, where it came from and how many words are different from the Tlicho language.

Mr. Chairman, it can be complex, but this is a piece of work that is before us. I am working within my department with the language group. We need to gather more detailed information about the history and the linguistics of the language itself and the comparison with other closely related languages such as Tlicho, which is one of the official languages.

Mr. Chairman, there is still a lot of work that needs to be done on this. Any changes we make to official languages, of course, will be public consultation as well. All I can say at this point is we are working on this file at the preliminary stages, Mr. Chairman.

MR. BROMLEY: Mr. Chairman, thanks for the Minister's remarks. I think the Yellowknives Dene will appreciate that work and will be right there participating.

I just want to say, before I move on, that I am very pleased with about 15 percent increase to the budget for official languages and I want to recognize the Minister for carving out those dollars. I know there are many competing demands, so that extra \$1.1 million is going to be an important contribution. I think we need it, obviously, to follow up on the new Languages Strategy.

I just had a quick question on inclusive schooling. We chatted about this quite a bit last year and it is a program that has been adapted in the Northwest Territories, as I understand from my questioning at that time. Because of findings elsewhere, we have never done the analysis to see if that actually applies in the Northwest Territories, where I think we are all prepared to recognize that we have a somewhat unique situation and, personally, I do question the applicability of the data elsewhere to our situation. I am wondering if the Minister has done any research. Has his staff done any research and evaluation of inclusive schooling, comparing it with the previous tradition, we will call it, in assessing student graduation rates in the Northwest Territories?

CHAIRMAN (Mr. Krutko): Deputy Minister Daniels.

MR. DANIELS: Thank you. We haven't done that type of evaluation at this point. I know the Inclusive Schooling Policy is based on the research, as the Member indicates, that is based outside the Northwest Territories. We have been having some internal discussions in the department about maybe looking at that and seeing how applicable that research is for our own particular circumstances in the North, given some of the concerns that we hear from people in the Northwest Territories. It is something we have been giving some consideration to and it might be something that we can follow up in terms of the work that we are doing under our school improvement projects and the Aboriginal Student Achievement Initiative, as an example. Thank you.

MR. BROMLEY: I appreciate Mr. Daniels' remarks. I am pleased to hear that those discussions are happening. I am not saying that we need to jump anywhere without the information. I am pleased to see the program go ahead until we have done that analysis, but I hope the department does decide to do it. Obviously, this is a key one. We want our students to graduate. I hear a lot of the anecdotal information, not exactly anecdotal, of specific cases where in the older system it seemed to work fine and I am sure there must be cases out there where it didn't. I don't hear about those, so it would be good to get some real, objective analysis of the information.

Just in terms of a question, does the Minister feel like we have the information available? Should we decide to do that analysis, do we have the data that we can look at to answer questions, to evaluate inclusive versus the more traditional approach in the Northwest Territories? Mahsi.

CHAIRMAN (Mr. Krutko): Minister of Education.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. We have to look at the whole system to see what we have, and I am sure we do have some information and we will have to gather that information and we will share with the Members. Mahsi.

CHAIRMAN (Mr. Krutko): Next I have Mr. Abernethy.

MR. ABERNETHY: Thank you, Mr. Chairman. I just have a couple of quick questions on the culture and heritage section. I understand, from your statement yesterday, that there is an additional \$200,000 being put into the budget to help with some museum displays and I think that is great. I think that is fantastic. What I am curious about is, has there been any thought with these displays and with displays that already exist in the museum, whether they are in storage or whether they are out for public consumption, has there been any thought about travelling some of these shows around in southern Canada, maybe even other locations in the Northwest Territories, to give the people in the

Northwest Territories an idea what is here, but more importantly, maybe partnering with Industry, Tourism and Investment to get some of those down south so that people can really see what is here?

The reason I bring it up is earlier this year, I guess it was later last year, I was at the museum and there was a fantastic display from Quebec in there; I think it was Quebec. It is a travelling show that goes from museum to museum to museum. It was great and there were a lot of people there to see it. I think we have some amazing displays up here, some amazing culture and if we can get those things travelled around a bit, I think it will turn peoples' attention to the North. I think it is a great opportunity for a partnership between Industry, Tourism and Investment and Education, Culture and Employment. Has there been any thought about as we design our displays, can we make them so that we can travel them around to different jurisdictions? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. This specific funding increase is more specifically for the Northwest Territories, but we have discussed this already with the Member and we are open to the idea of having southern tours with our exhibits. I am working closely with the Minister of Industry, Tourism and Investment, as well, to see if this could be an option or something that we can explore. This is a working document that we are currently exploring between the parties and we will keep Members posted on this matter. Mahsi.

MR. ABERNETHY: Thank you. Thanks to the Minister for that. That is excellent. I think partnerships are important and I look forward to hearing more about that. In the design of these current displays, if you can start thinking about transportation, it might help all to the design to make travel in the future easier. Just a thought.

The other thing that I have a question about is, once upon a time we housed a significant number of artefacts and materials that I think were considered to be Nunavut's and we were housing them at the museum and I think out at the warehouse as well. I have been told that a lot of that material has been shipped to Nunavut now. Can you confirm whether that is true or not? Are we still housing a significant amount of stuff for Nunavut or has it finally gone over, and if so, if we have sent it, what are we doing with all that space? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Deputy Minister Daniels.

MR. DANIELS: Thank you, Mr. Chairman. We have started sending stuff over to Nunavut. It has been a process of several years because it has

taken them some time to come up with a facility of their own to accommodate this. I would have to check on the exact status of how much material we still have with us. The space that is becoming available, we are utilizing it for the purposes of what we have identified here in terms of exhibit development. We are undertaking work to develop more exhibits that are more reflective of what is the Northwest Territories, so we are developing exhibits that cover each of our regions, from the Beaufort-Delta to the Sahtu to the South Slave, the Tlicho. Each region of the Northwest Territories will be reflected in the exhibits that we are developing in the Prince of Wales Northern Heritage Centre. Thank you.

MR. ABERNETHY: Thank you. That sounds really good. I am just slightly confused. Does that mean some of that space is going to be used for exhibits itself? Does that mean we are actually going to have more exhibit space in the museum or does it mean it is where we can bring in our product from the Inuvialuit, Gwich'in, Tlicho and store it there and help us build more exhibits? Is it going to give us more places where people can see stuff or is it still going to be storage but it is going to enhance our existing locations where we are going to be building exhibits?

MR. DANIELS: Thank you, Mr. Chairman. Yes, the plan is to put the exhibits in the space that has been freed up as a result of the exhibits going over to Nunavut. So any space that we have, there will be different galleries. One might feature the Beaufort-Delta region, for example, and another might feature more of the Sahtu region. Each of the exhibits that we develop that reflect each of the regions of the Northwest Territories will be accommodated in that space that has been freed up. Thank you.

MR. ABERNETHY: Thank you. That is excellent. I imagine that is a several-year project and that is not going to happen right away. Do we know what the \$200,000 specifically is going to be used for? Do we know what display we are creating, which region is going to be represented with that \$200,000?

MR. DANIELS: Thank you, Mr. Chairman. I will have to get the exact details on what is the priority, but we do have some right now that have been developed for some of the regions. So the ones that we don't have displays developed for so far will be the next on our list. So whether it's the Deh Cho or South Slave, we'll have to check on the status of that. Thank you.

CHAIRMAN (Mr. Krutko): Next I have Mr. Beaulieu.

MR. BEAULIEU: Thank you, Mr. Chairman. I'm not 100 percent sure this is exactly in the right section, but I can't find another area for it. I just wanted to ask the Minister if he and his department have some sort of plan to address the issue of

absenteeism. That's been a topic where last year it was in the news where kids are losing a year by the time they're getting halfway through elementary school just from being absent so much. So absenteeism is an issue that's affecting the kids' education levels when they finish grade 12 because people are continuing to pass through the system with their peers, so by the time they finish grade 12, if they miss a lot of school, they're behind. I'm wondering if there's any plan to address that specific issue. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Minister of Education, Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chair. I was just trying to get confirmation on that. I think there was a slight increase, not much, but a slight increase in enrolment. I think we are making some strides in that area where Aboriginal Student Achievement Initiative, a census was taken a year and a half ago. There's been a recommendation that came forward for us to provide additional funding, which we've provided to the school boards to deal specifically with enrolment issues and concerns, and they've done what they can as a school board in their schools and in their community. I think that captured a slight increase in enrolment, which is great.

Yes, there is a plan with the Aboriginal Student Achievement Initiative that's currently in discussion right now and we have two more regions to attend. That particular issue has been brought up in each and every region, Mr. Chair. This is a serious matter and we're very concerned, as well, but at the same time it's going up a bit. So I think we're doing the right things and we want to do more in that respect. There are more recommendations that are coming from the communities that we'll take seriously into consideration. Mahsi, Mr. Chair.

MR. BEAULIEU: Is enrolment and absenteeism essentially the same in this overall strategy? I understand the increase in enrolment of Aboriginal students would be something, but once they're enrolled, what the Minister referred to as going up I'm assuming is that the absentee rates are going down. Is that the correct assumption, Mr. Chairman?

HON. JACKSON LAFFERTY: The information that we have is that through ASA, as well that we gave money to schools for attendance projects and absenteeism is definitely before us. But we did provide additional funding to deal with absenteeism. Again, it's part of the ASA as we move forward. Mahsi.

MR. BEAULIEU: On another topic, I'm wondering if in the culture and heritage I recently encountered a situation where there are youth that are catching on to the whole issue of hand games and hand games has become quite a major event in gatherings. In fact, it's an event that's not even tied to any

meetings or anything; they're just events on their own. They're just having hand games. The government seems to feel that it's an issue of maybe some gambling involved in the hand games, but I don't see it that way. I think that the hand games would be nothing different as far as going and having a hockey tournament and having prize money for second and third, having ball tournaments and having prize money. I see hand games as something similar to that. So I'm having some difficulty getting the government to fund or to support youth groups out of Tu Nedhe that wish to attend hand games. Especially in Lutselk'e there's the whole issue that they're an isolated community. They're either going to have to skidoo out or fly out at this time. You know, you can't skidoo a bunch out of a community like that, and to fly is expensive for them to attend. So I'm wondering if this department has anything that they can use, any program that they can use to pay for or to support a group such as that. I'm not asking for 100 percent support, but some support along with other organizations that support hand games as a sporting event and very positive for the youth. Thank you.

HON. JACKSON LAFFERTY: Hand games have become a popular form of games in the communities, the traditional games. We as a department sponsor to some degree in association to hand games. We may not directly sponsor the hand game tournament.

As you know, I've been to a lot of hand games in the past and I guess one can see it as gambling, where money has been dispersed left and right. The perception is out there and we have to be careful as a Department of Education, Culture and Employment. We support the cultural preservation and what can we do to support that. If youth are getting involved with various hand game demonstrations, training that's happening, we work with the school, because they receive funding as well pertaining to the cultural aspect. So this is an area that comes up.

Every time there's a tournament they always ask for a donation across the Northwest Territories, and we've always referred them to the school boards because we provide funding to them. It's just one of those things where they apply to all organizations hoping to get some money out of it, but as I stated, we have sponsored in some areas with respect to the hand game demonstrations, but this is an area that there's been a lot of requests. We've been looking at this, how we can get around the system. But, Mr. Chair, we need to work with it and, again, I need to work with the organizations that we provide funding to. So we'll continue to work with that. Mahsi.

CHAIRMAN (Mr. Abernethy): Thank you, Minister Lafferty. Next on my list is Ms. Bisaro.

MS. BISARO: Thank you, Mr. Chair. I have a couple of questions here. I'd like to ask, it references a contribution I think on the next pages, but I believe it falls in this section. In the last couple of years the department has made a grant or a contribution to the Food First Foundation, and from a letter, which I mentioned to the Minister of Health last week I think it was, it came from the Executive, it was on Executive letterhead but it was signed by the Minister of Education and it sounds as though, in the letter, as though the Food First Foundation will not receive any funding in the 2011-12 fiscal year. I'd like to know from the Minister if my interpretation of his letter is correct. Thank you.

CHAIRMAN (Mr. Abernethy): Thank you, Ms. Bisaro. Minister Lafferty.

MR. LAFFERTY: Thank you, Mr. Chairman. The money that was being referenced in the letter was the one-time money that was available in the current budget, the 2010-2011 budget. Certainly that funding does sunset on March 31st of 2011.

MS. BISARO: That's rather distressing if this foundation is not going to receive any further funding. The Food First Foundation has received rave reviews from our schools. They have been doing excellent education work in terms of teaching the kids about healthy foods, what they should be eating, what they should not be eating. They've been providing foods in the schools and I think they've also been providing some education to our staff, as well, to help them to continue with that sort of education and awareness.

To the Minister: what is the department going to do to replace that work that the Food First Foundation has been doing? Who is going to do that work now as we go forward?

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. This, as the deputy stated, is the money that's been identified last year and is going to be sunsetted. The organization that's been delivering that have, of course, been doing good work in this area. We have to look at this from an interdepartmental perspective. It's not just our department. I need to work closely with Health as well, and other organizations, I guess. The money has been run out at the end of this fiscal year. That's where it's at right now.

The Member is asking who is going to be delivering that. I'm sure that we provide funding through various programming to the schools to deliver things such as the breakfast program and other programs. I'm sure that will continue. In this specific area it's unfortunate we couldn't allocate the funding that was identified last year for next year. That's where it's at.

MS. BISARO: I appreciate the answer from the Minister but it is very concerning. There is a \$400,000 line item in the budget which is going to

sunset. The NWT nutritious food study, I presume that's it. It bothers me in that we are again ignoring the issue or benefits of prevention and intervention at an early age. The Minister talked about working with other departments and cross-departmental. I have to say, as I've said a couple of times in the last week and a half, that early intervention from kids zero to age six at least helps in breaking the cycle of poverty. The department is talking about working with other departments but I don't hear anything about working to try and break the cycle of poverty, to try and work within the development of an Anti-Poverty Strategy, which apparently is being developed. I think again we are thinking too small and too narrow. We need to rethink how we deliver these programs and services.

We've had \$400,000 which is going to sunset. My question is: where is that money going to be spent now? Obviously it's being spent because the budget for this department has increased not decreased from last year to this proposed budget year. It's one thing to say that the schools have pots of funding where they can do these particular programs, but this was a program which was delivered with the schools, which provided research, which provided background, which provided mentorship for the schools to get into sort of healthy food education for our students. I really think this is a step backwards.

We have an organization that is fully willing to do this work pretty much on a volunteer basis and we're basically telling them no, this is not important, we don't really care what our kids eat, let's just go back to the way that it was awhile ago. I'd like to hear from the Minister again where this \$400,000 is going to be spent now, if it's not being spent on healthy foods or healthy food initiatives. Again, apart from the schools having a pot of money to access, what are we actively doing as a government to make sure that our kids are educated relative to healthy foods?

HON. JACKSON LAFFERTY: That \$400,000 is going to the schools for a Nutrition Program in the Northwest Territories. It will be expanded into the schools. I know this was an issue when we first brought that up were issued on administration, but I did commit the whole \$400,000 to the schools in the communities. The schools, of course, can augment on the budget required for a school Nutrition Program by accessing other funds, as I indicated earlier.

I just want to break down that through government sources like Aboriginal Student Achievement, we have various programs that have been identified: Healthy Food for Learning, Drop the Pop, Together for Healthy Learning, and non-government sources such as Breakfast for Learning. We do have community councils, as well, band councils and

also private sectors. So those are areas that we need to work with and we'll continue to do that.

MS. BISARO: Just one last question, I guess. I'd like to know from the Minister whether or not there was an evaluation done of this particular program that Food First Foundation was running. If the money is not going to Food First Foundation but it is going into the schools, what's to guarantee that they're going to use it for the same sort of program that Food First Foundation was running? Are we taking a program... If there was an evaluation done and it proved that the program was working well, why are we cancelling it?

I just again have to say that I think we're missing the boat. The Minister mentioned four or five or six different programs which exist, but they all operate sort of independently. There's no coordinated approach to prevention and education of our kids at an early age in all manner of things, and this is just one more opportunity for us to get them early and to get them learning the right things. The end result is we have healthier children and healthier adults and less of a drain on our health and social services system.

I guess I'd like to know from the Minister how he expects that this sort of, the same sort of thing that's been provided by Food First Foundation, how is that going to be accomplished in the schools. I may have asked that question already but I still haven't heard a decent answer.

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. The \$400,000 that we've given to the Food First Foundation has gone out to the schools this year in 2010-2011, as the Minister said. While we haven't done a detailed evaluation of this as it was a one-year project, there have been some concerns identified in terms of the increased workload it places on schools to administer programs, because it does require people to prepare the food and to also store the food in some cases, which might be a challenge in some schools. Those are some of the issues that have been highlighted. We do plan to continue to work interdepartmentally to support healthy choices and to teach food nutrition, as well as things like active living and healthy living overall. We do work interdepartmentally from that perspective. We do plan to continue to make sure that we're sharing information on different programs and different supports that are available that could support things like nutrition programs and make sure that information is available to schools and other early childhood programs and other programs that require nutritional programs.

CHAIRMAN (Mr. Krutko): We're on page 10-17, Education, Culture and Employment, activity summary, education and culture, operations expenditure summary, \$190.945 million. Mr. Bromley.

MR. BROMLEY: Thank you, Mr. Chairman. I just had a couple quick questions on the Food First Foundation as well. First one is: have we been contributing to them over the last three years and how much?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Mr. Chairman, no, we haven't. The Food First Foundation was actually a contractor. They won the contract to actually deliver the Nutrition Program last year. They were basically a contractor for us.

MR. BROMLEY: My last question is: do we expect this organization or business to continue in the absence of the support they had this year?

MR. DANIELS: We're certainly hoping they can. They've been in existence for some time prior to us being involved with them through the contract arrangement. They've been getting funding from other sources in previous years. We have the expectation that they will continue.

MR. BROMLEY: My last question. I just want to confirm that the \$400,000, all of that went to Food First Foundation for administration and delivery this year. Is that correct?

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. That \$400,000 did go to the schools in the communities.

MR. BROMLEY: Thank you for that information. How much went to Food First Foundation?

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you, Mr. Chairman. The full \$400,000 was allocated and there may have been a small amount that the Food First Foundation may have held back. I believe it was around \$20,000 to administer the program on our behalf.

CHAIRMAN (Mr. Krutko): Mr. Bromley. Mrs. Groenewegen.

MRS. GROENEWEGEN: Thank you, Mr. Chairman. I wanted to ask some questions about the storefront schooling, alternative schooling for students. That may not be appropriately on this page. Would that come under funding to district education authorities on page 10-33 or would this be the time to ask about that?

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. We're under education and culture. I guess it could fall under the school. I'll have to get my deputy to elaborate more in detail about the program.

CHAIRMAN (Mr. Krutko): Mr. Daniels.

MR. DANIELS: Thank you. The funding that is for the storefront or alternative schools is certainly part

of the school contributions section of this particular page. So yes, this would be the appropriate area.

MRS. GROENEWEGEN: I'm sure that the Minister and deputy minister are very well aware that there have been some questions raised recently with respect to the funding that has allowed these programs to exist in communities. I certainly know of Hay River and Fort Smith. I want to talk about Hay River's.

There's some question about whether or not it's effective to fund the alternative schooling on a per student basis, considering that some of the students who are attending and taking advantage of this program are maybe only there to get a few credits in one grade to finish up and they attend at different rates and progress with their studies at different rates. Is it appropriate to fund alternative schools in the same way we would on a per capita, per student basis as we would a regular school?

MR. DANIELS: There have been a number of alternative programs that have emerged in the past couple of years and what we've done is we took a look at those programs to see how they're operating. We had a consultant review the different programs. For the most part, as the Member states, they were running differently than what the regular full-time attendance programs were. A number of them were not attendance based, so we decided that we needed to come up with an approach on how we could support the alternative programs. We developed a formula that takes into account the staffing needs of the alternative programs as well as their O and M costs, and so we've adjusted the formula.

We do believe the alternative programs are good programs. They are meeting a critical need for students who cannot attend school on a full-time basis for various reasons. We did come up with a different approach for funding the alternative programs. Thank you.

MRS. GROENEWEGEN: Is it the department's understanding from feedback from the district education authorities that this new formula for funding, this alternative schooling, is adequate or, in fact, is this new formula funding putting these programs in jeopardy and threatening them to not exist any longer because of this new funding? What's the feedback been like from the DEAs who have these programs? What's their response been to this new formula funding for them? Thank you.

MR. DANIELS: We've heard from one board in particular that is concerned about the new approach. The formula that we've developed we believe will meet the program delivery costs that are directly associated with these alternative programs. We have said that if there are costs that we have somehow missed in the formula that are directly attributed to supporting the alternative

programs, we would consider those costs and make the appropriate adjustments. Thank you.

MRS. GROENEWEGEN: What was the motivation or what precipitated the change in the funding program for the alternative schools? What brought that about and did, in fact, the funding under the new formula, is it reduced funding for alternative schooling? How does it compare to what was being provided? Thank you.

MR. DANIELS: When we reviewed the alternative programs it became clear that a number of them were running differently. They're not all quite the same. A number of them are not attendance based, which is the requirement that we have for funding students in our schools, that there's an attendance-based requirement. So we had to come up with a new approach to support a number of these alternative programs. With the formula it has meant that in some cases the funding has gone down, in a couple cases, and in other situations the funding has increased for some of the alternative programs. Thank you.

MRS. GROENEWEGEN: Would the deputy minister know, with the new formula, how much the funding for the storefront alternative school in Hay River, how much would that have gone down? Thank you.

MR. DANIELS: Yes, we do have that information. With the formula, the amount of money that the program in Hay River would be getting starting in 2011-12 would be \$186,000. If they were funded as if they were full-time attending students, the amount would be \$387,000. Thank you.

MRS. GROENEWEGEN: As part of the consideration for reworking the funding of the alternative schools, what kind of consideration was given to the results that have been achieved? I understand that the students who attend the alternative schooling are ones who would not normally be attending the regular high school and this is a means of ensuring that those who may have dropped out who need credits, who need to learn in a different way, who need to achieve their high school diploma outside of that regular attendance at school Monday to Friday. Were the results taken into consideration when looking at the revised formula for funding?

MR. DANIELS: Yes, the results were definitely a factor in the formula in terms of trying to encourage students in the programs to complete credits. As the number of credits that are completed by students increases, it could have a positive impact on the amount of funding that gets allocated to the alternative programs.

MRS. GROENEWEGEN: In Hay River, that's quite a significant decrease of \$199,000 per school year for the alternative schooling program. What is the impact of that reduction of \$200,000 a year? What's

the impact going to be on that program in Hay River? Thank you.

MR. DANIELS: We believe that the formula we have developed will be sufficient to support the programming needs of the various alternative programs. The other portion of funding may have been used for other purposes in the schools, supporting other needs that are in the schools. That's where there may be an impact, but for the alternative programs themselves, we believe the formula will provide the sufficient resources. Thank you.

MRS. GROENEWEGEN: Will there be any impact on the staffing level at the alternative school? Will this decrease of \$200,000 impact their resources or their staffing in the next school year? Thank you.

MR. DANIELS: The amount of funding that we're providing for this particular program in Hay River will provide support for one funded teacher and then there will also be some support there for an assistant to help with the program. There will also be some additional funding to support other ongoing operations and maintenance costs as well as some rent and utility costs that are associated with the program. Thank you.

CHAIRMAN (Mr. Krutko): Ms. Bisaro.

MS. BISARO: Thank you, Mr. Chair. I'd like to make a couple of comments and then I want to ask a question. Days run together and I don't remember when I mentioned it, but I am a little concerned about the money that we're spending on the Aboriginal Student Achievement Initiative. I find no fault with the initiative, but when I attended the forum in Dettah a couple of weeks ago, my impression was that there are four priorities which the department has determined for the Aboriginal Student Achievement Initiative. The impression I got was that the number one priority was early childhood and that the money would be invested in early childhood. Yet, when I look at the information that we got in the business plans in September, it tells me that the focus in the 2011-12 business year will be a literacy initiative. I have no problems with literacy but I am not quite understanding how, if I read this correctly, a literacy coordinator at headquarters and literacy coaching consultants in DEA and DEC offices, that will really assist us in terms of Aboriginal student achievement.

Some place else I thought I saw the establishment of libraries, which was also connected with the Aboriginal Student Achievement Initiative. I'd like a bit of an explanation from the Minister or from the deputy minister what the priorities for the Aboriginal Student Achievement Initiative are and what the focus of ASA funding in the 2011-2012 budget will be. Thank you.

HON. JACKSON LAFFERTY: Mr. Chairman, the Aboriginal Student Achievement Initiative, as you

know, is still a working document. We are still visiting two more regions. There may have been a shift to focus on literacy for community library coordinator and libraries in the communities. It is based on the input that we received from the general public. We are moving forward on the recommendations. It is not us as a department saying this is what is good for the communities. Next year it could be in a different format. It could be early childhood that we need to focus on.

Mr. Chairman, once we started the initiative, we have identified what should be our priorities to discuss at the regional forum and we have had some feedback. That should be literacy, early childhood and family supports, and also language and culture. Those are four key areas that we have touched on, the student and family support.

As you see, the first priority is literacy. What we are doing here is focussing on literacy and then, following that, early childhood would come into play and student and family support, language and cultural preservation.

Mr. Chairman, as I stated, this ASA is still ongoing. There is a lot of work ahead of us still. Recommendations are still coming. We will continue to work with it and press it even more within our department. Mahsi.

MS. BISARO: Mr. Chairman, thanks to the Minister. I appreciate that there is lots of work to be done. I appreciate that there are different priorities. I am just having trouble understanding how the establishment of libraries in communities is going to assist our students in school to achieve success. Can I have an explanation from the Minister as to how that is going to happen? Thank you.

HON. JACKSON LAFFERTY: Mr. Chairman, again, this has been identified through the venue, the forum. As you know, there are a lot of small, isolated communities that don't have library services. They have to go to a school, but there are certain operational hours at the school. After hours, the students cannot access. They have no place to go. This is an area that is a high importance to us as well as the Education department.

Mr. Chairman, this suggestion and ideas came from the people and I feel that we need to act on it. That is part of the reason why we have identified the library services, so kids can continue reading even though they are not in school, so they can improve their academic area. Mahsi.

MS. BISARO: Mr. Chairman, I am having a hard time with the explanation. I will leave it at that. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Krutko): We are on page 10-17, Education and culture, operations expenditure summary, \$190.945 million.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): We are moving on to page 10-18, Education, Culture and Employment, activity summary, education and culture, grants and contributions, grants, \$52,000.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): Contributions, total grants and contributions. Mr. Bromley.

MR. BROMLEY: Thank you, Mr. Chairman. I wonder if the Minister could remind me what the Healthy Children Initiative Program is. Thank you.

CHAIRMAN (Mr. Krutko): Deputy Minister Daniels.

MR. DANIELS: Thank you, Mr. Chairman. The Healthy Children Initiative is funding that is integrated with our early childhood programs and it is really meant to try to focus on different... People or organizations apply for the funding to support different initiatives in the early childhood area. Thank you.

MR. BROMLEY: Thank you, Mr. Chairman. I think I understand. So if you combine the Healthy Children Initiative and the Early Childhood Program, that accounts for a large part of the early childhood development figure mentioned on page 10-17 under program delivery details at the bottom. Thank you.

CHAIRMAN (Mr. Krutko): Minister of Education.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. That is correct, what the Member is referring to.

CHAIRMAN (Mr. Krutko): Okay, page 10-19, grants and contributions, grants and contributions, continued, summary. Agree to page 10-19?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Krutko): Moving on to 10-20, grants and contributions. Mr. Abernethy.

MR. ABERNETHY: Thank you, Mr. Chairman. The first section here, NWT Arts Council, is \$500,000. This is where we give money to groups that are obviously interested in producing some sort of project, whether it is music, whether it is writing or whatnot.

In this area, I know that over the years we have done a really fantastic job of putting some money into the hands of some of our artists throughout the Northwest Territories, but we haven't always done a brilliant job of sort of collecting or recognizing what has been accomplished by these artists. For instance, we have had many CDs produced by many talented people throughout the Northwest Territories, but if we were to ask if you have a copy -- Education, Culture and Employment -- do you have that CD? Can we listen to it? Can we see what northern artists have done? There is no real compilation ever been done of all the products.

In the last couple of years, Music NWT has revitalized. They used to be an organization called, not WAMP, they were RANT and now they are Music NWT. This is an organization committed to musicians across the Northwest Territories. Has there ever been any thought of engaging an organization like Music NWT to compile all the product that has been created over the years and creating either a website or database or just a location where people can go, click in and look and listen to the high-quality product that has been produced across the Northwest Territories? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Krutko): Mr. Lafferty.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. That is something that we can look at. As you know, it is not only music, there are books that are being produced, arts and crafts, so we need to look at all venues, I guess. The money that we distributed, there is almost 40 different organizations, 40 different individuals, so we can look at those areas that the Member is referring to.

MR. ABERNETHY: The Minister actually hit on the second part. After I talked about music, I was going to say there is a significant amount of other product. In looking at it, can the Minister commit to putting together some sort of package that is easily accessible to people so that they can see or even listen to some of the product, even maybe link to some of the artists' websites so that more people can get a wider range of an idea of what some of our fantastic northern artists, performing artists, musicians, painters, writers, authors are doing?

We should be very proud of the product that exists and the talent that exists in the Northwest Territories. We are putting a lot of money into them right now and I think it is time that we highlight some of them and show people what is out there and what we have contributed to. Thank you, Mr. Chairman.

HON. JACKSON LAFFERTY: Mahsi, Mr. Chairman. I agree with the Member that we should look at this. There are a lot of products out there that we need to showcase and I believe even Industry, Tourism and Investment travels to different sites highlighting the North. So we can work with that, even as far as updating our websites with all the links. We have information on these individuals, because obviously they submitted an application. Some of these individuals here, they are continuous individuals that apply on an annual basis. So, Mr. Chair, we will certainly work with that. Mahsi.

MR. ABERNETHY: That's great. Maybe if the Minister can provide me with some data on how far those records go back, because I know there's product from three, four, five, seven, eight, nine, 10 years. It would be great to go back and capture some of the stuff we've done, so if the Minister can

provide me that, that would be great. Thank you, Mr. Chair.

HON. JACKSON LAFFERTY: We'll provide the information since we started that programming through the NWT Arts Council. We'll provide that detail. Mahsi.

CHAIRMAN (Mr. Krutko): Thank you. At this time I'd like to recognize the clock, so I'll rise and report progress.

Report of Committee of the Whole

MR. SPEAKER: Can I have the report of Committee of the Whole, please, Mr. Krutko.

MR. KRUTKO: Mr. Speaker, your committee has been considering Tabled Document 133-16(5), Northwest Territories Main Estimates, 2011-2012, and would like to report progress. Mr. Speaker, I move that the report of Committee of the Whole be concurred with. Mahsi.

MR. SPEAKER: Thank you, Mr. Krutko. A motion is on the floor. Do we have a seconder? The honourable Member for Inuvik Twin Lakes, Mr. Robert McLeod.

---Carried

Item 22, third reading of bills. Madam Clerk, orders of the day.

Orders of the Day

PRINCIPAL CLERK OF COMMITTEES (Ms. Knowlan): Orders of the day for Wednesday, February 16, 2011, at 1:30 p.m.:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Acknowledgements
7. Oral Questions
8. Written Questions
9. Returns to Written Questions
10. Replies to Opening Address
11. Petitions
12. Reports of Standing and Special Committees
13. Reports of Committees on the Review of Bills
14. Tabling of Documents
15. Notices of Motion
16. Notices of Motion for First Reading of Bills
17. Motions
18. First Reading of Bills

19. Second Reading of Bills

20. Consideration in Committee of the Whole of Bills and Other Matters

- Tabled Document 4-16(5), Executive Summary of the Report of the Joint Review Panel for the Mackenzie Gas Project
- Tabled Document 30-16(5), 2010 Review of Members' Compensation and Benefits
- Tabled Document 38-16(5), Supplementary Health Benefits - What We Heard
- Tabled Document 62-16(5), Northern Voices, Northern Waters: NWT Water Stewardship Strategy
- Tabled Document 75-16(5), Response to the Joint Review Panel for the Mackenzie Gas Project on the Federal and Territorial Governments' Interim Response to "Foundation for a Sustainable Northern Future"
- Tabled Document 103-16(5), GNWT Contracts over \$5,000 Report, Year Ending March 31, 2010
- Tabled Document 133-16(5), Northwest Territories Main Estimates, 2011-2012
- Tabled Document 135-16(5), GNWT Response to CR 3-16(5): Report on the Review of the Child and Family Services Act
- Bill 4, An Act to Amend the Social Assistance Act
- Bill 14, An Act to Amend the Conflict of Interest Act
- Bill 17, An Act to Amend the Income Tax Act
- Bill 20, An Act to Amend the Evidence Act
- Minister's Statement 65-16(5), Devolution Agreement-in-Principle, Impact on Land Claims and Protection of Aboriginal Rights
- Minister's Statement 88-16(5), Sessional Statement

21. Report of Committee of the Whole

22. Third Reading of Bills

23. Orders of the Day

MR. SPEAKER: Thank you, Madam Clerk. Accordingly, this House stands adjourned until Wednesday, February 16, 2011, at 1:30 p.m.

---ADJOURNMENT

The House adjourned at 6:05 p.m.