



# Yukon Legislative Assembly

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## HANSARD

Tuesday, November 3, 2015 — 1:00 p.m.

Speaker: The Honourable David Laxton

# YUKON LEGISLATIVE ASSEMBLY

**SPEAKER — Hon. David Laxton, MLA, Porter Creek Centre**

**DEPUTY SPEAKER — Patti McLeod, MLA, Watson Lake**

## CABINET MINISTERS

NAME	CONSTITUENCY	PORTFOLIO
<b>Hon. Darrell Pasloski</b>	Mountainview	<b>Premier</b> Minister responsible for Finance; Executive Council Office
<b>Hon. Elaine Taylor</b>	Whitehorse West	Deputy Premier Minister responsible for Tourism and Culture; Women's Directorate; French Language Services Directorate
<b>Hon. Brad Cathers</b>	Lake Laberge	Minister responsible for Justice; Yukon Development Corporation/ Yukon Energy Corporation
<b>Hon. Doug Graham</b>	Porter Creek North	Minister responsible for Education
<b>Hon. Scott Kent</b>	Riverdale North	Minister responsible for Energy, Mines and Resources; Highways and Public Works
<b>Hon. Currie Dixon</b>	Copperbelt North	Minister responsible for Community Services; Public Service Commission
<b>Hon. Wade Istchenko</b>	Kluane	Minister responsible for Environment
<b>Hon. Mike Nixon</b>	Porter Creek South	Minister responsible for Health and Social Services; Workers' Compensation Health and Safety Board
<b>Hon. Stacey Hassard</b>	Pelly-Nisutlin	Minister responsible for Economic Development; Yukon Housing Corporation; Yukon Liquor Corporation

## GOVERNMENT PRIVATE MEMBERS

### Yukon Party

<b>Darius Elias</b>	Government House Leader Vuntut Gwitchin
<b>Hon. David Laxton</b>	Porter Creek Centre
<b>Patti McLeod</b>	Watson Lake

## OPPOSITION MEMBERS

### New Democratic Party

<b>Elizabeth Hanson</b>	Leader of the Official Opposition Whitehorse Centre
<b>Jan Stick</b>	Official Opposition House Leader Riverdale South
<b>Kevin Barr</b>	Mount Lorne-Southern Lakes
<b>Lois Moorcroft</b>	Copperbelt South
<b>Jim Tredger</b>	Mayo-Tatchun
<b>Kate White</b>	Takhini-Kopper King

### Liberal Party

<b>Sandy Silver</b>	Leader of the Third Party Klondike
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## LEGISLATIVE STAFF

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Deputy Clerk	Linda Kolody
Clerk of Committees	Allison Lloyd
Sergeant-at-Arms	Rudy Couture
Deputy Sergeant-at-Arms	Doris McLean
Hansard Administrator	Deana Lemke

**Yukon Legislative Assembly  
Whitehorse, Yukon  
Tuesday, November 3, 2015 — 1:00 p.m.**

**Speaker:** I will now call the House to order. We will proceed at this time with prayers.

*Prayers*

## DAILY ROUTINE

**Speaker:** We will proceed at this time with the Order Paper.

Tributes.

## TRIBUTES

### In recognition of Financial Literacy Month

**Hon. Mr. Pasloski:** Thank you, Mr. Speaker. I rise today to pay tribute to the fifth annual Financial Literacy Month. Financial Literacy Month was introduced in 2011 to highlight the programs, services and tools available to help Canadians make the best possible financial choices.

The need for increased financial literacy was highlighted by a 2011 survey in Ontario by the investor education fund. Survey participants were asked more than 20 questions to test their knowledge about investing, borrowing and financial planning. The results of the survey were surprising: only three out of 10 people received a passing grade. Whether it's buying a home, investing in RRSPs or simply opening a bank account, consumers today are faced with complicated decisions. An increasing number of young adults and seniors are using financial products and it is essential for everyone to understand how these activities may affect their future financial standing. To that end, this summer the federal government released a national strategy to promote financial literacy. The strategy's three goals are to: help Canadians manage money and debt wisely; plan and save for the future; and prevent and protect against fraud and financial abuse.

This year's Financial Literacy Month aims to rally organizations and individuals across the country to support the national strategy. Last year, more than 1,200 workshops, seminars and other events were held across the country to help Canadians better manage their personal finances. This year in Yukon on November 19, RBC Royal Bank is offering free advice to the public on financial planning; retirement and pensions; and savings and investing.

Mr. Speaker, I stand in support of the goals and ideals of Financial Literacy Month. I encourage all of my colleagues to do the same. I invite all Yukoners to join this year's conversation on social media, using #flm2015 and #countmeinca. By increasing their financial literacy, Yukoners will be better equipped to provide for themselves and for their families now and into the future.

### In recognition of National Adoption Awareness Month

**Hon. Mr. Nixon:** Thank you, Mr. Speaker. I rise today on behalf of all members to recognize November as National

Adoption Awareness Month. Today, almost seven million Canadians are affected by adoption in one way or another, and yet adoption remains one of the most misunderstood social phenomena in our country. In Canada, the most critical challenge is the number of children in our child welfare system who are eligible for adoption and waiting desperately for a permanent, loving family to call their own. This represents approximately 30,000 children and youth.

Here in Yukon, the *Child and Family Services Act* was introduced in 2010. This act allows for the adoption of children in the permanent care of the director and other types of adoption, including step-parent, inter-country and custom adoption — a process that honours the customs of a child and a family's First Nation. The act promotes the idea of openness in adoption among birth families and adoptive families and directs the Department of Health and Social Services to facilitate these processes. This is truly a Yukon value that makes it easier for birth parents and people who were adopted to find each other and allows for better access to adoption records.

To adopt a child is one of the biggest decisions in a person's life and it can be also one of the most rewarding. The joys and challenges of adoption are part of a lifelong journey. I would like to congratulate our Yukon Party MLA from Riverdale North and his wife, Amanda, on the recent adoption of their son Eli. I know from several conversations with my colleague from Riverdale North, including Eli into their family has brought much laughter and happiness and, perhaps, the occasional trial and tribulation, into their home. There is no question that being a parent is the most daunting, spectacular and life-changing experience, but being an adoptive parent adds an additional dimension to the responsibility — one of selflessness and understanding.

In closing, on behalf of Yukon government, I would like to extend our appreciation to the foster families, social workers, adoption workers, the birth parents — who made that tough decision, for whatever reason, to give their child up for adoption — the adoptive families who make the choice to adopt a child in need of that stable, loving environment and all of those whose lives are touched through adoption today.

**Speaker:** Introduction of visitors.

## INTRODUCTION OF VISITORS

**Ms. Moorcroft:** I rise to introduce Mr. Shaun LaDue, a former soldier, writer, educator and artist, who also wanted to be recognized as a product of Yukon's child welfare system. Prior to his return to Yukon, Shaun had legally changed his name and transitioned to male. Shaun is an effective advocate who is working with an all-genders Yukon group for legislative and social change to accommodate the rights of trans people. I ask all members to join me in extending a warm welcome to Shaun LaDue, a resident of Ross River, Yukon.

*Applause*

## TABLING RETURNS AND DOCUMENTS

**Speaker:** Under tabling returns and documents, the Chair has for tabling the *Yukon Human Rights Commission 2014 - 2015 Annual Report* and the Yukon Human Rights Commission unaudited financial statements as at March 31, 2015. The annual report is tabled pursuant to section 18 of the *Human Rights Act*.

Are there any other returns or documents for tabling?  
 Are there any reports of committees?  
 Are there any petitions to be presented?  
 Are there any bills to be introduced?  
 Are there any notices of motions?

## NOTICES OF MOTIONS

**Ms. McLeod:** Thank you, Mr. Speaker. I rise to give notice of the following motion:

THAT this House urges the national Historic Sites and Monuments Board of Canada to approve the nomination of the Alaska Highway corridor by the National Historic Site of Canada highway heritage society in time for the commemoration of the 75<sup>th</sup> anniversary of the construction of the Alaska Highway in 2017.

**Ms. Stick:** Thank you, Mr. Speaker. I rise to give notice of the following motion:

THAT this House urges the Government of Yukon to support mental health care and services for all Yukoners by:

- (1) adopting a Housing First approach; and
- (2) working with community experts to deliver a continuum of supportive housing options.

**Mr. Silver:** Thank you, Mr. Speaker. I rise to give notice of the following motion:

THAT this House urges the Government of Yukon to address a lack of clarity with respect to the roles and responsibilities of the Yukon Environmental and Socio-economic Assessment Board, the Yukon Water Board and the Yukon government when it comes to mine permitting.

**Speaker:** Is there a statement by a minister?  
 This then brings us to Question Period.

## QUESTION PERIOD

### Question re: Land use planning

**Ms. Hanson:** Thank you, Mr. Speaker. Yukon's land use planning process has been stalled ever since this government tried to unilaterally impose their own plan for the Peel.

The Yukon government and Yukon First Nations agreed to complete land use plans throughout the Yukon because land use planning is intended to provide the clarity and certainty necessary for sustainable economic development throughout Yukon.

Now we are told the Yukon Land Use Planning Council is doing a review of land use planning — a process directed by the chair, a former Minister of Energy, Mines and

Resources — the same minister who laid the groundwork for this government's unilateral rejection of the Peel plan that undermined Yukon's land use planning process.

Mr. Speaker, under what authority is the chair of the Yukon Land Use Planning Council reviewing the land use planning process, and does the government support the rewriting of the land use planning process outside the provisions contained in chapter 11 of the final agreements?

**Hon. Mr. Pasloski:** Thank you, Mr. Speaker. Before us, we will have a decision by the Yukon Court of Appeal on the Peel land use decision and that's what we're all waiting for. As a government, we know that the outcomes of that decision will have an impact on land use planning, not only for this government, but for all future Yukon territorial governments.

What we are doing is seeking clarity because we feel that democratically elected public governments should have final say on public land. We don't anticipate any decisions being made regarding land use planning until we are given more clarity from the courts.

**Ms. Hanson:** Mr. Speaker, we're not talking about the court case today. When the final agreements were negotiated, the land use planning process was clearly described. An objective of land use planning is to ensure that the management and use of land, water and resources is done in an integrated and coordinated manner to ensure sustainable development. This government's decision to throw out the final recommended Peel plan and force First Nations into court was followed up with a suspension of land use planning territory-wide.

Does the government believe that the Yukon Land Use Planning Council's suspension of Yukon's land use planning process is consistent with the process set out in the final agreements?

**Hon. Mr. Pasloski:** Thank you, Mr. Speaker. We continue today to see local area planning going on in different areas of the territory. We are talking about land use planning, Mr. Speaker, and so we are waiting for a decision from the courts to provide that clarity. Once we have that clarity, we will be able to move forward because this is exactly what the member opposite is asking about — clarification on the role as described in the *Umbrella Final Agreement*. So we are waiting for the decision from the courts. We are seeking clarity as I have said — and the Minister of Energy, Mines and Resources has also stated — this affects not only this government, but all democratically elected public governments in the Yukon into the future.

**Ms. Hanson:** Let the record stand that the Premier has ignored the question twice.

This government's lack of commitment when it comes to land use planning demonstrates a complete lack of political will to bring certainty to Yukon. Land use planning, Mr. Speaker, is dead in the water. The Dawson regional land use plan is on hold and the remaining land use plans agreed to by all parties and contemplated in the *Umbrella Final Agreement* is nowhere in sight.

One of the key outcomes of the land use planning process jointly agreed to in the *Umbrella Final Agreement* would be to provide clarity to those interested in investing in the Yukon. That the Yukon has only one completed land use plan highlights the missed opportunities to create essential certainty to drawing and retaining investment in Yukon.

When will the Premier recognize the fact that his government's continued resistance toward land use planning, as set out in the agreements, is creating uncertainty at great cost to Yukon's economy?

**Hon. Mr. Kent:** Thank you very much, Mr. Speaker. I would like to take the opportunity to thank the previous Yukon Party government for settling the north Yukon plan — the only one that is in existence — and congratulate the partner, the Vuntut Gwitchin First Nation, in the successful implementation of that plan over the years.

I think the one other aspect I would like to correct the member opposite on is with respect to her assertion that the Yukon Land Use Planning Council has somehow halted the land use planning process in Dawson. Members will recall that last year we put out a joint press release with the Tr'ondëk Hwëch'in First Nation and Vuntut Gwitchin First Nation, in which those two First Nations and the Yukon government agreed to pause the Dawson planning process and meet to determine the best path forward, once there is a final outcome to the Peel court challenge and once the government has agreed to a revised common land use process to implement chapter 11.

Again, Mr. Speaker, we see incorrect assertions being made by the members opposite. The decision to pause the Dawson regional land use plan was one made on a government-to-government basis, not by the Yukon Land Use Planning Council, as she asserted in her question.

### Question re: Hotels, long-stay

**Ms. White:** Yesterday I asked how the government is ensuring that tenants sheltered in long-stay hotels receive the same protections as other tenants. Two ministers chose not to answer the question.

Let's be clear. This is about ensuring that Yukoners in long-stay hotels can count on the government to keep them warm, dry and safe when they most need shelter. So I am going to try again. If the Yukon government puts clients in hotels for long-term stays under six months, they aren't covered by the new *Residential Landlord and Tenant Act* regulations.

How is the government ensuring that those people have the same minimum rental standards as all other tenants?

**Hon. Mr. Dixon:** As I noted yesterday, the *Residential Landlord and Tenant Act* of course will come into force with the creation of the regulations on January 1. Those regulations and that act will provide a lot of new rules and regulations for residents, both landlords and tenants, throughout the territory.

In the case of people who are staying for a short time in hotels, they are covered by the hotel's regulations under the hotel act, but after a certain point, once they are deemed to be staying there for longer than six months, that is when the

*Residential Landlord and Tenant Act* regulations will kick in. To assert that individuals staying in hotels are somehow unsafe because they are staying in a hotel is simply not true, and I think the member knows that. With regard to the regulations in general, we believe they are a very positive step forward that will provide consistency and clarity to landlords and tenants throughout the territory.

**Ms. White:** We wonder what happens to tenants in long-stay hotels when they are there for five months and three weeks. Yesterday, when I asked why tenants in long-stay hotels cannot count on the same minimum housing standards as all other tenants, the Community Services minister replied — and I quote: "We are confident that the new legislation — the new regulations — will provide all Yukoners with assurances about the safety of their accommodations..."

If long-stay hotel tenants of up to six months are not covered under the new *Residential Landlord and Tenant Act*, how can anyone believe the government's assurances?

Why is the Yukon Party government telling us that long-stay hotel tenants who are there for less than six months have minimal rental standards when they are explicitly excluded from the legislation? In plain language, this means there is no protection for some tenants.

**Hon. Mr. Dixon:** Thank you, Mr. Speaker. I realize what the member opposite is getting at here, but ultimately a decision had to be made about what the appropriate threshold is for someone staying in a hotel to become a tenant in the sense of a landlord-tenant relationship. The decision this government made, and was made public through consultation and through the regulations that we have just brought forward, is six months.

I realize that there is a considerable amount of debate about what the appropriate threshold is — should it be shorter; should it be longer? We heard all sides of that debate and that discussion when we consulted the public. Ultimately, we arrived at the conclusion that six months was an appropriate threshold. That is the decision we made. I appreciate that there are different viewpoints, but that is the decision that we made and that is the decision that we think is in the best interests of Yukoners.

As I have said before, the *Residential Landlord and Tenant Act* is a positive step forward for the relationship between landlords and tenants, and the regulations that will come into force on January 1 are a positive step forward as well. They will require a residential tenancy agreement to be in place between the landlord and tenant. They create a new venue in the Residential Tenancies Office to pursue disagreements as opposed to the courts. These are positive steps forward, and I think the NDP should get behind them.

**Ms. White:** Thank you, Mr. Speaker. Six months guarantees minimal rental standards, but six months less a day does not. This government spends a substantial amount of public money housing people in substandard conditions. The government is paying for rooms that have no safe passage out or adequate ventilation. The new legislation allows this to keep happening. It is not clear if government takes any steps at all to monitor the conditions of the shelter that it pays for.

By sanctioning two different sets of standards — by not treating all tenants equally — the government is in effect skewing, not fixing, the balance between landlords and tenants, which is the exact opposite of what the government said it would do.

Because all people deserve equal treatment, will the government consider tabling amendments to the *Residential Landlord and Tenant Act* to address the needs of people sheltered in long-stay hotels for six months less a day?

**Hon. Mr. Dixon:** Thank you, Mr. Speaker. I imagine that if we had set the threshold at five months, a similar argument would be made, and if we had done the same at seven months, the exact argument would be made as well. Wherever we pick the line, there will always be someone just on the other side of it. That is simply a reality.

We chose the six-month threshold because we thought it was a reasonable accommodation of the interests of hotel owners, residents, landlords and tenants throughout the territory, and that is why we brought it forward. Ultimately, we think this is a positive step forward for residents — both landlords and tenants — throughout the territory. For the member to suggest that some of Yukon's hotels are some sort of health hazard to individuals I think is inappropriate. Obviously there is an act in place that requires hotels to meet a certain standard. That is not what is being contemplated in the *Residential Landlord and Tenant Act* regulations.

**Some Hon. Member:** (Inaudible)

**Hon. Mr. Dixon:** I know the direction the NDP likes to take is to shout off-mic at members while they are speaking. That is not conducive to healthy debate, but nonetheless, what I would say is that I think that the regulations that we have brought forward are a positive step forward for the relationship between landlords and tenants. We think they will be welcomed by both groups. We have made a number of decisions in those regulations that we consulted on thoroughly, and we look forward to bringing forward these regulations on January 1 next year.

### Speaker's statement

**Speaker:** Order, please. I caution members. The Minister of Community Services implied that the Member for Takhini-Kopper King had not told the truth and that she was aware of it. Again, it's out of order and I would ask the member to apologize for inferring that she knew that she was misleading the House.

**Mr. Dixon:** I don't believe I implied that but I would apologize —

**Speaker:** Apologize. No explanation please.

**Hon. Mr. Dixon:** I apologize if that's the interpretation, Mr. Speaker.

**Speaker:** Thank you.

### Question re: Yukon hire

**Mr. Silver:** Thank you very much, Mr. Speaker. The government's economic forecast released on October 20 confirmed that Yukon's economy will shrink for a third year in a row, all under this Yukon Party government.

One of the reasons for the downturn is this government's habit of handing out major construction contracts to companies from outside of Yukon. For example, the government went out of its way to ensure that local companies could not win the contract for F.H. Collins school.

I have asked several questions about this trend in the last two years, and in early June, the Yukon Contractors Association also added their voice and criticism to this government. Here's a quote: "The Yukon Government's reliance on outside contractors for its large projects has forced Yukon companies to lay off workers this season because it's so slow..." That was from the president of the Yukon Contractors Association. He mentioned that the new continuing care facility was another example — and I quote again: "We're not in boom times right now... There's a lot of [Yukon] contractors looking for work, and they're not able to participate in these larger contracts."

Why is this government designing contracts —

**Speaker:** Order, please. The member's time has elapsed.

**Hon. Mr. Kent:** Thank you very much, Mr. Speaker. I spoke about this, I believe, in my response to the supplemental budget. We at Highways and Public Works did some research, and 14 out of the 15 projects have been awarded to local Yukon contractors in the past five years. That's valued at more than \$75 million.

The one exception, as noted by the member opposite, is F.H. Collins, but we've said on a number of occasions on the floor of this House that approximately 75 percent of the hire on that project was local and there were a significant number of Yukon subcontractors engaged in that project as well.

This is with respect to the vertical infrastructure projects. We have similar numbers that speak to the road-building and transportation projects, so the facts are saying one thing and the opposition is saying another.

**Mr. Silver:** Mr. Speaker, our economy has shrunk for three years in a row under this government. Local contractors are being shut out of large contracts. The main contract for F.H. Collins went to Alberta. The company that is building the new Whitehorse General Hospital is from Richmond, BC, and the contract for the continuing care facility — well, that's also going to be awarded to an Outside company. Those are the facts.

The government had the entire summer to come up with a new way to improve how they set these contracts. This budget for this election-year build season has the most money, by far, dedicated to capital asset construction by the Yukon Party, and too much of that money will be sifted out of the Yukon.

Why have there been no changes made to address the concerns over local hire, which are being raised by local private sector people themselves?

**Hon. Mr. Kent:** Thank you very much, Mr. Speaker. Our government, led by the Department of Highways and Public Works continues to work with the local contracting community on addressing their concerns. As I mentioned, the research and the facts show that 14 out of the last 15 projects

have been awarded to local Yukon contractors, valued at more than \$75 million.

The one exception is the F.H. Collins project, which came in at over \$30 million, but the numbers show that 75 percent of the workforce on that project was local, and there was a very long list of local subcontractors that have been involved with that project. I'm sure the same will hold true as we work through the continuing care project that the member opposite referenced.

Mr. Speaker, when it comes to road projects, outside of one paving project and some specialty work on bridges, all of those projects have gone to local contractors as well. I think the number is approximately 70 percent.

Mr. Speaker, we continue to award capital maintenance projects — almost all of those go to local contractors. You just have to take a drive around the city and look at many of the projects that are under construction right now, and you'll see that local contractors are conducting that work.

**Mr. Silver:** Thank you very much, Mr. Speaker. The point is: when the largest building projects keep being awarded to companies from Outside, we're really no further ahead. Ottawa sends the money to the government, and they take this money and turn it around to give it to BC and Alberta companies. The Yukon Contractors Association said it wants this government to build local hire of Yukon subcontractors into large construction projects. They say that large companies from the south usually win the contracts, and those large southern companies tend to bring their own subcontractors with them.

Here's another quote: "There's certainly lots of (Yukon) sub-contractors that could do the work on any of these, and they're missing out on the work, just by the way the work is let out to these larger outside companies".

The head of the contractors says that mechanical and electrical subcontracts accounts for up to 40 percent of these projects and that all of this money is leaving the territory.

Mr. Speaker, why are we not debating improvements to our contracting rules as opposed to debating whether or not these companies are from Outside?

**Hon. Mr. Kent:** Well, thank you very much, Mr. Speaker. It's interesting to note the member opposite's assertions about electrical contractors. I'm sure Arcrite Northern Ltd. will be surprised to know that they're not local. They were the electrical contractor on the F.H. Collins project, and I know they're partnered on Whistle Bend with one of the shortlisted companies as well.

Mr. Speaker, again as I mentioned, 14 of the last 15 vertical construction projects have been awarded to local companies. There will be work starting here on the main administration building shortly. That has been awarded to a local company. Sarah Steele is being undertaken by a local company. St. Elias Residence is being undertaken by a local company. The Department of Economic Development has recently leased space in a new building that is being constructed by local companies.

When it comes to the Transportation division, the top major work projects for 2015-16 — of those, 86 percent were

awarded to local companies and 14 percent non-local, so of the 29 projects, 24 of the 29 were awarded locally.

Mr. Speaker, again we recognize that we need to continue to do work when it comes to contracting. The bid incentive policy is something run out of the Department of Economic Development that encourages local manufacturers and local labour. As I mentioned in the initial response, the facts say one thing, the opposition says another.

**Question re: *Motor Vehicles Act* and *Vital Statistics Act* discrepancies re gender identification**

**Ms. Moorcroft:** Mr. Speaker, earlier this fall, I spoke to the Minister of Justice at an event at Kwanlin Dün Cultural Centre about the news at that time that a trans Yukon resident had been issued a driver's licence with his chosen gender. The minister explained that, after a review of the *Motor Vehicles Act*, the Department of Justice determined that a trans person could be issued a new driver's licence without providing two medical certificates proving gender reassignment surgery, which is something required by the *Vital Statistics Act*.

Mr. Speaker, how will the minister fix this discrepancy between the *Motor Vehicles Act* and the *Vital Statistics Act*?

**Hon. Mr. Cathers:** Thank you, Mr. Speaker. The legislation involves several departments. I would note that this area of law, when it comes to transgendered persons — it should first of all be noted that Yukon's *Human Rights Act* does provide protection for people on the basis of gender, regardless of what their gender is, and that does include protecting the rights of trans people. After this specific complaint was received, the licence was issued to the person who had complained, showing his identified gender. This area is an evolving area of human rights law across the country. The Yukon is looking at what other jurisdictions are doing and will consider whether changes are needed for policies, regulations or law to reflect the evolution of human rights law across the country.

If there are specific issues that individuals run into during that time, I would encourage them to come forward and let us know about them and, as in the case of this specific citizen who complained, we may in fact be able to resolve that while the broader review is underway.

**Ms. Moorcroft:** Human rights protection doesn't issue new identification. Upon the settlement of a recent human rights complaint, the Government of Yukon has committed to changing the *Motor Vehicles Act* before April 30, 2016. That is great. Trans people also need a birth certificate with their chosen gender. BC, Alberta, Ontario and 19 American states have already amended their legislation to reflect trans rights.

When will the minister direct a legislative change to the *Vital Statistics Act* to remove the discriminatory sections that require a person to submit proof of gender-reassignment surgery signed by two medical doctors?

**Hon. Mr. Cathers:** Thank you, Mr. Speaker. Again I would like to note for the Member for Copperbelt South — I thank her for bringing this issue forward and appreciate the importance of it to people who are concerned about the current wording of the law. I would like to remind the member

that — when one is looking at how recent an area and how freshly evolving this area of human rights law is across the country — when the *Vital Statistics Act* was amended previously during this term, this issue was not something that was on the government's radar or, I believe, on the Official Opposition's radar at that time. We very much appreciate the importance of this to people who view the wording of the law as being not reflective of modern reality. I would again point out that different Canadian jurisdictions are handling this in different ways. It is an evolving area of human rights law across the country.

In this specific situation that came up this fall, after understanding the fact that the initial experience with Motor Vehicles was quite frustrating to Mr. LaDue, the complaint was in fact resolved and it was determined that it could be done as a matter of policy. To the best of my understanding, contrary to the member's understanding — my understanding is that it needs only a change to the policy to allow this change to occur but, again, we will continue to review this. Specific cases we may be able to deal with more quickly than the broader review.

**Question re: Mental health services**

**Ms. Stick:** Thank you, Mr. Speaker. Mental health is a complex health issue. In August, the Yukon NDP hosted a roundtable on mental health with Whitehorse and Yukon service providers. Supportive housing was identified as a major issue. Participants defined "supportive housing" as a continuum of short- and long-term housing and support options that are seamless, inclusive and person-centred.

The Canadian Mental Health Association agrees with our local Yukon experts. Supportive housing can reduce the rate of homelessness and hospitalization and improve the overall quality of life for people living with mental ill health.

When will this government heed Yukon's front-line experts and focus on a continuum of supportive housing?

**Hon. Mr. Nixon:** Thank you, Mr. Speaker, and I thank the member opposite for her question.

Certainly addressing homelessness is a challenge that is faced by many jurisdictions across Canada, and that's something that's not uncommon for Yukon, but we do remain committed to ensuring that the housing needs for all Yukoners are certainly addressed, particularly persons who are homeless or at risk or suffering from mental health issues.

I was pleased to see the announcement coming forward for the Fourth Avenue home for people with mental health issues, and it will be interesting to see that program get up and running. I can only presume there will be some good work that will be done.

We see work being done across the Government of Yukon, and I thank my colleagues and the good staff for taking part in that work. Certainly we'll continue on with partnerships with NGOs in the territory in addressing this issue.

**Ms. Stick:** A two-year transitional home is needed, and it's good to see it there. But what about those individuals who are going to require ongoing, long-term supports? I cannot

emphasize enough the depth of knowledge and dedication I heard during that roundtable. These experts spoke of the multiple barriers that Yukoners with mental ill health face to get and remain housed.

Attendees described how Whitehorse General Hospital and sometimes the jail are currently serving as respite during times of crisis and trauma. Some challenges can be remedied with simple adjustments. Others will require systemic changes.

When will this government sit down and listen to Yukon service providers about how to improve mental health services to Yukoners?

**Hon. Mr. Nixon:** Thank you, Mr. Speaker, and again I thank the member opposite for her question.

Certainly the Department of Health and Social Services, as I indicated in my first response, works with a number of different departments, including the Yukon Housing Corporation. We continue to meet with them on a quarterly basis to look at issues just like this one here.

We will provide the support of transitional housing for individuals with mental health issues in the vacant six-plex or five-plex on Fourth Avenue that I indicated earlier.

We were certainly pleased to sign an agreement with the Challenge-Disability Resource Group for the operation of that mental health transition living residence. It will be interesting — as we continue to review that program on the good work that they will be doing for this community.

**Ms. Stick:** Thank you, Mr. Speaker. As the critic of Health and Social Services, I'm continually impressed with the creativity and innovation showcased by Yukoners who work on the front lines and are providing services when tackling the biggest issues facing our territory, including mental health. The Blood Ties' Landlords Working to End Homelessness program is one example. A Safe Place program, run by the women's centre in the Yukon Status of Women Council, is another.

Participants at our roundtable had no shortage of ideas on ways to improve mental health services in the Yukon. They suggested a continuum of health care services, bringing housing educators back to Yukon Housing Corporation and adopting a Housing First approach, as a best practice.

Will this government commit to adopting a Housing First approach, when looking at individuals with mental ill health?

**Hon. Mr. Nixon:** Thank you, Mr. Speaker. I again thank the member opposite for her question. This is certainly a challenge that is faced by many jurisdictions, but I am impressed by the good work that Yukon government is doing in the territory. For example: we are providing a 14-unit complex for individuals with FASD; there are 22 units of impending transitional housing operated by the Salvation Army; we are expanding the St. Elias group home for individuals with moderate to high cognitive disabilities; and transitional housing for persons with mental health issues, as I had indicated in my previous response. Those are just some examples of development that has recently been completed or is certainly underway.



In addition to that, government continues to collaborate with our partners and our stakeholders to increase the housing success of Yukon's most vulnerable or at risk. Partnership examples include the implementation of short-, medium- and long-term goals for the Yukon housing action plan, and supporting the federally initiated point-in-time count and redevelopment plans for the Salvation Army.

We are proud to work with those partners. We are proud to provide the services in the territory — good work being done — and we continue to see that good work in the future.

**Speaker:** The time for Question Period has now elapsed.

### Notice of opposition private members' business

**Ms. Stick:** Pursuant to Standing Order 14.2(3), I would like to identify the items standing in the name of the Official Opposition to be called on Wednesday, November 4, 2015. They are Motion No. 1042, standing in the name of the Member for Whitehorse Centre, and Motion No. 1041, standing in the name of the Member for Riverdale South.

**Mr. Silver:** Pursuant to Standing Order 14.2(3), I would like to identify the item standing in the name of the Third Party to be called on Wednesday, November 4, 2015. It is Motion No. 1034, standing the name of the Member for Klondike.

**Speaker:** We will now proceed to Orders of the Day.

## ORDERS OF THE DAY

**Mr. Elias:** I move that the Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

**Speaker:** It has been moved by the Government House Leader that the Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

*Motion agreed to*

*Speaker leaves the Chair*

## COMMITTEE OF THE WHOLE

**Chair (Ms. McLeod):** I will now call Committee of the Whole to order. The matter before the Committee is continuing general debate in Vote 3, Department of Education, in Bill No. 20, entitled *Second Appropriation Act, 2015-16*.

Do members wish to take a brief recess?

**All Hon. Members:** Agreed.

**Chair:** Committee of the Whole will take a 15-minute break.

*Recess*

**Chair:** Committee of the Whole will now come to order.

### Bill No. 20: *Second Appropriation Act, 2015-16* — continued

**Chair:** The matter before the Committee is continuing general debate in Vote 3, Department of Education in Bill No. 20, entitled *Second Appropriation Act, 2015-16*.

#### Department of Education — continued

**Hon. Mr. Graham:** We left off on Thursday, I believe, speaking about substitute teachers. I just have a little more information here that I will provide to members. That is that when the EasyConnect system was determined to be the system of choice for connecting substitute teachers with the various schools, the pilot was conducted in Robert Service School in Dawson City. As a result, that pilot project indicated that it might not be of great benefit in some of the communities, so the decision was made only to implement the system in Whitehorse. Since that time, it has become evident to everyone — principals included — in rural schools that the system would probably be of benefit. At this time, the department is going out to all schools to train them in the system. We are also reaching out to some of the people who have been substitute teachers in the past and attempting to ensure that they are once again available.

Some of the difficulties have been around the criminal records checks, and the department has also been in communication with the RCMP to ensure that the system of obtaining those criminal records checks is as streamlined as possible and that we are receiving them in a timely manner. As I understand, the RCMP have been very cooperative and are doing the best they can to ensure that we receive those criminal records checks because, of course, it is the safety of the kids that we are concerned about here. We simply cannot allow substitute teachers in the system until that process has been completed.

There have also been some minor glitches in the system that have been analyzed by the department and many of those minor glitches are being corrected as we speak. We trust that the difficulties with the lack of substitute teachers at some schools will be overcome in the very near future. In addition, the department is carrying out an advertising campaign to reach interested persons to try to get them to apply to be substitute teachers as well.

I think that is all the information I have, and I look forward to answering any other questions.

**Mr. Tredger:** I did have a question on Aspen. I believe last time the minister said that he would get a report to me as soon as possible, and I look forward to that report.

As far as substitute teachers go, I think they are a critical part of the school. When the minister mentioned criminal records checks, it seems that we need more and more of them all the time. They are an impediment sometimes for field trips, for bringing people from communities into the schools — the length of time it takes. It is not just in education, it is in many of our NGOs and throughout the system.

Has there been any interdepartmental study or review of how the whole criminal records check process could be amalgamated and the information shared so that it isn't so

onerous on individual organizations, on individual schools and on the department as a whole, so that we can get the good people we want — community people — into our classrooms with the least restrictions possible all the while ensuring the safety of our children?

**Hon. Mr. Graham:** At this time we haven't done anything government-wide, but to give you an example of how pervasive this system is or this requirement is now, I've refereed hockey in this territory for about 50 years on an ongoing basis. This is the very first year that I filled out an application to become a referee again. I was actually going to referee minor hockey once again and I was told that I need a criminal records check in order to referee minor hockey.

Needless to say, I'm not refereeing minor hockey this year. It's a system that's coming in across the board almost and I don't know what we do to change it. We haven't had any real suggestions, but one thing that the Department of Education is doing is going to be working with the Department of Justice to take a look at various alternatives that will give us the information we need to ensure that the people who are applying for these positions are of good character and are not a safety concern to the department. If we can come up with another system that works equally as well and isn't as onerous, I think that is something that we will do.

I was very glad to see that the member opposite was very careful to insert in the last sentence that it's about the safety of the kids here. We both realize that and we agree with it, but we would like to streamline the system as well.

**Mr. Tredger:** I guess the minister caught my worries and my concerns in his statement that he would not be refereeing this year because of the onerous nature of a criminal records check.

I have talked to people who aren't going to be substitute teaching this year. I have talked to people who aren't going on field trips. I have talked to people who aren't involved in scouts or Girl Guides and it is pervasive throughout our society in our attempts to ensure the safety of our children. We have to also look for ways, whether through some creative way to create a central registry system — I talked to somebody the other day who had to get five different criminal records checks and that's just absurd. They needed one to be a coach, they needed one to be a substitute teacher, they needed another one to volunteer at Brownies and they needed another — I can't remember what it was for; perhaps to drive on a field trip or something — so we need some way that we as a society can collectively put our minds together to ensure that we can continue with community involvement in our schools.

I would like to go on to another issue that I brought up in the House before — the need for home economic and shop classes as we knew them in the past.

I know that the Department of Education has hired or seconded someone who is a former shop teacher into the department to look exactly at this, and how we can get more shop classes, more industrial arts classes and more home economics — and what various schools need. I know there's a challenge in rural schools around training and supervision. I'm wondering if the minister, now that this initiative is a

number of years old, has any statistics on the number of students who are enrolled in shop and home economics classes and at what grade levels.

I know when I went through the system, it was in grade 7, 8 and 9 and it was of an introductory nature and from that, a lot of people ended up going into the trades, so early exposure to the possibility is important. Does the minister have any reports coming out of this initiative — whether they're coming through particularly to industrial arts; whether the enrollment in trades courses has increased in high schools in Whitehorse; whether the number of students being offered trades courses in communities or industrial arts or home economics courses are being offered in communities? In the past, it has been on a bit of an ad hoc basis. If there was a teacher interested, then they would do some cooking. I know in Watson Lake, there was a foods course that was very successful. I know in another school, there was an industrial arts program that was very successful, but it was offered sporadically.

I understand that there was a report done on the courses offered and how to increase the number of courses, as well as a report done on the state of the facilities and how to ensure that the equipment was safe and maintained. So any reports, any statistics that the minister can share with me, I would appreciate that. Thank you.

**Hon. Mr. Graham:** Madam Chair, I don't have those kinds of statistics available to me at the present time. However, we do have the statistics and we will bring them back to make sure that we provide them to the member opposite because this is, as the member knows, a particular interest of mine as well. Much of my family was involved in the trades area and my dad taught in the trades program at Yukon College for almost 20 years, so it's something that I'm very aware of and support fully. It's one of the reasons also that we're looking in the very near future at — we'll discuss it with our partners first of course — doing some kind of a trades program where students would actually be able to leave the classroom and do experiential work in a trades area during school hours. That would be in the urban schools because in the rural schools, as the member opposite knows, the rural experiential model that we're running has been immensely successful and provides students with an introduction at least to some of the trades programs that they may become involved in.

As for facilities — the facilities in the urban schools for shops and kitchens are very good. As members opposite toured the new F.H. Collins yesterday, they probably saw the industrial kitchen there that is second to probably almost nothing in the territory and will be a great location to teach any kind of foods program.

In the communities, we cannot possibly make the same commitment because we simply do not have the facilities in every one of the schools, but I will make sure that you receive the information with respect to how many students are actually in the trades programs over the last few years.

**Mr. Tredger:** Thank you. I have been remiss in welcoming back the officials. As the minister mentioned, on

behalf of my colleagues, I would like to thank him for the tour of the F.H. Collins School. It was a real eye-opener and I thank him very much for the time and the effort to do that.

I did want to commend the Department of Education for their attention to detail and their attempts to make the school work for the students. As the minister knows, I am still lamenting the loss of the first school and the one that was designed by the community. I see it as an opportunity lost, but I do congratulate the department and the teachers and the people who were involved in working with it and making it do. That is one thing teachers do — they make the best of every opportunity and they work to make it happen, so thank you for that tour.

I would just like to have a report on First Nation language programming. It has been a priority for our territory for some time to work with First Nations to ensure that their languages are maintained and become vibrant. I was struck by the number of students we are putting through in French immersion and French as a first language and French as a second language courses. We are doing a very good job of that. There are a lot of students graduating from schools in the Yukon who are not necessarily from a French background, but who end up very fluent in French. I know a number of them who have gone on to study university French and take courses in French and that is remarkable.

I am very concerned though with the native languages. I know that the department, in conjunction with CYFN and the Yukon Native Language Centre, had a report — an evaluation — of the native language system in the Yukon and there were a number of recommendations. I am wondering if the minister can give us an update on that report. I know that in a number of schools I visited this fall, the elementary students were still getting native language for 20 minutes a day, three times a week. Quite frankly, they are not going to learn the language with that amount of time.

There are challenges, but if the minister could refer to that report and that evaluation — are there targets? Is there something we are looking at? Can we look five years from now, we expect this; 10 years, we expect that? I know there are a number of excellent programs in individual schools, but I am looking for a systemic response so that we are not so dependent on individual initiatives and to ensure that legislators 15 years from now are not still wondering when we are going to produce our first fluent native language student, having come and learned through our system.

**Hon. Mr. Graham:** First of all, I would just give a little bit of background because seven Yukon First Nation languages are currently being taught in 19 schools across the territory. Approximately two-thirds of Yukon schools offer Yukon First Nation language classes, and three-quarters of the students in those schools are learning a Yukon First Nation language. At least half of the students currently attending schools in the territory have access to a Yukon First Nation language education.

It is interesting that the member opposite ended his question with a fluency question because it was the exact same question that I asked my department. Have we ever

produced a fluent First Nation language speaker from our current program? The answer is no, we have not. As a consequence, we, in conjunction with the First Nations Education Commission and Council of Yukon First Nations, are currently doing a review of First Nation language in the territory. There are two reasons for that. We have had a decrease in the number of fluent First Nation language instructors in the territory, mainly through retirement. As I am sure the member opposite realizes, many of our fluent First Nation language instructors were elders in the communities, and some of these elders have simply decided to retire and quit teaching the languages. It is really a concern to us. It is very important that we produce fluent First Nation language instructors from the current crop of students in this territory.

Part of the joint education action plan is to look at First Nation instruction in the territory. What we will be looking at is not only fluent speakers, but also how it should be taught in the schools. I think I agree with the member opposite that 20 minutes a day, three days a week is not going to cut it. We will be looking at alternative ways of delivery, alternate ways of training instructors and a number of other issues as well. We are targeting that consultation with FNEC and CYFN to be done in the spring and, hopefully, as a result of that consultation, we will have some realistic targets set and also some timelines on when this can be done.

**Mr. Tredger:** I just will briefly touch on Wilson Reading. Wilson Reading has been one of the key parts of our literacy strategy, and we have Reading Recovery and Wilson Reading, which are similar styled programs but accomplish different things.

Reading Recovery is geared to grade 1 students who meet certain criteria, and it has been very successful. It's similar to Wilson in that we have trainers who go Outside, get the training, come back and spend time training trainers so that each of our schools has a Reading Recovery teacher and it's maintained. It has to be maintained through a series of new people getting trained.

Wilson Reading has two parts to it. There is Foundations, which is used in some of our elementary schools. It allows whole classrooms to get the basic intervention in terms of literacy development, catches the students who aren't learning and shows them the way it happens. It's making the learning visible for them. Then, for those needing a bit more intervention — especially in the middle grades; grades 4 to 8 and 9 — Wilson Reading is particularly effective.

I know last year I talked to the minister about some of the success stories and what I and other administrators have seen in our schools — the power of watching a kid who is struggling in learning to read — struggling in all his courses because of that — when he starts to get it, is one of the most precious, exciting and rewarding experiences. It happens quite regularly with Wilson Reading.

My concern is that we need to keep on training trainers to train teachers and ensure that we have the body of knowledge so that it continues. Otherwise we need something to catch those students who are falling through the cracks. When they do, it doesn't take long before they lose interest in school.

They're frustrated, they put up barriers, they get angry, and they get upset. They'll either go very quietly or very loudly, depending on the personality — create situations in the classroom that are not conducive to learning.

I recognize that it's a fairly expensive program, but it has been effective and it's effective partly because of the research that's done on it, the structure that it entails, and the way it involves teachers and students as well as parents.

If the minister could give us an update on the Wilson Reading program and on Reading Recovery as well — although I've talked to some Reading Recovery teachers who have said that it's alive and living and doing well.

**Hon. Mr. Graham:** Madam Chair, it's an interesting question because this is one question that I've had a great deal of opportunity — or I have had a number of opportunities to hear about the virtues of Foundations and the Wilson Reading System. In fact, the new director of Student Support Services also believes sincerely that the Foundations and the Wilson Reading System are excellent systems and, consequently, training is going to start shortly. The department, with the new director, have already picked a person to assist in this training. The person may need to upgrade their own skills a little bit, but it's due to start very quickly.

Madam Chair, it's also important — and I was glad to hear the member opposite talk about a couple of others as well — that this is only one of many interventions that are available now in the schools. The Reading Recovery intervention is more of a one-on-one tutoring program, but it's also available.

The Wilson Reading System and Foundations training will start very quickly, and we'll spread the use of that system throughout the schools in the territory also very quickly.

**Mr. Tredger:** I thank the minister for that answer, and I thank him and the department for recognizing the importance and the preciousness of being able to read and to be literate, and how that enables students to become contributing citizens and the importance of it to that. Thank you for that.

It is interesting. This morning the Premier did a tribute to financial literacy. One of my goals for our education system is financial literacy. I know the Premier — I believe it was in not the last budget, but the previous budget — announced that the Department of Education would be making financial literacy one of their goals and will work on that strategy.

I must do a shout-out to Na Cho Nyäk Dun and Victoria Gold. They developed a financial literacy strategy that some students at J.V. Clark School participated in — and also members of the Na Cho Nyäk Dun First Nation and some employees of Victoria Gold. It was a very successful program. They saw a need and developed it.

I'm going back a couple of years, but my remembrance of the financial literacy is that it was part of a grade 10, I believe, course but it was very teacher-dependent. I'm wondering if the department has come up with a financial literacy strategy, whether it involves all the schools and at what grade levels, and if it is repeated. Often you teach an idea at grade 3 and at grade 6 and at grade 9 in ever-increasing complexity, but it builds on previous knowledge.

Has financial literacy been integrated into the school system, at what grade levels and how effective has it been in reaching all of the students?

**Hon. Mr. Graham:** I'm disappointed to say that it hasn't, at this point, but this is part of our new vision of education — that we will begin this. What we intend to do is begin this at a very young age, because it's something that children should learn, as you said, in grades 3, 4 and 5, but it should be something that is perpetuated throughout their school life so that we would do it within increasing complexity over a number of grade levels.

It was interesting that, when were in Dawson City for the REM conference and I had my conversation with the high-school students, it was one of the first things that those students asked for — some kind of program in the school that would allow them to understand, first of all, how to do a bank account, what to look at in terms of a mortgage, what an interest rate meant. All of those items they asked about, and almost every single student thought that this was important to carry on, so it's something that we will be bringing in, but we also are doing it as part of the apprenticeship and workplace skills training that we're doing as well. It's part of the math that we're teaching students in that program, so it's something that we believe should be taught throughout the school program at a number of different grade levels. It should be done as quickly as we can because I think it's vitally important to those students in the system.

**Mr. Tredger:** Music plays an integral part in Yukon. It's one of the most musical communities that I've been part of, judging by the number of events, festivals and music activities and the number of tremendous musicians who have come out of the Yukon — as well as art as evidenced in that very successful program in Dawson City.

Many times music and art are seen as extras in the school, and when principals are faced with challenges in terms of hiring staff, we end up sometimes with half-time or quarter-time music instructors and it doesn't allow for people who are trained and who are dedicated to music. We've seen the success of the high school band programs. I know at Jack Hulland when I was there, we had a very vibrant band program, and a number of the other elementary schools did. It has always been a challenge to get music into our rural communities. I know in Dawson, there's a teacher up there — Peter — who does very good work and then there are people who travel through the communities like Steve Slade, who spends time in the communities and provides some instruction.

Can the minister tell me what his thoughts are on music instruction? How many schools are offering full-time music teachers or sharing a full-time music teacher? How many elementary schools have band programs? I guess just as an adjunct, when we toured F.H. Collins, I noticed that the band room was quite small and my first concern was how we are going to make it work with an expanding program.

I believe that the teachers there are professional enough and will be able to come up with something to include it, but it just got me to thinking — how does the department encourage

and ensure that all of our students in the Yukon get music instruction and are able to develop their talents? When he talked earlier about multiple pathways and different ways of learning, music is one that has been very successful. I have seen it used to teach literacy and to teach students who have difficulty interacting. It can be extremely successful and an integral part of a school.

My question is: What is the minister doing to ensure that all of our schools have trained and supported music instruction?

**Hon. Mr. Graham:** Music instruction in smaller schools is kind of like physical education instruction. If you have somebody in the teaching staff who is prepared and has the ability to do some instruction in that area, then the students have the opportunity to learn. Unfortunately, especially in our rural schools, we simply don't have the people necessary to offer full-time programs. In Whitehorse, we have MAD and I know there are students in the MAD program who come from communities outside of Whitehorse. I think the Member for Kluane has a child in the MAD program right now, so it is available to students from outside of the territory as well.

I am a great supporter of music in the system. I was a member of the F.H. Collins band back in the 1960s, I hate to say, and both of my children also were members of the band program. I am not sure if both of them went to MAD, but one did for sure and the other learned to play the saxophone in the school. I believe in music as an educational tool but, in the small communities, it is extremely difficult to offer a person who has those skills. I know a fellow who I play hockey with from time to time is a full-time music instructor. He has just recently changed schools, and he constantly informs me about how important music is in the school system and he is not even pushing a job for himself. I believe it. I am a convert, but it is something that is difficult to achieve in all schools.

Our goal is definitely to help classroom teachers provide these kinds of skills: provide music, provide experiences in the trades, and provide physical education. All of those things would be nice to offer in every school. It simply is not available. It is again, especially for rural students — we bring up the rural experiential model because we believe that is an opportunity to introduce those students to those various fields as well. It makes me think of the Dawson City REM, where we had a First Nation person teaching carving and the interest in that program in Dawson was phenomenal. Some of the work that was being turned out by the students was phenomenal as well.

I think that when you talk about the space at F.H. Collins — I can't remember looking — I know I went through the music area, but it did not strike me as being too small. If there is a problem there, then I am sure we will hear about it shortly and we will deal with it, because this is something we have to make sure we deal with when the new school is opened.

**Mr. Tredger:** I thank the minister for his answer. I appreciate programs like Artist in the School and people who have been going to them. I look for an expansion of that because, as the minister said, quite often teachers who volunteer to teach music aren't necessarily trained in it. Any

supports that can come from travelling musicians or travelling artists or from the department is very important. I remember Peter's last name — I had sort of a brain cramp there — it is Mr. Menzies, and he does a marvellous job of teaching. I remember when he was in Carmacks and then moved to Dawson, he often came to Pelly Crossing when I was there and taught the kids. There are very dedicated musicians and artists in the system who go out of their way to ensure that our kids are exposed to these fields, and it is very important.

A number of years ago, the department hired an environmental coordinator. I can remember the excitement from the administrators and from people in the schools. He was hired to ensure that curriculum programming and ideas were integrated into the buildings and into the building of the buildings, as well as into the curriculum — to put on an environmental focus for our children as they are growing up. It was seen — and is still seen — as a very important aspect as we learn, like many other things in the world, that our environment and our knowledge of it has expanded tremendously. Our interaction toward it and the way we deal with it has to also expand the way we teach it.

The environmental coordinator at the time had a number of really good ideas that did not come to fruition. At one point, many of the schools got very interested in conserving electricity. There was a program that refunded some of the money saved back to the schools, which was very successful because it was a concrete lesson for the schools to learn in terms of conservation. I do not believe that is operating anymore. I know the coordinator has come up with a number of ideas. I am wondering if the minister can tell me how those ideas are integrated into the curriculum and into the building projects. What successes have been seen? What challenges has the coordinator met in terms of getting that from the idea stage to the schools?

I guess I can relate as one of my prime "too bad", moments was the geothermal at F.H. Collins. There were studies done on the economic feasibility. We had the payback period of up to 10 years and then it was not taken advantage of, so there was an opportunity lost, especially given that geothermal was good for area heating. Now there is talk of another school in the area — there are different buildings and heating for the tech wing. To me, an environmental coordinator would have been one way to make sure that those good ideas are incorporated into the buildings as well as into our curriculum so that our students are ready to meet the challenges of climate change and the challenges of working in our environment.

That is my last question. I thank the members from the Department of Education for coming and I thank the minister for his answers.

**Hon. Mr. Graham:** We do still have the environmental coordinator position. The incumbent was away for a year, so not much happened during that year, but one of the things that has been accomplished — and there is actually money in this budget for a revote for the pilot project for the Yukon Energy Corporation, Yukon Electrical and the Department of Education for the installation of energy dashboards at a

number of schools in the Yukon: Selkirk, Hidden Valley Elementary, Holy Family Elementary and Robert Service School in Dawson. These energy dashboards will give real-time information with respect to energy consumption in the schools and a number of other items. I think that's one of the projects that have taken off as a result of the consultant.

We're also doing a number of other things. Again, I hate to keep going back to the experiential models, but the incumbent has been working as part of that experiential program so some of the time is being spent there and we're using models on the land — First Nations programming, environmental stewardship — so there are a number of items that the fellow is working on.

That's about all I have to add to the conversation on that position, but also I have a couple of other things that I would like to make sure that all members have. I guess they are being tabled. They are legal costs on the Commission scolaire francophone du Yukon court case. I have that for members.

I also have the comparison, as requested, between Standard Bus Contracting — the new contractor for the bus contract — and Takhini Transport, and a breakdown for this year plus the next two years on that contract. So I will make sure that all members receive that.

If the member opposite has any other questions, don't hesitate to send them over and I'll be happy to answer them later.

**Mr. Silver:** Thanks to the department officials for their time here today, and thank you to Miss Arnold et al for the tour at F.H. Collins today. It was great to actually run into Superintendent Greg Storey in the building today. He is surely missed in the northern region. He did a great job of being a superintendent for Robert Service and other schools. We talked about the appointment of Bill Bennett, who's the new superintendent in that area, and how he has some big shoes to fill.

Just a short little story on Mr. Storey — the very first time that I met him, there was an issue at the school. He came in, he was new at the job and he cancelled his travel plans to make sure that he attended a feast over at Tr'ondëk Hwëch'in Hall, and he spent the day getting to know the community members. I tell you — from that moment on, he was in. He did an amazing job of keeping connected with the community.

We're thrilled to death with Bill Bennett as well. He has ties to the Tr'ondëk Hwëch'in as well through his wife — another superstar in education. It was really good to see Greg and my best wishes on his new post.

I just wanted to touch base on some of the comments made by the minister during the conversations with the Member for Mayo-Tatchun. With the REM up in Dawson, he spoke a little bit about mortgages, chequebooks and these types of things being taught in the school system. I spent some time teaching a course called Planning 10, and that is an amazing course for exactly that pursuit. It's broken up into four main components — one being finance. The best thing about teaching that class for a teacher is that you get an opportunity to take community members into your classroom. We would take the manager from CIBC — back when Steve

Touchie was the manager. He would come in and show the kids how to do mortgages and also chequebooks and all things financial. After that, there was Christopher Tessier and also Joe Cooke — and so every time a new manager came in, it was a great opportunity for them to come in and to teach these kids these amazing skills that they need to have outside of the school — and something that we absolutely should focus more on than just in that one class.

Another great opportunity in Planning 10 was having members of the health community — the nurses — come in and teach sex ed, because if you're learning sex ed from your math teacher, it's probably not the best use of your time, and so it's always great to have the nurses come over, and they'll come over with all the — with hands-on learning basically. It is a wonderful opportunity.

You teach an awful lot of things when you teach in a rural school, Madam Chair.

The last comment is on music. I also had to teach music at Robert Service, and I am not a music teacher. It's great that we have a new teacher up there who's a professional musician and a music teacher, and what a difference between the school of rock that I taught and learning fundamental theory, woodwinds and strings — the whole nine yards.

I did want to touch base first here on a program. It is federal programming but it's run out of the Department of Education. I received some phone calls about the self-employment assistance program run by the Department of Education. The program is listed on the department's website as currently being redesigned. It's a great program that allows individuals the guidance and support to establish a business.

It's a federally funded program that allows unemployed and underemployed individuals to establish a business by providing guidance through business plan creation, and providing one year of EI benefits to those with a viable business plan to provide financial income through the initial phase.

There are a couple of great examples in the Klondike of businesses that were actually established through this program. I also have other constituents who have applied for it earlier in the spring but were told that 2013 was the last intake year. The reason given was that YG had troubles figuring out how to administrate it because the process was becoming a little bit convoluted. I'll wait for the minister to confirm whether or not this is the case; this is anecdotal.

It seemed to ring true for a few of my constituents, in that certain applications were being dealt with — both Klondike Outreach and then also with Dana Naye Ventures in application — and there were many administrative hangups, in this particular person's opinion. Our office was told that the self-employment assistance program was unsuccessful in that it didn't produce enough successful businesses and that they suspended the program for re-evaluation. The program has halted, and we are assuming it's at the YG level. I'm really unsure as to whether or not the funding had dried up or if it's the administrative burden as explained.

There's no information either on the federal or on the YG websites, but it is running in Newfoundland right now. Can

the minister please explain what the status of the program is? Also, when will the redesign be completed, and what options is his department providing for those seeking to make that transition to self-employment?

**Hon. Mr. Graham:** Madam Chair, I'm going to have to do a bit of research because, to the best of our knowledge here — our collective knowledge — the Yukon Department of Education has never run such a program. I know that there is a program run out of Dana Naye Ventures that has, I understand, been wound up. It was funded by the federal government, perhaps, through us, but we'll do a little research and get back to you because, at the present time, we simply are unaware of that program being run through the Department of Education — Advanced Education.

**Mr. Silver:** Thank you to the minister for looking into that.

I'm maybe all over the map here.

F.H. tech wing — I have a couple of questions here. What is the plan to heat the tech wing at F.H. Collins once the school is closed in December? Will the entire old school have to be heated even though there are no students in there except in the tech wing? As we know, the boiler system is from the old school. Are there any forecasts for the cost for heating that part of the school?

**Hon. Mr. Graham:** Madam Chair, right now the system is being designed and tendered by Highways and Public Works, but we, of course, are involved and we know that the tech ed wing will be open as long as F.H. Collins is open. Then, when F.H. Collins is demolished, the new heating system and the changes to the tech ed wing will be completed in — hopefully, next summer. My friend the Minister of Highways and Public Works will provide that information and we will transmit it to you as soon as we can.

**Mr. Silver:** So that is a confirmation that there won't be a time frame where the F.H. Collins School is not being used as a school, but yet their boiler system is being used to heat the tech wing. I am getting a nod of confirmation, so I can move on.

I have a question here for the review of the *Students Financial Assistance Act*. Can the minister provide us an update on this project, if he didn't already? I didn't think I heard that question earlier. Are we looking at potential changes to the grant? Will the changes require any legislation?

**Hon. Mr. Graham:** I believe the "what we heard" document was just put on the Department of Education website. We have a summary available on the website. It is there on the website.

What we are doing now — the next phase of the operation is we are now discussing changes with our various partners. The changes anticipated will require legislative changes, and we have made a commitment that we will bring those legislative changes forward in the spring session of the Legislature, so we will make sure that we get those done in the spring.

The whole review was very interesting because we received, I believe, a large number of responses, considering that there are approximately 1,000 students right now getting

financial assistance. I think those 1,000 students get about \$4.3 million in funding each year. We found that the input was not only from students, but also from their families. First Nation governments took a great interest. As you know, one of the proposed changes was to enable students who receive funding from one government to receive student financial assistance training as well. There was a huge amount of interest in the program.

I know I had some specific concerns as well, coming from Yukon College, and some of those concerns have been addressed in the "what we heard" document. Once we hear from our stakeholders on the "what we heard" document, we will proceed then with legislative changes, but we are going to be perfectly open and above-board because we will be making the changes in consultation with our stakeholders.

**Mr. Silver:** I just want to move on. There was a comment made by the minister about his experience working up at the college and having students show up with less than adequate abilities to move forward into post-secondary life. This is something that is near and dear to my heart, working in the rural communities, and it blends into a question on leaving certificates in general.

I have asked in this Assembly before for the numbers of our "graduates" — and I put quotes around "graduates" — when I include leaving certificates. How many of our graduates actually leave Yukon schools with leaving certificates?

I will make a great point. In one of my first years teaching in the Yukon, I was teaching at F.H. Collins, and I was teaching mostly non-academic students at that time — I guess we could call it. There were parents who were not following their kids down to Whitehorse to go to school, and they were getting marks back from grade 10, 11 and 12, and they were in the 90s. They were great marks, but they were in these certain pathways where basically once they get to grade 12 and to graduation, they were going to have to go back to get their general equivalency just to do anything at all post-secondary, whether it is red seal certification for any type of trades, it does not matter — anything. I see it as a real problem — the leaving certificates — and what we do not know right now is how much of a problem that is. We would like to know what percentage of our graduates are leaving the Yukon school system after grade 12 with leaving certificates compared to a certificate that allows them to go on to post-secondary education.

**Hon. Mr. Graham:** I can safely say that this was an extremely important concern of mine when I first took over as Minister of Education. I asked for those statistics when I took over and they were unavailable at that time. Since that time, the new deputy minister has taken over and I have requested that those statistics be made available. They will become available in the next Department of Education annual report because I believe, as does the member opposite, that these are extremely important decisions. It is also one of the reasons for the new vision in education. Quite frankly, we want to eliminate the necessity for students who have a graduation certificate to complete a year or two at Yukon College taking

upgrading before they can move on to a trade or to university. It is something that for 20-odd years at the college irritated me to no end, and it is something that we want to make sure is ended in the next five years.

**Mr. Silver:** Thank you very much, Madam Chair. You basically made my year by telling me that we are going to be able to see those numbers. A lot of times when you have that conversation — three-way conferences are amazing things. They are great things to have in the school system because to have a parent and a teacher sitting there and being led by the student as to their understanding of their education, their understanding of where their education is going to lead them and then being able to have that conversation to allow these parents to know the limitations of leaving certificates — 90 percent of the time, it changes that student's performance and it changes their direction as well.

When they are grade 10, they are the last person who is going to really be championing — I mean, they are getting 90s in a certain course and it looks great, but at the end of the day, they are not that much farther ahead. This is wonderful news and much appreciated.

I have two more questions here and then we can move on to another department. I have a question about the college endowment lands. As I understand it, they have not yet been turned over to the college. Can the minister please explain where we are with this process for the endowment lands being turned over to Yukon College?

**Hon. Mr. Graham:** There was a planning process that had to be carried out. There were a number of other issues that had to be dealt with, but we have made a commitment to the college's board of directors and to the college community itself that the endowment lands will be transferred to the college in the very near future. I'm not going to give you a specific date because I just don't have that information. But I can assure you that we've communicated with the college. They have done, I think, the essential parts of what they had to do and we will be sure to transfer the endowment lands to the college in the very near future.

**Mr. Silver:** Like I said, I only have one more question here. I will say before I ask this question — I did want to get into more of a debate today on the new vision, but we really don't have enough information on it yet so it is not just the right time to be talking about new vision. We have been taking a look at the website. We have been checking back. We will wait until we get more information from the department as to what that vision is.

The last question is on services for persons with disabilities, for Dawson specifically. The Government of Yukon announced in the spring that the Challenge-Disability Resource Group has been chosen to provide services to help people with disabilities move into the workforce — excellent agency. Now the previous service provider had an office in Dawson. Challenge, I don't believe, does. What services are now available in Dawson under the new contractor?

Thank you, Madam Chair. Thank you to the minister and to the department officials for their time today.

**Hon. Mr. Graham:** I don't have the answer to that question, but I will obtain the information and get back to the member as soon as I possibly can because I understand your concern. I will get back to you on that.

I just want to thank both members for the questions that were asked. It has been an excellent conversation. We will have more information on the website very quickly as to the new vision because we are meeting with our partners right now to determine what the next steps are; what are the things that can be done relatively quickly so we can have some immediate results and what are some of the things that have to be extended over the longer term. We hope to have that information for you very quickly. As soon as we have it, it will be appearing on the website because we want this one to be very up front and transparent and we want to make sure we get as much involvement from all of our partners as we possibly can.

Thank you very much, both of you, for the questions and I hope the information I provided today is of use to you. I do have some additional information on the process that we spoke about earlier, but I would just as soon, if it's okay with you, provide it in writing because I might screw it up when I stand here and talk about it.

Thank you very much. Thank you, Madam Chair.

**Ms. White:** I thought I would welcome myself back to the party as I have been in the Department of Education in numerous debates. So I am sure you're happy to see me as well.

I have some questions about apprenticeship numbers. The most recent statistics that we can find are from Statistics Canada from 2012. In 2012 we had 594 registered apprentices, which is great.

The concern is that out of those 594 apprentices, only 54 were women — 54 out of the 594. So when you look at those kinds of numbers and we talk about how trades are important and they are — they absolutely are — I was wondering if we had more current numbers than the ones from 2012 and if we do, if the minister can give me the breakdown of how many there are, and how many are men and how many are women, and then I'll go from there. Thank you.

**Hon. Mr. Graham:** Madam Chair, I can tell you that the last apprenticeship report I saw — and those are on a monthly basis, I believe — there were 485 registered apprentices in the territory. I did not see a breakdown between male and female, but if that's available, I'll pass that information along.

**Ms. White:** Thank you for that answer.

The reason why I believe that there's an importance in looking at the discrepancy between those numbers is that we always talk about wanting to make sure that we can get young women or women involved in trades and technology industries. I mean, we have things like the Yukon Women in Trades and Technology, where the conference happened in October. It was fantastic and it was the first time in the history of the conference that it was actually held in employers' — it went to shops and garages around town — and it was amazing. I think the one that was probably the most talked



about was Alkan and that was because they got to fly in a plane and it's pretty hard to compete with that. Of course congratulations to Brenda Barnes and the board of Yukon Women in Trades and Technology.

When I talk about the discrepancies between the number of registered men apprentices and the number of registered women — and it goes back to — for example, the Yukon Status of Women Council has a fantastic brief and it's entitled: "How Can We Encourage Girls and Young Women in Science, Technology, Engineering and Math?" It ties directly into the all-girls science club at the college that recently had the announcement that it has been cancelled, and that was because the federal funding that was supporting the program was no longer accessible and they didn't feel like they could do it with just the one coordinator.

This brief says: "Girls and boys starting school are equally good at math, yet by age 15, boys begin to outperform girls. This shift may limit girls' post-secondary education and career choices.

"Young women continue to dominate traditional fields of study such as education and nursing, which lead them into careers where their earnings are lower than in male dominated ones.

"The odds of a female child enrolled in 1st grade going on to receive a Ph.D. in the sciences or engineering are approximately 1 in 286 (the odds for a boy are 1 in 167). Today, in an average-sized Canadian elementary school, only 1 child will go on to receive that Ph.D., and it is likely to be a boy."

So to know that in 2015, we're still talking about that kind of gender imbalance in school, of course as that continues on, is concerning.

So it goes on and it talks about different things, but I think the one good point it talks about is: "How do we encourage girls and young women to participate in science, technology, engineering and math?"

"Start young. Girls need to be engaged early to develop their interest and skills in these areas.

"Broad-based encouragement. Parents, educators, community organizations and industry need to challenge stereotypes and provide encouragement.

"Mentorship and role models. Girls need to meet, learn from and aspire to become women working in science, technology, engineering and math fields if they are to challenge stereotypes and explore their potential in hands-on opportunities. Girls need exposure to new ideas and activities if they are to consider new non-traditional occupations."

I know that within different aspects of the education spectrum, we definitely look into that — and I mentioned Yukon Women in Trades and Technology, and they have definitely embraced those suggestions. So my question is: Knowing that the all-girls science club at the college — which I was really lucky to be invited to as a guest speaker one time, because we were talking about gear ratios, so I got to bring in bicycles and that's what we used as the demonstration. I got to see them make crazy things with pulleys and thread and wire. To be able to go and see for the two and a half hours that these

young women were in this classroom, fully engaged in science and technology, was really fantastic.

I was wondering if the minister could just kind of give us some idea if the Department of Education is looking at filling in that gap to help out with the all-girls science club, and just kind of his thoughts on how we can better engage young women in trades, technologies and math.

**Hon. Mr. Graham:** Madam Chair, you can see the way my two colleagues here are looking at me. Madam Chair, this is a very important area to me as well, and so what we have just decided here is that — well, we have been. The department has been working with the college very closely to determine how we can continue this program, and what we've decided is that we will make every effort possible to ensure that the program continues but, as you realize of course, the college is independent. I would imagine if we're able to input a little bit of cash, they will continue the program.

We agree that it's very important, but I also think it's extremely important that we point out the things that the member opposite didn't say. At the present time, almost a thousand students going to advanced education outside of and in the territory, the vast majority — not the vast majority — the majority are women. At the present time in this territory, many, many more women hold bachelor's degrees and master's degrees than do men — maybe not in the specific spheres or degrees that the member opposite is talking about, but I think it's really important that we understand that women are progressing.

As I said, there are more bachelor's degrees in this territory at the present time held by women; more master's degrees are held by women. When we talk about the various positions or jobs out there, women are not underpaid or paid differently than men in any of the professions such as teaching or nursing. They're still paid equally, whether a man or a woman. I know women dominate the nursing field and we would all love to see more men in that field.

So there are a number of issues that I take with just giving the stats where women are underrepresented. We would like to see women more represented in the trades programs, in engineering and in science. We think it's absolutely important that we get an equality of genders in all of these areas, but let us not forget that women are progressing extremely quickly in many other areas as well — and I congratulate them for that.

**Ms. White:** I do appreciate the minister's response, but I think he missed my point. It is not in reference to what you just spoke of, but it is about women being able to access employment and things that are not viewed as typical gender roles. That is where it requires early intervention and encouragement. The question was in relation to that. I used the apprenticeship numbers as that basis, because women continuing on in education roles isn't the question — or in nursing roles isn't the question. It is about pipefitters and welders, engineers, mathematicians and scientists. I am just asking how we can ensure that we are helping our young Yukon women and our older Yukon women access those types of careers.

**Hon. Mr. Graham:** I think some of these things I have already answered throughout the time, but maybe never specifically in this area. With our new vision of education, what we are talking about is doing more career planning for all students — right from kindergarten through grade 12. It is really important that young children are aware and, as they progress through the school system, that they become more and more aware of careers, career opportunities and the things that are available to them. Career planning will be one of the essential things that we include in the new vision for education, but also the flexible pathways.

I have talked on any number of occasions about flexible pathways. If a student who starts in one direction is convinced that they want to be a fireman or a nurse or a mechanic, that is fine and that is the program that they can pursue while they are in school. But if that changes at some point — that we have very flexible pathways that allow them to change their career path while in school without losing a great deal of time, or without spending extra time in college or in upgrading, before they are able to progress. It is also the reason that we think the rural experiential model is so important, and it is why we are looking at ways that we can introduce — maybe not the same program — but a similar thing in Whitehorse schools as well — because the rural experiential model has proven to be so successful. I thank the past two ministers of Education on this side of the House for doing the basic work that was necessary to implement that program.

I understand what the member opposite was saying and that is why we believe that the early career planning, working with young girls and women to look into science and math support at a younger age are all things that we believe in and we will continue doing.

I thank the member opposite for the question. It is something that we all believe in, I am sure.

**Ms. White:** I appreciate the second answer and I thank the minister for that.

I really do believe that it is something that we need to think about. We want to remove those gender stereotypes. There is a lot of research that says that for young women, although they may want to pursue something that is not viewed as their gender role, it sometimes is a limiting factor — that they view it as a male-dominated career. Like I said, Status of Women Canada has a great brief about that if you want to read more about it.

My next question is about YuWin. I am not sure if anyone in this House has noticed, but we have quite a young staff in our office, which is great because it means I am not the youngest. When we are talking about job boards and the importance of being able to look at things when you are away at school before you come home for employment and things, they all said their number one search engine for employment in the Yukon was YuWin. I understand that it is funded through the Department of Education, and I wonder if the minister could tell me a little bit more about YuWin.

**Hon. Mr. Graham:** One of the difficulties with the whole job picture in the territory — or job boards, employment services in this territory — is that we have a

number of different organizations, all of which we fund, that are providing essentially the same service. Much of the funding that we receive for this process is through the Government of Canada. We appreciate it — don't get me wrong — but it is fragmented. We are doing some evaluation of exactly who we are providing money to. It is one of the reasons that Challenge is now looking after disabled job seekers. We have just recently renewed another contract, and we have an obligation to provide French language job seekers with a process as well. Those are the three that, under the Canada job fund, we must provide. I cannot give you, right off the top of my head, much information about YuWin, but we will make sure that we get additional information and provide it to you as quickly as possible.

**Ms. White:** The minister just mentioned the Challenge-Disability Resource Group, which was for disabled job seekers, and the one in French. Can he please list the other job search supports or search engines that the government supports financially?

**Hon. Mr. Graham:** We will have to get back to you with the exact information because we seem to have a difference of opinion here, and it is better that we get it to you in writing accurately.

**Ms. White:** I do appreciate that answer, but I just want to dig a little deeper until I can get that other information. It is my understanding from students who are out of territory that there are other employment services available in the City of Whitehorse that do some rural outreach, but you have to become a member to be able to access their job board.

You can't just do it remotely online without having a sign-in registration, whereas you can access YuWIN — I have it up on my screen right now and I can search.

I just got a note from one of our researchers, and it says number one in Canada — and it was in reference to the YuWIN site.

When you're looking at the programs and how effective they are, how does the department go about deciding where the money continues to go or where it doesn't go in the job search field?

**Hon. Mr. Graham:** There are a number of criteria that are utilized during the evaluation of these various programs. The demand for the program — I think I had better get a written answer for this one as well, because there is a lot of information here that I could read into the record, I suppose, but it would be better that we provide it in paper format.

The programs are all evaluated by the department as part of the LMDA. Employment Central was the name of the group that I was trying to remember earlier that has had a contract for a number of years to provide — not only job search capabilities, but they provided a number of counselling services as well as other services to people who were unemployed as well as people who were looking to try to get into a small business. Employment Central was that contractor.

I will have to provide the information. I know we have a transition plan for the self-employment program, and I will provide that transition program at the same time.

**Ms. White:** There is a difference, I think, between the services offered by Employment Central and YuWIN. I do appreciate that, including the fact that one is electronic and is online, and for one there is a physical aspect. There is also a difference that one is a for-profit business and one is a non-government organization run by a board of directors and may have one or two paid employees — and I'm not confident about that, which is why I have the hand actions.

There is quite a bit of a difference there as far as what the ultimate goal of the two organizations is — because one is for-profit and one is not for profit. My question is: Are we planning on continuing and making sure that the services offered by YuWIN — which is the non-for-profit organization — continue on and that they're still able to have the web presence that they have — to know that this is the one that our students who are away are looking at, that this is the one that, when people are looking for employment in the Yukon, they turn to. Are there plans to continue funding this into the future?

**Hon. Mr. Graham:** I know we're taking a look right now, because there are currently a number of websites that are providing that service. We have to talk with the employers, as well as potential employees, because it's up to employers to post requirements on the various job boards. They're the ones that need people; they're the ones that utilize the system as well.

So we've been talking with employers as well as job seekers, and we'll use that criteria when we determine where funding is going in the next few years. At the present time, there are contracts in place, I believe, for YuWIN as well as other services that are providing almost the exact same service. So we have to again rationalize why we're providing a number of websites providing the exact same service to such a small population as we have in the territory. Once that evaluation is completed and once we're certain of what we're going to fund on an ongoing go-forward basis, I'll provide that information to the House.

**Ms. White:** I guess this is where I can come clean a little bit, because I've done a couple of access to information searches around funding to YuWIN. I was under the impression that the department had given them the direction that they should start slowing down their plans going forward, and that the government's intention was to stop funding YuWIN.

**Hon. Mr. Graham:** I could beat around the bush for a little while here and give a whole bunch of non-answers, but I'll say quite honestly that the department is working with YuWIN in a number of areas, but one in particular is a proposal for funding. I know I spoke with YuWIN folks at a recent open house — I'm not even sure where it was — and they talked at that time about changing direction to some extent and providing additional services.

To us it's really important that everybody be brought into that conversation because, as I said before, it's one thing to have a job board and it's one thing to provide this service online, but if employers aren't buying into the service, if they're not posting jobs online, then there's nothing for these

people coming to the website to see. So we have to work with all the interested parties.

I'll have to refer back again to Advanced Education and obtain that information and provide it to the House.

**Ms. White:** Just one last pitch for YuWIN before I move on. They have their statistics at a glance for September, and it says that the number of new jobs they posted was 165; the number of active organizations was 179; the number of new organizations was four in the month of September; the number of visits in September was 50,000; and the number of visits to the page from whatever point they started was 253,843. It actually has eight new job postings today — the power of the Internet is fantastic.

I am going to move on to another of my favourite topics of conversation with the minister, which is the nominee program. I appreciate the press release that came out in September of this year that highlights the new measures introduced to improve the Yukon nominee program, including now publicly releasing the names of banned organizations, and I think that is great. I was invited to the Department of Education earlier this year and was able to have a conversation with the minister and the leads in the nominee program, and I thank the minister again for making that available. I did raise my concerns — I have often — which are the power and balance. At that meeting I was told that I need to look at the nominee program as an economic driver and not as an immigration driver.

I am sure that the minister will remember that it was really hard for me to process it in that way — because to say that it is only for the benefit of the employers, as opposed to the hopeful new Canadians who are coming to the country, and that some of the stop-gap measures that I was asking about were not available because it was viewed as an economic driver and not as an immigration driver. I do appreciate that there have been some new measures put in.

I did listen to the media story with one of the officials and when he was asked how many nominees were in the territory, he could not answer the question; he did not have the number at the time. Could the minister tell me how many nominees are currently enrolled in the Yukon nominee program?

**Hon. Mr. Graham:** I will answer her last question first. I do not have that information with me right here today, but I will get it for you.

I think the point we are trying to make is that the nominee program is an economic program. It is a programmed immigration stream for skilled workers. There are three programs under the express entry. The three programs are: the federal skilled worker program; the Canadian experience class; or the federal skilled trades program. Those are the three programs under which an applicant must be qualified. In other words, if they are not qualified under one of those programs, they cannot come under the Yukon skilled worker program.

We are not talking about refugees here; we are not talking about your normal immigration stream. These are express entry applicants under very specific skilled occupations. Citizenship and Immigration Canada increased the number of

annual nominations for entry into the territory by 60 for Yukon express entry candidates, so our total annual allocation for all Yukon nominee programs is now 250 a year for the Yukon, which is a substantial number for a territory of our size.

To date, no one has been nominated through express entry, but under the Yukon nominee program — as you are aware, it is an ongoing program — we get a number of applications. I will get exact numbers for you, and I will have that information for you as soon as possible.

**Ms. White:** I think the minister is making the point right now that there is definitely a difference between the express entry program and the nominee program. Looking at — like he just referenced — the express entry and how you have to meet certain programs — and he listed them: the federal skilled worker program, the federal skilled trades program or the Canadian experience class. But when we look at the jobs that nominees in the territory are filling, those are definitely — although we have people who are filling them who are doctors or nurses or lawyers from their country of origin and when they come to the territory, they are often working in the fast food or the service industry. When we talked about it — and my concerns with the program because of that imbalance — I asked if the department did random checks and everything came back to the fact that it was employee-driven. At the time, the department was not going out to do site checks with the businesses. I was often under the impression that it was a lot harder to track the nominees than I would have hoped because that means then that they are often in places without that kind of oversight. I am wondering if any of those concerns have been addressed or if it is similar to where it was earlier in the year when we spoke about it.

**Hon. Mr. Graham:** To go along with the changes, spot checks are carried out, as I understand, by the department's Advanced Education officials. We believe that the increase in the penalties for non-compliance, and the fact that we are now doing spot checks — the publication of employers who have been banned we think is going to assist in the program. Let's face it, the employees themselves making complaints under the program is still the most efficient or the quickest way to understand where non-compliance is happening. It is difficult perhaps for us to visit every single workplace on an ongoing basis, but I think the department is becoming more and more aware of where the difficulties are occurring, and so targeted spot checks will be carried out throughout the year by the department. We trust that compliance with the program will be better than it has been in the past.

**Ms. White:** I thank the minister and the department very much for that. Just that acknowledgement that spot checks are happening now is fantastic news. I think what I will do right now is wrap it up on that positive note, and thank the department very much for heeding those concerns. They are probably not just my own concerns, but I will say thank you for everybody else and acknowledge that it is not an easy program to manage. It is super challenging to know that immigration is underneath the Department of Education's

Advanced Education. Thank you for the spot checks, and thank you for your time today.

**Hon. Mr. Graham:** It has been a pleasure, Madam Chair. I have made several commitments here today, so we will get that information back to all members opposite as quickly as we possibly can. Thank you very much.

**Hon. Mr. Cathers:** I just want to very briefly acknowledge and thank the work of the Minister of Education as well as his predecessor and the staff of the department for the work they've done to address issues that constituents raised to my attention. I very much appreciate the work they've done to improve school busing after there were issues identified last year, including the addition of buses to the routes and further improvements made this year. I would like to thank them and thank the minister for the support for the funding for after-school programming at Hidden Valley School this year as well as the new playground equipment. Thank you also to all the staff of Education for all the work they do each and every day.

**Chair:** Does any other member wish to speak in general debate?

**Mr. Elias:** I would also like to echo those comments. I would like to thank the Department of Education and the work they do in north Yukon.

I just recently came back from my riding. I must say that there is an impressive education team in Old Crow, with our elders council leading the way, and with our education support workers for area one and area two in Old Crow and in the capital city here. I know we have our principal and the teachers at the Chief Zzeh Gittlit School all together with our 37 students at present, when I last checked, and six students in Old Crow who are actually taking high school courses in the community. That's exciting as well. Thank you to the department for, over the years, helping to achieve that goal — our educational assistants and staff at the Chief Zzeh Gittlit School. Also from the Vuntut Gwitchin First Nation side, thank you to our new director who has taken the helm there at the First Nation, as well as our Vuntut Gwitchin education and training officer — also at the Alice Frost community campus — the instructors and the staff there as well; also the area superintendent. I would be remiss not to mention the very engaged parents in Old Crow and in various communities throughout the Yukon and of course the Chief Zzeh Gittlit School Council.

We do have a really solid educational team and there is an atmosphere of excitement about what we can do in partnership in north Yukon to achieve the educational goals of our students.

I do have a couple of things that have been brought to my attention that maybe if the minister doesn't have answers for me on the floor of the House today that he could get back to me. One of them was with regard to the number of hours that our students in Old Crow at the Chief Zzeh Gittlit School have in terms of counselling services. As the minister is well aware, we've had some fairly serious tragedies and trauma that have happened over the last couple of years that still have impacts on the community as a whole, and the teachers have come to

me saying that it is pretty evident that this type of trauma happening in the community affects everybody.

So the request there was that the students of the Chief Zzeh Gittlit School have access to more of this type of counselling to deal with this type of trauma, because everybody is basically a family member in our small community. They requested more access to those types of services that are provided by the department.

One of the other issues was that they wondered if the Chief Zzeh Gittlit School playground, woodshop and gymnasium were scheduled for any upgrades or landscaping, especially for the school grounds. Sometimes it's a bit difficult to utilize in the winter months, and in the spring and fall months, when the students — if anybody hasn't been there, it's a lot of large gravel that the kids have to play on. It's really not conducive to a lot of smaller children playing. They're noticing other communities across the Yukon getting upgrades to their playgrounds and they were wondering if the Chief Zzeh Gittlit School is on a list to get upgrades.

Also another success story with regard to the land-based experiential learning model that was implemented for the last three years in Old Crow — the former Minister of Education had the opportunity to attend that for a couple of days. It was a really exciting program, where the students from the Chief Zzeh Gittlit School really could experience the value of the Vuntut Gwitchin traditional values and how they can be integrated into today's society for everything from mathematics to social science, to English and all the stuff, and how you can learn that stuff on the land from trapping, travelling, traditional language and all that stuff, and how that's valuable to today's society. Our community sees such opportunity in these types of programs, and we're wondering if the development of a new type of partnership to expand that type of program in north Yukon is on the radar for the Department of Education.

So those were some of the things that the excellent educational team in Old Crow and in our capital city — and throughout the Yukon, actually — see value in. So once again, I would just like to take this opportunity to thank all of the educational team that have impacts on many of my constituents throughout the territory and abroad. I again want to thank the minister and his staff and everybody for implementing such good programs and initiatives for the constituents I represent.

Again, thank you very much, and those are my comments for today.

**Hon. Mr. Graham:** I'll give a brief summary of some of the things. The one program that the member mentioned that the former Minister of Education attended — it was all she could talk about for a week after she got back. We all enjoyed it through her recollection of what occurred in Old Crow, and we thank her for that.

The number of hours of counselling services in Old Crow — I do not have them at the present time. But I think it is important that we all understand that this is part of our new vision — where we say that students need, not only the academic qualifications, but they need those other support

services. We are not only talking about counselling services. We are talking about mental health services, and we have been working closely with the Department of Health and Social Services to provide the necessary mental health services, as well as counselling services, to not only Old Crow, but to other schools in the territory. We will be providing that information.

As for the capital changes, the department issues a call for capital requests for all schools in January of every year, and we are not completely certain if the Old Crow school presented us with a capital request from last year, but we will make sure that the department follows up with the school this year to see if there are any capital requirements that we can provide them. We will provide a written response to the member from Old Crow as soon as we can.

**Hon. Mr. Istchenko:** I just wanted to stand up and talk a little bit about education in my riding. Quite often we do not get the opportunity to highlight some of the good things that the Department of Education does, whether it be through Question Period or through questions from the members opposite during debate in Committee of the Whole.

I want to say that I do want to thank the previous Minister of Education and the Minister of Education now for always wanting to be the first one to come up to see the school kids in Beaver Creek at the Nelnah Bessie John School, the Kluane Lake School or the St. Elias Community School. It is great to have them up there. I know the now Minister of Education was with me in Beaver Creek and we had a look at the new playground up there. I know the youth up there are very, very happy with that and quite satisfied. It is the same thing with Kluane Lake. I know we had an issue with a fuel spill and the kids had to do some schooling at the Jacquot building for awhile, but they could not wait to get back to the school in Destruction Bay because they love their playground.

At the St. Elias Community School — the Department of Education, the staff at the school and the school council really lobbied me and hounded me when I was the Minister of Highways and Public Works, but still to this day — and kudos to the good work of the school councils that address issues in the communities like the crosswalk on the Alaska Highway. I know that the Member for Mount Lorne-Southern Lakes was happy to see that, after concerns with crosswalks, we see them in place. It is key for our school kids who live on the other side of town in Haines Junction and go to St. Elias Community School to have those crosswalks. They push a button and they light up when it's dark this time of the year. For a while it is going to be dark when they go to school and when they come home from school. The Department of Education should be commended for the hard work that they do with simple little files like this. It means a lot to the community members and it means a lot to the school. I just wanted to take this opportunity to thank the department and thank the staff who are here today.

**Chair:** Does any other member wish to be heard in general debate?

We are going to move on then to line by line. Page 4-4.

***On Operation and Maintenance Expenditures***

*On Public Schools*

*Public Schools in the amount of \$1,287,000 agreed to*

*On Advanced Education*

*Advanced Education in the amount of \$144,000 agreed to*

*On Total of Other Operation and Maintenance*

*Total of Other Operation and Maintenance in the amount of nil cleared*

**Department of Education Operation and Maintenance Expenditures in the amount of \$1,431,000 agreed to**

**On Capital Expenditures**

**On Public Schools**

*On Facility Construction and Maintenance — F.H. Collins Secondary School — Replacement*

**Mr. Tredger:** Could I get a breakdown of that?

**Hon. Mr. Graham:** Of the \$4.426 million, \$4.583 million is requested as a revote. It was money in last year's budget that was not expended, and of that, \$157,000 was simply an internal transfer. So \$4.583 million is requested as a revote, and \$157,000 would be deducted as an internal transfer to F.H. Collins technical education wing.

**Mr. Tredger:** Would that replacement cost include the upgrades to the technical wing and the heating as well as the sports portable, which I believe is being kept and will either need to be moved or a heating system will need to be found.

**Hon. Mr. Graham:** The \$157,000 internal transfer to F.H. Collins technical education wing will be part of the total budget for the capital at the technical education wing, but there will be a new budget allocation for all of the construction of a new heating system in the tech ed wing.

I do not know how to explain exactly what will be happening with the portable, because the same portable will be used, so it will just be moved to a new location. I have no idea what amount of money we are talking about, but we do not foresee any changes in the portable. It will simply be moved to a new location to service the school there.

**Mr. Tredger:** If I understand it right, the upgrades to the technical education wing, as well as the moving of the school portable, are under the costs and included in the total cost of F.H. Collins.

**Hon. Mr. Graham:** No, there are three separate budgets. There's the replacement of F.H. Collins school, there's the replacement equipment for F.H. Collins school, and then there's the technical education wing. What we will be doing is transferring — there are a couple of internal transfers to the tech ed wing. The \$157,000 would be from an underexpenditure on the F.H. Collins replacement. Because we didn't spend all the money on F.H. Collins that was budgeted, we're transferring \$157,000 of that to the tech ed wing. Because of an internal transfer within the department — bids on other tenders that were lower — so \$300,000 of that will also be transferred to the tech ed wing construction. That's why, under the tech ed wing, we have a \$457,000 increase, but it's all internal transfers, so we're not asking for new money. We're asking to revote and transfer money that was in last year's budget to this year's budget.

**Mr. Tredger:** I guess I'm just trying to figure out — the previous minister announced a budget for F.H. Collins and

gave that as a reason for changing school designs and stuff. I guess just for clarification, are all three of the items listed under F.H. Collins Secondary School included in that total estimate, or are we breaking it down and saying that, well, the budget only includes this and not that, and were those considerations made with the decision to change from the original community development plan to the new plan? Were those included in the costs?

When the explanation was given, a number of the costs — such as the drilling for a geothermal well and testing and proving its viability, the grounds and things like that — were included in the original design and cost of the school, but now it appears that they're not included in the replacement school — that is a separate budget. Could the minister explain what has happened there and why the difference?

### **Chair's statement**

**Chair:** Just a note to the members that we are discussing one line item here, so we need to stick to that discussion and not attempt to lump various lines together.

**Hon. Mr. Graham:** We are talking about the F.H. Collins Secondary School replacement. We're talking about a revote of \$4,426,000. In that F.H. Collins replacement school budget, the items that are separate from that would have been separate from the original construction budget of the previous design school that was considered to be overbudget.

If the member opposite wants, I would be only too happy to give him a written answer because I had many of the same questions, but under the previous budget none of these items were included either. I would be happy to give you something in writing so that you understand exactly where the money is going.

This budget, the \$4.426 million is simply a revote to complete the construction of the new building.

*Facility Construction and Maintenance — F.H. Collins Secondary School — Replacement in the amount of \$4,426,000 agreed to*

*On Facility Construction and Maintenance — F.H. Collins Secondary School — Operational Equipment*

*Facility Construction and Maintenance — F.H. Collins Secondary School — Operational Equipment underexpenditure in the amount of \$248,000 cleared*

*On Facility Construction and Maintenance — F.H. Collins Secondary School — Technical Education Wing*

*Facility Construction and Maintenance — F.H. Collins Secondary School — Technical Education Wing in the amount of \$457,000 agreed to*

*On Facility Construction and Maintenance — Francophone Secondary High School — Planning*

**Mr. Tredger:** Have there been any promises or commitments made to the francophone secondary high school that would direct the planning?

**Hon. Mr. Graham:** As probably all members know, I made a commitment to the francophone school board that we would do everything possible to have the school in a location that they would like. However, that would require consultation

with the city, with the skateboard park and with the Riverdale Community Association as well as the F.H. Collins Secondary School Council. As a result of that, the department and the francophone school board representatives sat down with this budget of \$75,000 to carry out the planning. Other than a commitment to be up front with them and to do the planning as quickly as possible, we haven't really made any other commitments to date.

**Mr. Tredger:** Has a total capital budget been established? I know that in the designing of the original F.H. Collins, when the community was working on it and came together and spent up to five years planning and coming up with a design that they felt met the criteria, the government at the end came up with a capital cost that negated all of those many, many years of planning and input and came up with a new design.

Has the francophone school board been informed of any maximum capital expenditures, or whether there is a capital budget, or are they going to be subject to the same thing that the F.H. Collins school council and the F.H. Collins staff and the F.H. Collins building advisory committee encountered when, after many years of work, they were told that their project could no longer be afforded?

**Hon. Mr. Graham:** We have not many any commitments with respect to a capital budget in any way, shape, or form. What we have agreed to is to sit down with the French school board and make sure that we try to plan this in a reasonable manner. I don't know what else I can say. We don't have any capital targets in mind; we don't even have the size of the school in mind yet — I don't believe, although maybe they've progressed past that point in the planning stage and I just haven't been involved. No, to date none of those issues have been addressed. We're still working on location, size of the school and a variety of other issues.

**Mr. Tredger:** Is this \$75,000 expected to be expended in the current fiscal year and will there be a new amount in the new budget, or is this \$75,000 expected to go beyond? What is expected to be accomplished in this round of planning with the \$75,000?

**Hon. Mr. Graham:** Some of the questions that we have already talked about will be addressed, but there are a number of issues around French language education in the territory that have been addressed through the legal battles that were fought over the last six years. So now we are doing what it was too bad they weren't able to do six years ago — we're now talking about who will be accepted to the new French language school and all of those other things that are very important in order to design a building. The \$75,000 is for this budget year and, depending on the results of the negotiations, additional planning money will be included in next year's budget.

*Facility Construction and Maintenance — Francophone Secondary High School — Planning in the amount of \$75,000 agreed to*

**Chair:** Would members like to take a break?

**All Hon. Members:** Agreed.

**Chair:** Committee of the Whole will recess for 15 minutes.

*Recess*

**Chair:** Committee of the Whole will now come to order. We are resuming line-by-line debate on Vote 3, Department of Education.

*On Facility Construction and Maintenance — Site Improvement and Recreation Development*

**Hon. Mr. Graham:** I will just run through what makes up this total request: \$149,000 of this funding is requested for playground equipment upgrades; \$114,000 is a revote to complete upgrades from last year; \$35,000 is requested for equipment replacement at Del Van Gorder School and Nelna Bessie John School. Both of those amounts are recoverable. The school councils in Faro for Del Van Gorder and Nelna Bessie John agreed to put more money into the budget in order to get the playground equipment that they really wanted in their community.

Del Van Gorder School is putting up \$28,000 and Nelna Bessie John is putting up \$7,000, so that makes the \$35,000 that is requested for equipment replacement.

**Mr. Tredger:** Does the department have a strategic plan for equipment replacement in the long term and an assessment of each school's needs and a long-term suggestion? I'm thinking in particular of Carmacks and possibly the Watson Lake elementary school. In Carmacks when they replaced the building, the grounds were just covered up, and each year a few more pieces of rebar come to the top. It's not a great situation, and I know in Watson Lake they've taken out the old wing there.

How are the needs of the schools assessed in terms of safety and in terms of functionality? Does the department have a strategic plan around that with priorities identified?

**Hon. Mr. Graham:** Yes, we do have a plan going forward, and that's where much of this money is coming from. It has been identified over a number of years. We have a list in here of school-initiated renovations as well as equipment purchases. Those things happen on an annual basis, but they're prioritized as well. We try to achieve the priorities on a school-by-school basis.

I guess there are some things that we don't plan for, such as fuel tank replacement. Some of the planning was done, and then, if we have a leak, it becomes an urgent situation and we have to come up with new funding, such as the \$66,000 here for a fuel tank replacement in Burwash that wasn't totally expected. The funding for that replacement is also being requested as part of site improvement and recreation development.

Yes, we do have a plan going forward. Most of the schools have had their equipment upgrades now. There are some left to do in future years, but most of the schools have been completed now.

**Mr. Tredger:** The recreation development — sometimes communities and schools work together on that. I know in Carmacks right now they don't have a skating rink

and they're looking for options. At one school where I had the good fortune to teach — in a similar situation, until a large one was — the arena was built, had a small skating rink on their grounds, looked after it and involved the school community in building it.

Has the department suggested such a response to the Carmacks community as an interim measure?

**Hon. Mr. Graham:** Right now — I will use Carmacks as a specific example — department staff are working with the Carmacks school council and the school administration in the community to come up with the second phase of development for the school grounds, which includes the playgrounds and other school improvements that are required in that community. They're meeting with the school now to come up with phase 2.

**Mr. Tredger:** As we're all aware, recreation plays a large part in a healthy school population. I'm thinking of things like the swimming pools — they are very necessary in the communities — and things like skating rinks and stuff. Does the Department of Education work with Community Services to step out of their own department and make recommendations or request that recreational facilities be upgraded to meet the needs of the school students and look at sharing. I know that in Whitehorse we have a facility-sharing agreement that the many schools and the City of Whitehorse would be familiar with. I'm just looking for a way to break down some of the silos, and I know the minister is also. I'm asking about the extent to which he advocates for recreational facilities — not necessarily provided by the Department of Education but maybe co-sponsored by the Department of Education — so that the communities can get the facilities they need.

**Hon. Mr. Graham:** I have to say that we haven't up to now. I just haven't done that kind of work with Community Services. I know that the department staff communicate with Community Services staff from time to time with respect to facilities in the various communities, but at this point we have no kind of a joint planning or any kind of a group that sits down and works out the facilities required in smaller communities. No; sorry.

*Facility Construction and Maintenance — Site Improvement and Recreation Development in the amount of \$215,000 agreed to*

*On Facility Construction and Maintenance — School Initiated Renovations*

**Mr. Tredger:** Just a comment on this — it's an excellent program. I would like a breakdown where the unanticipated \$162,000 came from, but I do want to say how successful the school initiated renovation program has been and how valuable it is to involve communities in the building and structures in their schools.

**Hon. Mr. Graham:** I have a list of every school in the territory so I can read them out or just give you the highlights: Old Crow, \$1,500; Christ the King Elementary School, \$3,100; Del Van Gorder School, \$2,800 — and I'm rounding — Elijah Smith, \$3,900; Eliza Van Bibber School, \$1,600; F.H. Collins, \$2,100. They are all in that range, except Jack

Hulland Elementary School received \$21,000. Porter Creek Secondary School received \$6,000, and Robert Service School received \$9,700. Those are the big ones. Everything else is in the \$1,000 to \$2,000 range, so every school in the territory is included.

**Mr. Tredger:** Was there a change in administration so that the renovations almost doubled in cost over what was estimated — or did double over what was estimated? It seems like a large amount. I am not disputing that it was well-spent. I assume it was, but was there a change in the way the money was allocated?

**Hon. Mr. Graham:** Typically, schools do not spend the total amount, and this revote is being requested because the school year ends in June and our budget year ends in March. This is typically the money that is spent during those summer months, but the reason this one is a little higher is that Jack Hulland Elementary School is being allowed to accumulate money over a number of years for one large project that they simply would not get enough money for in one single year. That is the reason for the larger amount this year.

*Facility Construction and Maintenance — School Initiated Renovations in the amount of \$162,000 agreed to*

*On Facility Construction and Maintenance — Capital Maintenance Repairs*

**Mr. Tredger:** Is any of this money in capital maintenance in response to the school seismic study? Have the recommendations of the seismic study been fulfilled? Is that cleared? Can the minister assure us that all our schools are now compliant with the seismic study and that they have received the necessary upgrades and repairs so that parents can be assured of the safety of their students?

**Hon. Mr. Graham:** This \$25,000 is the pilot project between Yukon Energy Corporation, Yukon Electrical and Department of Education for their energy dashboards — a pilot project with Selkirk Elementary School, Hidden Valley School, and Robert Service School. This is the energy dashboard that I was talking about earlier.

As for the seismic program, all of the short-term seismic requirements have now been met — in other words, anything done in the schools as far as attaching equipment to the walls so that it won't fall down in the event of an earthquake. Those have all been done. Anything further in the medium- to high-risk categories has yet to be done, I believe. As part of the evaluation, phase 2 was completed in September 2013, and that was the evaluation completed. Phase 3 was the part that the Department of Education was responsible for, and that was the development of resource materials to support teachers in the classroom.

That has now been completed and it was available last winter in both French and English. Non-structural mitigations are the things that secure furniture, shelving, filing cabinets — all of those kinds of things — completed in May 2014, and the Highways and Public Works department also completed securing things like lights, exposed pipes, HVAC systems and that type of stuff.



Phase 4 is development of a long-term plan to determine how best to deal with the identified school buildings, which will include looking at the long-term needs of our school communities as well as the structural needs of the identified buildings. The identified buildings were Takhini Elementary, Whitehorse Elementary, Christ the King Elementary School, Wood Street Centre, Kluane Lake School, St. Elias Community School, Nelna Bessie John, and Selkirk Elementary School.

Long-term plans are being developed, and they include everything from completing the structural requirements in that school to actual demolition of the school and looking at what the needs are in that community, and either building a new school or a combination of other requirements — such as, in the City of Whitehorse, we know that Whitehorse Elementary is reaching the end of its useful lifetime anyway, and so is it really worth doing the seismic upgrades necessary — or should we be demolishing it, getting rid of that property, or building a new school on that property? Those are the kinds of decisions that will be finalized in the next calendar year. In 2016 those kinds of decisions will be made and finalized.

**Mr. Tredger:** The report was in 2013, and they did identify, as the minister noted, a number of medium- to high-risk building situations. I'm glad to hear that we're working on it. It has been three years and if, indeed, the buildings are medium- to high-risk and have been identified as such, I would have looked for at least in the supplementary some planning dollars for that — some way forward on it.

*Facility Construction and Maintenance — Capital Maintenance Repairs in the amount of \$25,000 agreed to*

*On Instructional Programs — School-Based Equipment Purchase*

**Mr. Tredger:** I'm not sure whether my question relates to this one or the next one. I know there was an effort a number of years ago to ensure that there were sound systems in all the classrooms so that students with hearing difficulties were able to hear. It was identified as a very important step. I know the department was allocating money, and I wonder if any of that would be included in the school-based equipment purchase.

My apologies, Madam Chair — it could also be in the next line which is for information technology, but the question is there.

**Hon. Mr. Graham:** No, none of that money would be in this particular budget. This \$312,000 is simply a revote and it's on a school-by-school basis. It's the difference between the money that is budgeted in one fiscal year and is spent in a school year, so this is the overlap in purchasing. It's spread through every school in the territory from as much as \$25,000 for F.H. Collins to as little as \$170 for Ross River, and it is strictly for equipment purchases.

There is another line item in our capital budget for \$70,000 a year, every year, for new and upgraded sound systems in all Yukon schools.

*Instructional Programs — School-Based Equipment Purchase in the amount of \$312,000 agreed to*

*On Instructional Programs — School-Based Information Technology*

**Hon. Mr. Graham:** This request is to fund the one-to-one model — Yukon Teachers' Association collective agreement. This is the one that enables teachers to lease iPads and laptops on a cost-shared basis. The Department of Education will pay 50 percent, so that's what this total amount is for.

*Instructional Programs — School-Based Information Technology in the amount of \$123,000 agreed to*

*On Instructional Programs — School Van Replacement*

**Hon. Mr. Graham:** Once again, this is a revote. It's for a new school van for Wood Street Centre. The van was ordered last year, 2014-15, but delivery was delayed to May 2015 and that put it in this fiscal year. It's simply a revote from last year to this year.

**Mr. Tredger:** Just a question on the school vans. Has an analysis been done as to how they're being used? I know we were quite excited when individual schools got vans. It allows taking out students to various functions and events to get out into the community and stuff. Subsequently, the Department of Education has spent quite a bit of money changing from the old school van — there was an interim-stage school van, and now we're into a third style. They are quite expensive undertakings. Has there been any analysis done? Are the new ones and current ones meeting all the standards that we expected? How often are they being used on field trips, visits to the city, or visits to the communities? Has there been any analysis done on that?

**Hon. Mr. Graham:** We have done analysis on use of these school vans. They found that use in some areas is exceptional and in other areas it's very, very limited.

What the department is currently looking at is returning some of those vans to the department and then, when the school actually needs a van or a couple of vans, they can request them or book them through the department. That way we feel we will get better use of the equipment, and they won't be sitting in a schoolyard basically occupying space, so we will get a better usage. There has been some analysis of need across the territory.

*Instructional Programs — School Van Replacement in the amount of \$108,000 agreed to*

*On Total of Other Capital*

*Total of Other Capital in the amount of nil cleared*

**Total Capital Expenditures in the amount of \$5,655,000 agreed to**

**Total Expenditures in the amount of \$7,086,000 agreed to**

*Department of Education agreed to*

**Mr. Elias:** Madam Chair, I move that you report progress.

**Chair:** It has been moved by Mr. Elias that the Chair report progress.

*Motion agreed to*

**Mr. Elias:** I move that the Speaker do now resume the Chair.

**Chair:** It has been moved by Mr. Elias that the Speaker do now resume the Chair.

*Motion agreed to*

*Speaker resumes the Chair*

**Speaker:** I will now call the House to order.

May the House have a report from the Chair of Committee of the Whole?

### Chair's report

**Ms. McLeod:** Mr. Speaker, Committee of the Whole has considered Bill No. 20, entitled *Second Appropriation Act, 2015-16*, and directed me to report progress.

**Speaker:** You have heard the report from the Chair of the Committee of the Whole. Are you agreed?

**Some Hon. Members:** Agreed.

**Speaker:** I declare the report carried.

### GOVERNMENT BILLS

#### Bill No. 94: *Act to Amend the Education Act* — Second Reading

**Clerk:** Second reading, Bill No. 94, standing in the name of the Hon. Mr. Graham.

**Hon. Mr. Graham:** I move that Bill No. 94, entitled *Act to Amend the Education Act*, be now read a second time.

**Speaker:** It has been moved by the Minister of Education that Bill No. 94, entitled *Act to Amend the Education Act*, be now read a second time.

**Hon. Mr. Graham:** The proposed amendment to the *Education Act* is relatively minor in scope, and it's targeted to a very specific issue. The amendments will clarify the power of the Education Appeal Tribunal and ensure that the tribunal operates within its intended scope of powers under the *Education Act*. The amendments will clarify the original intent of the legislation that the appeal tribunal may only hear appeals of four matters that are laid out in specific sections in the *Education Act*. Making these changes will ensure that the tribunal does not assume more power over time, and it will also ensure that it does not operate outside of the powers that the legislation grants it.

The Education Appeal Tribunal is an independent body that derives its authority from the *Education Act*. Canada's judicial system allows people to apply to the courts for a judicial review of all kinds of decisions that impact a student's education. In 1990, the Yukon government established the tribunal to provide the ability to deal with four particular kinds of disputes in a less costly and cumbersome manner. There was no intention at that time for the tribunal to take over from the courts in all other types of disputes.

The *Education Act* makes several references to appeals. Section 17 authorizes the Education Appeal Tribunal to hear appeals of decisions respecting special needs. Section 20 gives the tribunal the authority to hear appeals where disputes arise

concerning student records. Section 41 authorizes the tribunal to hear appeals of a suspension decision by a school board, school council or area superintendent. Section 43 gives the appeal tribunal the power to hear appeals of the Minister of Education's rejection of a proposal for a locally developed course of study.

These are the only situations where the *Education Act* gives the Education Appeal Tribunal the legislated authority to hear appeals. Section 156 of the *Education Act* establishes an appeal mechanism that is separate from appeals that may be heard by the appeal tribunal. The act refers to these types of appeals as local or administrative, where a decision made by a person employed in a school significantly affects the education, health or safety of a student. In this situation, the appeal will be heard by a superintendent or a school council or a school board, if those bodies exist.

For all other matters where the *Education Act* does not specify an appeal process — for example, a decision made by a school council — a person has the opportunity to seek a review by the courts of the decision made. A review of the minister's statements in the Legislature when the *Education Act* was introduced in 1990 confirms that there was no intention to expand the jurisdiction of the appeal tribunal beyond the four subject matters of appeal.

In particular — and I quote from the May 7, 1990, Hansard — when the Minister of Education at the time was asked about the scope of appeals, he consistently responded with reference to appeals regarding special needs assessments and individualized education plans only. He did not suggest in his responses that parents would be entitled to appeal any decision of the authorities that significantly affects the education, health or safety of their children.

The act enforced at the time was the *School Act*, which did not grant a general appeal provision for parents or students. The Minister of Education at that time clearly indicated that the scope of powers of the tribunal was limited to the four areas laid out in the *Education Act*.

In 2013, the Education Appeal Tribunal agreed to hear an appeal of a decision of the Commission scolaire francophone du Yukon, or CSFY, the school board responsible for French first language education in Yukon. The appeal relates to a CSFY decision to not allow a student to meet the requirements of a French first language diploma through distance courses while attending F.H. Collins high school. The tribunal agreed to hear an appeal of this decision brought forward by the student's parents.

The tribunal has argued that, under the *Education Act*, it has the right to hear appeals of any decision that significantly affects the education, health or safety of their children so long as those decisions are not made by persons employed by a school. CSFY believes that an appeal tribunal has no jurisdiction to hear an appeal regarding distance education matters and has applied to the courts for a judicial review of the tribunal's ability to hear an appeal of its decision on French first language education.

The Yukon government Department of Education supports CSFY in their position that the distance education

matter is one that falls outside of the legislated scope of the tribunal. The government is also concerned that allowing the appeal to proceed would set a precedent that could expand the authority of the tribunal.

The proposed amendments that I'm putting forward today will address the tribunal's erroneous view that it may hear appeals of any matter that can be considered to affect a student's education, health or safety. They will also provide certainty to all stakeholders, including the tribunal, the government, education officials, CSFY and parents and students regarding the circumstances where the tribunal may hear an appeal.

If this legislation does not proceed, the tribunal will continue to erroneously assert that it has the ability to hear appeals of matters not specifically identified under the *Education Act*. There is a real possibility, Mr. Speaker, that the tribunal, given its perception of expanded powers, could continue to stretch its authority beyond those matters outlined in the act. They could begin to hear issues that have implications across the complete kindergarten to grade 12 system related to staffing, programming or the evaluation of students.

These amendments to the *Education Act* will clarify the role of the tribunal so that any appeals will only be within the legislated scope of the tribunal. This will remove confusion and inconsistency about what the tribunal may or may not hear.

I want to stress that the amendments do not remove any of the powers that the *Education Act* grants to the Education Appeal Tribunal. They merely provide clarity as to what those legislated powers are.

CSFY will be pleased to have clarification that it has sole responsibility to hear appeals on matters under its jurisdiction — in particular, French first language distance education. This will resolve an ongoing issue that CSFY has raised with the Department of Education. Approving these changes, we believe, is prudent in order to ensure the powers of the tribunal do not exceed their original intent and this ongoing issue is resolved for the CSFY.

Mr. Speaker, by bringing this legislation forward now, we will negate the requirement for a costly tribunal hearing and court proceedings. The amendments are to be made retroactively to September 9, 2015, the date that I advised the tribunal in writing of our intent to clarify the scope of appeals by introducing this amendment in the Legislative Assembly. I hope that adequately presents this piece of legislation.

**Mr. Tredger:** I thank the minister and his department for bringing forth this amendment to the *Education Act*. By and large, I do agree with its intent. I will have a number of questions when we get to Committee of the Whole. The appeal tribunal has an important role to play in the education system. It allows us an independent check or a balance on decisions made by the department, by school administration and by school officials. Allowing for that check, it fulfills a necessary responsibility in that it enables credibility to the system that there is a proper check and a balance.

Changes to limit the scope concern me a bit and I understand some of the reasons — or I'm getting some understanding. Some of my questions in Committee of the Whole may take us further around that, but it is important that we ensure that the most enabling and least restrictive environment for student learning. I do know that there are some restrictions on the tribunal already identified in section 162 of the act: "In the determination of an appeal, the Education Appeal Tribunal shall consider (a) the educational interests of the student who is the subject of the appeal; (b) the impact of a decision on the total population of students served; and (c) any other factor that appears to be relevant to the matter in dispute."

So there is already some direction for the tribunal to consider the system as a whole. I do have some questions about: Why now? Now the minister answered many of them. I know that the Education Appeal Tribunal has been relatively dormant. In fact, I am not aware — other than this particular case — and I would ask that the minister, when we get to Committee of the Whole, if he could get a list of the number and type of appeals that the Education Appeal Tribunal has heard over the last 22 years, I guess, since the act was enforced.

I would ask whether or not the minister has consulted with First Nations or school councils to see whether they feel that the restrictions on the Education Appeal Tribunal are conversant with their understanding of the situation. The other aspect of it deals with the appointments made to the Education Appeal Tribunal. I am wondering what method the minister envisions those appointments being made — whether they're at the discretion of the minister or whether there will be an advisory committee to ensure that it is balanced and ensure that it has some independence from the Department of Education and the ministry of Education

That is important for anybody who is going to appeal. They want assurances that in fact the Education Appeal Tribunal is indeed independent. A further question to that — and it may be more around policy and regulations, but what training will be given the Education Appeal Tribunal to outline what their jurisdiction is, how they are to handle that, and how they are to hear appeals?

Finally, I would look for some indication from the minister as to how parents, students and communities are to become aware of the Education Appeal Tribunal. I know in my years of experience, because it was so seldom used, many parents and students weren't aware of their ability to appeal. I would look for some way to educate and make the public aware of their opportunity to make an appeal to the Education Appeal Tribunal.

To sum it up, I support the concept of it. I will be voting in favour of it at second reading and depending on how our conversation goes in Committee of the Whole. I applaud the minister for looking for solutions to problems as they come up and realize that opening up the *Education Act* is a major move and a very important step. This is a large act. It is important that, when we make changes, we consider all of the different repercussions so that it is not something that is done lightly.

I thank the minister for bringing it forward for our consideration.

**Mr. Silver:** I rise to speak to the *Act to Amend the Education Act*, and I will be in support of this bill. It looks like a lot of housekeeping. The Education Appeal Tribunal plays an important role as a board, independent of the department. It deals with appeals arising from the department, schools and school council decisions. This includes decisions such as those affecting special needs students, suspensions, school records and locally developed courses for study. I look forward to more debate on this during Committee of the Whole.

**Speaker:** If the member now speaks, he will close debate.

Does any other member wish to be heard?

**Hon. Mr. Graham:** The Education Appeal Tribunal has always played an important part in the education system in the past and it will continue to do so long into the future. We have no plans to really limit what they can do. This is more to clarify the original intent of the legislation. It really came about, as I said, because of a concern by CSFY that a Grade 12 student was attempting to graduate with a French first language certificate while attending F.H. Collins school and taking a distance education course through CSFY. This would have meant that that student would not have had to set foot in the French first language school and he would still have achieved a French first language diploma.

We agreed with CSFY that was not the intent of the legislation. We agreed that they had the right to say a student should attend a French first language school prior to earning a French first language diploma. That was the impetus behind these changes and the fact that the CSFY should have the ability, as a school board, to make those decisions.

Now, Mr. Speaker, having said that, under a memorandum of understanding the Department of Education has with CSFY, CSFY is responsible for French first language education. The Department of Education has asked CSFY to revise its policy on distance education to more clearly define the exceptions and to ensure that students and parents have an appeal process with CSFY that is in place so they don't feel they have to go outside of the system to hear an appeal.

CSFY has agreed with us. They are clarifying their appeal process for distance education courses, and that process will be in place before this legislation is enacted. So we've been working with CSFY to, first of all, clarify that tribunal's powers, and then to ensure that there is an appeal process in place so students attending the French first language school won't be left without an appeal.

We believe this was the best alternative to avoid again any costly legal battles, and I look forward to discussing it in Committee of the Whole.

*Motion for second reading of Bill No. 94 agreed to*

**Mr. Elias:** I move that the Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

**Speaker:** It has been moved by the Government House Leader that the Speaker do now leave the Chair and that the House resolve into Committee of the Whole.

*Motion agreed to*

*Speaker leaves the Chair*

## COMMITTEE OF THE WHOLE

**Chair:** Committee of the Whole will now come to order.

### **Bill No. 20: *Second Appropriation Act, 2015-16* — continued**

**Chair:** We are going to begin general debate on Vote 18, Yukon Housing Corporation.

Does the minister require some time?

**Some Hon. Member:** (Inaudible)

**Chair:** Committee of the Whole will recess for 10 minutes.

*Recess*

**Chair:** Committee of the Whole will now come to order.

The matter before the Committee is Vote 18, Yukon Housing Corporation, general debate.

### **Yukon Housing Corporation**

**Hon. Mr. Hassard:** Madam Chair, I'm pleased to rise today to present the 2015-16 supplementary budget for the Yukon Housing Corporation.

Before I begin I would like to introduce the officials assisting me today — Pam Hine, president of the Yukon Housing Corporation, as well as Mark Davey, director of Finance, Systems and Administration. Thank you both for being here today.

Earlier this year, the Premier provided ministers with mandate letters, and I am pleased to confirm that the supplementary budget supports the attainment of this government's strategic goals.

For Yukon Housing Corporation there is funding for strategic investments in Yukon's infrastructure — making Yukon the best place to live, work play and raise a family — as well as funding for building First Nation partnerships.

We've included: funding to complete seniors housing projects, upgrades and multiple units throughout the Yukon; funding for clients to access loans for home ownership or repair; and an affordable housing partnership with the Carmacks Development Corporation.

As well, we are investing in Whitehorse and throughout rural Yukon. We recognize that communities have different housing needs and we are responding to these needs in a proactive manner. Recently, senior staff of Yukon Housing Corporation embarked on community tours so that they could

listen to Yukoners and learn more about communities and their housing needs. This engagement will help future planning and activity and is a very progressive and collaborative approach to service delivery.

Yukon Housing Corporation is very busy these days. They are part of the implementation of the housing action plan and are proceeding with another intake of the home ownership preparedness and education program. We've already committed in excess of \$1 million in support of the suite of initiatives announced earlier this year to improve the quality and quantity of rental accommodations, overseeing construction projects in multiple communities, and delivering staff, social and lending programs to Yukoners.

A lot of work has been done and this budget supports the progress that has been made. If I could, I will just take a few minutes and turn my attention to the line items in this supplementary budget. I will identify each one and provide an explanation to all members of the Legislature.

There is a revote of \$332,000 for the home repair program, which reflects commitments for 25 approved loan applicants. They have one year to complete the work but often request extensions due to seasonal limitations or difficulty in securing contractors. These funds are 95-percent recoverable from the loan applicants. As well, there is a revote of \$1,457,000 for mortgage financing loans required to cover six active or pre-approved loan applications, and these funds are fully recoverable. As well, there is a revote for \$13,000 for home completion loans for one approved loan applicant. These funds are fully recoverable as well. There is a revote for \$1,069,000 for owner-build loans for six approved loan applicants. Here as well, applicants have two years for construction from the time of signing, and these funds are fully recoverable.

There is a revote of \$35,000 for rental rehabilitation loans for commitments in place for two approved loan applicants, and again these funds are fully recoverable. There is a revote of \$10,000 for rental suite loans for a commitment for one approved loan applicant. Again, funds are fully recoverable. There is a revote of \$1.175 million Joint Ventures under Affordable Housing (Salvation Army). These funds are paid through the Department Health and Social Services for the Salvation Army redevelopment project. This expense is fully recoverable from Canada under the affordable housing initiative. A revote of \$150,000 is for a contract commitment in place at last year-end of the Carmacks Development Corporation housing project. These funds have been allocated from the northern housing trust. There is an allocation of \$84,000 for the Whitehorse seniors project at 207 Alexander Street; \$22,000 is a revote and \$62,000 is new funding to complete the project. As well, a revote of \$804,000 is for the Whitehorse seniors project on Front Street with contract commitments in place for the full amount requested. There is a revote of \$709,000 for the Mayo seniors project for commitments in place last year-end. There is an allocation of \$93,000 for completion of the six-plex conversion on the former Options for Independence building; \$67,000 is a revote

for commitments in place last year-end and the remaining \$26,000 is supplementary funding.

There is an allocation of \$134,000 for rural community conversions, and \$112,000 of this is a revote for commitments in place last year-end while the remaining \$22,000 is additional funding. A revote of \$25,000 is for the renovation and rehabilitation of existing social housing stock for commitments in place last year-end to complete two ongoing projects. There is an allocation of \$11,000 under Central Services for building maintenance, renovation and space; \$7,000 is a revote and \$4,000 is new funding to complete various mechanical assessments and building upgrades.

Before closing, I would like to extend my appreciation to the Yukon Housing Corporation Board of Directors and all of the community housing advisory committees for their ongoing dedication and commitment to assisting Yukoners in addressing their housing needs.

**Ms. White:** Looking at the time, I am going to try to be really quick about this. Can the minister please tell me how many seniors are currently on the wait-list for social housing in Whitehorse — and rural seniors as well?

**Hon. Mr. Hassard:** We have a total of 64 on the waiting list; I have 57 here in Whitehorse and seven in rural Yukon.

**Ms. White:** On the social housing aspect of the website, it lists the amount of money that you can have for both Whitehorse and rural Yukon. For a one-bedroom house in Whitehorse, the maximum you can earn in a year is \$49,500; in rural Yukon it is \$55,927. Why is there a \$6,427 discrepancy between rural Yukon and Whitehorse, Yukon, for people trying to access social housing?

**Hon. Mr. Hassard:** The difference in amounts actually represents the higher cost of living in communities as opposed to living here in Whitehorse.

**Ms. White:** I agree that it costs more to live in communities, but that is the "earning" amount, and a lot of seniors who are moving into Whitehorse are coming into Whitehorse for medical purposes. They are coming from rural communities and then they get to Whitehorse and now they are considered Whitehorse seniors and they apply for social housing because they need help and now they "cost out" because now they are Whitehorse seniors, as opposed to rural seniors.

Are there plans for the department to take a look at those numbers or to be more flexible in the application process for seniors looking for seniors housing?

**Hon. Mr. Hassard:** The overall eligibility for social housing is based on income thresholds set by CMHC — or Canada Mortgage and Housing Corporation — where, as the member opposite knows, social housing tenants pay 25 percent of their gross income for rent, and that is reviewed every two years by CMHC.

**Ms. White:** There seems to have been a change in how we view housing for seniors fairly recently, to be perfectly honest. We used to have what could be referred to as seniors housing and now we have what's referred to as social housing for seniors. I'm wondering when that intent changed.

Before, someone with a medical condition or medical reasons could access Yukon housing. They would pay a higher level of rent because they were still paying the 25 percent of their income without a cap. We've had a discussion on how some people were paying \$3,000 a month and that was a lot of money but they were happy to be in a place with their peers in a building that was safe.

So when did the Housing Corporation make that switch from being housing that was accessible to all seniors to now being social housing for seniors?

**Hon. Mr. Hassard:** I am not sure where the member opposite got the idea that it changed, because the reality is that it has always been social seniors housing. The medical aspect of it comes into play only for rural Yukon, not for those in Whitehorse. The Yukon Housing Corporation Board of Directors has asked that to be one of the things that the Yukon Housing Corporation looks at in the near future — medical reasons for Whitehorse residents as well as rural residents.

**Ms. White:** I will just put this out there now to start. On the bottom of the social housing webpage, it talks about the rent supplement program. Then, in the new programs that were released in the funding announcement last year, we talked about the rent supplement enhancement program. I have a bunch of seniors I have been working with who qualify for social housing and who are on wait-lists. They have gone to the department to ask if they can get help with their rent in the private market, only to be told that the program is maxed out.

When we come back, I would like to know what the funding amount maximum was prior to the new program being released, where we said the maximum per year was going to be \$250,000. I am curious to know how many households that helps and what the amount was prior to the new announcement of \$250,000 a year.

Madam Chair, seeing the time, I move that you report progress.

**Chair:** It has been moved by Ms. White that the Chair report progress.

Are you agreed?

*Motion agreed to*

**Mr. Elias:** I move that the Speaker do now resume the Chair.

**Chair:** It has been moved by Mr. Elias that the Speaker do now resume the Chair.

*Motion agreed to*

*Speaker resumes the Chair*

**Speaker:** I will now call the House to order.

May the House have a report from the Chair of Committee of the Whole?

### Chair's report

**Ms. McLeod:** Mr. Speaker, Committee of the Whole has considered Bill No. 20, entitled *Second Appropriation Act, 2015-16*, and directed me to report progress.

**Speaker:** You have heard the report from the Chair of Committee of the Whole. Are you agreed?

**Some Hon. Members:** Agreed.

**Speaker:** I declare the report carried.

**Mr. Elias:** I move that the House do now adjourn.

**Speaker:** It has been moved by the Government House Leader that the House do now adjourn.

*Motion agreed to*

**Speaker:** This House now stands adjourned until 1:00 p.m. tomorrow.

*The House adjourned at 5:28 p.m.*

### The following sessional paper was tabled November 3, 2015:

33-1-176

*Yukon Human Rights Commission Annual Report 2014-2015 and Financial Statements*