



MACKENZIE VALLEY ENVIRONMENTAL

IMPACT AND REVIEW BOARD

TECHNICAL SESSIONS

GAHCHO KUE DIAMOND PROJECT - DE BEERS CANADA

Mackenzie Valley Review Board Staff:

Facilitator	Paul Mercredi
Facilitator	Chuck Hubert

HELD AT:

Yellowknife, NT

May 24, 2012

Day 3 of 4

	APPEARANCES	
1		
2	Alan Ehrlich (np)	)MVEIRB
3	Chuck Hubert)
4	Simon Toogood (np))
5	Shannon Hayden (np))
6	Nicole Spencer)
7	Stacey Menzies)
8	Paul Mercredi)
9	Brigitte Masella	)Board Consultant
10	Dave Tyson	)Tetra Tech
11		
12		
13	Kathy Racher	)MVLWB
14		
15	Stephen Lines	)De Beers Canada
16	Terry Kruger (np))
17	Cathie Bolstad)
18	Ryan Rodier (np))
19	Veronica Chisholm)
20	Leah Russell)
21	Craig Blackie)
22	Daniel Johnson	)JDS
23	Wayne Corso	)JDS
24	Bill Horne	)EBA Engineering
25	John Faithful	)Golder Associates

	APPEARANCES (cont'd)	
1		
2	Don Chorley	)Golder Associates
3	Mike Herrell	)Golder Associates
4	Nathan Schmidt	)Golder Associates
5	Amy Langhorne	)Golder Associates
6	Kyle Hodgson	)Golder Associates
7	Kristine Mason	)Golder Associates
8	Kelsi LeRossignol	)Golder Associates
9	Gary Ash	)Golder Associates
10	Kasey Clipperton	)Golder Associates
11	Cam Stevens	)Golder Associates
12	Linda Havers	)Golder Associates
13	Peter Chapman	)Golder Associates
14	Graeme Clinton	)Impact Economics
15		
16	John King	)Natural Resources
17		)Canada
18		
19	Lionel Marcinkoski	)AANDC
20	Velma Sterenburg)
21	Francis Jackson (np))
22	Erin Yaxley)
23	Boyan Tracz)
24		
25		

	APPEARANCES (cont'd)	
1		
2	Michael Tollis	)Lutsel K'e
3	George Marlowe)
4	Pierre Marlowe)
5	Sheldon Yamkovy)
6		
7	Stephanie Poole	)Akaitcho IMA and NWT
8		)Treaty 8 Tribal
9		)Corporation
10		
11	Greg Black	)Transport Canada
12	Laura Jones)
13		
14	Glenn Sorenson	)GNWT
15	Kim Heisler (np))
16	Kris Johnson (np))
17	Greg Brady)
18	Loretta Ransom)
19	Debbie Matheson)
20	Juanita Robinson	)GNWT-ITI
21	Brittany Shuwers	)GNWT-ITI
22	Amy Lizotte	)GNWT-ITI
23	Diana Beck	)GNWT-ITI
24	Tracy St. Denis	)GNWT-ITI
25	Ben Scott	)GNWT-ECE

	APPEARANCES (cont'd)	
1		
2	Laurie Morton	) GNWT-ECE
3	Janet Grinsted	) GNWT-ECE
4	Deb Bain	) GNWT-ECE
5		
6	Randy Freeman	) Yellowknives Dene
7	Todd Slack)
8		
9	Elmar Plate	) Deninu Kue First
10		) Nation
11		
12	Ben Linaker	) ENR
13	Sarah True (np))
14	Shafic Khouri)
15	Gavin More)
16		
17	Kate Witherly	) NPMO
18		
19	Sarah-Lacey McMillan (np)	) Environment Canada
20	James Hodson (np))
21	Anne Wilson)
22	Lisa Lowman)
23		
24	Bruce Hanna	) Department of
25	Pete Cott	) Fisheries & Oceans

1 APPEARANCES (cont'd)
2 Henry Zoe) Tlicho Government
3 Ginger Gibson)

4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

1	TABLE OF CONTENTS	
2		Page No.
3	List of Commitments	7
4	List of Undertakings	8
5		
6	Recap of previous day & Questions	9
7		
8	Discussion Re: Kennady Lake Aquatic Environment	14
9		
10	Discussion Re: Socio-economic Impacts	96
11	Presentation by GNWT	96
12		
13	Certificate of Transcript	211
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

1	LIST OF COMMITMENTS		
2	Number	Description	Page No.
3	4	De Beers to outline its training	
4		and apprentice positions for life	
5		of mine	121
6	5	De Beers to provide a conceptual	
7		flow mitigation plan	206
8	6	De Beers to meet with Lutsel K'e Dene	
9		First Nations to review monitoring	
10		locations, and discuss potentially	
11		new monitoring locations as part of	
12		the AEMP process	211
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

1	LIST OF UNDERTAKINGS		
2	Number	Description	Page No.
3	2	De Beers to provide some	
4		clarification around the timing	
5		for the physical properties for	
6		the fine PK	11
7	3	Akaitcho IMA office to produce for	
8		the panel a Water Survey of Canada	
9		map outlining the community's	
10		preferred reference monitoring	
11		sites	19
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

1 --- Upon commencing at 9:04 a.m.

2

3 THE FACILITATOR MERCREDI: Good
4 morning, everyone. I'll just have everyone find their
5 seats, give a two (2) minute warning, and then we'll
6 get started.

7

8 (BRIEF PAUSE)

9

10 THE FACILITATOR MERCREDI: Okay, good
11 morning, everyone. Welcome back to the technical
12 session for the Gahcho Kue project. My name is Paul
13 Mercredi. I'm an environmental assessment officer with
14 the Review Board. I'm helping Chuck with his
15 facilitator duties.

16 So I'll be facilitating for the first
17 part of the day here. And I'd like to remind everybody
18 to sign in at the back, if you haven't all ready. And
19 without further ado, we'll turn the mic over to the
20 Gahcho Kue team to -- for housekeeping from yesterday.

21 MS. VERONICA CHISHOLM: Veronica
22 Chisholm from De Beers. I just have a correction from
23 yesterday. When Stephanie Poole asked about the number
24 of flights to the Gahcho Kue project, we were
25 referencing table -- it's in the project description in

1 Table 3.10-2, air traffic forecast by project phase and
2 air -- and type of aircraft.

3 I'll make a correction. I said two (2)
4 flights a week. That did not include freight and
5 helicopter, so I want to provide a bit more
6 comprehensive answer. During operations there will
7 actually be six flights per week. That would include
8 freight and helicopter. Also with respect to
9 construction we could have up to fifteen (15) flights a
10 week, again including freight and passenger, as well as
11 helicopter. And at closure we're expecting somewhere
12 with two (2) to three (3) flights per week, but they'd
13 come in -- in peaks and specific peak times. So just
14 to provide that clarification.

15 Also, this morning we were going to
16 provide some clarification around the timing for the
17 physical properties for the fine PK. We're going to
18 take that on as an undertaking, so we'll have that
19 completed within two (2) weeks and send that through to
20 the Board.

21 THE FACILITATOR MERCREDI: And so
22 that'll be Undertaking number 2.

23

24 --- UNDERTAKING NO. 2: De Beers to provide some
25 clarification around the

1 timing for the physical
2 properties for the fine PK
3

4 MS. VERONICA CHISHOLM: Veronica
5 Chisholm, De Beers. Yes, that's correct, number 2.
6 And I'm just going to have John Faithful speak to the -
7 - the CO question that was asked yesterday just to
8 complete that task.

9 MR. JOHN FAITHFUL: John Faithful,
10 Golder Associates. I think the -- the Chair asked
11 yesterday a question regarding the -- the project
12 emissions from the -- the proposed project or planned
13 project, the estimated project emissions of CO2 and to
14 -- to put that into proportion with the annual
15 estimates of CO2 emitted from Northwest Territories.

16 We provided that information. It's a
17 consistent question that was asked at the gap analysis
18 session back in November, and we provided that detail
19 to -- to the -- the Board via email. The information
20 that we provided to the Board is consistent with the
21 information that we have provided in the 2010 EIS.

22 I refer you to Section 11-13, Table
23 11.13-7. It provides an indication of the total annual
24 greenhouse gas emissions with respect to kilotonnes of
25 carbon dioxide equivalents. It's provided on an annual

1 basis with -- with comparisons made to -- to the other
2 mines in the Northwest Territories.

3 I'll go on to read the paragraph that is
4 below that table where it states that:

5 "Estimates of greenhouse gas
6 emissions for the project are similar
7 to those of other diamond mines in
8 the Northwest Territories. Table
9 11.13-7. It is equivalent to about 7
10 percent of the estimated total for
11 the Northwest Territories, 1,450
12 kilotonnes of carbon dioxide
13 equivalent units in 2008, and about
14 0.01 percent of the estimated
15 national total, which is 734,000 kilo
16 tonnes of carbon dioxide equivalents,
17 in 2008."

18 And that reference was drawn for -- that
19 information was drawn from Environment Canada 2010.

20 Thank you.

21 THE FACILITATOR MERCREDI: Thank you.

22 And were there any further clarifications from the
23 Gahcho Kue team?

24 MS. VERONICA CHISHOLM: Veronica
25 Chisholm, from De Beers. No, I do not think so. I

1 think that covers everything. Thanks.

2

3 DISCUSSION RE: KENNADY LAKE AQUATIC ENVIRONMENT:

4 THE FACILITATOR MERCREDI: Very well.

5 Thank you. So we will get into the first item on

6 today's agenda, which is upstream and downstream

7 effects from Kennady Lake. And actually, before we do

8 that, were -- were there any questions for the follow-

9 up from yesterday from -- from the floor?

10 And with that, we'll go into the first

11 item, upstream and downstream effects from Kennady

12 Lake. And I will -- does the Gahcho Kue team have any

13 preliminary comments on that?

14 MS. VERONICA CHISHOLM: Veronica

15 Chisholm, from De Beers. No, no preliminary comments.

16 We're -- we're here to answer questions. We have our

17 technical team here because we want to be able to

18 address everybody's questions and comments. Thanks.

19 THE FACILITATOR MERCREDI: Absolutely.

20 Sorry? There we go. And with that, we will turn the -

21 - the mic to the floor for first questions.

22

23 (BRIEF PAUSE)

24

25 THE FACILITATOR MERCREDI: I'll ask

1 everybody not to speak at once. Bruce, go ahead.

2 MR. BRUCE HANNA: Yeah, Bruce Hanna,
3 DFO. Just for discussion purposes, one (1) suggestion
4 might be just to blurb on the downstream flow
5 mitigation plan that we've discussed at another
6 meeting, but just as far as the flows you're looking at
7 and what you're doing to narrow that gap, and I think
8 between point two three (.23) and point seven eight
9 (.78) to determine where it is a barrier.

10 MR. KASEY CLIPPERTON: Kasey
11 Clipperton, Golder Associates. As part of the -- the
12 assessment we did identify downstream -- reduced
13 downstream flows as a potential concern for fish
14 habitat. And through that process we've developed a
15 conceptual flow mitigation plan. And we've been in
16 consultation with -- with DFO regarding the conceptual
17 flow mitigation plan.

18 One (1) of the main aspects of the plan
19 is looking at reduced spring flows and -- and trying to
20 narrow the gap between the -- the project flows and --
21 and the flows required for fish passage.

22 The field work that's been done to date
23 has identified that there are natural barriers in the
24 streams downstream of Kennady Lake that likely restrict
25 fish movements and fish passage at naturally-occurring

1 flows. Some of the work that's been done has -- has
2 indicated that there is fish passage available at a
3 moderately high flow, just under 1 cubic metre per
4 second, and at a lower flow of about 0.23 cubic metres
5 per second there's a barrier to fish movement.

6 We undertook some field work last year
7 to try and identify the -- the point in-between those
8 where -- where barrier -- barriers to fish passage
9 aren't an issue. And we're continuing with that work
10 again this spring to -- to identify that. But the fish
11 -- the flow mitigation plan is designed to allow for
12 fish passage in the spring a majority of the time.
13 Also, just -- we -- we did provide a response to -- to
14 that on DFO EC Information Request number 59.

15 THE FACILITATOR MERCREDI: And, Bruce,
16 do you have any follow-up to that? No? And I -- just
17 one (1) second. When does the Gahcho Kue team
18 anticipate submitting this to the panel?

19 MS. VERONICA CHISHOLM: Veronica
20 Chisholm, De Beers. As Kasey mentioned, we are in
21 discussion and -- and developing the conceptual
22 downstream flow mitigation plan, but we'd be targeting
23 submission in September for that conceptual plan.

24 THE FACILITATOR MERCREDI: Thank you.
25 And we'll turn the mic over to the floor again for any

1 questions on -- on this topic. No? Okay. I believe
2 we are due for a health break after this topic. It
3 looks like Stephanie has some questions.

4 MS. STEPHANIE POOLE: Good morning.
5 Stephanie Poole, Akaitcho IMA Office. I have some
6 questions regarding the -- the upstream and -- and
7 downstream water in regards to this proposal. And I
8 have had a look at the watersheds and the maps that are
9 on the wall.

10 And I wonder why there's no monitoring
11 for the watershed that goes down towards the north
12 shore of the east arm? I understand, you know, it's De
13 Beers' position that -- that the main -- that the water
14 flows kind of up and around through Artillery Lake into
15 the east arm. But when I'm looking at the -- the new
16 data for watersheds provided by the Water Survey of
17 Canada, it looks like water may also flow down directly
18 from the project down to the north shore.

19 So I have that redrawn watershed here.
20 And I just wanted it to be considered in this review.
21 And I could provide this to the Review Board if you
22 would like. As I said I got this new data from the
23 Water Survey of Canada.

24 And the concern for me is that there
25 should be a monitoring plan in place for this area here

1 that goes down -- directly down from the project into
2 the north shore of the east arm, as well as the area
3 that goes up and around through Artillery Lake.

4 And then I'm also wondering about the
5 cumulative effects in our watershed. De Beers has
6 another mine in our water -- watershed, and there's a
7 lot of other explor -- exploration activity and -- that
8 goes on in -- in our watersheds, and I wondered if
9 those impacts were being monitored.

10 I wonder, if there is a monitoring plan
11 in place, is it -- is it just a draft so far, and --
12 and could it be amended to include more areas. When
13 you look at this map of the water monitoring stations
14 on the east arm there's a gap between these two (2)
15 here, 07SC005 and 07SC004. So perhaps De Beers should
16 put another monitoring station in between those two (2)
17 just so we can have a good idea of that watershed and
18 how that water flows. And then when we talk about
19 water it's usually about surface water.

20 And I wonder what is the information on
21 aquifers and how the water flows underground. And I
22 think it was in the De Beers' water licence hearing
23 where I had asked if they had done those red dye tests,
24 that we put it into the water and it shows actually
25 where the water flows and -- and how quickly. And I

1 wonder if any of those kind of tests have been
2 contemplated. And we'll start with that. Thank you.

3 THE FACILITATOR MERCREDI: Thank you,
4 Stephanie. For the panel to consider that, that's -- I
5 suggest we have that as Undertaking number 3, and if
6 you could also indicate where those monitoring stations
7 in -- in your submission as well, where those are.
8 That would be great.

9
10 --- UNDERTAKING NO. 3: Akaitcho IMA office to
11 produce for the panel a
12 Water Survey of Canada map
13 outlining the community's
14 preferred reference
15 monitoring sites

16
17 THE FACILITATOR MERCREDI: And I'm
18 wondering if the Gahcho Kue team would also like to
19 comment on that?

20 MR. JOHN FAITHFUL: John Faithful,
21 Golder Associates. Paul, could -- could we suggest
22 that -- that Stephanie's figure is projected up on the
23 screen? It may -- thank you.

24

25 (BRIEF PAUSE)

1 THE FACILITATOR MERCREDI: And so while
2 Chuck is setting that up, were there any other
3 questions? Okay. We'll just set this up for...

4

5 (BRIEF PAUSE)

6

7 MR. NATHAN SCHMIDT: Nathan Schmidt
8 from Golder Associates. Thank you, Stephanie, for that
9 information. We are aware of the -- the existing and
10 historical Water Survey of Canada stations in that area
11 that drain kind of the north slopes down into the east
12 arm of Great Slave Lake.

13 We define the -- the local and regional
14 study areas for the project on the basis of where the
15 footprint is, and where the likely impacts, or
16 potential impacts, could be. And the project footprint
17 does not extend into those watersheds. That's the
18 primary reason that we did not include, you know, any
19 monitoring in that area.

20 The -- the hydrological characteristics
21 of those watersheds are likely to be different from,
22 especially the local area around Kennady Lake,
23 primarily because of elevation differences and
24 differences in water yields. So we had quite a bit
25 more reliance on the -- the short-term but local data

1 at our site, the hydrometric programs that we've --
2 we've been running there, and that will be incorporated
3 into the monitoring programs in the longer term so that
4 we can actually assess, you know, what the -- what the
5 water yields are on site during operation so we can
6 manage our flows and to evaluate what the potential
7 impacts are.

8 What you can see there, 07SC004, the
9 Hoarfrost River. And for the Hoarfrost, it was
10 actually only established in 2010, a very, very short-
11 term station. Adjacent to that, the -- 005 is the
12 Barnston River. And that also was only established in
13 2010. So obviously the were included in the -- the
14 baseline because they didn't exist at that time. And
15 you know, it -- it would definitely be a few years
16 before they would, you know, provide us with, you know,
17 any sort of data that would be of -- of value for
18 comparison to the project.

19 The Waldron River right there was
20 actually considered in the baseline. I believe De
21 Beers actually funded that station in 2004/2005. And
22 it's got a bit longer record. It existed from '78 to
23 '94, and then again was reactivated 2004 to 2006,
24 deactivated, and then again reactivated in 2010. We
25 get further over here to the -- the Beaulieu River.

1 And -- and that's a station that had a few years of
2 kind of patchy data back in the '30s and '40s, 1930s
3 and 1940s, and again was -- was reactivated in 2010.

4 The key thing for us though is that the
5 project exists up in this area here, and the flows from
6 the project go north through Kirk Lake, eventually
7 ending up in the Lockhart River. And there is a long-
8 term station at the outlet of Artillery Lake there that
9 we can use for characterizing the -- the regional
10 flows, you know, and basically knowing whether it was a
11 wet year or a dry year for that -- that entire region.
12 And I think that gives us a good kind of regional
13 context, which combined with any on site pro --
14 monitoring programs there will give us, you know, the
15 finer spatial scale information that we're looking for.

16 And, yeah, just to be very clear, this -
17 - this is a watershed divide. So, you know, the
18 footprint of the project is in here. We should not
19 have any effects on surface water flows in those
20 adjacent watersheds. Thank you.

21 MS. STEPHANIE POOLE: Just to clarify,
22 you said that one (1) of those stations was installed
23 by De Beers. Which number was that?

24 MR. NATHAN SCHMIDT: That was the
25 Waldron River station, 07SC002. It wasn't installed by

1 De Beers. It was actually installed and operated by
2 the Water Survey of Canada. Bele -- I believe it was
3 partially funded under one (1) of the baseline programs
4 in -- starting in 2004.

5 MS. STEPHANIE POOLE: So it says that
6 C002 was installed by the Water Survey of Canada. It
7 was originally installed in 1978 and operated until
8 2006. And then the station was reactivated in 2010.

9 And so it would be conceivable to me
10 that there would be baseline data available from 1978
11 to 2006 on that station. And when you put your
12 pointer, your little red dot up there showing where the
13 project location is, I think you put it a little bit
14 higher than where it actually is.

15 MR. NATHAN SCHMIDT: Nathan Schmidt,
16 with Golder Associates. The project is actually --
17 like it borders that watershed boundary. That's
18 correct. But, you know, most of the -- you know, the
19 flow actually goes to the north there.

20 And just a clarification on that Waldron
21 River station. I believe it was inactive from 1995 to
22 2003 inclusive. A lot of times, the Water Survey of
23 Canada records indicate, you know, start and finish,
24 but what they don't indicate is the -- the gaps in the
25 record until you go look at the detailed data.

1 MS. STEPHANIE POOLE: Perhaps we
2 require more information from the Water Survey of
3 Canada. And just now one (1) of our Elders was
4 mentioning to me that -- that this is an issue of
5 community concern and -- and should be discussed
6 amongst community members. And just to kind of
7 highlight our ongoing discussions regarding traditional
8 knowledge, I would like to just highlight this as an
9 example of where traditional knowledge could be
10 incorporated into your project plans.

11 When we request something, you know,
12 even though it doesn't make sense to your scienti --
13 tific minds, like it -- it makes sense to us. And
14 that's why we're requesting it. And if it could be
15 considered and -- and accommodated, then -- then this
16 is how -- one (1) of the ways that we would like to see
17 you integrating our traditional knowledge into your
18 plans.

19 DR. KATHY RACHER: Kathy Racher here
20 interrupting rudely, from the Mackenzie Valley Land and
21 Water Board. I just wanted to understand Stephanie
22 actually a little bit better. So your concern is -- is
23 that there will be some effects in -- in the darker
24 purple watershed? I don't know the names of the
25 watersheds. That's -- that's because of the position

1 of the project, so. And -- and so you'd just like to
2 see that there's some sort of monitoring going that
3 way. Even though, you know, the scientists may say, It
4 all goes this way, you want to see something there to
5 be assured that it in fact is not going that way.
6 That's what you're looking for?

7 MS. STEPHANIE POOLE: Yes. And -- and
8 further to that, yesterday it was discussed that --
9 well, there was actually a commitment made by De Beers
10 to use reference lakes outside of the project area that
11 are similar to the lakes within the project area. And
12 I wonder if any of those reference lakes are being
13 considered for that area where the gap and the Water
14 Survey of Canada data is.

15 Like you can see kind of the light blue
16 part. And then it goes to purple. And there's a gap
17 in there between C005 and C004. I would also like De
18 Beers to consider installing a monitoring station in
19 that area to further define that gap.

20 DR. KATHY RACHER: I beat you to the
21 mic, Paul. Kathy Racher here. Sorry, it's so much
22 power, you just turn it on and then you've got the
23 floor.

24 And I guess, just as part of -- of the
25 monitoring program discussions that will ensue about

1 the AEMP and stuff. I mean, I -- I don't know what way
2 anyone will go, but I think it's important to have that
3 on the record, what your concerns are so it can be
4 considered as part of the monitoring program. So just
5 to make sure that -- that that gets written down
6 somewhere and on the record.

7 THE FACILITATOR MERCREDI: Absolutely,
8 and in -- and it is on the record for the panel's
9 consideration and -- and they will hear those concerns.
10 And does the Gahcho Kue team have any follow-up for
11 that, as well? Yeah. So I'll have the Gahcho Kue team
12 address that.

13 MS. VERONICA CHISHOLM: Veronica
14 Chisholm, from De Beers. As mentioned, one (1) of our
15 commitments will be to incorporate traditional
16 knowledge into our monitoring programs. That is a
17 commitment we've made in the EIS and I will make here
18 again today. And so all of that information will be
19 considered as part of our monitoring programs.

20 Your suggestion, I wanted to point out
21 that we actually do have a reference lake. I don't
22 know whether we can see purple still, but in that
23 purple watershed. And Nathan will eventually whisper
24 the name of that watershed to me, eventually.

25 So we actually do have a reference lake

1 in the Waldron watershed. So we do have a reference
2 lake as part of the AEMP. And as we continue that
3 program, De Beers does make a commitment to discuss the
4 monitoring programs and look for opportunity to
5 incorporate the community knowledge, including the
6 information that George provided. We want to -- we
7 want to discuss that program with you and we want to
8 hear about suggestions for monitoring in those areas.
9 So that is our commitment and we'll continue to do
10 that. Thank you.

11 We are just compiling some additional
12 information on some of your other questions, Stephanie,
13 regarding groundwater and the cumulative effects. So
14 two (2) seconds. Thanks.

15 THE FACILITATOR MERCREDI: And I will
16 not move this mic for the rest of the day because our
17 sound tech is getting very impatient with the bees in
18 my mouth, so. And I believe, was there any -- anything
19 you wanted to add to this diagram?

20 MS. VERONICA CHISHOLM: Veronica
21 Chisholm, De Beers. Yes, I'm going to have John
22 Faithful address the -- the comment regarding
23 cumulative effects and where that's been addressed and
24 how to -- how we addressed that in the EIS, just to
25 provide some clarification. And also we'll address the

1 groundwater questions and whether there was any dye
2 testing done, et cetera.

3 MR. JOHN FAITHFUL: John Faithful,
4 Golder Associates. Thanks, Stacey. I've got a figure
5 that's -- that's taken from the -- the aquatics
6 assessment component of the -- of the EIS. It shows
7 the -- the boundary of the local study area under which
8 the -- the environmental assessment has been bound, to
9 which project effects are expected to -- to the maximum
10 extent of the project effects that are expected to
11 occur with respect to the aquatics assessment.

12 This area down here represents the
13 Kennady Lake watershed. So it's -- it's a headwater of
14 the Lockhart River system. And if -- if we recall from
15 the previous figure that was shown, it represents the -
16 - a small portion of that, sort of lower end of the --
17 it's -- if we -- if you wouldn't mind just taking a
18 look around behind you, the centre figure on the wall.
19 All right? How about that?

20 So -- so where the Kennady Lake watersh
21 -- where the -- the local study area that's presented
22 on the projector is located in this portion of the
23 Lockhart River watershed. And I think Nathan pointed
24 that out when he was referring to his -- when he was
25 providing his request. What we have is, we have

1 Kennady Lake. We have the L and the M watersheds that
2 flow into Lake 410. We have the N lakes watershed that
3 also flows into Lake 410. They go through the P
4 watershed and into the Kirk Lake watershed. And --
5 and that -- that marks the extent of the local study
6 area.

7 So the lo -- this -- this part of the
8 local watershed area is -- is the area that has been
9 defined as the local study area. And the environmental
10 assessment considered cumulative effects to valued
11 components of the aquatic environment. And that is
12 provided in Section 13.6 of the of the 2010 EIS.

13 They anticipated that impacts to water
14 quani -- quantity and quality and fish and fish habitat
15 were anticipated to be confined to the local study
16 area. Downstream project effects to water quality are
17 projected to occur between Kennady Lake and Lake 410.
18 Again, that's within the Kennady Lake to the Lake 410
19 watershed. And the movement of radio-marked fish were
20 less than 2 kilometres within the LSA.

21 The database of previous and existing
22 developments that were assessed in terms of evaluating
23 cu -- the potential of comul -- cumulative effects
24 indicated that there are no prior active developments
25 within this particular local study area. There is a

1 foreseeable pro -- future development associated with
2 the Taltson hydroelectric -- hydroelectric expansion
3 project; although, that's -- that's currently only
4 foreseeable at this stage. That is likely to -- to
5 potentially interact with the local study area. And
6 that would be through the -- the placement of a -- of a
7 transition -- a transmission line that crosses Kennady
8 Lake, Kirk Lake, and the 'N' watersheds within the LSA.
9 Its contribution to project effects was considered to
10 be small.

11 The results of the residual impact
12 classification for the project indicated that the
13 impacts to water quality and fish in Kennady Lake would
14 be negative of low to high magnitude, local and
15 geographic extent, reversible, but not environmentally
16 significant in terms of the entire Kennady Lake
17 watershed, and that downstream effects of the project
18 were not deemed environmentally significant. As a
19 result, with respect to cumulative effects, the -- the
20 conclusions were that there would be negligible
21 cumulative effects to the -- the region as a result of
22 this project to the aquatic environment, which includes
23 surface flows, water quality, and fish and fish
24 habitat.

25 DR. KATHY RACHER: Kathy Racher, for

1 the Mackenzie Valley Board. John, that was a -- an
2 excellent scientific description, but it -- like, I
3 think, maybe if -- something a little plainer would be
4 -- would be good.

5 The -- so like for the Snap Lake
6 project, does it drain into this watershed at all?

7 MR. JOHN FAITHFUL: No, it doesn't.

8 DR. KATHY RACHER: Okay. And -- and so
9 just to -- just to be very clear on -- on -- are there
10 other projects in this area before or coming up that
11 would affect the same watershed as this project is
12 anticipated to affect?

13

14 (BRIEF PAUSE)

15

16 MR. JOHN FAITHFUL: John Faithful,
17 Golder Associates. Thanks, Kathy. Within -- within
18 the local study area, the only foreseeable project that
19 could potentially interact with the effects of this
20 particular project would be the Taltson hydroelectric
21 expansion project, but that's on hold and is -- and is
22 -- is only a foreseeable project. So there are no --
23 no other projects in the near vicinity, such as Snap
24 Lake, which doesn't flow through this particular
25 watershed that would in -- that would add to the

1 effects that have been provided -- that have been
2 assessed for this project, or likewise that this
3 project would provide cumulative effects to another
4 project within this area.

5 There are some small exploration
6 projects that exist outside of the local study area,
7 but their contribution to effects is very limited.

8 THE FACILITATOR MERCREDI: Thank you,
9 John, that was an awesome summary. Stephanie...?

10 MS. STEPHANIE POOLE: I just wanted to
11 say that you keep referring to the environmental
12 assessment portion of this review and I -- and I did
13 not participate in the environmental assessment of this
14 proposal. It's my understanding that this is now an
15 environmental impact review and that during this
16 technical session our conc -- concerns should be
17 considered.

18 That -- that was a pretty good red
19 herring you threw in there with Deze, but I would say
20 that there are other exploration sites in the area that
21 -- that could contribute to cumulative effects.
22 Projects like Mountain Province and Harry Winston, and,
23 you know, those -- those are just the ones that -- that
24 come off the top of my head. And to say that Snap Lake
25 will not contribute to the downstream effects that are

1 quite likely to occur to the Lockhart River in the east
2 arm, I'm -- I do not agree. So there has to be some
3 kind of monitoring regime in place to give us some kind
4 of assurances that, you know, generations from now we
5 won't be, you know, extinct, just to put it out there
6 like that.

7 So I do want cumulative effects to be
8 considered. You know, whether or not you -- you think,
9 you know, in -- in all of your expertise that it will
10 not happen, that -- that just gives us cold comfort,
11 really. We need a really extensive monitoring regime
12 to provide us with these assurances, because it is very
13 important, and like -- like I said, it's life or death
14 to us really in the long run.

15 So I -- and I just wanted to remind
16 everyone that this is an environmental impact review.
17 It is the highest level of rev -- review that we are
18 afforded here in the North. You can correct me if I'm
19 wrong, but I think this is the first environmental
20 impact review that the Review Board has dealt with.
21 And I have never participated in one before, although I
22 have participated in a few environmental assessments.
23 I would just like to say that in general so far in this
24 review I would expect, you know, like a little bit more
25 scrutiny on -- on what is being proposed. Thank you.

1 MS. VERONICA CHISHOLM: Veronica
2 Chisholm, De Beers. I guess -- what -- what we would
3 like to say is, when we undertook the environmental
4 impact assessment that included the cumulative effects
5 assessment we used a standard method, a scientific
6 method, to assess impacts. We took into consideration
7 all the potential impacts associated with the project,
8 and any additional contributions within that watershed
9 in the act -- in the cumulative effects assessment.

10 We are confident in our results. We're
11 confident -- confident in the detail that we provided
12 in our assessment.

13 We are always -- De Beers is always
14 willing to listen to the contribution of traditional
15 knowledge. We are always -- always willing to discuss
16 this project with the communities. In fact, we have on
17 several occasions. And most recently in February 15th
18 we were in Lutsel K'e, and throughout February and
19 March we reviewed the project with the communities.
20 And at that time, we asked for input on the project,
21 and we will continue to do so. That's part of De
22 Beers' commitment.

23 But in terms of -- I wanted just to
24 emphasize that we're quite confident in our cumulative
25 effects assessment. We are developing the monitoring

1 program that will be associated with this. We are
2 looking for input on that program in order to address
3 potential concerns on the project.

4 So -- and one (1) other thing that I
5 wanted to mention, and I think Nathan may add this,
6 regarding long term monitoring that exists along the
7 Lockhart River. There is a monitoring station located
8 at the outlet of Artillery Lake, and that's been
9 monitored since -- I'll -- I'll just ask Nathan to
10 speak to that.

11 MR. NATHAN SCHMIDT: That's an active
12 monitoring station -- Nathan Schmidt, from Golder
13 Associates -- active monitoring station operated by the
14 Water Survey of Canada with a period of record from
15 1944 to 1949, and then 1962 continuously to date. And
16 so it's one of the highest quality, longest term
17 stations in the region.

18 ELDER GEORGE MARLOWE: Good morning.
19 I'll just remind that I got to bring my daughter to
20 airport, so I'll come back in, but just to remind that
21 -- that when we're talking about a watershed and the
22 water flowing, and we're talking about a park, too,
23 that -- that water -- that flowing is going to go into
24 the park. Just -- just that park boundary right there
25 at Gahcho Kue, not too far, maybe 20 miles.

1 So the thing about, too, because I --
2 things -- things that we're going to do about the mine
3 is we got to be careful, the park, and the Gahcho Kue,
4 and anything that we got to is -- we got to talk --
5 really be careful with everything. So just to remind
6 you of that, because that's not too far from here,
7 where we're talking about a park. So think about that
8 and I'll get back again anyway. Thank you.

9 THE FACILITATOR MERCREDI: Thank you,
10 Mr. Marlowe. And did the Gahcho Kue team have...

11 MS. VERONICA CHISHOLM: Veronica
12 Chisholm, from De Beers. Yeah, I'm just going to have
13 -- Don Chorley is going to respond to the groundwater
14 related question that was posed by Stephanie.

15

16 (BRIEF PAUSE)

17

18 MS. VERONICA CHISHOLM: Veronica
19 Chisholm, De Beers. Although I missed the opportunity
20 to catch George before he left, we certainly do
21 appreciate his comments, and particularly around the
22 park boundaries. So De Beers would like to thank him
23 for those comments. Thank you.

24

25 (BRIEF PAUSE)

1 MR. DON CHORLEY: Don Chorley, of
2 Golder Associates. I just want to speak about the
3 groundwater flow. During -- at this present time,
4 groundwater flow is generally flowing in a sort of a
5 northeast direction -- direction. During -- during
6 development in mining what will happen is that the
7 gradient will be changed because of the mining out
8 here. There'll be a gradient going in this direction,
9 from X6 and X4.

10 Now, what you have to realize in the
11 groundwater flow system is this is a deep groundwater
12 flow system. It's got to go down and then beneath --
13 down 300 metres and beneath the permafrost, then up
14 again. So it's a very slow groundwater flow and it's -
15 - the permeabilities are very low.

16 During development we estimate that
17 there'll be a reduction, I got to look at this, during
18 mining, a 0.4 percent of the annual precipitation that
19 falls on these, just on the lakes, not on the catchment
20 area of these lakes, the X6 and X4 will be -- will move
21 towards -- towards the mine development. Once --
22 during closure and post-closure these flow conditions
23 will be -- will be put -- they'll be put back to what
24 the direction is, southwest direction. And we estimate
25 at that time that there will be 1 percent -- .1 percent

1 of the total to 0.05 percent of the total yield of
2 these two (2) lakes will be represented by this flow
3 from the -- from the reestablished lake at post-
4 closure.

5 But what you have to keep in mind is
6 that this -- this groundwater flow is really slow.
7 It's estimated to take five hundred (500) years to
8 eight hundred (800) years to get to those lakes from --
9 from the project site. Okay.

10

11 (BRIEF PAUSE)

12

13 MS. STEPHANIE POOLE: Thank you.
14 Stephanie Poole, Akaitcho IMA office. When you're
15 talking about the way the groundwater flows around the
16 proposed project area and the Kennady Lake, which is a
17 really big lake, could you tell me if Kennady Lake has
18 one (1) outlet and where is it located?

19

20 (BRIEF PAUSE)

21

22 MR. NATHAN SCHMIDT: Nathan Schmidt,
23 with Golder Associates. Yeah, Kennady Lake has a
24 single outlet. That -- that map actually isn't at a
25 very good scale, but heading up -- up there, at the

1 north end of what's been referred to as Area 8. And it
2 flows from the Kennady Lake watershed into the 'L' and
3 'M' chains before it hits Lake 410 downstream.

4 MS. STEPHANIE POOLE: And so Kennady
5 Lake will remain with only one (1) outlet after the
6 project is completed. How many, like, inlets does the
7 Kennady Lake have?

8 MR. NATHAN SCHMIDT: Nathan Schmidt,
9 from Golder Associates. There's a -- a pretty good
10 watershed delineation in our baseline report, the --
11 the Annex H of the -- the impact assessment. Sure,
12 John -- John's just going to bring up a watershed map
13 here.

14 One (1) of the things Kennady Lake is,
15 it starts with a 'K' and we've kind of named all of the
16 major tributaries, even though some of those are only,
17 you know, a square kilometre or two (2). And so you'll
18 see the 'A' lakes, the 'B', 'C', 'D', 'E', 'F', 'G',
19 'H', 'I', 'J'. And those are the -- the main
20 tributaries.

21 We have the 'A' watershed up here, 'B',
22 'C'. 'D' is the larger one (1) here that comes down.
23 'E' over here, this is actually a part of the 'D'
24 watershed. 'E' there. Some of these we haven't --
25 they're basically just direct drainage to Kennady Lake

1 without any lakes or -- or streams in them.

2 We got 'F' there, 'G' down here, 'H',
3 'I', and then 'J'. And so there's the outlet of
4 Kennady Lake right there that goes down, progressing
5 into 'L' and 'M'. And then the 'N' watershed is the
6 larger, adjacent one that meets up with that drainage
7 at Lake 410 and heads downstream to Kirk Lake. This
8 area here is -- is, again, what we've referred to as
9 Area 8 of Kennady Lake.

10 MS. STEPHANIE POOLE: Area 8. Got it.
11 So you're saying that there are ten (10) inlets into
12 Kennady Lake?

13 MR. NATHAN SCHMIDT: Sorry, I was just
14 counting to 'J'. Yeah, in -- in general defined
15 streams from the larger -- I mean, there may be a
16 femoral flow paths from these local tributaries to --
17 to Kennady Lake. But according to the delineation
18 there, there's ten (10), kind of substantial flowing
19 water inlets. Nathan Schmidt, from Golder Associates.

20 MS. STEPHANIE POOLE: Stephanie Poole,
21 Akaitcho IMA. It is interesting to me that Area 8 is
22 the outflow and right adjacent to it Area J is an
23 inlet, while it looks on the map like they are almost
24 connected. Just a comment, observation.

25 MR. NATHAN SCHMIDT: That's just a

1 comment, not a question? Basically, the drainage here
2 is defined by the topography. It's Nathan Schmidt,
3 from Golder. It's, you know, heavy in bedrock and the
4 -- the channels follow the land, sort of thing. So we
5 have done -- spent a lot of time on the ground up here
6 both, you know, initially truthing the -- the mapping
7 and then wit -- executing our monitoring programs, both
8 on the ground and with -- with aerial surveys. And so
9 we're quite -- quite comfortable with the watershed
10 divides and delineations. Thank you.

11 MS. STEPHANIE POOLE: Stephanie Poole,
12 Akaitcho IMA. If Area 8 is the outflow and Area J is
13 an inlet, where does the water come into Area J from?

14 MR. NATHAN SCHMIDT: Nathan Schmidt,
15 with Golder Associates. Area J right here, basically
16 just the -- the local drainage from that watershed
17 drains into that lake and then enters Area 8 right at
18 the south end of -- of Area J.

19 MS. STEPHANIE POOLE: So you're saying
20 that that lake -- I'm not sure what you're calling that
21 lake in Area J, has no natural inlet such as a stream
22 or creek. It just only is refilled through run-off
23 from the land?

24 MR. NATHAN SCHMIDT: Nathan Schmidt,
25 with Golder. That's correct. It just receives the --

1 the snow melt and -- and rainfall run-off from that
2 small local area, similar to, you know, all of these
3 other smaller watersheds that are tributaries to -- to
4 Kennady Lake.

5 MS. STEPHANIE POOLE: Well, the lake
6 looks like it looks to be a good size lake in Area J.
7 Stephanie Poole, Akaitcho IMA. And what the -- I
8 believe is -- is your name Bill? When you were talking
9 about groundwater and how it goes underground, could it
10 be possible that there is underground water feeding
11 that lake in Area J?

12 MR. DON CHORLEY: The groundwater flow
13 component would be very small in that lake because of
14 the very low permeability and the -- that goes so deep
15 and then to -- below the permafrost, then up again.

16 You know, Area J, I think the water
17 levels -- I don't know if the water levels are there.
18 Okay, where is 'J', because I can't see it from this
19 angle. Okay, that lake there.

20 I think that that lake -- the lakes to
21 the east and west, we should look on that other figure,
22 17 again. Yeah, we need to look at Figure 17 again
23 because that has the elevations on it.

24 So there's two (2) things controlling
25 the groundwater flow. First of all the lake has to be

1 big enough so that it has a through-talik that goes
2 through the -- through the permafrost and into the deep
3 groundwater flow regime.

4 So where would that lake be on that one?
5 Yeah, that lake is probably too small. Because all the
6 lakes that have a large enough surface area to produce
7 a through-talik have elevations on them in this figure.
8 And so if that doesn't have an elevation that means it
9 doesn't have a through-talik, so there would be no
10 contribution from groundwater flow at that depth
11 because it couldn't go through the permafrost.

12 MS. STEPHANIE POOLE: Thank you.
13 Stephanie Poole, Akaitcho IMA. Just a question
14 regarding permafrost and how that affects the flow of
15 the water. In your proposal you have a large number of
16 -- are -- are they thermosyphon, those things that you
17 put into the ground to keep the ground frozen? And I
18 believe there's also some kind of -- there's some of
19 those in the ground and there's some on top of the
20 ground as well -- like, ropes or some kind of a rope
21 kind of thing going around the whole project area that
22 you've been testing how they work and how they keep the
23 ground frozen.

24 And when you are altering the ecosystem
25 in that way, freezing the area and keeping it frozen in

1 a man-made way, how -- what potential does this have to
2 affect the flow of the -- the water underground?

3 And you're saying that it already has to
4 go a long way down because of permafrost and is very
5 slow. And if that area is kept frozen for a long
6 period of time, or not in it's natural state, does that
7 going to mean that the water flows even slower? Will
8 it stop the flow of water? These are the questions
9 that are coming to mind in that regard. Thank you.

10

11 (BRIEF PAUSE)

12

13 THE FACILITATOR MERCREDI: We'll give
14 the Gaucho Kue team a moment to caucus here.

15 MR. BILL HORNE: Bill Horne, from EBA
16 Engineering. Currently we've got ground temperature
17 cables that have -- measure the ground temperatures
18 onsite. We've got those in the pit area and -- and
19 throughout the -- the plant site, and some of the dam
20 locations.

21 But the project does not include any
22 thermosiphons. The -- thermosiphons are sometimes used
23 where we need to freeze the ground, but currently the
24 project does not include any thermosiphons.

25 THE FACILITATOR MERCREDI: Stephanie,

1 did you have any further questions?

2 MS. STEPHANIE POOLE: Well, it just
3 seems -- so what you're saying is the ground is just
4 naturally frozen enough that you don't require to -- to
5 freeze it further. You know, with the other diamond
6 mines they used them when they had dikes, when they go
7 underground.

8 You're proposing a large number of
9 dikes. I can't imagine how you will not be using them.
10 So -- and to say, you know, all -- all of these diamond
11 mines do eventually go underground and -- and it could
12 be perhaps a possibility in the future. I just -- I
13 just want to understand all the possible impacts and
14 adverse effects on our watershed, and I want them all
15 to be investigated thoroughly.

16

17 (BRIEF PAUSE)

18

19 THE FACILITATOR MERCREDI: And after
20 this response from Gahcho Kue, we'll take a ten (10)
21 minute break, so once the team is done caucusing.

22 MS. STEPHANIE POOLE: I just wanted to
23 make it clear for the record that my concern is not
24 only with the flow of the water, it's also in regards
25 to the quality of the water. And I'm -- I just wanted

1 to make sure that that was clear.

2 Like when I was talking about a life or
3 death situation for my people, like it means that not
4 only the quantity of water, and how it flows, and how
5 it reacts to this proposal, but the quality of it as
6 well is -- is 100 percent, you know, of concern to us.

7 I think that's coming through in most of
8 my questions, ones related to mercury and our fish, you
9 know, and maybe later on when we talk about socio-
10 economic impacts we can talk about human health
11 assessments, as well, for my people.

12 But I just wanted to make it clear for
13 the record that -- that we are very concerned with the
14 quality of water, and -- and perhaps there's some room
15 for some more work in that area. The -- the data
16 that's provided by De Beers may not be adequate in that
17 record. And I need that to be considered, as well.
18 Thank you.

19 THE FACILITATOR MERCREDI: Thank you
20 for the clarification, Stephanie.

21 MS. VERONICA CHISHOLM: Veronica
22 Chisholm from De Beers. I'm going to have our
23 engineers address the question about permafrost in the
24 dikes. But just on that last one, Stephanie,
25 appreciate the comment, and I want to assure you that

1 water quality was considered as well as quantity in our
2 assessment. And water quality and quantity will be
3 part of our long-term monitoring program.

4 And so we have done a good job in terms
5 of providing the predicted impacts associated with
6 water quality and quantity for this project, and will
7 continue to develop our monitoring programs to validate
8 the impact predictions that we have for the project.

9 Now, having said that, I think I'll have
10 Bill explain how permafrost was considered in the dike
11 design.

12 MR. BILL HORNE: Yeah, just Stephanie -
13 - this is Bill Horne, EBA engineering. Stephanie made
14 reference to some of the thermosiphons at other
15 projects and questions why -- why we don't have them
16 here and -- and the effect on the water movement if we
17 did.

18 I think it's important to -- to
19 recognize what the -- what the dikes are and what
20 they're used for. The -- the external dikes that rely
21 on -- we have external dikes that the ge -- have a
22 geomembrane liner that is keyed into the permafrost.
23 These dikes are -- are very low head structures and
24 they are keeping water from entering the basin rather
25 than keeping water -- rather than retaining water. So

1 the -- they're not as critical structures as some of
2 the structures at other sites.

3 We have used perm -- permafrost ha --
4 thermosiphons have been used to freeze the ground at
5 some of the diamond mines where we have a dike in a
6 very large lake. This site, we don't have any dikes.
7 We're not placing the dikes in the lake. We're not
8 relying on permafrost so we don't need thermosiphons
9 for those dikes. The perimeter dikes we -- the dikes
10 do key into permafrost. Yeah, the -- the project --
11 the project doesn't rely on permafrost for the dikes.

12

13 (BRIEF PAUSE)

14

15 MR. BILL HORNE: I'm not sure whether -
16 - does -- does that answer your question?

17 THE FACILITATOR MERCREDI: And for the
18 record, Steph mentioned that's good for now. And I
19 believe John Faithful wanted to add to that.

20 MR. JOHN FAITHFUL: John Faithful,
21 Golder Associates. Just to support the -- the response
22 that Bill Horne provided, back in May, 2011, there was
23 a conformity issue that -- that was addressed by De
24 Beers. It was number 3. And so additional information
25 with regard to -- to permafrost and its association

1 with the project is provided in that response.

2 I'm now going to pass it over to Nathan
3 Schmidt.

4 MR. NATHAN SCHMIDT: Nathan Schmidt,
5 with Golder Associates. One (1) of my colleagues has
6 pointed out to me that I apparently said at some point
7 this morning that most of the flow from Kennady Lake
8 goes out through the Lockhart system. All of the flow
9 from Kennady Lake goes out through the Lockhart system.
10 So I just wanted to clarify that.

11 THE FACILITATOR MERCREDI: Awesome.
12 Thank you. And with that, we will take a twenty-five
13 (25) minute break. And everybody -- all can go over
14 and grab some coffee.

15

16 --- Upon recessing at 10:10 a.m.

17 --- Upon resuming at 10:24 a.m.

18

19 THE FACILITATOR MERCREDI: Okay. Thank
20 you. Before we get under way, just to clarify
21 Undertaking number 3 from the Lutsel K'e Dene First
22 Nation. Just to clarify the wording: Lutsel K'e Dene
23 First Nation will -- is to produce for the panel a
24 Water Survey of Canada map outlining the community's
25 preferred reference monitoring sites. And -- and

1 that's my -- my understanding of -- of how that
2 undertaking was to -- was to be worded.

3 Stephanie, did you have -- did that
4 under -- did that undertaking -- does that meet what --
5 what your concerns were with regard to that discussion?

6 MS. STEPHANIE POOLE: Sorry, could you
7 repeat that for me?

8 THE FACILITATOR MERCREDI: For sure.
9 We're just clarifying what Undertaking number 3 is and
10 my understanding, just to get the wording right, was
11 for the Lutsel K'e Dene First Nation to produce for the
12 panel a watershed survey of Canada map for that north-
13 south watershed flowing to the north arm -- sorry, the
14 east arm, outlining the community's preferred reference
15 monitoring sites.

16 Does that capture it?

17 MS. STEPHANIE POOLE: If the
18 undertaking is for -- for me to provide the Water
19 Survey of Canada data it would be coming from the
20 Akaitcho IMA office. And I can provide that data --
21 well, I've already provided it to you today, but I'll
22 follow-up with another email that has -- outlines my
23 specific questions in that regard and -- and what I
24 would like to be considered if that's appropriate.

25 THE FACILITATOR MERCREDI: Yes, that

1 would be -- be -- with the -- with the rationale the --
2 the written that would be -- that would help. Thank
3 you. And actually, if we could have that in a letter
4 then that would be great. With that we've captured
5 undertaking number 3 and we will move on to the next
6 agenda item which is the Gahcho Kue team would like to
7 comment on something.

8 MS. VERONICA CHISHOLM: Veronica
9 Chisholm, from De Beers. Thank you for that
10 clarification on the undertaking. And with respect to
11 any questions we certainly are here to answer questions
12 today, but -- so I wasn't -- I was a bit unsure whether
13 there would be additional questions outside this
14 process that would be included as part of that
15 undertaking.

16 THE FACILITATOR MERCREDI: Additional
17 questions?

18 MS. VERONICA CHISHOLM: Yes, I just
19 heard Stephanie mention that included in her letter
20 with the submission from the Water Survey of Canada
21 would be some additional questions. And so I just
22 wondered if there -- if you can provide some
23 clarification around that? Thanks.

24 THE FACILITATOR MERCREDI:
25 Stephanie...?

1 MS. STEPHANIE POOLE: Stephanie Poole,
2 Akaitcho IMA. I don't believe I said additional
3 questions. I -- I just said that I would outline the
4 questions that I had described when I had presented the
5 information this morning. And just -- just to re-
6 outline what I had said and -- and what it is I'm
7 hoping that will be considered by the panel. Thank
8 you.

9 THE FACILITATOR MERCREDI: And as I
10 understand Undertaking number 3, it's -- it's going to
11 be the figure that was emailed to Chuck earlier, and
12 that it's going to be a rationale, just kind of
13 explaining why -- the nature of the concern that --
14 that Stephanie brought up regarding that. So that -- I
15 -- I didn't see any questions with that. It's the
16 rationale for that particular concern.

17 MS. VERONICA CHISHOLM: Veronica
18 Chisholm, from De Beers. Thank you very much for the
19 clarification. I was just unsure. Appreciate that.
20 Thank you, Stephanie.

21 THE FACILITATOR MERCREDI: You bet.
22 And Bruce?

23 MR. BRUCE HANNA: Yeah, Bruce Hanna,
24 DFO. Just before we switch topics we just have a -- a
25 quick question related to DFO and EC IR number 11. In

1 De Beers' response they said a targeted monitoring
2 program in the D, E, and N watershed lakes would happen
3 during the open water period. We just wanted to
4 confirm that these lakes would include lakes downstream
5 of impacts, including those that receive water from the
6 dewatering process of Kennady Lake. So just a
7 confirmation on that. Thanks.

8

9 (BRIEF PAUSE)

10

11 MR. JOHN FAITHFUL: John Faithful,
12 Golder Associates. Bruce, the -- the D, E, N pro --
13 lakes program that's -- that's projected to occur this
14 year in the open water season is really the -- only the
15 lakes within the D and the E and the N lake watersheds.
16 And it's going to focus on water quality, sediment
17 quality, lower trophics, and -- and fish.

18

19 (BRIEF PAUSE)

20

21 THE FACILITATOR MERCREDI: Pete, did
22 you have a follow-up to that? Or, Bruce?

23 Okay. So with that we'll move on to the
24 next agenda item. Hydrology, water quality, fish and
25 fish habitat. So with that we'll open up the floor to

1 questions for the Gahcho Kue team. Once again, not
2 everybody speak at once. Okay, Anne...?

3

4 QUESTIONS RE. HYDROLOGY, WATER QUALITY, FISH, AND FISH
5 HABITAT:

6 MS. ANNE WILSON: Anne Wilson,
7 Environment Canada. I'm a little late here, but this
8 is a groundwater question so it does relate to water
9 quality.

10 We got the groundwater report this
11 morning. Thank you for that. It's got the summary of
12 the chemistry with the box and whisker plots. And I
13 just wanted to confirm that the data that is updated in
14 this document has been used in the modelling so that
15 the chemistry will reflect the most current information
16 for groundwater inputs.

17 MR. MIKE HERRELL: It's Mike Herrell,
18 from Golder Associates. That's correct. In the 2012
19 EIS supplement, the information that was collected in
20 2011 was also incorporated into the water quality
21 assessment.

22 MS. ANNE WILSON: It's Anne Wilson.
23 Thank you. I do have another question that is a little
24 bit of a carryover from yesterday. Shall I go ahead
25 with that?

1 It's in relation with Area 7. And I'm
2 still wrestling with the need to dewater Area 7 right
3 out the gate and leave it dewatered as opposed to maybe
4 build a coffer dam and trying to construct the dike --
5 what is that, Dike K -- whatever the dike is separating
6 Area 7 from the mining activity, in order to maintain
7 the water and that.

8 From what I've been able to glean
9 through the update, the main purpose of partially
10 dewatering Area 7 is to allow the flexibility to
11 discharge mine water to it if needed. And without
12 seeing the alternatives analysis I -- I haven't yet
13 been convinced that that is warranted based on the
14 other options for water management. So if De Beers
15 could comment on that, that would be great.

16 MR. WAYNE CORSO: Wayne Corso, JDS.
17 Yeah, thanks, Anne, I know my description yesterday was
18 probably not as complete as it could have been, but I'm
19 glad I have the opportunity to finish up today.

20 The -- the use of the -- of Area 7 as
21 water management is -- is more of a consequence than --
22 than reasonings for -- for including Area 7 in the
23 dewatered area. It's -- it's -- in the alternatives it
24 definitely is a -- when we determine the minimum amount
25 of -- of storage area that we need for the water

1 management plan, it definitely, you know, works into
2 that -- that volume, that -- that's for sure. But --
3 but there's some other practical -- more practical
4 reasons for including Area 7 and -- and the biggest one
5 (1) is probably the -- the construction of Dike K.

6 Is it -- is it physically possible to
7 build a -- a dike in the wet, sure. Any -- anything is
8 possible. You know, it's -- it's a cost consideration
9 at one (1) point and it's a safety consideration at
10 another. The -- the construction of Dike K, if it were
11 done early on, would -- would be a -- a hit to the
12 project schedule, because it would have to be -- have
13 to be built in the wet, have to be built early on. So
14 it would probably be a -- a year hit on the schedule
15 before any dewatering can take place.

16 So if you -- if you go your next -- your
17 next natural topographic high, I guess you could call
18 it, would be the -- which is the -- the joint between
19 Area 7 and Area 8, where there's only about a -- oh, I
20 think it's less than 2 metres worth of water. It's
21 almost like a stream crossing rather than a connection
22 to the lake. It's a -- it's a natural place that you
23 can -- that you can build a safe, inexpensive and, you
24 know, you can -- you can build it the same year and
25 dewater immediately.

1 So that's -- that's, you know, a pract -
2 - the -- some of the practical issues. Schedule Area 7
3 -- yes, and we already discussed the use of Area 7 as a
4 -- a wa -- as water storage. But like I say, as a
5 consequence of having it dewatered already. That's it
6 for now.

7 MS. ANNE WILSON: Anne Wilson, thanks
8 for that. The plan appears to be to construct the dike
9 in the dry and then allow over the next seven (7) or so
10 years the Area 7 to refill naturally and then start to
11 discharge, provided the quality is -- is good enough.

12 I guess it just seems like there ought
13 to be other alternatives, like I've mentioned maybe
14 doing a coffer dam or some other way to construct it in
15 the dry, without compromising the schedule, in order to
16 preserve Area 7 without having to dewater it partially.
17 Will that be explained fully in the alternatives
18 analysis that's forthcoming?

19 MR. WAYNE CORSO: Yes, it will. Wayne
20 Corso, JDS. The -- okay, I -- yeah.

21 MS. ANNE WILSON: Your light's still
22 red.

23 <S> MR. WAYNE CORSO: I know. Well, I can
24 see by your face that that's not enough, so I want to
25 make sure that you go away with -- with as much

1 information as we -- as we can give you today, Anne,
2 thank you.

3 Yeah, like I say, the -- the dewatering
4 schedule relies on -- on building -- building the dike
5 and -- and being able to -- to dewater against that in
6 the -- in the same season. So, like I said, if -- it
7 gives you a -- a one (1) year hit to the schedule, and
8 -- and the cost of -- of building the dike and having
9 it re -- retain water from day 1, upstream of the -- of
10 the open pits is -- you know, makes it a critical
11 structure.

12 And -- and you take the criticality away
13 from it when you build -- when you build the dike in
14 the -- in -- or the outlet dike at A1, which is between
15 7 and 8, because like you said, for the first six (6)
16 years it's not a water-retaining structure, the Dike K.
17 I -- and so in -- and in year 6 is when you amend it to
18 become a water-retaining structure and then you allow
19 it to fill. Is that helpful?

20 MS. ANNE WILSON: Yes, thank you. It's
21 Anne Wilson.

22 THE FACILITATOR MERCREDI: Thank you.
23 Bruce, did you have a follow-up to that?

24 MR. BRUCE HANNA: Yeah, Bruce Hanna,
25 DFO. We're along the same lines of Anne's comments

1 regarding Area 7 and any means to pre -- preserve that
2 area. I'm just wondering, can it be a water-retaining
3 structure earlier on? We've been told the water
4 management pond has a holding capacity, I think, for
5 two (2) years, so as far as a backup for water
6 management it doesn't seem to be really necessary.

7 Even if it couldn't be done with a
8 coffer dam or whatever, and built, and then refilled
9 immediately afterwards then you've got that over-winter
10 habitat with deeper depths than Area 8. It addresses
11 some of the concerns about persistence of lake trout
12 populations within Kennady Lake, a variety of things
13 like that. So if there's anything that -- that can be
14 done to preserve Area 7, I think it should be looked at
15 for sure.

16

17 (BRIEF PAUSE)

18

19 MR. WAYNE CORSO: Thanks, Bruce. And,
20 yeah, we'll -- we'll just -- make sure that that's
21 spelled out as clearly as possible in the alternatives
22 analysis, and we can -- we can take it from there, if
23 you'd like. Thanks.

24 THE FACILITATOR MERCREDI: And, Kathy,
25 I believe you had a question as -- as well.

1 DR. KATHY RACHER: Kathy Racher. I --
2 I guess I -- I just wanted to be clear on something
3 John said earlier about the local study area. I
4 believe you said that the -- that was the maximum
5 extent of project effects, and sometimes effects can be
6 called different things. I'm not sure if you meant
7 that's the maximum area that you predict to exceed, for
8 example, just background water quality as a very low
9 bar.

10 MR. JOHN FAITHFUL: John Faithful,
11 Golder Associates. Thanks, Kathy. My definition of
12 that local study area was for the aquatics surface
13 flows and -- and surface water quality. And it was the
14 local study area that was determined in -- with the
15 onset of the assessment to be the area of -- of where
16 it was considered that the maximum extent of project
17 effects would be -- would occur. And within the -- the
18 -- within the assessment of effects, that study area
19 was delineated appropriately.

20 With water quality we're anticipating
21 that the -- that the effects are back down to the
22 variability with respect to baseline conditions by the
23 outfall of -- of Lake 410, which is -- immediately
24 precedes Kirk Lake. And -- and, Nathan, with respect
25 to hydrology, I think that's -- that local study area

1 is consistent with the -- with the assessment findings,
2 as well.

3 THE FACILITATOR MERCREDI: And did you
4 have a follow-up?

5 DR. KATHY RACHER: Kathy Racher. I
6 have a separate question. Okay. My last question is
7 about -- I guess again about uncertainty. I'm the
8 queen of uncertainty.

9 And the -- the modelling of -- of four
10 (4) -- we -- we talked about it yesterday, about
11 Kennady Lake itself, and now we're talking about
12 downstream effects in Kennady -- on -- on the
13 downstream environment and -- and what those
14 predictions are. And so I'm -- you know, we've just
15 gone through the renewal, as you know, of the Snap Lake
16 project this year, and I had a good long look at the EA
17 predictions with respect to the Snap Lake project, and
18 then, you know, sort of what's -- what's happened.

19 And my observation was that the -- from
20 the EA the concentrations of -- of effluent coming out
21 of the mine were actually pretty accurate. They were
22 surprisingly accurate in terms of what actually the
23 effluent is, but the accumulation of contaminants in
24 the -- in Snap Lake seems to have been faster than was
25 predicted. Quite a bit -- the -- it's in -- they're

1 increasing and accumulating faster than what was
2 predicted.

3 And so I'm just -- I guess I'm -- and --
4 and it's also -- it's a headwater lake, as well, so it
5 doesn't get a lot of inputs as well. And I -- so I'm
6 just -- I guess I'm wondering, you know, what lessons
7 you might have learned from -- from that exercise, that
8 learning that you did between what the predictions were
9 and what has actually occurred and how that was
10 applied, you know, when you were looking at predictions
11 on this project.

12

13 (BRIEF PAUSE)

14

15 MR. KEN DE VOS: Ken de Vos, with
16 Golder Associates. Kathy, I think -- think there's a
17 lot of things that -- that can and -- and are being
18 learned from Snap Lake. And I think some of the key
19 lessons that we're learning is that whatever plan we
20 put into place needs to be flexible. We need to be
21 able to adapt to changing conditions.

22 And that goes not just for -- for
23 potential mine water inflows. I mean, we need to have
24 a better understanding of -- of the variability and
25 hydrology, for example. We need to be able to -- to

1 store water if needed so that we're not put in
2 positions of having to discharge or having to
3 repeatedly go back to regulators to request discharges.

4

5 And that also provides a lot more time
6 to -- to adapt to the situations that -- that we may
7 encounter on site. I mean, yes, there are things that
8 are going to happen that we -- we -- that are
9 difficult, very difficult to predict, if not impossible
10 to predict, so we need to have flexibility to deal with
11 -- with those.

12 Yeah, I -- I mean, we -- we understand
13 the system pretty well. We've been working and looking
14 at this site for -- for years -- literally years now,
15 so, you know, that -- that's something else that we've
16 learned is that -- that we need to have a really good
17 understanding of these systems moving forward, and
18 comprehensive understanding of -- of the -- the inputs
19 to the -- to the chemistry -- the geochemistry of the
20 site, a better understanding of what the non
21 geochemical inputs are, like nitrates, ammonia,
22 explosives, and pull -- being able to pull all that
23 together. You know, there's a reason there's a very
24 large team here, it's so that we can address all of
25 these -- these interrelated issues in a comprehensive

1 manner.

2 DR. KATHY RACHER: Kathy Racher, from
3 the Mackenzie Valley Land and Water Board. Okay. I
4 guess I just -- I just wanted to highlight the
5 importance of -- of the not knowing, of the inability
6 to predict everything that the -- you know, collecting
7 baseline data and monitoring. And understanding the
8 system as it exists today doesn't necessarily tell you
9 what it's going to exist like when there's a -- there's
10 a stress on it that's never happened before. You know,
11 we have no -- there's no way to know how -- you know,
12 how -- how the system is exactly going to react.

13 And -- in my experience with the
14 projects it's typically been that the -- how the system
15 reacts is the biggest unknown. You know, what the mine
16 is going to produce and -- and stuff like that is --
17 has generally been fairly well characterized, but how
18 the system reacts is different than -- than predicted,
19 which, you know, isn't a problem as long as we've got
20 our eye on the ball all the time. And, like you say,
21 having the extra storage capacity, et cetera, and the
22 ability to change -- so I just -- I just stress the
23 importance of what we talked about yesterday.

24 And -- and you guys had talked about
25 this summer trying to come up with action levels and --

1 and significant thresholds. I -- I think that's really
2 important because that's the part that will -- that
3 will tip us off early as to, you know, when things are
4 -- are happening in the receiving environment that we
5 didn't necessarily predict because -- and -- and I
6 don't expect -- I mean, you guys have done a great job
7 with -- with all the information you have today. But
8 that's -- that's all the information you have is today,
9 and the mine isn't built yet. So just to emphasize the
10 importance of the action levels. So thank you.

11

12 (BRIEF PAUSE)

13

14 THE FACILITATOR MERCREDI: And did the
15 team have any follow-up?

16 MS. VERONICA CHISHOLM: Just one (1).

17 THE FACILITATOR MERCREDI: You bet,
18 yeah.

19

20 (BRIEF PAUSE)

21

22 MR. WAYNE CORSO: Wayne Corso, JDS. I
23 just wanted to tag on a little bit to that -- to that
24 discussion in that, you know, from an engineering point
25 of view and -- and from a project design point of view,

1 the -- the whole -- the whole concept of the project
2 deals with having the flexibility and the time and the
3 contingency to deal with -- with unforeseen upset
4 conditions.

5 And the -- the whole concept of -- of
6 using the natural topography to contain a controlled
7 basin, the concept of be -- of not allowing inflows
8 from -- from outside -- from outside water streams and
9 being able to control our outflows, at the same time
10 being able to store water and have the capacity for,
11 during operations, up to two (2) years of time to be
12 able to -- to monitor what's actually -- all of our
13 chemical predictions and all of our hydrologic
14 predictions, being able to verify those and -- and
15 update models. That all works into the -- to the
16 concept of -- of the design of the project to -- with
17 this controlled basin.

18 And -- and it carries on into -- into
19 closure as well with the progressive reclamation of --
20 of the fine PK facility, for example, which is
21 completed before the operations phase of the project is
22 even over.

23 So, you know, it -- it's -- every --
24 everything is integrated into this -- into this
25 concept. And I -- I just wanted to sort of, you know,

1 bring that -- bring that to the fore again. It's --
2 it's -- it seems like a simple concept, but it really
3 does try to encompass and -- and give us contingencies
4 and flexibility to be able to handle these conditions,
5 like you say, we may -- we may not know, right. We may
6 not know what comes our way, but we'll have -- we'll
7 have that flexibility to be able to handle them. Thank
8 you.

9 THE FACILITATOR MERCREDI: Okay. And
10 were there any follow-up questions to that? And we
11 will again go back to the agenda item, hydrology, water
12 quality, fish and fish habitat. Maybe not on that
13 particular item there weren't any follow-up, but -- but
14 were there any questions on the -- on this agenda item
15 for now?

16 And while everybody's formulating their
17 many questions we'll go to the telecom line and ask if
18 anybody has any questions from the teleconference.

19

20 (BRIEF PAUSE)

21

22 THE FACILITATOR MERCREDI: No
23 questions, let the record show. And any further
24 questions on this subject?

25

1 (BRIEF PAUSE)

2

3 THE FACILITATOR MERCREDI: Very well.

4

5 (BRIEF PAUSE)

6

7 THE FACILITATOR MERCREDI: Okay, so to
8 bring us up to lunch we'll -- we will maintain the
9 socio-ec portion of the technical session at -- at one
10 o'clock. So we'll open it up. If there's nothing on
11 the agenda item for -- for hydrology, water quality,
12 fish and fish habitat, then we'll open the floor up for
13 questions for -- for anything. And, again, keeping in
14 mind that we are doing socio ec at 1:00. So were there
15 any questions? I believe I see Mike Tollis coming to
16 the mic.

17 MR. MIKE TOLLIS: Hi. Mike Tollis,
18 from Lutsel K'e Dene First Nation. I just had a
19 question for -- for DFO. Actually, the changes to the
20 Fisheries Act -- the proposed changes, I guess. Are
21 they going to have any impact on how fish compensation
22 is going to be discussed for the Gahcho Kue project?

23 MR. PETE COTT: It's Pete Cott, from
24 DFO. That's about all I have to say about that.

25 THE FACILITATOR MERCREDI: Thank you,

1 Pete. Okay. And once again, I'll open up the -- open
2 up the floor for any questions for the team. Mr.
3 Marlowe?

4 ELDER GEORGE MARLOWE: George, Elder
5 from Lutsel K'e. This is a short one. I want to act
6 like a lawyer, too, you know. Now, I work a little bit
7 at Ekati, that mine. About five (5) years from
8 beginning. And I work at myself, at my house.
9 Everyone of you in here, you have little garage, you
10 know, where you -- where you do your things, carpenter
11 or mechanic, welding, anything.

12 Me, when I do something, I want to work
13 clean. If I cut a board with my skill saw, dust on the
14 floor, I have to sweep all the time. Real clean, I
15 like to work clean. One (1) of the brother from Lutsel
16 K'e told me that a long time. I still remember that.
17 Whatever you do to work in the shop or you got it
18 outside or anywhere. Clean your floor. Work. You're
19 happy that way. So this is something we're talking
20 about that way, too.

21 Gahcho Kue, I like to support those
22 people there because that's -- for I -- I said how many
23 times I go hunting there. By the time it's over, in
24 twenty (20), thirty (30) years, I be gone, but I want
25 something clean when it's over.

1 So today this thing is very important
2 technical meeting, like this, for everybody. For the
3 government side, for DFO and government of Canada,
4 everybody. When we're finished, when you guys finish,
5 clean.

6 So something we would still discuss of
7 the closure to beginning. We were told at Ekati at the
8 beginning, let's talk about closure. But the people
9 said, let's wait. It went too far. Same thing with
10 Diavik. But Snap Lake -- well, but again, they said
11 wait again.

12 But this one here, we shouldn't wait.
13 We should talk about that one, too. So we keep this --
14 that land clean, the water, whatever you do -- a dike
15 or anything. I say, sweep the floor. Do the job.

16 This is my -- I got some -- some ideas
17 from the elders and the -- brother Prince (phonetic)
18 from Lutsel K'e. I like that land. We never talk
19 about caw -- caw -- caw or arctic rabbit. In our
20 language, "caw," that's an arctic rabbit. There's lots
21 there. And women use that arctic rabbit, too. I guess
22 you buy a moccasin or anything, it's just arctic
23 rabbit. Mukluks or anything for the hood, maybe mitts.
24 That's what our wom -- women from Lutsel K'e made --
25 use that too, lots. So we got to talk about those

1 arctic rabbit, too. Something like that. I know it's
2 lots, right around the camps, lots.

3 But it's -- let's talk about it later, I
4 guess. After, maybe. Or not now, sometimes anyway.
5 That's all I want to say. Thank you.

6 THE FACILITATOR MERCREDI: Thank you,
7 Mr. Marlowe.

8 MS. VERONICA CHISHOLM: Veronica
9 Chisholm, from De Beers. Thank you very much, George,
10 I appreciate those comments. I hear what you're
11 saying. I think -- I want to stress the fact that De
12 Beers shares your values to keep the land, the water,
13 the air, clean for future generations, and that is
14 certainly a value that we hold at De Beers as well.
15 And we look forward to any additional advice or
16 knowledge you wish to share with us on that project
17 site and on that area. So I appreciate that. Thank
18 you very much.

19

20 (BRIEF PAUSE)

21

22 THE FACILITATOR MERCREDI: Okay. I
23 believe we have another elder coming up to speak.

24

25 (INTERPRETED FROM CHIPEWYAN INTO ENGLISH)

1 ELDER PIERRE MARLOWE: What I've been
2 concerned about, I have to say it here. This is my
3 land, too. When you're talking about taking the fish
4 out to put it into another water, is that what you're
5 talking about? If their nutrient is not the same,
6 they're not used to it, maybe they might get sick from
7 it. We Dene people -- even our own -- all of us here,
8 we all go and share the same food. You -- you all have
9 your own traditional food. I can eat your food maybe
10 once -- once, but I can't eat it all the time.

11 Why I'm saying this, in the past the
12 people we used to have a lot of white people, trappers,
13 up in our area. They don't eat their own kind of food.
14 Sometimes for half a year, they live there, they leave
15 because they have -- they don't -- they're not
16 consuming their own food. You have to con -- be cons -
17 - considerate about all these type of issues,
18 especially when you going to take the fish out and then
19 remove it into another.

20 And another thing, the vehicle, the --
21 the air, the -- because of the air -- or the dust and
22 everything, it travels a long distance through air.
23 When these in the past -- there are a lot of things
24 that travel where people -- there was no physicians in
25 the past, so people used their own medicine from the

1 land. If a person was sick they grab anything. They
2 used -- they -- they used it for their medicine.
3 Anything.

4 That's how people used to live in the
5 past. And now today when you're talking about air, I
6 can't tell -- I'm scared to take anything from the land
7 to use it for medicine today. Maybe I might get more
8 sick from it. That's why you have to consider
9 everything like that. When you do something any old
10 way it doesn't turn out well.

11 Now, you, you're sitting -- you're
12 sitting -- you're talking from all your documents in
13 there from the paper. I don't have any paper myself,
14 but because of my thoughts and my thinking and my
15 concerns, the way things were in the pas -- from the
16 past, from my experience, that's what I'm speaking
17 from. Now you guys all have computer in front of you,
18 you refer to it to -- to talk. I don't have one (1) --
19 one (1) of them. So when I talk I have to -- I've got
20 to be right.

21 Those are two (2) concerns that I had, I
22 was thinking about. So -- so you're -- if you're going
23 to ruin my land that -- my medicine, my water, my fish,
24 you're going to damage all those for me. So when you
25 put the develop -- I -- it's only right you pay me

1 tancent (phonetic) for me giving you that land. That's
2 -- while I'm -- I'm sitting here that's what I've been
3 thinking about.

4 When you take that diamond you're the
5 ones that are going to be richer and I'm -- I'm going
6 to be still sitting here. I'm going to be poor sitting
7 here and my land's going to be all damaged for me. We
8 could make a deal in that way. I'm -- I'm trying -- I
9 want you to make a deal with us, that's what I'm
10 talking about, an agreement.

11 Thank you for allowing me to talk.
12 That's all I'm going to talk for that long. I'm
13 getting too old, so I want to sleep this afternoon.
14 Thank you.

15 THE INTERPRETER: And he's giving me a
16 break too.

17

18 (INTERPRETATION CONCLUDED)

19

20 THE FACILITATOR MERCREDI: Thank you.
21 Mr. Pierre Marlowe has spoken through a translator,
22 Anne Biscaye. And...

23

24 (BRIEF PAUSE)

25

1 MS. VERONICA CHISHOLM: Veronica
2 Chisholm, from De Beers. Thank you very much for those
3 comments. Yes, we do tend to use a lot of machines and
4 papers to remember, because our memories are not that
5 good on all of the details. So I appreciate that
6 comment.

7 I also want to mention I'd like to thank
8 everyone for stopping so that we could translate this,
9 because it's important to De Beers that everyone has
10 the opportunity to listen what Pierre Marlowe is
11 telling us. So thank you for that.

12 I want to assure you that it's important
13 to De Beers to protect the air, the land, and the
14 water, so that you would have continued access to
15 medicines and other things that you harvest from the
16 land. We are -- we have made several commitments
17 regarding monitoring of that land and we've made
18 commitments about looking for traditional knowledge to
19 incorporate into those monitoring programs.

20 When I visited Lutsel K'e on February
21 15th and had the opportunity to speak with the
22 community, I did receive some feedback on monitoring at
23 that time and was very fortunate that the folks around
24 the table invited me back at some point in time to talk
25 about monitoring. So I look forward to continuing to

1 engage the community on monitoring and ensuring that we
2 protect the land for future generations. Thank you.

3 THE FACILITATOR MERCREDI: Thank you,
4 Veronica. And once again, I will turn the mic over to
5 the floor for any questions or any further comments.
6 And I believe Elmar is coming up.

7 MR. ELMAR PLATE: Elmar Plate for --
8 from LGL for Deninu Kue. I don't quite know where that
9 fits, but I think probably it fits quite no -- right
10 now quite well following Pierre Marlowe's comments.
11 The people that hired me to review all of your
12 documents, they had two (2) issues with -- it's -- it's
13 more philosophical questions.

14 Number 1, is -- and that was emphasized
15 by Kathy a lot is, where uncertainty exists it's never
16 expressed in the EIS. So that would, I think, have
17 built a little bit more trust. And I just want this to
18 be on the record, there is a lot of uncertainty.
19 Obviously you've done, you know, a good job with the
20 data that's there. There's a lot of uncertainty, but
21 it's never expressed in the EIS.

22 In the EIS it says after sixty-five (65)
23 years it looks like -- the lake looks like it was
24 before as this concentration of lake will be at this
25 level, this will be like that. We don't know whether

1 it's going to be like that. So that was one (1)
2 problem that my client had said, the wording was so
3 set. And where there is a lot of uncertainty I think
4 it would have actually made your EIS, the whole
5 document, even more -- even stronger, more valuable if
6 you would have included all those uncertainties. I
7 don't -- I know that's not very common, but I think it
8 would help. So that's one comment I would make.

9 Another comment is the definition of
10 "significance of effects." And it could probably be a
11 long discussion here, but I think from the points of
12 the First Nations that I -- and probably from the point
13 of other First Nations too, there is significant effect
14 of this project on the land. And in the project
15 description the EIS says there is no significant effect
16 of this project.

17 So, in summary, draining the lake --
18 it's one of many that's obvious in this area, but
19 there's a lake that's going to be drained, all the fish
20 are going to be killed in it, and there's going to be a
21 long period of time before this is all restored. This
22 is highly significant from a different culture and
23 perspective than yours, so I just wanted to bring that
24 to your attention.

25 So if your EIS would actually admit to

1 the -- that significance is not something that's only
2 defined by the Environmental Assessment Act of Canada
3 or of Northwest Territories, it's also a cultural
4 thing. And it's highly significant, I think, to the
5 people that live here. So I think it would make even -
6 - your document even stronger if you would say -- even
7 if you don't want to define as significant, that the
8 First Nations in this area think this is a highly
9 significant effect on their land. And I think it would
10 build a little bit more trust.

11 You know, it's probably reversible,
12 probably not, as you said yesterday, it will probably
13 look different than it was before, it's somewhat
14 reversible, it's a long-term effect -- you know, it's
15 longer than twenty (20) -- ten (10), twenty (20),
16 sixty-five (65) -- probably now, you know, we're
17 looking at two (2) generations, so it's a very long-
18 term effect. So all those triggers for long-term
19 significance in the Environmental Assessment Act are
20 actually triggered. So I don't quite understand at the
21 end why you still say there's -- it's non-significant
22 in terms of effect, this project.

23 So I just wanted to bring that to your
24 attention because it was brought to our attention as
25 consultants that I think the First Nations think it is

1 highly significant what you're doing to this one little
2 area.

3 So those are the two (2) comments I
4 wanted to make. I never knew when to make them, so I
5 just made them right now at the end of one subject and
6 the beginning of another.

7 MS. VERONICA CHISHOLM: Veronica
8 Chisholm, from De Beers. I appreciate those comments.
9 I'll address the -- the one regarding significance.
10 And I made a -- a statement like this at the EIS
11 analysis session as well.

12 And I guess as a company and as a series
13 of experts we can only bring our knowledge of the
14 project and evaluation of the project to the table. It
15 would be an environmental assessment on behalf of a
16 company and technical experts to be presumptuous to
17 judge or provide a judgement of significance from the
18 First Nation or aboriginal community perspective, for
19 example, or any of the other stakeholders.

20 We have an environmental impact review
21 process by which those opinion and those judgments can
22 be brought into the record and weighed by the panel.
23 So in an environmental -- in our application, in our
24 assessment, we bring forward our judgment for other
25 people to evaluate and then bring forward their

1 judgments. So I guess that's -- that's sort of my
2 general comment on -- on that.

3 I will ask John Faithful to bring
4 forward some of the areas in which uncertainty is -- is
5 brought forward in the assessment.

6 MR. JERRY VANDENBERG: It's Jerry
7 Vandenberg from Golder Associates. So in the -- in the
8 EIS we do put forward a lot of predictions, and we do
9 present these as predictions. Generally we handle the
10 uncertainty in a section at the end of every major
11 modelling section. Sometimes it's -- or assessment
12 section. Sometimes it's listed as model assumptions
13 and limitations, sometimes it's uncertainty.

14 I'll list a few of those. In the 2011
15 submission, it's Section 8.15, 9.14 -- okay. In the
16 2010 submission it was Section 7.9. In the 2012
17 supplement it's 8.2.10 and 10.2.7. And finally in the
18 2011 submission, Section 10.9. And those are -- those
19 cover both the aquatics and terrestrial assessments.

20 So we do -- we do cover off uncertainty
21 in a -- in a fair number of sections. We do highlight
22 specifically that these are predictions and that they
23 are intended for screening effects, not necessarily to
24 predict what the actual concentration of some parameter
25 might be fifty (50) years from now. So we do try and

1 couch that in -- in that manner to give it context
2 around why we're making these predictions and what
3 they're used for.

4 THE FACILITATOR MERCREDI: And just
5 from Mackenzie Valley Environmental Impact Review
6 Board's perspective, I mean significance has different
7 meanings to different people, and it's sessions like
8 these where that can be, as Veronica said, put on the
9 record. And ultimately that is up to the panel, or the
10 Review Board, to make the -- it is a very difficult
11 task to make that final significance determination.
12 But it -- these -- these sessions are exactly to -- to
13 gather that evidence for the panel's consideration. So
14 -- and -- so again, it is -- it is on the record, and
15 consider it evidence. So for sure.

16 MR. ELMAR PLATE: Yeah, okay. Thank
17 you. So it's Elmar Plate from LGL. I just wanted them
18 to be on the record because that was reported to me, so
19 I -- I give those comments onto -- basically to become
20 part of the record. That's all. Thank you for the
21 responses from the Board and from De Beers.

22 THE FACILITATOR MERCREDI: Absolutely.
23 Kathy...?

24 DR. KATHY RACHER: Kathy Racher. I'm
25 just wondering -- asking you guys what -- if it's -- if

1 it's helpful for -- for groups like the Deninu Kue and
2 Lutsel K'e Dene First Nation, et cetera, to -- to make
3 really clear statements to the Board about what they
4 consider an acceptable level of change, you know, in --
5 in exchange for the economic benefits of the project,
6 to make a clear statement about that for your record,
7 maybe at the public hearing, or at some -- you know,
8 they might not be able to formulate that exact
9 statement here on the fly, but at some point during the
10 process to have that really clear.

11 Because as Veronica said, I mean,
12 they've put forward what they think is an acceptable
13 exchange -- acceptable level of significance, which is
14 -- which is fair. That's their opinion, so just to
15 make -- make it clear that other people should maybe do
16 the same clear statement.

17 THE FACILITATOR MERCREDI: Absolutely.
18 And environment impact assessment encompasses both
19 environmental assessment and environmental impact
20 review. And throughout -- from the beginning of the
21 process to the end of it, if issues fall off the table
22 and there's resolution for any -- for any
23 disagreements, that's -- that's great. And whether
24 it's during the process, or during sidebar meetings,
25 that's -- that's great.

1 If they don't, that's where the Board
2 has their -- their authority to make that final
3 determination of significance. And so -- and again if
4 there has not been a resolution of -- of a disagreement
5 over a significance to one (1) or several aspects of
6 the environment then the -- the process is where to
7 bring it up, either at the beginning or again at the
8 end or at -- at a hearing.

9 Again it's at any point during the
10 process is an appropriate time. Definitely a hearing
11 is -- is where the Board is present, or the panel, to -
12 - to hear that. So and -- and again in the hope that
13 there's resolution and -- and issues fall off the
14 table, but ultimately towards the end the -- the Board
15 or panel does have to make a final determination from
16 that. And they do consider that. So sessions like
17 these are useful for parties to bring those types of
18 concerns up and -- as are hearings. Stephanie?

19 MS. STEPHANIE POOLE: Regarding Kathy's
20 question. For the Akaitcho First Nations we require
21 the information requested under Undertaking number 1 in
22 order to develop an informed decision regarding what
23 type of change, if any, would be supported by the
24 Akaitcho Dene First Nations.

25 And, of course, that also -- it's --

1 it's going to depend on -- on the -- the completeness
2 of the response in Undertaking number 1. So I can't
3 just say, we'll receive Undertaking number 1 and then
4 be able to make a decision. It also depends on whether
5 or not Undertaking number 1 is complete and -- and
6 meaningful and -- and actually answers all of our --
7 our questions in that regard. Thank you.

8 THE FACILITATOR HUBERT: Thank you.
9 It's Chuck Hubert, with the panel. Just to elaborate
10 on that a bit, the -- we'll talk about next steps, you
11 know, after these technical meetings late on Friday.
12 But just -- just to note on -- on opinions from parties
13 and the developer on -- on significance and the -- the
14 panel's ultimate determination.

15 These various phases in -- in our
16 environmental impact review are intended to -- to
17 gather information so that parties have the -- the
18 ability to make an informed decision on their own
19 regarding the significance of adverse impacts. This
20 technical meeting is one (1) opportunity for that, to
21 gather that information.

22 There will, most likely, be a second
23 round of information requests. That hasn't been
24 finalized. The panel will make the final call on that.
25 That will be, perhaps, another opportunity for parties

1 to gather information in order to come up with a
2 significance determination.

3 A technical report is probably, most
4 likely scheduled for say, November, for parties to
5 submit to the panel. And in that document parties will
6 be encouraged to provide the panel with their opinion
7 on significance of adverse impacts for the various
8 aspects of the project. So -- so really that's -- the
9 technical report, or final submission, is the -- the
10 key document going up to the hearings, where parties
11 are given the opportunity for that.

12 MR. SHELDON YAMKOVY: Sheldon Yamkovy,
13 Lutsel K'e. You have a part here with traditional
14 knowledge and I think that's really good. Traditional
15 knowledge is really important to us. It's our
16 traditional knowledge that has left those diamonds
17 there in all this time. Because our concern with
18 traditional knowledge goes beyond that financial
19 aspect.

20 So my question is how much traditional
21 knowledge do you guys want to incorporate into your
22 work?

23 MS. VERONICA CHISHOLM: Sheldon,
24 appreciate the question. First of all, within the
25 environmental impact statement we have included

1 traditional knowledge in a number of sections in the
2 EIS. And perhaps I won't bore you with each of those,
3 labelling off each of those sections, but I -- I can do
4 that for you.

5 We have also -- have engaged a number of
6 community, including Lutsel K'e Dene First Nations, on
7 completing a traditional knowledge study for this
8 project. That was initiated in 2006, and it's my
9 understanding that that will be finalized and be able
10 to be submitted as part of the record. That's our
11 hope, as part of this review process.

12 And in addition to that, and I've --
13 I've said this a few times and I don't mind saying it
14 again and I will continue to say it. De Beers values
15 traditional knowledge. We look forward to
16 incorporating traditional knowledge in our monitoring
17 programs. As well as we've -- we've outlined an area
18 as part of our environmental management and monitoring
19 framework that we proposed earlier, where traditional
20 knowledge could be incorporated and mechanisms for that
21 to be included.

22 So I think we share the fact that
23 traditional knowledge is important. And I just want to
24 reiterate that -- that De Beers does value that
25 information as well.

1 MR. SHELDON YAMKOVY: Sheldon Yamkovy,
2 Lutsel K'e. Part of our traditional knowledge has a
3 lot to do with like prayer and ceremony. And it's like
4 a learning here. We've learned your guys' techniques.
5 We've worked in the mines. We know your measurements,
6 weights, and scales. And we'd like to share that, our
7 knowledge with you guys.

8 I think it's a great learning basis,
9 some of the programs that come out of there. We can re
10 -- remember our knowledge also because, as we know, a
11 lot of it has been forgotten, misplaced, set aside for
12 whatever reasons. And to have some programs set up to
13 help natives themselves even get more in touch with
14 their own culture with a joint venture with you guys
15 will -- I think it would be great because I really feel
16 that our traditional knowledge is and can be adopted by
17 all our relations wherever we're from.

18 And those things lead to happiness and
19 health and community. There's more to traditional
20 knowledge than just the typical fishing or hunting,
21 skinning caribou. It's like prayer also. It's like
22 when you go out to the land you pay respects. Does De
23 Beers pay respects like natives do, lay -- lay tobacco,
24 pray -- pray to like a one (1) great spirit? That's
25 what we want to share because I feel it's a benefit.

1 These things aren't bad.

2 And the programs, they can be developed.

3 I think there's a lot of educated natives that still
4 hold onto our values. And we can grow with that. I
5 think it would be a great benefit for all of us to
6 really have deep-rooted understandings of respect for
7 our land. My grandfather, I remember, said: We knew
8 that there was diamonds there. We would go there with
9 -- with our dog teams and you'd see sparkly things, but
10 we can't eat that.

11 And there's a different understanding
12 that I feel that we can share with that traditional
13 knowledge. So it's like, to me, this is one (1) of the
14 most important, set aside all the statistics and datas
15 that you guys have gathered, because it's that
16 knowledge that -- that placed everything there that you
17 guys want. And it'd be good to keep that respects with
18 it through a traditional value system. Thank you.

19 MS. CATHIE BOLSTAD: Good morning.
20 It's Cathie Bolstad, from De Beers. And, Sheldon, it
21 was nice to meet you yesterday. I always get
22 passionate when people talk about this, and a little
23 bit teary, so forgive me. And it's probably based on
24 some of the wonderful spiritual experiences that I've
25 had with people from Lutsel K'e and other communities

1 through my work at De Beers.

2 I want to express De Beers is absolutely
3 committed to doing what you're talking about and we're
4 doing it now. And I want to give you some tangible
5 examples so that you understand how our company works
6 to incorporate and what we mean when we say we're
7 looking for input from the communities and how we make
8 that alive.

9 De Beers has sponsored -- and I don't
10 remember exactly for how many years, the spiritual
11 gathering of the people of Lutsel K'e Dene First
12 Nation. And last year was my first time as a De Beers
13 person to be invited to participate and to experience
14 that. And it was a wonderful experience, a little bit
15 scary for me on the big lake being a person who hasn't
16 been out on that big lake so far. But, as a company,
17 we committed to exposing members of our management team
18 and our employees who work with people from the
19 communities to things that are important to them. So
20 that was an example last year of how we do that.

21 We -- we provide sponsorship of the hand
22 games for the Dene people here because it's a huge and
23 important gathering for them. And we go. And I love
24 it. And I still haven't figured out how the heck you
25 play the game yet, but I'm -- but one (1) of the things

1 we're coordinating, for example, at Snap Lake in
2 advance of National Aboriginal Day is we are bringing
3 in someone to teach the hand games to our employees and
4 to hold a hand game tournament at the mine site at Snap
5 Lake.

6 We don't come up with these things by
7 ourselves. When we ask for input and we go into
8 communities and say to them, How can we work with you
9 to keep your culture alive? They tell us how and these
10 are examples of how.

11 When we opened our accommodations, our
12 new accommodations at Snap Lake just over a year ago in
13 December, we invited elders from communities close by
14 to come and, with all of our employees, pray and bless
15 the use of that -- that accommodations. And in 2010,
16 when I took a number of visits to our Gahcho Kue
17 project there was nothing that made my heart happier
18 than to see Sabet Biscaye, our Superintendent of
19 Community Relations, teach youth how to pay the land
20 with tobacco, because they hadn't been there before.

21 Absolutely, we are committed to
22 including that. How we do that, is we hear your
23 suggestions and you tell us how to do that the right
24 way and you work with us to do that. That is our
25 commitment. Thanks.

1 THE FACILITATOR MERCREDI: Thank you,
2 Cathie, and thank you, Sheldon. Very heartfelt
3 statements on -- on both sides there. I'm a little
4 verklempt myself after that.

5 With that, I'll -- if there's any other
6 -- unless we do have any other comments we can take an
7 early lunch. Raise -- raise your hand now, or else we
8 will take an early lunch. In which case, we'll take an
9 early lunch.

10 So we will reconvene at one o'clock,
11 where we will start with socio-ec impacts and yeah --
12 so we will start at one o'clock, on schedule. Cathie,
13 do you -- no? Okay, sorry. One o'clock. Everybody
14 have a good lunch.

15

16 --- Upon recessing at 11:40 a.m.

17 --- Upon resuming at 1:05 p.m.

18

19 THE FACILITATOR HUBERT: Welcome back
20 everybody to the afternoon portion of our technical
21 session. The topic for this afternoon are socio-
22 economic impacts. It's great to see new faces here in
23 the facility. I thought it would be a valuable
24 exercise to go around the room once for introductions -
25 - to state our names. And actually when I first

1 started I should have said my name, and -- and who I'm
2 affiliated with, because this is a requi -- requirement
3 of the Mary-Anne (phonetic) trans -- doing the
4 transcription.

5 So my name is Chuck Hubert. I'm with
6 the Gahcho Kue panel. And I'll move to my left.

7 MS. BRIGITTE MASELLA: I'm Brigitte
8 Masella. I work with Paul Wilkinson and Associates,
9 and we're acting as advisor to the panel.

10

11 (BRIEF PAUSE)

12

13 MR. MIKE TOLLIS: I'm Mike Tollis,
14 representing Lutsel K'e Dene First Nation.

15 THE FACILITATOR MERCREDI: Paul
16 Mercredi, with the Review Board.

17

18 (BRIEF PAUSE)

19

20 MR. LIONEL MARCINKOSKI: Lionel
21 Marcinkoski, with AANDC.

22 MR. BOYAN TRACZ: Boyan Tracz , with
23 AANDC.

24 MS. BRITTANY SHUWERA: Brittany
25 Shuwera, with the GNWT.

1 MS. DIANA BECK: Diana Beck, GNWT.

2 MR. CRAIG BLACKIE: Craig Blackie, De
3 Beers Canada.

4 MR. DON CHORLEY: Don Chorley, Golder
5 Associates.

6 MR. RANDY FREEMAN: Randy Freeman,
7 director of lands for Yellowknives Dene.

8 MR. ELMAR PLATE: Elmar Plate, LGL
9 Limited, working for Deninu Kue.

10 MR. GAVIN MOORE: Gavin Moore, manager
11 of environmental assessment, GNWT.

12 MR. SHAFIC KHOURI: Shafic Khouri,
13 Department of Environment and Natural Resources, GNWT.

14 MR. DANIEL JOHNSON: Daniel Johnson,
15 JDS.

16 MR. WAYNE CORSO: Wayne Corso, JDS.

17

18 (BRIEF PAUSE)

19

20 MS. DEBBIE MATHESON: Oh, Debbie
21 Matheson, GNWT.

22 MR. RON FAHT: Ron Faht (phonetic),
23 Lutsel K'e Dene First Nations.

24 MR. SAM BUSHEE: Sam Bushee (phonetic),
25 Lutsel K'e First Nation.

1 (BRIEF PAUSE)

2

3 MR. PETER CHAPMAN: Peter Chapman,
4 Golder Associates.

5 MR. RYAN RODIER: Ryan Rodier, with De
6 Beers.

7 MR. ANDREW WILLIAMS: Andrew Williams,
8 De Beers.

9 MS. KRISTINE MASON: Kristine Mason,
10 Golder Associates.

11 MR. KYLE HODGSON: Kyle Hodgson, Golder
12 Associates.

13 MS. KELSI LEROSSIGNOL: Kelsi
14 LeRossignol, Golder Associates.

15 MS. AMY LANGHORNE: Amy Langhorne,
16 Golder Associates.

17 MS. LEAH RUSSELL: Leah Russell, De
18 Beers.

19 MR. CAM STEVENS: Cam Stevens, Golder
20 Associates.

21 MR. DAMIAN PANAYI: Damian Panayi,
22 Golder Associates.

23 MR. STEPHEN LINES: Stephen Lines, De
24 Beers.

25 MR. GRAEME CLINTON: Graeme Clinton,

1 with Impact Economics.

2 MS. LINDA HAVERS: Linda Havers, Golder
3 Associates.

4 MS. CATHIE BOLSTAD: Good afternoon.
5 Cathie Bolstad, De Beers.

6 MS. VERONICA CHISHOLM: Veronica
7 Chisholm, De Beers.

8 MR. JOHN FAITHFUL: Good afternoon.
9 John Faithful, Golder Associates.

10 MR. GREG BRADY: Greg Brady, Industry,
11 Tourism, Investment, GNWT.

12

13 (BRIEF PAUSE)

14

15 MS. LORETTA RANSOM: Loretta Ransom,
16 GNWT.

17 MS. AMY LIZOTTE: Amy Lizotte, with
18 ITI, GNWT.

19 MS. JUANITA ROBINSON: Juanita
20 Robinson, Industry, Tourism, Investment, GNWT.

21 MR. BEN SCOTT: Ben Scott, with ECE,
22 GNWT.

23 MS. JANET GRINSTED: Good afternoon.
24 Janet Grinsted, ECE, GNWT.

25 MS. DEB BAIN: Deb Bain, Education and

1 Cultured Employment, GNWT.

2 MS. LAURIE MORTON: Laurie Morton, ECE,
3 GNWT.

4 THE FACILITATOR HUBERT: Thank you very
5 much. And I heard somebody enter the discussion now on
6 the teleconference. If you could identify yourself and
7 your affiliation, please.

8 MR. TODD SLACK: Hey, Chuck. Todd
9 Slack, YKDFN.

10

11 DISCUSSION RE: SOCIO-ECONOMIC IMPACTS:

12 THE FACILITATOR HUBERT: Thanks very
13 much. And -- and -- thanks very much and welcome.
14 Okay, with that, welcome again, everybody. We're
15 looking forward to a good discussion here on the topic
16 of socio-economic impacts and issues.

17 I'd like to allow the Government of
18 Northwest Territories the opportunity to have a brief
19 presentation for us all, which should be useful to get
20 the discussion going. So, please proceed.

21

22 PRESENTATION BY GNWT:

23 MS. JUANITA ROBINSON: Thank you. Good
24 day. My name is Juanita Robinson. I am the industrial
25 initiatives consultant for the Department of Industry,

1 Tourism, and Investment. In this role, I'm responsible
2 for the overall coordination of GNWT efforts related to
3 the socio-economic agreements, including the
4 negotiation and implementation of the socio-economic
5 agreements.

6 With me today also is Ms. Janet
7 Grinsted, assistant deputy minister of advanced
8 education and income security with education, envir --
9 Education, Culture, and Employment; and Ms. Loretta Ra
10 -- Ms. Loretta Ransom, from Environmental National --
11 Natural Resources. And Ms. Amy Lizotte, Land and
12 Environmental Affairs Specialist in Industry, Tourism,
13 and Investment.

14 I have a short presentation to deliver
15 on behalf of the Department of Industry, Tourism and
16 Investment, and then Ms. Grinsted will present on
17 behalf of the Department of Education, Culture,
18 Employment. Can everybody hear me okay?

19 Industry, Tourism, and Investment
20 advocates an approach to major projects that provide
21 certainty about project outcomes. This approach has
22 resulted in capacity building efforts by industry and
23 participation in employment and business opportunities
24 by residents that is unprecedented in the NWT.

25 The approach we advocate is also

1 grounded, and the department would like to stress this,
2 grounded by the GNWT's sustainable development policy.
3 Guidelines under that policy state the GNWT will
4 support resource development if it not only meets
5 ecological standards, but if it also contributes to
6 economic, social, and cultural territorial objectives.

7 Under GNWT policy, economic, social and
8 cultural factors are to be weighed and considered in
9 addition to ecological considerations. Socio-economic
10 agreements which are framed around the socio-economic
11 components of our sustainable development policy allow
12 us to confirm that developments will proceed in a
13 manner that is consistent with the interests of
14 territorial residents and with our own policy
15 direction.

16 What is sometimes missing from
17 environmental assessments in Canada, particularly in
18 the socio-economic domain, is something that will
19 provide certainty with regard to the findings of an
20 assessment, or environmental impact review, something
21 that is directly linked to the environmental assessment
22 process, something that will inform future
23 environmental assessments.

24 What is sometimes missing is something
25 that will tell us, did expected outcomes materialize?

1 Did the proponent implement the mitigations it
2 committed to? And almost equally important, something
3 that will encourage and facilitate a cooperative,
4 ongoing relationship between public, government and the
5 developer. The GNWT recommends that what is needed is
6 a socio-economic follow-up program in the form of a
7 socio-economic agreement, as a condition of the
8 project.

9 Mr. Mediator, I would like to take some
10 time at this point to set the socio-economic agreement
11 -- the socio-economic pro -- follow -- program that
12 GNWT recommends, in its legislative context.

13 Under Part 5's Section 1111 of the
14 Mackenzie Valley Resource Management Act, a follow-up
15 program means a follow-up -- means a program for
16 evaluating the soundness of an environmental assessment
17 or environmental review of a proposal for a development
18 and the effectiveness of the mitigative or remedial
19 measures imposed as conditions of approval of the
20 project.

21 To summarize, legislation identifies two
22 (2) parts to a follow-up program. The first is
23 verifying the environmental assessment. To the GNWT
24 this means verifying both the predicted impacts and the
25 implementation of committed mitigations. The second is

1 verifying the effectiveness of those mitigations.

2 Lastly, to ensure carry-through on the
3 intended effects of the project, emerging environmental
4 practice is to include an element of adaptive
5 mitigation in the design of a follow-up program. A
6 panel operating under the authority of the MVRMA must
7 consider whether a follow-up program is needed. Our
8 advice is that a socio-economic follow-up program in
9 the form of a socio-economic agreement is needed.

10 We have followed this model for major
11 resource development since the comprehensive study for
12 the Diavik diamond mine. That assessment was conducted
13 under the Canadian Environmental Assessment Act, which
14 has similar provisions for follow-up programs. And
15 though the Diavik assessment was only a comprehensive
16 study, regulatory authorities in that process
17 determined it was necessary and advisable to require a
18 socio-economic follow-up program as a term and
19 condition of the project.

20 A socio-economic agreement, or SEA, sets
21 out a formal process so that resultant performance can
22 be assessed against commitments, changes can be
23 recommended, and responses are provided to
24 recommendations.

25 We have two (2) types of reporting under

1 the socio-economic agreements: Compliance reporting,
2 where each party reports the steps it has taken to meet
3 its commitments under the SEA. And impact reporting.
4 The industrial initiatives division in Industry,
5 Tourism and Investment coordinates the development and
6 publication of the Communities and Diamonds Report.
7 Communities and Diamonds tracks trends and indicators
8 that may change due to the influence of mining.

9 Monitoring under a socio-economic
10 agreement is consistent with developer in --
11 predictions, analysis of the EIS and the commitments in
12 it, existing GNWT monitoring program for industrial
13 projects, and the GNWT sustainable development policy.

14 By way of background, at this time five
15 (5) socioeconomic agreements have been negotiated since
16 1996 for the Ekati mine, the Diavik mine, De Beers Snap
17 Lake mine, Mackenzie Gas Project, and Prairie Creek
18 mine. Three (3) of those SEAs are in effect at this
19 time. Those are the BHP Billiton, Diavik, and De Beers
20 Snap Lake socio-economic agreements.

21 The socio-economic agreements that have
22 been negotiated since 1996 are directly linked to the
23 environmental assessment process, and regulatory
24 approvals. Government records indicate that before
25 1996 northern employment at fly-in fly-out mines was 15

1 percent, and northern procurement was less than 25
2 percent.

3 From 1996 to 2010 inclusive, northern
4 employment at the three (3) SEA mines has been about 51
5 percent, and purchases from northern businesses 73
6 percent. We have seen over seventeen thousand (17,000)
7 person years of northern employment out of a total of
8 thirty-four thousand (34,000) person years at the three
9 (3) SEA mines. More than \$8 billion in goods and
10 services has been purchased from northern businesses.

11 Impact and benefit agreements have a
12 place in this picture, as well, but I -- IBAs in
13 combination with an SEA that is intended to link to the
14 regulatory process seems to work particularly well.
15 Over the same period, there has been \$17 billion in
16 diamonds exported from the Northwest Territories.

17 In addition to its responsibility for
18 socioeconomic agreements, the Department of Industry,
19 Tourism, and Investment is also responsible for the
20 support and development of NWT businesses. We note
21 that De Beers commits to carry out the same procurement
22 strategies it has used for Snap Lake mine.

23 De Beers' material on the public
24 registry indicates it expects its procurement from
25 northern businesses will be comparable to the levels it

1 has achieved at Snap Lake. This has been about 63
2 percent during construction and 74 percent during
3 operations, which would be a level that Industry,
4 Tourism, and Investment could support.

5 With that, I would now like to turn the
6 microphone over to Ms. Grinsted, who will present on
7 behalf of the Department of Education, Culture, and
8 Employment. Thank you.

9 MS. JANET GRINSTED: Thank you. Thank
10 you, Juanita, and thank you for this opportunity to
11 present this afternoon.

12 As Juanita mentioned, my name is Janet
13 Grinsted. I'm the Assistant Deputy Minister for
14 Advanced Education and Income Security for the
15 Department of Education, Culture, and Employment,
16 Government of the Northwest Territories.

17 With me today are on my left Deb Bain,
18 program development and evaluation specialist. On my
19 right, Ben Scott, coordinator of advanced education and
20 income security. And on technical assistance, Laurie
21 Morton, director of advanced education. Thank you.

22

23 (BRIEF PAUSE)

24

25 MS. JANET GRINSTED: Given the

1 importance of this project and the potential impacts,
2 it is a priority for the GNWT to ensure benefits are
3 maximized for NWT residents, including Aboriginal
4 persons. Education, training, and employment are key
5 areas of assessment in determining the overall benefit
6 of the Gahcho Kue project. Topics covered in this
7 presentation include an overview of the project as it
8 relates to education, training, and employment, the NWT
9 labour market environment, interests of the GNWT,
10 education, training, and employment.

11 The proponents have estimated that
12 during construction about two-hundred and sixty-seven
13 (267) person years, or 27 percent, of the direct
14 employment opportunities could be filled by NWT
15 residents including Aboriginal persons. During
16 operations this number is predicted to be a hundred and
17 thirty-seven (137) or 36.8 percent.

18 This slide shows a quick snapshot of
19 labour market environment in the Northwest Territories,
20 based on 2009 community survey data.

21 Demand for labour remains high in all
22 sectors with employers experiencing challenges in
23 recruiting and retaining workers. While NWT residents
24 will benefit from the project, demand for skilled
25 workers will exceed readily available resources. The

1 proponents will have to make continued effort to fully
2 engage un -- under-represented segments of the labour
3 force to ensure local, that is NWT, employment
4 opportunities are maximized.

5 There is an NWT labour supply shown here
6 of about four thousand eight hundred and forty-seven
7 (4,847) that's those who are unemployed plus those not
8 currently in the labour force, but that want work.
9 About 55 percent of labour supply resides in small
10 communities of which 96.5 percent are Aboriginal. The
11 majority of the labour supply, however, has less than
12 grade 12 and little recent job experience.

13 The GNWT wants to see maximum benefits
14 from this project accrue to the people of the Northwest
15 Territories. The GNWT is aware that the single
16 greatest deter -- determinant of employment is
17 education levels. Formal education and training is
18 relatively new in the NWT and while great progress has
19 been made, overall a fully ready-made workforce is not
20 yet available to meet the full needs of this mining
21 project.

22 GNWT wants to ensure increased levels of
23 education, development of a skilled, productive, and
24 diversified workforce, and long-term employment
25 benefits. The information presented here is based on

1 the GNWT's assessment of the education, training, and
2 employment information provided by the proponent to
3 date.

4 ECE is interested in ensuring that youth
5 stay in school and receive information about project
6 opportunities so they can make informed career
7 decisions. The proponent states it is committed to
8 assisting those working at the mine seat -- mine site
9 who have below a grade 12 education to work towards
10 obtaining a GED so that they may further their careers.

11 For onsite adult education further
12 information is requested on the supports that will be
13 made available. In particular, does De Beers plan to
14 staff onsite adult educators as part of the onsite
15 training team? Is De Beers able to share further
16 details on its revised scholarship program as
17 previously mentioned in past meetings related to this
18 environmental assessment?

19 ECE has interest in ensuring NWT
20 residents are prepared in time to qualify for project
21 related opportunities. It is important that training
22 partnerships deliver timely, relevant, and community
23 based programs. The government of the Northwest
24 Territories works in partnership with industry,
25 including De Beers, to help maximize training and

1 employment benefits for northern and Aboriginal
2 residents. Employers are key partners in education and
3 training.

4 An important aspect of these
5 partnerships is the promotion and communication of
6 project career opportunities and skill requirements in
7 an open, transparent, and timely fashion, and in
8 cooperation with Aboriginal and other community
9 organizations and institutions.

10 While De Beers has referenced its
11 apprenticeship practices, further information is
12 requested on the number of apprenticeship positions in
13 place for the life of the mine. In order to better
14 understand the skill requirements of future employment
15 demands further detail is requested on the types of
16 occupations and number of positions for each
17 occupation.

18 It is requested that De Beers identify a
19 -- specific occupation titles, specific qualifications
20 and competency -- competencies, such as through job
21 profiles or job descriptions, and the number of job
22 opportunities related to each occupation that will be
23 required in both the construction and operation phase,
24 so that schools, training agencies, and government
25 programs can strive to address the skills -- skill

1 needs in advance of the project.

2 ECE promotes policies and plans aimed at
3 achieving sustainable employment, not just entry level
4 or short-term employment. This will ensure skill
5 capacities increase over the life of the project and
6 are transferrable to other industries. We want to
7 ensure that all NWT residents are provided the
8 opportunity to compete for project related employment.

9 Further to the hiring preferences
10 identified and in recognition of the current NWT labour
11 supply, will the proponent commit to identifying what
12 percentage of the Gahcho Kue project workforce will be
13 Aboriginal for each phase of the project. Further
14 clarification is requested regarding the transportation
15 practices for southern hires. Do De Beers plan to fly
16 southern workers directly to the Gahcho Kue site from
17 Edmonton? That concludes our presentation.

18 THE FACILITATOR HUBERT: Thanks very
19 much. Chuck Hubert, with the panel. Excellent.

20

21 (BRIEF PAUSE)

22

23 THE FACILITATOR HUBERT: Chuck Hubert,
24 with the panel. Once again, thanks very much for those
25 presentations. It's informative. One (1)

1 clarification I'd like to make is that the first slide
2 of the presentation said, "Technical hearing." This is
3 not a hearing. This is a technical meeting, so. But
4 that's just a, you know, jargon thing. It's not a
5 official hearing. We're -- we're here to discuss the
6 project and -- and questions and answers, commitments
7 if possible. But again, thanks very much for the
8 presentations. They were excellent.

9 It might be useful to keep the
10 presentations on the -- on the screen because I
11 certainly heard a number of questions at various stages
12 of the -- of your presentation, and I'm sure De Beers
13 would like the opportunity to respond to those. So
14 I'll turn the mic over to De Beers to respond, and then
15 discuss between yourselves as you -- you see fit.

16 MS. VERONICA CHISHOLM: Veronica
17 Chisholm, from De Beers. Yes, thank you very much for
18 those presentations. They're much appreciated by De
19 Beers.

20 There was a lot of questions posed in
21 the presentations. And so I'm just wondering as a
22 suggestion if -- if we can pose those perhaps one (1)
23 at a time to De Beers? This is the first time we've
24 had an opportunity to see these presentations. So we
25 just would like some time to sort of go through each

1 one (1) of those question, so if that would be
2 possible.

3 THE FACILITATOR HUBERT: Certainly. Do
4 you need time to think about the responses to the
5 questions?

6 MS. VERONICA CHISHOLM: Veronica
7 Chisholm, from De Beers. No, what I'm suggesting is
8 perhaps if there's specific questions by ITI or
9 Education Culture, that they could maybe just pose them
10 to us one (1) at a time. And then -- and then we can
11 respond in that way. And then we -- those might
12 generate some discussions as well. Thank you.

13 MS. JANET GRINSTED: Certainly. Thank
14 you. One (1) question was if you would be able to
15 share further details on your revised scholarship
16 program that I guess was mentioned previously in past
17 meetings?

18 MS. CATHIE BOLSTAD: It's Cathie
19 Bolstad, from De Beers Canada. De Beers currently has
20 scholarships on an annual basis that we provide in --
21 in discussions and in response to questions from the
22 GNWT. In our most recent meeting I advised the GNWT
23 that we were working to update a scholarship strategy
24 for the Gahcho Kue Project, that the details of our
25 entire human resource development plan for Gahcho Kue

1 are part of what we call an operational readiness plan
2 for the company. And that operational readiness plan
3 moves as we get closer to -- to the project being
4 approved.

5 The scholarship program is not ready at
6 this point in time, but certainly what De Beers is
7 looking at in terms of our scholarships for Gahcho Kue
8 is leveraging the fact that we have an operating mine
9 already in the Northwest Territories, and we're looking
10 at seeing how we can link the fact we have an operation
11 now to scholarships for Gahcho Kue.

12 And part of that comes from hearing from
13 people. You know, we don't want to wait to train, but
14 we want to have an opportunity to land people into
15 training opportunities on a timely basis. And one (1)
16 of our learnings from the Snap Lake mine was, prior to
17 the approval of the Snap Lake mine, De Beers
18 implemented a number of preparation training programs
19 and we didn't have an operation up and running to land
20 people into those -- into those training opportunities.

21 And so we're in a different position now
22 as a company, with one (1) mine up and running. And
23 we're working to have that scholarship program ready as
24 part of the roll out of the Gahcho Kue program. And
25 that will -- will probably be ready later this year.

1 We had hoped to have that for this spring, but we're
2 not quite there yet.

3 MS. JANET GRINSTED: Thank you.

4 Another question relates to provision of on-site adult
5 education. And, in particular, we're asking does De
6 Beers plan to staff on-site adult educators as part of
7 the on-site training team?

8

9 (BRIEF PAUSE)

10

11 MS. CATHIE BOLSTAD: Janet, not being -
12 - sorry, Cathie Bolstad, from De Beers, and I forgot to
13 mention that on the -- the previous response.

14 Can I just get clarity from you, because
15 you're an educational expert and I am not, what you
16 mean when you say an adult educator? What -- what are
17 you referring to specifically?

18 MS. JANET GRINSTED: I'll ask Laurie
19 Morton to respond to that.

20 MS. LAURIE MORTON: It's Laurie Morton,
21 from ECE. As I -- as I understand, the -- the mines
22 have had previous educators on-site who have done some
23 training to individuals. So it would be similar to
24 that. I'm not quite sure if I'm answering your
25 question. Or similar to an adult educator within the

1 community that we have now that's employed by Aurora
2 College.

3 And I -- I think, although I don't know
4 all the background from where the question comes from,
5 but I think this may have to do with finding it easier
6 to train people on-site than it does to bring them back
7 to the community. I'm -- do you have something else to
8 add?

9 MS. JANET GRINSTED: So basically when
10 we're talking adult educator or adult education, we're
11 also -- we're talking more basic skills rather than job
12 related training. So that would be the idea of
13 bringing people up to -- so would there -- would there
14 be provision for bringing people up to the education
15 levels required for -- for the job, rather than just
16 job specific training?

17 MS. CATHIE BOLSTAD: Cathie Bolstad,
18 for De Beers. I feel like I'm hunching into this mic.

19 Maybe I can talk about what we have at
20 the Snap Lake mine specifically, because certainly that
21 is what we will put in place at the Gahcho Kue project.
22 We have a learning centre at the Snap Lake mine. It is
23 fully equipped with computer systems and access to the
24 bigger world that we all enjoy. It is staffed by a
25 combination of staff there that are involved in

1 training, job specific training, coordinating training
2 that is delivered by experts on particular matters that
3 we are not experts on, and they are currently, at Snap
4 Lake, supporting educational opportunities for -- for
5 our employees.

6 So if we had, for example, a -- an adult
7 working on the site who was trying to complete their
8 GED, absolutely, the learning instructors on-site in
9 the learning centre would be adequate in terms of
10 assisting an employee through that. Over and above
11 that, De Beers has a policy for our Northwest
12 Territories operations that when we have employees that
13 are working towards their GED, we actually have a
14 policy, we call it the one-on-one. So if the employee
15 is putting in an hour on their time, often coordinated
16 with the learning instructor in the community that --
17 that is in their community home base, De Beers provides
18 an hour of our time for the employee to invest in that
19 GED.

20 That is our policy. It is not often
21 taken up. It's -- it's unfortunate, it could be more.
22 But the -- absolutely, in terms of the Gahcho Kue
23 project, the learning support centre and the staffing
24 of it will enable the support for adult education,
25 pursuing both on the job training required for their

1 job and development toward their GED.

2 MS. JANET GRINSTED: Thank you.

3 Another question is, In -- given the hiring preference,
4 and in recognition of the current NWT labour supply,
5 will the proponent -- proponent commit to identifying
6 what percentage of the -- of the Gahcho Kue project
7 work force will be Aboriginal for each phase of the
8 project?

9

10 (BRIEF PAUSE)

11

12 THE FACILITATOR HUBERT: Chuck Hubert,
13 with the panel. And Janet, in the -- in the future
14 when you speak, could you state your name prior to
15 speaking so we get it accurately on the record.
16 Thanks.

17 MS. CATHIE BOLSTAD: Sorry, it's Cathie
18 Bolstad, from De Beers. The question was -- I just
19 want to make sure I understood it, would De Beers
20 provide -- okay, do you want to just clarify the
21 question? I want to make sure I understood what it --
22 what it was.

23 MS. JANET GRINSTED: Janet Grinsted,
24 ECE. The question was: Would you commit to identifying
25 what percentage of the Gahcho Kue project work force

1 will be Aboriginal for each phase of the project?

2 MS. CATHIE BOLSTAD: Cathie Bolstad,
3 from De Beers. Janet, it's impossible for De Beers to
4 predict that. Who choses to work for De Beers in a
5 very competitive workforce is not something we're able
6 to predict.

7 What we can commit to is a number of
8 measures that we've outlined all ready in the EIS, in
9 terms of the steps we'll take to promote our jobs in
10 the Northwest Territories, to put in place avenues so
11 that northerners can participate in those. It's
12 impossible pro -- to -- to make a prediction on that.

13 Certainly our experience with Snap lake,
14 and I was just looking at our numbers from 2011 this
15 morning, you know, show us that of our Northwest
16 Territories workforce for Snap Lake in 2011, it's over
17 fif -- it's -- it's very -- I don't have the percentage
18 number here, I thought I did. The -- the Aboriginal
19 workforce is half or more -- it's close to half of our
20 Northwest Territories workforce.

21 Certainly our -- our goal as a company
22 is to employ as many Northwest Territories residents
23 and as many Aboriginal residents as we can for this
24 project. And I think it's important that perhaps Linda
25 speak to it -- and you did address some of them, some

1 of the challenges that we face, but where we're going
2 to draw our employment from in terms of what's
3 available creates challenges in actually being able to
4 predict that over an above the choice issues. So I
5 think I'd have Linda expand on that a little bit.

6 MS. LINDA HAVERS: Linda Havers, Golder
7 Associates. I noted your labour market characteristic
8 information on your slide, and certainly don't -- don't
9 agree with -- or don't disagree with -- with those
10 numbers.

11 In -- in the research that we've done,
12 we've found that certainly achieving a high school
13 graduation diploma is a -- is a major constraint to
14 getting into a number of training programs that require
15 that. Many trades programs nowadays require Math 30,
16 and you know, some pretty extensive requirements, you
17 know, unlike the old days.

18 So that is -- is a constraint. And --
19 and what we see with the -- the Aboriginal population,
20 which is more -- more available and is the -- the ready
21 labour pool for a project such as this, of that
22 population we're looking at about 39 percent that --
23 that currently have a high school graduation diploma.

24 Now that is improving, but it's
25 improving kind of slowly. We -- we're -- we're looking

1 at about -- well, less than 1 percent a year, so -- so
2 more needs to be done in order to -- to sort of ramp
3 that up so that -- so that more people can participate.
4 Okay.

5 MS. CATHIE BOLSTAD: Cathie Bolstad,
6 from De Beers. Janet, one (1) of the things that maybe
7 I'd point you to is our response to Akaitcho Government
8 32, because there was a question similar asked of De
9 Beers, and I -- and I think it -- you know, the
10 government of the Northwest Territories has just done a
11 presentation on the value of the diamond industry in
12 terms of employment to both Northwest Territories
13 residents and Aboriginal residents.

14 And the employment impacts that -- that
15 are probably important to think about with respect to
16 the Gahcho Kue project is it is an open pit mining
17 operation and by the time the Gahcho Kue project
18 becomes operational the mining activities at Diavik
19 Diamond Mine and BHP's Ekati Mine are primarily
20 underground operations and there's a tremendous amount
21 of skills in Northwest Territory's residents and
22 Aboriginal residents that are trained for open pit
23 operations. And with the global market being out there
24 what it is the ability to retain those skills here in
25 the Northwest Territories is an opportunity that the

1 Gahcho Kue project provides. And timing is everything,
2 of course, when it comes to -- to keeping people.

3 So, you know, when -- when we look at
4 this, our goal is certainly to continue to work and
5 attract as many people and -- and to get the project up
6 and running because there's some great skills out there
7 that we collectively, Aboriginal communities, the
8 government of the Northwest Territories, and De Beers,
9 and other mining companies have trained for these very
10 mines here. And we're -- we're counting on, as a
11 company, that some of those skills are going to come
12 and work for us when their mining operations are
13 winding down, so.

14 MS. JANET GRINSTED: Janet Grinsted,
15 ECE. Thank you. Another question was with regard to
16 transportation practices for southern hires. And does
17 De Beers plan to fly southern workers directly to the
18 Gahcho Kue site from Edmonton?

19 MS. CATHIE BOLSTAD: De Beers Canada,
20 Cathie Bolstad. Absolutely. The project would be
21 viable with southern workers; we need them.

22 MS. JANET GRINSTED: Janet Grinsted,
23 ECE. De Beers has referenced its apprenticeship
24 practices and we're requesting further information on
25 the number of apprenticeship positions in place for the

1 life of the mine, and some further detail on the types
2 of occupations and numbers of positions for each
3 occupations.

4

5 (BRIEF PAUSE)

6

7 MS. CATHIE BOLSTAD: Cathie Bolstad, De
8 Beers Canada. De Beers will be providing information
9 with respect to the number of apprenticeships in the
10 life of mine. And I think you asked for details on --
11 on the spread of the jobs and those jobs. That is part
12 of what we develop as we get closer to the mine and
13 through the operational capability plan.

14 What I would suggest, perhaps, that
15 would -- you know, we will aim for and I'm looking to
16 the panel for guidance on this, is that, you know, as
17 part of the -- prior to the presentation of the
18 technical papers, De Beers will make sure that we put
19 that on the record in terms of the number of trainees
20 and apprenticeship positions that we would staff for
21 the life of mine.

22 As you can appreciate one (1) of the
23 things we have to do as part of modelling the mine, as
24 you're asking for, is determine exactly how many
25 positions. And of course, if you have an apprentice

1 you have to have a journeyman supervising them. So we
2 have to work out all of those details for this specific
3 mine model and we're not quite there yet. So -- but we
4 can commit to providing that by October.

5 Does that satisfy the panel?

6 THE FACILITATOR HUBERT: Chuck Hubert,
7 with the panel. Yes, thanks very much, as a
8 commitment. Can I call it something specific?

9 MS. CATHIE BOLSTAD: Cathie Bolstad, De
10 Beers. Of course you can call it something specific.
11 How about we -- we call it De Beers commitment to
12 outline its training and apprentice positions for life
13 of mine.

14

15 --- COMMITMENT NO. 4: De Beers to outline its
16 training and apprentice
17 positions for life of mine

18

19 THE FACILITATOR HUBERT: Thanks very
20 much. GNWT can continue.

21 MS. JANET GRINSTED: Janet Grinsted,
22 ECE. In addition to the apprenticeship we would also
23 ask if De Beers could identify specific occupation
24 titles, specific qualifications and competencies, even
25 job profiles or job descriptions, if possible, related

1 to each occupation that will be required in both the
2 construction and operation phase, so that training
3 agencies and government programs can strive to -- to
4 try and address the skills needed in advance of the
5 project.

6

7 (BRIEF PAUSE)

8

9 MS. CATHIE BOLSTAD: It's De Beers
10 Canada, Cathie Bolstad. Certainly we can commit to
11 providing before the submission of technical papers a
12 preliminary list. The actual -- the point in time in
13 which for this project detailed job descriptions are
14 done is -- is a ways away yet. So we can provide a
15 preliminary list of that.

16 De Beers does provide its job
17 information into ECE's labour framework planning. We
18 were part of that last year. So, you know, certainly
19 we welcome the invitation as you update those models to
20 come to De Beers for, you know, all of our NWT jobs
21 that we see on the horizon over the next five (5)
22 years. We're -- we're always glad to participate in
23 that process for you as you plan -- plan for that.

24 Similarly, De Beers provides into the
25 Mine Training Society, at the point in times where

1 they're doing strategic planning at the table with --
2 with all of the partners, what we view our needs are
3 for -- for labour assessment. But the detail that
4 you're asking for, we're -- we're unable to provide at
5 this point. We'll provide something preliminary.

6 THE FACILITATOR HUBERT: Yeah, please
7 provide that in a short sentence for us so we can write
8 it down correctly.

9 MS. CATHIE BOLSTAD: Cathie Bolstad,
10 from De Beers. Prior to the submission of technical
11 papers De Beers will table a preliminary outline of the
12 jobs that will be at the Gahcho Kue mine, and what job
13 category that those fall into.

14 THE FACILITATOR HUBERT: Chuck Hubert,
15 with the panel. Thanks. That's very helpful.

16 And, once again, we'll go over these at
17 the end of the day to confirm once again. Please
18 continue, GNWT.

19 MS. JANET GRINSTED: Janet Grinsted,
20 ECE. That was all of our questions right now. Thank
21 you very much to De Beers for their responses.

22 THE FACILITATOR HUBERT: Chuck Hubert,
23 with the panel. I'd like to open it up to the floor
24 then. Other parties that may have questions related to
25 the topics brought up by GNWT? And that includes our

1 participant on the telecon as well.

2

3 (BRIEF PAUSE)

4

5 MS. BRIGITTE MASELLA: Brigitte
6 Masella, with the panel. I'm not at all aware of the
7 parameters of the scholarship program that's currently
8 in place. So I was curious as to what they are, for
9 example, high school graduates or those with the best
10 grades in a given year or those who showed the -- the
11 biggest progress in a year.

12 MS. CATHIE BOLSTAD: Cathie Bolstad, De
13 Beers Canada. The scholarships that we administer
14 right now are done in partnership with communities that
15 we work with, so there are committees in place that
16 determine specifically what those are, usually on an
17 annual basis. And, in some cases, depending which
18 community we are working with, grade -- we are actually
19 helping and encouraging people to complete high school
20 with scholarships. I am in -- in other cases, we are
21 promoting in -- post-secondary education.

22 Throughout all of that, De Beers
23 participates in setting the parameters for that to look
24 for female candidates to ensure we're encouraging
25 female candidates to pursue it. And we provide a look

1 at what are the skill sets that De Beers needs and is -
2 - is struggling to get in the area of our -- our work
3 project. And we encourage people to do that. So
4 that's the -- the general process in how our
5 scholarships work currently.

6 THE FACILITATOR HUBERT: Chuck Hubert,
7 with the panel. Thanks very much for that response.
8 Other questions from GNWT to De Beers or -- or other
9 parties?

10

11 (BRIEF PAUSE)

12

13 MS. STEPHANIE POOLE: Sorry. Stephanie
14 Poole, Akaitcho IMA implementation office. I have some
15 questions regarding the GNWT presentation, also for De
16 Beers, in regards to socio-economic impact agreements,
17 those already in existence and those being contemplated
18 today.

19 Let's just let it be known that I live
20 in a small isolated community known as Lutsel K'e, and
21 in my community we are considered an impacted
22 community. We already have three (3) operating diamond
23 mines in our territory and -- and this proposal would
24 be the fourth.

25 Through all this we've -- we've been

1 subject to a number of different types of agreements in
2 the permitting of -- of these mines. And I believe
3 there are a couple of socio-economic agreements already
4 in place with the GNWT and the industry in regards to
5 these diamond mines.

6 And within these agreements they make
7 provisions that are meant to protect the communities
8 from negative impacts from these developments. And
9 they speak to things specifically like promoting
10 education, promoting the graduation from high school
11 grade 12, developing, training, and skills towards
12 future employment. They're meant to safeguard the
13 community from negative impacts from -- from these
14 developments, but these agreements have not been ever
15 fully implemented. And it's been a number of years
16 since they've been enacted.

17 In your presentation, you spoke of a
18 follow-up program that's been in place since Diavik.
19 And it just makes me wonder -- and I have to ask the
20 question, If these agreements are in place and you say
21 they are being implemented and followed up on, why --
22 why is it that our -- our school and our community is -
23 - is losing funding? Why is it that this next coming
24 year we will be losing teachers?

25 In the past few years, our school in

1 Lutsel K'e has started to offer grades kindergarten to
2 grade 12. And in the years since then we have had no
3 high school graduates. You have a policy where you
4 determine the amount of funding our school will get
5 based on attendance in a certain period of time, and --
6 and that effects the following school year and our
7 funding.

8 And -- and because of the impacts of
9 industry and the diamond mines in our community, it
10 means that some people who work at the mines are making
11 more money, and that they can chose to move away from
12 the community to places like Yellowknife in order to
13 provide their families with better education. It also
14 means that young families or adults are leaving the
15 community to further their own education with their
16 young children, and -- and so those children are
17 leaving our school, as well. This is another impact
18 from this industry.

19 And so this is happening. And it's
20 affecting us in a negative way in our community. Yet
21 we have these agreements that are supposedly in place,
22 and being implemented, that are supposed to protect us
23 from these kind of impacts. And they are not. And so
24 I guess I want to know from the GNWT why are these
25 agreements not being fully implemented? And because

1 they already hold one (1) of these agreements for Snap
2 Lake, I would also like to know from De Beers why this
3 is being allowed to happen as well.

4 If these issues are being faced in the
5 community of Lutsel K'e, which is the most isolated and
6 closest community to this proposal, it could also be
7 occurring in other Akaitcho First Nation communities,
8 such as Deninu Kue and Dettah and N'Dilo.

9 So I would just like to hear from you
10 all about -- about that. Thank you.

11 THE FACILITATOR HUBERT: Chuck Hubert,
12 with the panel. Thanks very much for those questions.
13 I think -- would GNWT be willing to go first with a
14 response?

15

16 (BRIEF PAUSE)

17

18 MS. JANET GRINSTED: Janet Grinsted,
19 ECE. I -- I am aware specifically of the -- the
20 question of Lutsel K'e school enrollments this past
21 year. So I could perhaps speak to that, although it's
22 probably not related to the socio-economic agreements.
23 Okay.

24 So you're -- you're correct. Funding in
25 schools is based on enrollment. And enrollment is

1 based on students who are in attendance or excused
2 absence for at least 60 percent of the time in the
3 month of September. And on the basis of that, funding
4 is determined for the next year.

5 And what happened in Lutsel K'e this
6 past year was a decline in enrollments, a fairly
7 significant decline in enrollments. So it did affect
8 funding. That is the -- the part of your comments that
9 I can address from a school's perspective. Perhaps,
10 Juanita can...

11 MS. JUANITA ROBINSON: Thank you for
12 your question, Stephanie. I know when the Diavik mine
13 went through its permitting process there were -- the
14 question was asked, would small communities perhaps be
15 negatively affected by out-migration because people
16 might leave. I don't think in the agreements that
17 there's any commitments that are captured that address
18 out -- out-migration from small communities.

19 The developers have made some
20 commitments around money -- money management and some
21 commitments to help communities. But I don't -- the
22 agree -- the agreements don't deal with out-migration,
23 which is what you're looking at from Lutsel K'e.

24 Janet has described how the government
25 budget process works. In terms of a project, such as

1 Gahcho Kue, there's only so much you can expect of the
2 project. Perhaps the question that should be asked is,
3 what would be reasonable mitigations to put in place if
4 this -- if out-migration from a small community is an
5 issue.

6 MS. STEPHANIE POOLE: Thank you.
7 Stephanie Poole, Akaitcho IMA. I don't think -- well,
8 there's a few things being said there. I understand
9 the GNWT policy regarding funding for schools. And I
10 don't expect you to change that here today.

11 Also, I'm not targeting -- I'm not sure
12 what -- what was that term you used? But the -- the
13 migration of people outside of the community and -- and
14 I agree that the socio-economic agreements do not
15 specifically say, you know, verbatim that. But they do
16 say that there will be best efforts made -- I can't
17 remember off the top of my head exactly what the words
18 are, but it does speak to ensuring that education is
19 promoted up -- up until grade 12, that it is ensured
20 that, you know, and promoted and enhanced for -- for
21 these communities. And -- and it is -- and it does
22 speak to protecting us from negative aspects and
23 impacts from these developments. And this is one (1)
24 of those negative impacts that we're facing today.

25 And to say that this is our -- our

1 policy for funding and that's just the way it is, is --
2 is not good enough. Because you have these agree --
3 agreements in place that are -- so as an impacted
4 community, not your average every day community, you're
5 supposed to be protecting us from these negative
6 impacts and not just offering up, you know, policies as
7 excuses as to why they're happening.

8 It's my understanding that that's why
9 these socio-economic impact agreements are in place to
10 add some extra layer of protection to these negative
11 impacts that we're facing. And -- and they are
12 happening, it is happening to us, we are going to
13 suffer next year because of it. And this is just one
14 (1) example of how. So I want to know why this is
15 happening and why, you know, our school -- if anything,
16 should be improving regularly, not, you know, getting
17 worse and worse.

18 Like, when you extended our school to
19 grade 12 it was just like, Okay, you're grade 12 now.
20 With no additional infrastructure, little extra
21 resources -- I think it was only for one year. And
22 now, you know, we're going to possibly lose two (2)
23 teachers next year. How are we going to run a
24 meaningful high school program in our commun --
25 community that way?

1 You know, high school students are --
2 our high school students want to live in the community,
3 but they want to also receive a good education. So,
4 you know, they try. And then when it's not meeting
5 their needs they're forced to leave and move, usually
6 here to Yellowknife, at a -- at a -- their family's own
7 expense just to receive this education that you are
8 supposed to be offering to us in our community.

9 So I don't think your answers were
10 sufficient for my questions. I want to hear from the
11 GNWT and De Beers on how -- on how these negative
12 impacts to our communities are going to be stopped.

13 THE FACILITATOR HUBERT: Chuck Hubert,
14 with the panel. Thanks for bringing it around and back
15 to the project at hand at the end there. Well done.
16 So would De Beers like to respond?

17 MS. CATHIE BOLSTAD: Cathie Bolstad,
18 from De Beers. Thanks, Stephanie. I just want to
19 check in with you. I was writing furiously to keep up
20 with you. And I heard you say there are three (3)
21 safeguards. And I -- and I thought I heard you say,
22 promoting education, promoting graduation. And I can't
23 read my own writing here. And I've got -- it looks
24 like, develop training skills. Can you just confirm
25 for me what those three (3) things were that you -- you

1 tabled as your concerns?

2 MS. STEPHANIE POOLE: Well, the --
3 that's not a comprehensive list. Those -- a couple
4 weeks ago we had a meeting with the South Slave
5 Divisional Education Council in our community. And
6 during that time I had a quick look at the -- one (1)
7 of the existing socio-economic agreements just to see
8 what it was they were supposed to be doing. And so I'm
9 just kind of working off my vague memory, that is not
10 as good as it used to be. I'm getting older.

11 So -- but I mean, it wouldn't be
12 difficult to -- like, you could just reference the
13 already existing socio-economic agreements. You know,
14 look them up -- if you need to add them to the public
15 registry, and see what they say about this. But they
16 do say that they are supposed to -- you know, they
17 generally say they're supposed to protect our community
18 from negative impacts from these developments, and that
19 they are to promote education, the education and
20 training of our people in the community.

21 I mean, I'm sure the GNWT knows exactly
22 what they say. They are their agreements. You have
23 one (1) with them, you should know what it says.
24 There's another one with Diavik. I mean, I'm hoping
25 that you're all fully up to speed on exactly what is

1 the content of these agreements.

2 MS. CATHIE BOLSTAD: Cathie Bolstad, De
3 Beers. I certainly am aware of what is in the content
4 of De Beers' agreements. And I heard you say, not
5 fully implemented. And I can confirm that De Beers is
6 honouring its commitments in its socio-economic
7 agreement.

8 With respect to the things that I did
9 hear you mention, in terms of promoting education, for
10 example, now De Beers goes into the communities around
11 its projects and will continue to do for the life of
12 the Gahcho Kue project to promote the importance of
13 staying in school, the importance of literacy. To
14 provide a -- a tangible example of how we do that
15 today, we go into the communities and -- for ten (10)
16 years now we've been providing books free to every
17 child from preschool to grade 12. And we've brought in
18 with us student financial officers from the Education,
19 Culture, and Employment where there are high schools,
20 so that students can meet face-to-face the support
21 person that will help guide them through the paperwork
22 to get their -- their applications completed for
23 financial assistance for post-secondary education.

24 Those are examples of how we, as a
25 company, work with the schools. We do support

1 graduations, to encourage it, including Lutsel K'e.
2 We've been doing that for a number of years. And we do
3 work in partnership with the Mine Training Society,
4 which has on its board members from the communities, to
5 work and plan the development of training programs that
6 we place people in at our mine sites. So whether it's
7 mineral procent -- proc -- process plant operators or
8 security officers or, in the case of Snap Lake,
9 underground mine training.

10 We are working hard as a company to make
11 sure that we are providing those opportunities and
12 making those choices available and assisting where we
13 can. In 2011, we provided a tool in the adult learning
14 centres in the communities for financial management, so
15 that people in the communities and their families could
16 work on that tool in partnership with De Beers
17 providing it and the Education, Culture and Employment
18 providing it in the learning centre as a place for them
19 to go.

20 So, from our perspective as a company,
21 those are the things that we can do, are doing. And we
22 provide a report. Our -- our 2011 socio-economic
23 annual report is close to coming across the finish line
24 for our current project. And we report on that both in
25 the communities to our successes and our challenges.

1 And we invite input. And we talk about what we're
2 doing to address challenges, where we'd like to make --
3 make improvements for the seizing of those
4 opportunities.

5 From my perspective, they are being
6 monitored. We're reporting the results. We said we
7 would. And we're talking about it in communities and
8 with government. And where there are collaboration
9 opportunities to pursue improvements, we're doing that.
10 And -- and that's what implementation of these
11 agreements is.

12 THE FACILITATOR HUBERT: Chuck Hubert,
13 with the panel. Thanks very much for that response.
14 At the moment, I believe we have somebody on the
15 telecon that would -- has been waiting patiently to ask
16 a question. So let's go to whoever is on the tel --
17 telecon. And please let us know who you are. Thanks.

18 MR. TODD SLACK: Hi, Chuck. Todd here.
19 And I have three (3) questions for the company there.
20 And the first sort of relates to the information that
21 was presented by the GNWT there and their response.

22 So if -- what I'm trying to understand,
23 if the open pits, Ekati and Diavik, are closing, and we
24 all know this is happening and that this is a labour
25 force that this mine can take up, what I don't

1 understand then is why the projected percentage of
2 northern employment is so low relative to the other
3 mines. Here you have this labour force coming free.
4 It would seem that, you know, it would make for a nice
5 segue. And shouldn't that number be significantly
6 higher? I guess I'd just like to hear their -- their
7 sort of response to that.

8 MR. GRAEME CLINTON: Graeme Clinton,
9 with Impact Economics. Todd, thanks for the question.
10 I think one (1) of -- one (1) of the challenges we have
11 in -- in making an assumption on -- on local or res --
12 NWT resident employment is to understand -- or make --
13 understand what's going to happen over the life of the
14 project to things that are outside the control of this
15 particular project.

16 The -- as an example, when -- when we
17 began the -- the economic analysis of this project the
18 expected mine life at Ekati was to 2021, I believe, or
19 2022. We've since learned in -- in -- over the -- the
20 last few months that that mine is now for sale. And
21 should it not be sold, the -- the life of that project
22 would be a lot shorter. So that would have a
23 significant impact on the projected labour profile over
24 the -- over the course of the project.

25 Similarly, if both Ekati and Diavik were

1 to be sold to a single company, they would likely then
2 alter the -- the production scale -- production
3 schedule. And that would again alter what the -- the
4 overall labour force -- labour supply and demand would
5 be in the territory.

6 I think the point that I'm making here
7 is that when you try to line up what is going to happen
8 with the project -- and that your example was the
9 closure of the open pit operations at Diavik. If we
10 could count on the start date of this project, and we
11 could count on the -- the closure of -- of Diavik's
12 open pit, and walk -- walk those labour over into --
13 from one (1) project to the other that would be great.

14 But we don't have control over those
15 things, so what -- what would worry me about that is
16 that if there's a short delay in -- in this -- in the
17 schedule for Gahcho Kue of -- of -- whether it's six
18 (6) months or a year or two (2) years, what happens to
19 that idle labour that have left the -- their job at
20 Diavik? How long can we expect them to stay in the
21 territory in hopes that this project will be approved
22 and then they can -- they can take up jobs here?

23 What concerns us when we're trying to
24 make these -- these estimations, the assumptions of
25 local participation, is that some of that labour -- if

1 there's -- if there's too much of a gap between the
2 closure of one (1) project and the opening of another,
3 that labour might leave. And if they leave they might
4 not come back.

5 These are all sorts -- all of these are
6 assumptions that we try to -- we try to assess. And --
7 and given the information that we -- that we have at
8 the time we make -- we make the -- our most educated
9 assumptions as to what will happen, and which results
10 in our -- in our number. So that's how we -- we sort of
11 do the assessment in terms of how we come up with the
12 local labour force in order for -- for our -- to -- to
13 continue the analysis.

14 I think the other point is that the --
15 the number that we use in -- in modelling the -- the
16 project isn't a target in the sense that should --
17 should 37.6 percent of the labour force be employed at
18 the mine and reside in the Northwest Territories that -
19 - that there would be no other interest in employing
20 additional local labour. It's -- it really is an
21 assessment of what would be available under a whole --
22 whole list of -- of assumptions that generate a single
23 number and a single estimate.

24 Of course, over time there will be sig -
25 - there will be changes to -- to the information that

1 we have. We'll learn -- we'll learn new things about
2 what's happening at other projects. Graduation rates
3 might improve, they might -- they might not. We don't
4 -- we don't know those things, but all these different
5 things factor into -- into what comes up with our
6 number.

7 But you could -- you can imagine every
8 time you change the assumption you end up with a
9 different number. So we ultimately have to choose one
10 (1) that's a prudent -- a prudent number, that's
11 defensible, and that allows us to sort of move forward
12 with the analysis. Thank you.

13 MR. TODD SLACK: If I can just ask one
14 (1) quick follow-up on that. So the -- Graeme, I think
15 -- well, sorry. Thanks for that answer. But the risk
16 there, if I'm following your logic correctly is that
17 the -- the company is proceeding with its schedule as
18 laid out.

19 Isn't the risk that the workers come out
20 of Ekati and Diavik with experience -- northern
21 workers, with experience in open pit mining, and then
22 there's no jobs for them and they are forced to leave?
23 And the company is then employing a great deal of
24 southern labour while the northern guys are forced to,
25 you know, move to Saskatchewan or, you know, wherever.

1 Isn't that a -- a pretty likely scenario in that case?

2 MR. GRAEME CLINTON: Graeme Clinton,
3 Impact Economics. Thanks, Todd. You're -- you're
4 correct that -- that there is risk associated with any
5 projection or forecast. And -- and should there be no
6 -- no mining at all in the territory, there would be a
7 significant out-migration of people. It's -- it's --
8 as -- as an economist I would see that as an enormous
9 risk.

10 But I think that -- so -- so, yeah. I
11 think that's -- that's true. I think that the -- the
12 presence of the Gahcho Kue project is a mitigation
13 against that -- that from happening. Thank you.

14 MS. CATHIE BOLSTAD: If I may, it's
15 Cathie Bolstad. Good afternoon, Todd. I think just to
16 add to that, De Beers is not in control of what happens
17 external to us, other projects, and -- and the choices
18 people make.

19 What we can control is the adequacy --
20 adequacy -- my mouth doesn't want to work -- the adequacy
21 -- adequacy with which we implement our programs to
22 recruit and retain the skill set. And certainly our
23 goal and our desire is to see the project permitted
24 quickly, and for us to be in a position to seize as
25 much of those available skills that are out there. And

1 certainly our promotion plans and our recruitment plans
2 are going to be aimed at that.

3 But I think we could spend the whole day
4 deliberating all the things that might be out there
5 that are not in our control. And -- and they are
6 factors that you try and weigh, and take into
7 consideration, and move with. And -- and we will do
8 that with the goal of retraining and keeping and
9 attracting the fabulous skills that are in the
10 Northwest Territories that we have been part of
11 developing and training with our first mine.

12 MR. TODD SLACK: Hi, Cathie. And
13 thanks for that, and I appreciate the irony as I'm
14 calling in from the south.

15 I guess I -- that's a good sort of segue
16 into my second question, and I'm wondering if Graeme --
17 during -- after he created his initial assumptions, or
18 the company for that matter, if he developed a sort of
19 optimum scenario based on those initial assumptions on
20 when project implementation would, by these
21 definitions, maximize the benefits for northern and the
22 Yellowknives Dene.

23

24 (BRIEF PAUSE)

25

1 MR. GRAEME CLINTON: Graeme Clinton,
2 Impact Economics. No, that -- like -- your question is
3 a good one, and it comes up a lot. But we tend not to
4 try to sort of -- I mean, it's -- it's called data
5 mining, I don't -- but we -- we try not to sort of move
6 everything around in a way -- sort of in an artificial
7 way. There has to be -- has to be a concrete reason to
8 change your assumption.

9 So once you have an assumption, you
10 don't -- you -- you tend not to put a -- sort of a
11 probability on -- on every assumption. You say, Well
12 there's a 50 percent chance of this happening, and a 75
13 percent chance of that happening, and -- and proceed
14 that way. Because at the end of the day a project like
15 this will either go ahead or it won't. Somebody will
16 either apply for a job or they won't.

17 There's -- so in -- in coming up with a
18 single estimate, there's little value to sort of
19 assigning probabilities to everything in an -- in an
20 attempt to -- to orchestrate an optima -- something
21 optimal in that sense. So thank you.

22 MR. TODD SLACK: Clear. Sorry, Todd
23 Slack, YKDFN. You -- you didn't analyze any other
24 scenarios, like two (2) years later, or anything like
25 that, in terms of maximizing the benefits for the --

1 the NWT?

2 MR. GRAEME CLINTON: Graeme Clinton,
3 Impact Economics. No, I didn't.

4 MR. TODD SLACK: And then my third
5 question is related to what Stephanie started talking
6 about in terms of the migration from Lutsel K'e to
7 Yellowknife. But what I'm con -- concerned with is the
8 creation of a scenario in which there's an economic
9 advantage for expertise and money to flow south with
10 direct flights and whatnot.

11 We -- we all know how expensive it is to
12 live in Yellowknife where Edmonton is a much cheaper
13 place to live. And if you can achieve the same
14 benefits while it's cheaper to live somewhere in the
15 south, doesn't that create a scenario in which it's
16 advantageous for people to live elsewhere while -- and
17 as a result, export money, expertise, and benefits out
18 of the NWT to other provinces?

19

20 (BRIEF PAUSE)

21

22 MS. CATHIE BOLSTAD: Hi, Todd. It's
23 Cathie Bolstad. Thanks for that question. The first
24 point I guess I'd like to make in response to that is
25 again there are factors outside of the company's

1 control. And in -- in Canada people can live and work
2 wherever they want to live and work, that's a reality
3 of our country.

4 Our commitment as a company in terms of
5 hiring priorities is to look for the skills we need for
6 our jobs and to match, from the Northwest Territories
7 and from the aboriginal people from the Northwest
8 Territories, to those skills and those jobs available.

9 As a company, and we've -- we've put
10 this in our EIS and they are our policies today, our
11 way of doing our part to encourage people to live here
12 and work for us are through the relocation packages
13 that we offer when we offer employment, to encourage
14 them to move into the Northwest Territories, through
15 the picking up of people from their place of residence
16 in the Northwest Territories so that they can chose to
17 live where they want to live and still work for us.

18 And it's through the attractive
19 allowances that we position ourselves competitively
20 within the marketplace that is global to encourage
21 people to live for us and work for us here. And those
22 allowances address that it is costly to live here. And
23 they are excellent allowances, they are competitive
24 allowances. And that's what we do as a company to
25 ensure that the opportunities that we are providing as

1 a company are facilitated for availability to people
2 who live in the Northwest Territories and chose to work
3 for De Beers.

4 THE FACILITATOR HUBERT: Chuck Hubert,
5 with the panel. Thanks very much for that response.
6 And thanks, Todd, for being on the line. Do you have
7 anything else before we let you continue, I guess, on
8 vacation or -- or where exactly are you?

9 MR. TODD SLACK: No, I'm good, Chuck.
10 Thanks.

11 THE FACILITATOR HUBERT: Thanks very
12 much for your participation then. Bye-bye.

13 Okay, it's about 2:30, we can continue
14 for a few more questions on the topic if anybody's
15 willing and interested in asking further questions.

16

17 (BRIEF PAUSE)

18

19 MS. STEPHANIE POOLE: Stephanie Poole,
20 from Akaitcho IMA. I have a few questions here. I
21 think one's been answered already and it was: Will De
22 Beers fly employees directly to and from Lutsel K'e and
23 Deninu Kue? But I believe in your last answer you said
24 you'll fly them into work from wherever they live in
25 the Northwest Territories.

1 MS. CATHIE BOLSTAD: Hi, Stephanie.
2 It's Cathie Bolstad. De Beers will have pickup points.
3 And I think there is an IR -- and if my team can help
4 me in terms of the IR on pickup points. We will have
5 pickup points in the Northwest Territories, they will
6 be the same as Snap Lake. And our commitment as a
7 company is to always look at where we are drawing our
8 employees from and have a combination of pickup points
9 and allowances that make it easy for them to come and
10 work for De Beers.

11 Getting to De Beers to work for us from
12 a community in the Northwest Territories will not be a
13 barrier to choosing employment. The greatest barrier
14 we actually face is matching the skill set and getting
15 people trained for the right skills.

16

17 (BRIEF PAUSE)

18

19 MS. CATHIE BOLSTAD: Cathie Bolstad.
20 The response on that in terms of pickup points is in
21 GNWT number 8 IR.

22 MS. STEPHANIE POOLE: Could -- could
23 you just tell me if you're going to pick up people from
24 Lutsel K'e and Deninu Kue.

25 MS. CATHIE BOLSTAD: Yes, Stephanie.

1 MS. STEPHANIE POOLE: Thank you.

2 Stephanie Poole, Akaitcho IMA Office.

3 Next question. The GNWT provided a
4 presentation on economic benefits to the territory as a
5 whole, but has not broken down by region or community.
6 De Beers or the GNWT should be asked to provide a
7 breakdown for the Akaitcho communities of the
8 following: contribution to the GDP of the Akaitcho
9 communities, I believe that's gross domestic product;
10 labour income for the Akaitcho communities; royalty
11 revenue to the Akaitcho communities; and employment in
12 person years. So I guess I need to know if the GNWT
13 and De Beers can commit to providing this info.

14

15 (BRIEF PAUSE)

16

17 THE FACILITATOR HUBERT: Chuck Hubert,
18 with the panel. Thanks very much th -- that question
19 with multiple parts to it. I'll give GNWT and De Beers
20 a minute or so to respond. Thanks.

21

22 (BRIEF PAUSE)

23

24 MR. GRAEME CLINTON: Graeme --

25 MS. VERONICA CHISHOLM: Veronica

1 Chisholm, from De Beers. I don't plan to scoop you on
2 economics. I do plan on addressing Stephanie's
3 question directly. No, we cannot provide those
4 commitments. And I want to explain -- I'm going to
5 have the team explain why. So I'll have Graeme start
6 with GDP and why that's difficult for us to do, if not
7 impossible. Go ahead, Graeme.

8 MR. GRAEME CLINTON: Graeme Clinton,
9 Impact Economics. Thanks for your question, Stephanie.
10 GDP is -- is the summation of labour income profits,
11 capital consumption allowance and indirect tax on
12 production. If you were to -- to try to assess the --
13 the contribution of Akaitch -- of Lutsel K'e to the
14 Territories' GDP you'd have to determine all those four
15 (4) components that occur on a domestic level as
16 opposed to a national level. So you're following
17 Akaitcho pe -- Lutsel K'e people wherever they go and
18 wherever they work.

19 So if you're looking at a gross domestic
20 product it means that a individual or business from the
21 Akaitcho, they're working outside the Akaitcho, will be
22 included in Akaitcho's gross domestic product. If you
23 break that down to a community level, if a community
24 business was servicing another community business -- or
25 another community, that would be included in your gross

1 domestic product.

2 The -- the ac -- the -- but on the
3 larger scale, like the capital consumption allowance
4 profits, indirect taxes occur at the mine site, like
5 the actual location of the mine site. So they don't
6 actually incur in any of the communities. They incur
7 in the -- the greater region or the Akaitcho region.

8 So, in that sense, the -- the GDP impact
9 in Akaitcho is the value of the mine because it's --
10 the Aka -- or within -- within the -- the region that
11 it occurs. So if it's -- if it -- whether it's Tlicho
12 or Akaitcho territory it's occurring in the North Slave
13 region. So the vast majority of -- of the GDP impacts
14 are centred on where the mine is located. To break it
15 down into what each com -- community contributes in
16 terms of the components of GDP would be impossible.

17 MS. LINDA HAVERS: Linda Havers,
18 Golder. Hi, Stephanie. I just wanted to address your
19 question about labour income and -- and predicting
20 employment in person years to Akaitcho communities.

21 And the -- the reason why we're not able
22 to do that is -- is largely because recruitment is
23 across the Territories. It's very broad. And we're
24 not able to predict how many people will be employed
25 from any given community, so we're not able to then

1 calculate person years or labour income that -- that
2 can then be attributed to -- to that community.

3 I also -- just following up from -- from
4 what Graeme had just said, employment in -- in person
5 years and labour income is -- is predicted at the level
6 of the territory, which is the -- the study area for
7 the economic impact assessment. That's the data that's
8 put into the input/output model. So that's, you know,
9 that's how we -- we come up with the prediction.

10 And also, I just wanted to add do --
11 perhaps clarify that the -- the communities don't --
12 are -- are residential and administrative units, they
13 don't have economies of their own, so it's very
14 difficult to predict exactly what the economic benefit
15 would be to either a cultural community or a -- or a --
16 a small community.

17 MR. GRAEME CLINTON: Graeme Clinton,
18 Impact Economics. So I'll respond to the -- the
19 question on royalties. It's -- it's not economics,
20 it's really -- it's -- it's a matter of the fiscal
21 arrangement the Akaitcho territory has with the --
22 whether it's the federal government or the GNWT. As I
23 understand now, you -- you collect no resource
24 royalties under the current arrangement.

25 MS. STEPHANIE POOLE: Thank you.

1 Stephanie Poole, Akaitcho IMA Office. Well, at least
2 you could answer one (1) of those questions. Thank
3 you.

4 And I -- and I just wondered, when there
5 is a community that does not have an economy, what --
6 what technical term would you give that community?

7 MR. GRAEME CLINTON: Graeme Clinton,
8 Impact Economics. I think that maybe the -- that it
9 was taken a little too literally, that -- of course,
10 Lutsel K'e has an economy. There is -- it is -- it is
11 a place where buyers and sellers meet and -- and
12 there's transaction -- transactions, financial
13 transactions. I think the -- the point is that -- that
14 in -- on the wage based economy that the -- the -- in
15 this case, the Gahcho Kue project isn't located within
16 Luts -- the town of Lutsel K'e, so that activity
17 doesn't take place there.

18 The -- the -- anybody who participates
19 or any business that -- from Lutsel K'e that
20 participates in this project would of -- would, of
21 course, on a -- on a gross domestic product basis be
22 contributing to -- to that community's overall GDP.
23 The -- the point we're making is that we can't quantify
24 that, because we don't know the capital consumption
25 allowance of that business. We don't know the in --

1 the percentage of indirect taxes that apply to that
2 specific community.

3 I mean, we could -- if -- if you -- if
4 you were able to determine currently how many people
5 are employed in Lutsel K'e, and -- and list all of the
6 businesses that are associated or operating out of
7 Lutsel K'e, you could develop a gross national product
8 estimate of what Lutsel K'e is contributing to the --
9 the economy of the Northwest Territories.

10 MS. STEPHANIE POOLE: Thank you.
11 Stephanie Poole, Akaitcho IMA. So it sounds like, you
12 know, before you were saying it was impossible to
13 provide us with this information, and now it sounds
14 like it may be possible and that you could maybe try to
15 do so.

16 Before I move along with my questions,
17 perhaps I could just hear from the GNWT on whether or
18 not they would be able to answer my four (4) questions.
19 Thank you.

20 MS. AMY LIZOTTE: It's Amy Lizotte,
21 with the GNWT. And for the very reasons that De Beers
22 has stated, we -- we aren't able to provide that
23 information as well. We don't -- we don't have the
24 information available and the -- the economic
25 information that we used in that report was derived

1 from the environmental impact statement that De Beers
2 provided.

3 MS. STEPHANIE POOLE: Thank you.
4 Stephanie Poole, Akaitcho IMA. You can't even answer
5 the question on providing a breakdown for the Akaitcho
6 communities of royalty revenue to the Akaitcho
7 communities?

8

9 (BRIEF PAUSE)

10

11 MS. AMY LIZOTTE: Well -- Amy with --
12 Amy Lizotte with the GNWT. The Aboriginal Affairs and
13 Northern Development Canada would be best to answer
14 that question as they collect royalty.

15 MS. STEPHANIE POOLE: Thank you,
16 Stephanie Pool, Akaitcho IMA office. I just want to go
17 back to the negative effects on our communities, and
18 I'm not just speaking about Lutsel K'e; I'm speaking
19 about all of the Akaitcho communities. And -- and as
20 Todd had highlighted that it's also a concern for the
21 Yellowknives.

22 And -- and when I say that people leave
23 the communities, it doesn't just mean that they are
24 going to Yellowknife. They're going other places, as
25 well. And, you know, the mines, the industry, they

1 encourage, you know, the -- the best and the brightest
2 of our -- our citizens to -- to work for them. And,
3 you know, they want -- they want people to educate
4 themselves, and they -- they want people to get
5 training so that they can become good employees for
6 their industry. They promote that.

7 And -- and then at the same time there
8 are GNWT policies that also become a barrier to people
9 being able to stay in their communities once they do
10 acquire this -- this employment. You know, there are
11 housing policies that make it impossible to -- to pay
12 your rent when you -- when you have a job, when you're
13 earning an income.

14 So between the two (2) of you, you're
15 effectively forcing people to leave their -- their
16 hometowns, to leave their communities. And I just want
17 that noted for the record.

18 Also, De Beers responded by saying that
19 they can encourage people to live in the North by
20 setting high quotas for northern and Aboriginal hires,
21 and -- and actually adhering to them. But, you know,
22 certainly people can live and work wherever they want,
23 but De Beers can do a much better job at setting better
24 goals regarding their northern and Aboriginal hiring
25 practices.

1 And then I think this will be my final
2 question, for now. And in this example, I'll -- I'll
3 give you an example from Lutsel K'e. In the community
4 of Lutsel K'e, they have done eight (8) years of peer
5 reviewed academic research on the impacts of the mining
6 economy on the social and cultural fabric of the
7 community. This research has shown that:

8 "1. A family where a spouse works at
9 a mine is much more likely to break
10 up, creating more single parent
11 families.

12 2. Families where an adult works at
13 a mine are less likely to transmit
14 cultural and land based knowledge to
15 youth, and get out on the land less.

16 3. Adults from these families
17 volunteer less and participate less
18 in their community, such examples
19 would be leadership, coaching, et
20 cetera, then other people in the
21 community.

22 And 4. Families with an adult that
23 work at a mine are more likely to
24 leave the community. Examples would
25 be they can't buy a house, as GNWT

1 programs don't allow them to as they
2 make too much money."

3 So how does De Beers propose to mitigate
4 these effects?

5

6 (BRIEF PAUSE)

7

8 MS. CATHIE BOLSTAD: Cathie Bolstad,
9 from De Beers. I just want to go back to your preamble
10 and correct a couple of things that you said we said
11 that we actually didn't say.

12 So I don't think -- in fact I'm
13 confident I did not say setting quotas and adhering to
14 them was how we were going to achieve numbers. What I
15 did say was putting in place policies and procedures to
16 encourage and incent people to work for us and to live
17 here is how we will achieve recruiting and retraining
18 northerners.

19 I don't believe for a minute that
20 setting a number for the sake of setting a number
21 achieves anything at all. Producing and being
22 transparent about our numbers and how we're doing,
23 we're absolutely committed to. We are committed to
24 reporting as we do for the Snap Lake nin -- mine now,
25 on where we are hiring from, where people live in the

1 Northwest Territories when they work for us. And in --
2 in accordance with the hiring priorities, how we're
3 doing as a company for that, we will absolutely update
4 our reporting systems and report for all of our NWT
5 mines, both the Snap Lake and Gahcho Kue.

6 Could you clarify, please, Stephanie,
7 you cited a number of things. You said "they"; who is
8 "they," just so I can be clear on what report you're
9 citing and where that -- that information is coming
10 from?

11 MS. STEPHANIE POOLE: Sorry for that
12 confusion. It's Stephanie Poole, from the Akaitcho
13 IMA.

14 I think it's -- what I had -- what I was
15 trying to say is that De Beers, and you Cathie, had
16 said in response to something that people can live and
17 work wherever they want. And in response to that what
18 I am saying is that De Beers can encourage people to
19 live in the North by setting high quotas for northern
20 and aboriginal hires and actually adhering to them.
21 Certainly people can live and work wherever they want,
22 but De Beers can do a much better job at setting better
23 goals regarding their northern and Aboriginal hiring
24 practices. I hope that's clear.

25 The research is the community based

1 monitoring done through the West Kitikmeot/Slave Study
2 under Dr. Brenda Parlee .

3 MS. CATHIE BOLSTAD: Cathie Bolstad.
4 Thanks, Stephanie. Just to be clear, I think setting a
5 goal of hiring as many Northwest Territories Abor --
6 aboriginal residents as we can is a very good goal and
7 we aim to achieve that all the time in everything that
8 we do

9 You raised a few things and you talked
10 about family breakdowns, you talked about getting out
11 on the land, and you talked about add -- adult
12 volunteers and families leaving their communities. In
13 2009 De Beers participated with Ekati Diamond Mine,
14 Diavik Diamond Mine, and the GNWT Bureau of Statistics
15 and we surveyed all of the mine workers, regardless of
16 where they lived. And one (1) of the things we were
17 trying to understand as partners in that process was
18 how do we work together to encourage people to stay in
19 the Northwest Territories, to come to the Northwest
20 Territories when they -- when they want to work for us.
21 And we learned that the number 1 reason people either
22 leave or come is proximity to family. Family plays a
23 very important role.

24 What De Beers does, in terms of
25 retaining and recruiting Northwest Territories

1 residents and people from the communities, is provide
2 allowances that make it attractive for them to live
3 here. We provide relocation allowances to make it
4 attractive for those who want to take a job here, to
5 come here and live here and contribute to society here.

6 In terms of getting out on the land, our
7 feedback from our employees tells us that getting out
8 on the land with a two (2) and two (2) rotation is a
9 wonderful opportunity to have an income, to have the
10 money that affords the ability to get out on the land
11 in those two (2) weeks off and do the things that bring
12 people closer to their cultural activities.

13 And we have a volunteer program in place
14 that actually encourages and is a mitigation measure to
15 address the volunteer issue that you have. So for our
16 employees that volunteer in their communities and
17 contribute to their communities, the company has a
18 program where they can apply and ask us to match,
19 through the hours they've put in, contributions to the
20 things that are important to them in their communities.

21 Those are the kind of things we can do
22 as a company to mitigate the kinds of things that
23 you're talking about. And a number of those are
24 outlined in the EIS.

25 MS. STEPHANIE POOLE: Stephanie Poole,

1 Akaitcho IMA. You're talking about an employer survey
2 to their employees that happened one (1) time. I'm
3 talking about academic research that's been peer
4 reviewed, so there's a big difference.

5 And when I read through just briefly the
6 EIS and this section, I understand that that's your
7 opinion, that you think that there are no negative
8 effects in regards to -- to these areas. But our peer
9 reviewed academic research shows that -- that, yes,
10 indeed this is what is happening. And so it's not
11 appropriate for you just to say, In our opinion this is
12 what we think. We want to know from you -- we're
13 telling you these are the issues, and we want to know
14 from you how do you propose to mitigate these things.
15 And if it's just through incentives and all of the
16 things that you've mentioned a couple of times now,
17 then -- then maybe just say so and you won't have to
18 repeat all of those same things again. Thank you.

19 MS. CATHIE BOLSTAD: Thanks, Stephanie.
20 To be clear, I'm -- I'm confident that De Beers has
21 outlined all of the steps it'll take to mitigate those
22 in the EIS and in our response.

23 THE FACILITATOR HUBERT: Chuck Hubert,
24 with the panel. It's getting to be about ten (10) to
25 3:00. Stephanie, if I can ask you to repeat the name

1 of that study. And can I request that that study
2 perhaps -- or can I ask Akaitcho IMA if they would like
3 to have that study on the public registry?

4 MS. STEPHANIE POOLE: It is the
5 community-based monitoring done through the West
6 Kitikmeot Slave study under do -- Dr. Brenda Parlee.
7 And you might as well throw it up on the public
8 registry. I mean, why not. The more information the
9 better.

10 THE FACILITATOR HUBERT: Thanks very
11 much. We look forward to receiving that document from
12 you, and we will put it up. So perhaps now is a good
13 time to take about a fifteen (15) minute break. Thanks
14 very much, everybody, for your questions and answers
15 and -- and attention so far. Let's meet again in
16 fifteen (15) minutes.

17

18 --- Upon recessing at 2:50 p.m.

19 --- Upon resuming at 3:05 p.m.

20

21 THE FACILITATOR HUBERT: Good
22 afternoon, everybody. If we can take our seats. And
23 we'll get started in one (1) minute, please.

24

25 (BRIEF PAUSE)

1 THE FACILITATOR HUBERT: Welcome back,
2 everybody. It's Chuck Hubert, with the Gahcho Kue
3 panel. I'd like to continue with the discussion that
4 we had started earlier this afternoon. I think that it
5 -- it's a good topic to continue with.

6 I'd like to invite Akaitcho IMA, or
7 Lutsel K'e, if they could, to continue where they left
8 off for a few minutes. And after -- maybe I'll repeat
9 myself. I'd like to invite Akaitcho IMA and Lutsel K'e
10 to finish off with their questions for a few minutes,
11 and then I'd like to go to the Tlicho Government. So,
12 please, go ahead.

13 MS. STEPHANIE POOLE: Thank you.
14 Stephanie Poole, Akaitcho IMA Office. Regarding my
15 questions, I had asked the question -- the four (4)
16 questions regarding the peer reviewed academic research
17 on the impacts of the mining economy and the social and
18 cultural fabric of the community. I listed out four
19 (4) things that the research has shown and then I had
20 asked, you know, how does De Beers propose to mitigate
21 these effects. And we heard their opinion on that.

22 I just wondered if the GNWT wanted an
23 opportunity to talk about how they might propose to
24 mitigate those effects? And then, unless I have any
25 follow-up questions, I should be done for now.

1 (BRIEF PAUSE)

2

3 MS. AMY LIZOTTE: Sorry for the delay.

4 This is Amy Lizotte with the GNWT. And essentially, at
5 this time we're -- we are not prepared to answer that
6 question. We don't have an answer at this time.

7 THE FACILITATOR HUBERT: Chuck Hubert,
8 with the panel. Okay, thanks.

9 Lutsel K'e First Nation, and I'd like to
10 turn the mic over to the Tlicho government around 3:30,
11 so questions, please.

12 MR. MIKE TOLLIS: Thanks, Chuck. It's
13 Mike Tollis from the Lutsel K'e Dene First Nation. We
14 had talked a little about -- about this already, but I
15 -- I just wanted to propose a question to De Beers.

16 Regarding De Beers' responses to Lutsel
17 K'e's Information Request number 11, De Beers suggested
18 it's not possible to conduct an assessment of the
19 project's effects on a community by community nature,
20 given the nature of the available data. De Beers goes
21 on to say that they interviewed local workers in the
22 areas of economic development, education and training,
23 health and wellness and culture. But two (2) of the
24 three (3) of the mentioned interviewees were -- were
25 just staff. They -- they weren't in a management role

1 and no longer reside in the community, and the third is
2 retired.

3 Not that they didn't have any relevant
4 information to offer, but to get a better picture of
5 the socio-economic state of the community it would
6 probably be better if De Beers engaged the chief and
7 council of the community, as I think they are clearly
8 the contacts who would be able to provide the best
9 information.

10 Their Information Request response also
11 goes on to say that some of the LSA communities are
12 residential and administrative communities that do not
13 have economies of their own. And we touched on this at
14 -- it was taken a little bit too literally, I guess.
15 But the -- I think that statement is false. Lutsel K'e
16 clearly has an economy as -- as Graeme suggested.

17 I mean, I struggle with the capital
18 aspect of the community trying to fund our concerned
19 community members to -- to come here. And I -- I
20 talked to AANDC about our participant fat -- our
21 participation funding not nearly being enough to
22 meaningfully participate in the regulatory process.
23 But that's neither here nor there. What I'm saying is
24 that there is information available and Stephanie
25 referenced the -- the peer review journal article by

1 Dr. Brenda Parlee, as well as engaging with Chief and
2 council De Beers can better understand the economic
3 situation in the community.

4 So my question was: Is -- is De Beers
5 willing to go to the community of Lutsel K'e to
6 investigate such topics as social disparities, family
7 and community cohesion, and long-term social/cultural
8 impacts of the proposed project?

9 The resources are available there. And
10 we don't think that that Information Request was -- was
11 really satisfied. So, thank you.

12

13 (BRIEF PAUSE)

14

15 MS. CATHIE BOLSTAD: Cathie Bolstad, De
16 Beers Canada. I just want to clarify we did submit,
17 both, to the communities in October when we brought the
18 communities all together here at the Prince of Wales
19 museum, and we presented to the panel in November, and
20 again in Lutsel K'e on February 15th, our community
21 engagement plan.

22 All of those plans start with De Beers
23 starting point being with chief and council. We always
24 ask permission to come into the community. We always
25 offer, and when invited accept, to make a presentation

1 on the project to address any issues that are important
2 to chief and council and to the community when -- when
3 we're in there.

4 In terms of De Beers next steps, in
5 terms of our 2012 engagement plan, we have a letter out
6 at this point inviting site visits for -- for people to
7 come to Gahcho Kue, and we've proposed in our
8 engagement plan coming back to the community in 2012.
9 Our approach is always to work through chief and
10 council to set the agenda for what needs to be
11 discussed. So the short answer is yes, but that's our
12 approach.

13 MR. MIKE TOLLS: Thanks, Cathie. Mike
14 Tolls, from Lutsel K'e. I guess what -- what we're
15 really trying to avoid here with Stephanie and I
16 suggesting these things is a situation like with the
17 Victor Diamond Mine in -- in Attawapiskat. And I think
18 everyone is aware of the situation in that community
19 and how our -- our question about that was: How -- how
20 can the community be so close to a diamond mine like
21 that and not have any real economic benefits in the
22 community?

23 And that's just the situation that's
24 we're trying to avoid. So we want to help you get a
25 better picture of our community before -- before you --

1 you know, you make your -- your commitments to economic
2 opportunities within Lutsel K'e. Thank you.

3 MS. CATHIE BOLSTAD: Cathie Bolstad, De
4 Beers. I would be pleased tomorrow to share with you
5 an update on the economic benefits flowing from De
6 Beers' Victor Mine to the communities close by.

7 THE FACILITATOR HUBERT: Chuck Hubert,
8 with the panel. We'll take that as a task for De Beers
9 to present it to us tomorrow. Thanks.

10 Just so we have clarity can we restate
11 that task, please.

12 MS. CATHIE BOLSTAD: In response to the
13 assertion that there are no economic benefits flowing
14 from the Victor Mine, De Beers will clarify what
15 economic benefits are flowing from the De Beers Victor
16 Mine to the Attawapiskat.

17 THE FACILITATOR HUBERT: Chuck Hubert.
18 Thank you very much.

19 If Lutsel K'e would like to continue. A
20 couple more questions before we go to the Tlicho
21 Government.

22

23 (BRIEF PAUSE)

24

25 THE FACILITATOR HUBERT: Thank you. We

1 -- I believe we have Henry Zoe with us from the Tlicho
2 Government. If you could, yeah, introduce yourself and
3 some questions, please.

4 MR. HENRY ZOE: Thanks, Chuck. Henry
5 Zoe, with the Tlicho Government. I have four (4)
6 questions I'd like to pose. The first one is for GNWT.

7 Can the GNWT representative --
8 representatives here tell us about the ways that SEMAs
9 have been effective adapting programs or services based
10 on the socio-economic changes that have been noted
11 through monitoring?

12 The second question is: How would
13 another SEMA be helpful in the north?

14 Third, what new data do we need to
15 collect in the north?

16 And the fourth question: Will the GNWT
17 allocate funds to make adaptive changes? Thank you.

18 THE FACILITATOR HUBERT: Chuck Hu --
19 Chuck Hubert, with the panel. Thanks. We'll let GNWT
20 try with the first couple and if they weren't able to
21 write fast enough, we might get you to repeat the -- a
22 couple of them. We'll see how they -- how they do.
23 Thanks.

24 MS. JANET GRINSTED: Can you repeat?

25 MR. HENRY ZOE: Okay. Can the GNWT

1 tell us the ways that SEMAs have been effective
2 adapting programs or services, based on the socio-
3 economic changes that have been noted through
4 monitoring?

5 MS. JUANITA ROBINSON: Juanita
6 Robinson, GNWT. Some of the impacts that are being
7 seen through a report like Communities and Diamonds
8 cover a lot of departments, so we may need to get back
9 with a more complete answer. But there are some
10 changes that have happened since 1996, for -- and I'll
11 give just a couple of examples.

12 So new family violence legislation was
13 introduced. Homelessness is being looked at, and
14 there's a homelessness coalition with the participation
15 of multiple departments. And there's been specific ST
16 -- sexually transmitted infection strategies,
17 including, I believe, one (1) in the Tlicho. There
18 will be a representative from Health and Social
19 Services here tomorrow. So those are some examples.

20 If we didn't have the follow-up programs
21 in place we would not have information about the
22 procurement and employment at the mines. We would --
23 traditionally, we haven't had that type of information
24 public. So that's one (1) thing that helps us better
25 understand if those impacts are related to the mines.

1 And we wouldn't have the public
2 reporting because Communities and Diamonds is only --
3 we wouldn't have the reporting of trends either,
4 because Communities and Diamonds is only triggered
5 because there are socio-econ -- socio-economic
6 agreements. That's a partial answer, hopefully.

7 MR. HENRY ZOE: Henry Zoe, here again,
8 Tlicho government. Is -- I'm not sure, but I can't
9 recall -- but is the GNWT and the proponent going to be
10 signing another SEMA for this project, specifically for
11 that project, or -- or are you going to expand the one
12 that currently have what -- at De Beers? Thank you.

13 MS. JUANITA ROBINSON: Juanita
14 Robinson, GNWT. I see in one of the Tlicho response --
15 responses to a Tlicho IR, where there's a commitment
16 table produced that De Beers has committed to a socio-
17 economic agreement. I think it's too soon to know
18 exactly what form that -- shape that would take. And
19 the -- the process will inform what the agreement act -
20 - finally -- what shape it finally takes.

21 MS. CATHIE BOLSTAD: Cathie Bolstad,
22 from De Beers. Juanita, can you just point us --
23 sorry, I'm talking too close to that. Can you point us
24 to the IR that you are referring to.

25 MS. JUANITA ROBINSON: It's the one

1 with the commitment table. I believe it's 18, perhaps.
2 I don't have it open in front of me.

3

4 (BRIEF PAUSE)

5

6 MS. CATHIE BOLSTAD: Just for clarity,
7 I'd like you just to point to me what you're looking
8 at, so I can see what you're looking at.

9

10 (BRIEF PAUSE)

11

12 MS. JUANITA ROBINSON: Juanita
13 Robinson. I believe it was on the third -- there was a
14 re -- reference to it on the third line of the
15 commitment table. Eighteen (18).

16 MS. CATHIE BOLSTAD: Thanks, Henry, and
17 nice to see you by the way. Cathie Bolstad from De
18 Beers. De Beers' understanding is that the GNWT, as
19 you look at the mandate of the GNWT and it articulates
20 it, is that it does require a socio-economic agreement
21 for projects in the Northwest Territories as a
22 mechanism for monitoring and follow-up programs. De
23 Beers has certainly indicated to the GNWT that we are
24 ready and willing to enter into such an agreement.

25 MS. JUANITA ROBINSON: Juanita

1 Robinson, GNWT. I wouldn't use the word "require,"
2 because the -- the -- it's the panel that will make the
3 decisions about the terms and -- or make the
4 recommendations for the terms and conditions of the
5 project. And -- and management of resources doesn't
6 rest with GNWT. So we'll look to the panel to -- to
7 see whether the follow-up program is required or not.

8 THE FACILITATOR HUBERT: Chuck Hubert
9 with the panel. Yeah, the panel will do that. Thanks.

10 MS. CATHIE BOLSTAD: Cathie Bolstad, De
11 Beers. So I'd like to just seek clarification from
12 GNWT then. So if this is -- or from the panel. If
13 this is a decision that is made by the panel, is the
14 anticipation then that this would be an agreement
15 entered into after a particular place in the process
16 and -- and it would be issued in the decision report?

17 THE FACILITATOR HUBERT: The panel
18 encourages the developer and GNWT to work together to
19 the development of such an -- an agreement. And if --
20 it -- it has the option of including as a measure in
21 its report as a means of reducing significant adverse
22 impacts to an acceptable level, should it chose.

23 But during this phase, the -- the panel
24 certainly encourages the -- the -- GNWT and De Beers to
25 work together to come up with the types of meaningful

1 measures and -- and res -- resolution of issues that --
2 that can be made. Thanks.

3 MS. CATHIE BOLSTAD: Cathie Bolstad, De
4 Beers. Then just perhaps for further clarity, if it is
5 not a requirement of the GNWT, and the panel is looking
6 for us to work together, is -- is the GNWT -- what is
7 the GNWT's expectation with respect to to a socio-
8 economic agreement then?

9 MS. JUANITA ROBINSON: Juanita
10 Robinson, GNWT. As the presentation indicated, for a
11 project such as this, a follow-up -- socio-economic
12 follow-up program would be advisable. So we -- as the
13 presentation indicates, we are recommending it.

14 MS. CATHIE BOLSTAD: Cathie Bolstad.
15 Thank you.

16

17 (BRIEF PAUSE)

18

19 MR. HENRY ZOE: Henry Zoe, Tlicho
20 Government. Could I ask another question in regards to
21 the SEMA. There's different types of SEMA out there
22 with the different mining companies. What are you
23 proposing -- are you going to have a board or is it
24 going to be -- how is it going to be set up for your
25 monitoring, for your agreement -- monitoring agreement?

1 MS. JUANITA ROBINSON: Juanita
2 Robinson, GNWT. I think suggestions from the public
3 that arise during the process would be interesting and
4 we'll take -- we would be -- we would take them under
5 advisement and consider all of them.

6 MR. HENRY ZOE: Henry Zoe here, Tlicho
7 Government. Are you suggesting that we could make
8 recommendations to you then, for -- for -- if we want
9 to see a board in place, or a committee, or -- how is
10 this going to work? That's -- that's the question I
11 was asking. Has that been considered yet? Thank you.

12 MS. JUANITA ROBINSON: Juanita
13 Robinson, GNWT. At this point I don't have any
14 information about what that -- what a se -- SEMA would
15 look like, or SEA. But the panel would consider any
16 technical recommendations from any Intervenor. And
17 that information would be available for consideration.

18 THE FACILITATOR HUBERT: Chuck Hubert,
19 with the panel. I believe De Beers was going to speak
20 more tomorrow on a monitoring model that had been
21 presented in a document on Tuesday. So we look forward
22 to that further discussion for sure.

23 MS. VERONICA CHISHOLM: Veronica
24 Chisholm, from De Beers. Just to clarify the
25 clarification we're going to provide tomorrow, that is

1 on the environmental monitoring and management
2 framework document. And that did not include socio-
3 economic. We look at that as a separate mechanism, so.
4 So that expectation -- that we're not mixing those two
5 (2).

6 THE FACILITATOR HUBERT: Chuck Hubert.
7 Wow, am I bad for mixing the two (2). Sorry. It's
8 good to clarify that though. You can continue, Henry.

9 MR. HENRY ZOE: Okay, I want to move on
10 to something else, the recruiting plan for De Beers.
11 For the last -- a year and a half -- a year now, since
12 I've been the liaison person for Tlicho Government
13 working with the mining industry, I note that although
14 all the mining companies have a recruitment plan,
15 there's still a lot of problems in your recruiting
16 plans, especially when people are asked for medical --
17 for the medical to be done. In some cases, for some
18 reason, I don't know why, but they're not being done at
19 the nursing stations at the communities. The clients
20 are asked to go to Yellowknife to get their medical
21 done and all their drug and alcohol testing and stuff
22 like that.

23 So that seems to be a major problem in -
24 - for the mining industry, in -- in my view, because
25 I've been dealing with all the HR departments, from

1 Diavik, BHP, even De Beers, that this is still a
2 recurring thing that's happening at the community
3 level. How -- how is De Beers going to mitigate these
4 effects that's happening right now? Thank you.

5

6 (BRIEF PAUSE)

7

8 MS. CATHIE BOLSTAD: Cathie Bolstad, De
9 Beers Canada. Henry, thanks for that. This is the
10 first I've ever heard of that. In my eight (8) years
11 working for De Beers that has never ever come up in a
12 community meeting. It has never come up in our
13 meetings with any of the communities with our HR
14 department. So that's -- that's news to me.

15 And because it's news to me it's not
16 something I actually have followed in terms of detail
17 about how we handle our medicals because it's never
18 come up as an issue. So I -- I think what I can -- can
19 say to you is ple -- please let me step back and pro --
20 tomorrow just come back to you and ter -- let you know
21 how De Beers does handle that. I am not aware that has
22 been an issue at all.

23 THE FACILITATOR HUBERT: Chuck Hubert,
24 with the panel. We will list that as a task and go
25 over these towards the end of the day. Thanks.

1 MR. HENRY ZOE: On another issue, if I
2 could ask De Beers in regards to -- in regards to doing
3 things for their employees at the community level. I
4 believe De Beers has undertaken to do a money
5 management course at a community level. I think it was
6 done in the Tlicho region. Could you tell us how
7 successful this -- this course was and whether they
8 think they are working or not? Thank you.

9 MS. CATHIE BOLSTAD: Thanks, Henry.
10 It's Cathie Bolstad, from De Beers. De Beers
11 implemented in 2011 in partnership with Education,
12 Culture, and Employment, the rolling out in the
13 community centres -- and, yes, the Tlicho communities
14 were all included -- a program on -- on the computers
15 in the learning centres.

16 And the program is to provide a tool for
17 the community learning centre so that employees and/or
18 their families or -- or members from the community can
19 come in. And through the -- the learning centre that's
20 in the community, work through a module.

21 And the basics of the module -- and it's
22 been probably about a year since I've actually gone
23 through the module myself, so I'm trying to remember
24 what -- what is all in it. But the basics of the mod -
25 - model is really to help people understand, you know,

1 the impact of credit cards, when you put too much on
2 credit cards, how interest work -- works on that. How
3 to plan a family budget and put that together and
4 manage the payments that you have with your income.

5 I don't have handy the number of people
6 who have participated in that program. It's -- the
7 program is about a year old now. I believe it's in one
8 (1) of our IRs and it may be in the IR to you. I don't
9 know if the team can help me out here. In terms of
10 whether that's working or not, it's young and we've
11 only implemented it for a year. And we need to do a
12 touchstone to see how that's working for people and how
13 they're using -- using it.

14 One (1) of the things we did do was --
15 with the government of the Northwest Territories, and
16 it was the -- the three (3) diamond mines at the table,
17 is De Beers did provide and show that tool to the
18 Department of Education, Culture, and Employment last
19 year, because ECE was looking at developing a program
20 that would be in all NWT communities. And, of course,
21 people want to avoid duplication. So they were looking
22 at that program with the view of rolling that out with
23 the supports that ECE has, if that was possible. And
24 I'm not sure where -- where -- I know the module has
25 been developed. I don't know the status of what ECE is

1 doing that.

2 In the meantime, we provide that there,
3 but we don't run the community learning centres and
4 we're not there. So I -- I can provide you some
5 anecdotal numbers of people that are using that. And
6 we can undertake, certainly, to see from the community
7 learning centres, you know, what -- what they're
8 hearing about that. That -- that's a turnaround time,
9 of a wee bit to -- to get that information. But it's -
10 - it's a very young pilot program.

11 I'm just -- I'm being pointed that --
12 it's a response about the numbers to that, is in Tlicho
13 government 39. And perhaps the GNWT can update us on
14 their money management program that they were
15 developing and what the plan is for that in
16 communities. Oh, I should mention that we do offer it
17 in our learning centre at the Snap Lake mine and it is
18 supported by the adult learning instructor there.

19 MS. LAURIE MORTON: This is Laurie
20 Morton, from ECE. We are developing financial literacy
21 modules for the ALBE program, so it's the adult
22 learning and basic education program. There will be
23 eleven (11) modules. It will be delivered in community
24 learning centres. It can be delivered by career
25 development officers. It will be part of the package

1 of the ALBE program as well as to be delivered
2 separately.

3 Each module -- and I'm sorry, I don't
4 remember the -- the time. Each module is at least a
5 week or two (2). And it covers areas such as -- as
6 what Cathie was saying, sort of money management and
7 things like that. It also covers how to set up a bank
8 account, loans, mortgages. And it talks about in a --
9 those, what are those companies in town that lend money
10 quickly? What are they called? It talks about that.
11 So it touches on all areas.

12 And that, we've got -- the first module
13 has been piloted in -- in the South Slave, and in one
14 (1) more area which I can't remember. I think it's in
15 the Beaufort by the career development officers. All
16 the modules should be completed by -- and I think it's
17 October. And we're going to be training the adult
18 educators from Aurora College on how to deliver that.
19 And we should be delivering all of those within the
20 community learning centres as students require,
21 beginning in about January, 2013 -- February. That's
22 where we're at.

23 MR. HENRY ZOE: Thank you. Can I get
24 back to recruiting again? About recruiting barriers?
25 I know that De Beers has a lot of contractors that are

1 working for them. And I assume it's going to be the
2 same for this project, where you're going to have site
3 services and catering and housekeeping, et cetera.

4 Are you planning to go that -- that
5 route as you currently are doing now?

6 MS. CATHIE BOLSTAD: Thanks, Henry.
7 It's Cathie Bolstad. As -- I don't know if you were
8 here earlier when we talked about an operational
9 readiness plan that De Beers has. It's a -- it's the
10 process, I guess, by which as -- as you get closer to a
11 project becoming a reality, you have milestones of
12 things you need to put in place. And one (1) of those
13 milestones is making the determination from an -- an
14 execution of the project point of view of which
15 components of your project will be contracts and which
16 will be in-house. We have not made that -- those
17 decisions yet.

18 MR. HENRY ZOE: Thank you. I was
19 leading up to a question in regards to that. No, the
20 reason I'm asking is that right now with your -- your
21 De Beers operation at Snap Lake you're currently using
22 contractors for catering and housekeeping and site
23 services and so forth.

24 Where -- we're seeing problems where our
25 community frontline workers, our career development

1 officers that help our Tlicho citizen apply for jobs at
2 the -- within the mining industry, they're -- they're
3 having difficulty, I guess, dealing with various
4 contractors. We -- we don't know who they are, or who
5 looks after HR in a specific contract. Like for
6 instance, if I recall right -- Snap Lake right now,
7 their housekeeping and catering is Bouwa Whee Catering.

8 Now, it'll be nice if -- if the
9 frontline workers at the community level could -- could
10 at least meet the HR people from those contractors so
11 that they get to know face to face who they are and to
12 work closely with them to find out how their systems --
13 what type of system they're using and stuff like that.

14 The reason I'm saying that is that --
15 because we -- we did a workshop with BHP, and it worked
16 out really well with the HR people from BHP and our
17 community frontline workers, or career development
18 officers, because BHP has online -- they do everything
19 online with their applications. And -- and they got a
20 tracking system and everything. So they learnt
21 everything -- we had a one (1) day workshop with our --
22 with our career development officers and BHP HR, their
23 re -- their recruiters. And they learned a whole
24 system. And they got all the kinks out, all the
25 problems that they noted were worked out between --

1 between both -- both groups. And they're starting to
2 work very closely together now.

3 So I was wondering if -- if that type of
4 thing could occur with this project also. If we -- if
5 you go that route, where you have contractors doing
6 your housekeeping, or catering, or site services, if --
7 if those HR departments from those contractors could at
8 least have workshop with our career development
9 officers at the community level so they get to know
10 them face to face. And -- and you know, they can pick
11 up the phone and say, you know, what happened to Joe
12 Blow's application that I sent you, or email each
13 other. Thank you.

14 MS. CATHIE BOLSTAD: Thanks, Henry. I
15 think that's a fabulous recommendation. You know, I'll
16 -- I'll use an example of -- of -- you know, how we
17 have worked like that in the past when -- when --
18 you'll recall when Snap Lake had its -- its shutdown in
19 2008 and into 2009, and -- and the slowdown.

20 One (1) of the things we did as we
21 ramped back up to production in 2010, is we actually
22 brought together -- and we used technology to do it.
23 You've suggested face-to-face. And we're open to all
24 kinds of suggestions. And we actually brought together
25 employment officers from Education, Culture, and

1 Employment. We met with Aboriginal communities to
2 actually explain to them what all our policies were,
3 what the jobs were that we were ramping back up for,
4 all about our transportation of employees, our
5 apprenticeship programs, all those things.

6 And I think in terms of, you know,
7 preparing for the Gahcho Kue project, as we get into
8 the finer detail in -- in the preparation, as we call,
9 you know, the HR strategy to recruit and retain
10 northerners, I think it's a great recommendation that
11 for those elements where we have contractors that we're
12 -- we're involving the HR people of those contractors
13 in the ramp-up plan for Gahcho Kue.

14 So thank you for that suggestion. We'll
15 absolutely take it into consideration in our plans.

16 THE FACILITATOR HUBERT: Chuck Hubert
17 with the panel. Thanks. And we'll leave that for
18 future discussions between De Beers and Tlicho
19 government.

20 I suspect there may be one (1) or more
21 person on the telecom. And so, if that's the case,
22 please state your name and ask a question, if -- if
23 you'd like to participate.

24 MS. GINGER GIBSON: Chuck...?

25 THE FACILITATOR HUBERT: Yes, go ahead.

1 MS. GINGER GIBSON: It's Ginger Gibson
2 from the Tlicho government. I wanted to just follow on
3 some of Henry's questions, if that's okay?

4 THE FACILITATOR HUBERT: Yes, please
5 proceed.

6 MS. GINGER GIBSON: Thank you for the
7 discussion about the socio-economic agreement. And I'm
8 really grateful to hear that there's an opportunity and
9 openness to -- to thinking about how that plays out and
10 what it looks like.

11 In order to get -- I'm wondering if
12 people could talk about whether it would be useful to
13 actually evaluate what has happened. We've had a range
14 of agreements that have -- each of them has played out
15 little bit differently, the -- the structures have
16 played out a little bit differently. And -- and what's
17 happened because of them has also been quite -- you
18 know, I think it's been quite different.

19 And -- and the question in the Tlicho
20 Government is -- is: Do -- you know, should we be --
21 should there be another socio-economic agreement,
22 should it look the same? And I think it would be -- it
23 might be useful to have a little bit of an evaluative
24 exercise at this point. So I'm wondering if -- if
25 maybe, Juanita, if you could reflect on that. And --

1 and Cathie if you -- you could let us know if --
2 internally in De Beers, if you've done any thinking
3 about or looked at the other agreements just to us give
4 some information about what kind reflection has been
5 done on this.

6

7 (BRIEF PAUSE)

8

9 MS. JUANITA ROBINSON: Juanita
10 Robinson, GNWT. Thank you for your question, Ginger.
11 I believe that was also a -- a similar recommendation
12 to that was made in the environmental audit. And it's
13 -- it's a -- you know, it's a question that takes a --
14 a careful answer. So I don't have an answer today. We
15 could offer to get back with, you know, a short -- a
16 short evaluation.

17 THE FACILITATOR HUBERT: Chuck Hubert,
18 with the panel. Thanks. Is that something that you
19 can provide a more comprehensive answer to tomorrow
20 afternoon perhaps?

21 MS. GINGER GIBSON: Juanita, I -- I
22 think it would be wonderful for you to provide more --
23 an answer from the GNWT. And -- and then maybe we
24 could discuss -- collectively discuss whether -- you
25 know, to me it wouldn't be a bad idea to have a -- both

1 on -- I think we'll talk about this more tomorrow with
2 respect to the environmental monitoring.

3 But it -- it seems with both kinds of in
4 -- in social and environmental monitoring that it would
5 be really useful to be reflective right now before
6 we're creative again. And -- and I think there's lots
7 of different ways for that to happen. I think it could
8 happen by a workshop. It could happen through an
9 evaluative exercise where somebody holds a pen and and
10 does some interviewing.

11 I think there's different ways to have
12 that flow, so that there is a really -- an -- an
13 instrument -- what -- whatever new instrument or
14 whatever new framework is developed is actually based
15 in -- in learning from the past.

16 And I think a lot of people have a --
17 intuitions and feelings about what's been successful
18 about, for example, DCAB, and about the -- the
19 different agreements that have -- have matured through
20 the years. But it would be wonderful to be reflective
21 right now and then creative again. So I'd like -- I'll
22 look forward to hearing your thoughts about this
23 tomorrow.

24 Cathie from De Beers, Cathie Bolstad, do
25 you have any thoughts about this? Have you done any

1 internal reflection? Or Veronica Chisholm?

2 MS. CATHIE BOLSTAD: Good afternoon.

3 Cathie Bolstad, from De Beers. And, hi, Ginger. Nice
4 to hear your voice.

5 Absolutely I have reflected on this
6 because this is an agreement we live by and we report
7 on all the time. And De Beers' reflection on this is
8 that we are reporting all of the things that we said we
9 would do in an annual report. Now we are sitting in
10 front of the standing committee of economic develop for
11 the Government of the Northwest Territories annually to
12 discuss all of the data that we are providing with the
13 view of, how can we improve, where are our challenges,
14 how can we work together.

15 We do go out to the communities and
16 present these results and share these results with
17 them. And in some communities we have more detailed
18 results specific to them that we actually sit at the
19 table together and work through. And my reflection on
20 it is that the follow-up and the monitoring is taking
21 place face-to-face between our company and the people
22 that are -- are working with us, whether it's the
23 government or -- or communities.

24 And certainly each of those groups has a
25 different perspective. And those things are

1 functioning very well. It doesn't mean we don't have
2 challenges and that -- that we aren't, you know, trying
3 to improve. So my re -- my reflection is we have good
4 follow-up programs when we come through this process
5 and we look at the commitments.

6 The company has already stated we will
7 continue to provide transparency around the commitments
8 that we've made and how we're performing, and we will
9 continue to make ourselves available. And we'll
10 continue to do our best to provide how we're responding
11 and -- and to recommendations and improving. And --
12 and that's our view of the world and, you know, whether
13 you need an agreement to do that or a commitment from
14 the company to report and do those things on an annual
15 basis, you know, I -- I think our perspective is you --
16 you don't necessarily need an agreement to do that.

17 But if that's what's important for the
18 government or the panel, we'll absolutely -- we're --
19 we're willing and ready to do that. But we will report
20 and we will engage with communities and engage with
21 government on our success and our challenges.

22 MS. GINGER GIBSON: Thank you very
23 much. Ginger Gibson, from Tlicho Government. I just
24 wanted to thank De Beers for the -- I think there was
25 quite an extensive set of Information Requests that was

1 put -- that were put in to the company. And -- and
2 we're really grateful for the in-depth and thoughtful
3 respo -- responses that came through.

4 I do want to follow up on another
5 question from Henry Zoe with respect to money
6 management courses. This is an ongoing issue in
7 communities, the money management issue. It relates to
8 the social inequity issues as well. But I wanted to
9 ask specifically, to follow up on a GNWT comment, that
10 there's courses being developed.

11 And I'm wondering if -- also if De Beers
12 or GNWT have put some thought into providing -- making
13 sure that those courses have an -- a closure component
14 to them in the sense that money management for people
15 who are dealing with a boom/bust economy may need to
16 consider. I mean, we saw -- we saw the closure of Snap
17 for a number of years, where many people were -- needed
18 to harbour their -- their resources and their -- and
19 their -- they didn't have wages for a while.

20 So I -- I'm wondering if there is both
21 commodity -- reflection in the money management courses
22 on that commodity reality and on how to deal with post-
23 mining as an -- as a reality. Thank you.

24 MS. CATHIE BOLSTAD: It's Cathie
25 Bolstad. Ginger, just to clarify, Snap Lake was not

1 closed for a number of years. We had a temporary
2 shutdown for six (6) weeks. So I just -- just want to
3 make sure that that's clear.

4 In terms of the modules themselves --
5 and it's difficult for me to remember the detail of the
6 modules that De Beers is using, but the -- the --
7 certainly the planning and the approach is to get
8 people to learn to understand that a revenue stream is
9 an important part of managing your money. And that
10 comes with income. And that, you know, income has to
11 come from a source, and -- and at the end of a job what
12 is your income.

13 As a company, when we've had -- had the
14 temporary shutdown we worked with our employees
15 specifically. We did not use a module like that. We
16 worked with our employees to help them understand what
17 the impact would be on them and their families
18 personally. And the company worked with them to make
19 sure we had a plan in place to bridge them through that
20 by helping them prepare for the shutdown financially.

21 In terms of the modules themselves, I
22 don't think we've given specific thought to closure. I
23 think it's a good suggestion to think about to make
24 sure that we're helping people realize all revenues are
25 finite and come from a source, and we need to plan our

1 lives around where our incomes are coming from. So
2 good suggestion.

3 MS. LAURIE MORTON: Laurie Morton, from
4 ECE. I agree with Cathie. It's a very, very good
5 suggestion. I know we talk about -- in our financial
6 planning modules we talk about saving for the future.
7 But I am not sure that it -- it talks about should
8 there be a closure or should your -- your stream of
9 funding stop. So again, it is a very good suggestion.
10 And when I get back to the office I will check on it.

11 MS. GINGER GIBSON: Ginger Gibson,
12 Tlicho Government. Another -- one (1) of the primary
13 barriers we see to Tlicho people getting in -- getting
14 jobs right now is criminal record checks. Not -- not
15 the criminal record check itself, but when people have
16 a criminal record they have to receive a pardon if they
17 are able to get that. There's a really -- it's a
18 really tough thing to get the awareness in communities
19 that pardons are an option.

20 And then the second biggest barrier is -
21 - is actually addictions and -- and the problems if
22 people -- if people have any addiction issues.

23 I'm wondering if you can speak -- if
24 anyone can speak, either De Beers or the GNWT, about
25 tackling those barriers head on? It's been an -- I

1 mean, there's been a tonne of progress on this issue
2 over the years, but it continues to be -- those
3 continue to be -- to be the two (2) biggest barriers to
4 getting Tlicho people in -- from the communities into
5 the mines. Thank you.

6 MS. CATHIE BOLSTAD: Cathie Bolstad, De
7 Beers. Thanks, Ginger. I just -- I'll -- I'll address
8 pardons from De Beers' perspective. What I heard you
9 say was people have to have a pardon to get a job. At
10 least, that's what I thought I heard you say.

11 So I just want to clarify. And we say
12 this when we are in the communities whenever criminal
13 records come up, that every job application, every
14 employee that is matched to a particular job, every
15 employee -- sorry, let me back up. Every employee is
16 required to go through a criminal records check. One
17 (1) of the -- the important foundations of our company
18 is trust. And so we tell people when they're applying,
19 every job is measured in terms of the risks to our
20 employees and to the company.

21 But employees do work for De Beers that
22 have criminal record checks, and employees do not
23 require a pardon to work for De Beers. De Beers does
24 go into communities -- and we have brought our
25 protective services officers into communities where

1 this has surfaced as an issue and we need to deal with
2 the perception, to actually help people understand what
3 a pardon is and how it can be helpful for them for all
4 employment choices.

5 But, as a company, a criminal record is
6 looked at based on the job that they're required to do
7 and the risk of that particular record that it has.
8 What we expect is that people will be transparent with
9 us and tell us that they have it, because when the
10 check is done we don't want to find out something
11 that's opposite of what they've told us. Because our
12 relationship with our employees and -- and the product
13 that we mine, we need to have trust.

14 So, you know, in terms of what can we do
15 as a company? We make people available to help people
16 in the communities understand what De Beers needs or
17 doesn't need. We help, and have provided help, on
18 attaining pardons where that can help people who that's
19 a barrier for them, they'd like to get rid of, and they
20 can. We've provided that help. I think it's a big
21 perception issue that we have a lot of work to deal
22 with. And we -- we deal with that by talking face-to-
23 face in the communities and explaining that.

24 In terms of the second biggest barrier
25 that you -- you identified in terms of addictions, De

1 Beers has programs for its employees. And -- and our
2 commitment is that when we have employees who have
3 issues that need help, we have help for the employees.

4 And when we have an employee that
5 encounters difficulty in doing their job and meeting
6 their commitments to their -- their employment contract
7 with De Beers, and when it's determined with that
8 employee that the issue is indeed an addiction or -- or
9 a potential for an addiction, De Beers provides the
10 opportunities to the employee. And the employee needs
11 to make choices about whether they will accept that
12 help or not. But the company is there to stand by them
13 and to put them through those programs that we make
14 available to help them with that.

15 So those -- those are the things that I
16 can speak to. Those things are -- are in place now,
17 and they will be in place for the Gahcho Kue project.

18 MS. GINGER GIBSON: Those are great
19 answers. I really appreciate the knowledge about the -
20 - what was it? The position, the person that goes into
21 the communities with you?

22 MS. CATHIE BOLSTAD: It -- it could be
23 any of a De Beers employee, but in the past because
24 it's our security people that are perceived by the
25 communities as -- as, you know, the protective services

1 people. That's who we've brought in. And they are
2 also often the knowledgeable people about the process,
3 because they've worked in those - those processes.

4 MS. GINGER GIBSON: Thank you.

5 THE FACILITATOR HUBERT: It's Chuck
6 Hubert, with the panel. Thanks very much for your
7 questions, Ginger. Do -- possibly do you --

8 MS. GINGER GIBSON: That's it for me
9 now. I'll have more tomorrow.

10 THE FACILITATOR HUBERT: Okay, thanks.
11 We look forward to your questions tomorrow, then.
12 That's tomorrow afternoon. I also believe I heard on
13 our telecon NSMA sign on? Cheryl, are you there?

14 MS. STEPHANIE POOLE: Stephanie Poole,
15 Akaitcho IMA. I just have one (1) follow-up question
16 to what Ginger had asked regarding criminal record
17 checks.

18 I wondered if De Beers could tell us if
19 anyone has ever been not allowed to participate in a
20 site visit due -- due to a criminal record. And do
21 people who go on a site visit have to have a criminal
22 record check as well?

23 MS. CATHIE BOLSTAD: Thanks, Stephanie.
24 To my knowledge, when we invite people to the site for
25 a site visit with us I am not aware of anyone that has

1 been denied on the basis of a criminal records check,
2 to my knowledge. We do not do a criminal records check
3 on people when we are inviting them and hosting them to
4 site. They are accompanied by a De Beers manager on
5 site. Thanks.

6

7

(BRIEF PAUSE)

8

9 MS. VERONICA CHISHOLM: Veronica
10 Chisholm from De Beers. Stephanie, are you aware of an
11 incident at De Beers where -- where someone was denied
12 a site visit or -- or -- I'm pretty sure criminal
13 checks aren't done. So if -- if there's some
14 experience you'd like to share with us, we're open to
15 listening to that.

16 MS. STEPHANIE POOLE: I -- I just think
17 it's something that is possible. And I think it's some
18 -- a concern that community members have had in the
19 past. And I'm -- I'm not sure which site visit so
20 that's why I asked. But I could do some research and
21 maybe that'll form an Information Request later on.
22 Thank you.

23 MS. CATHIE BOLSTAD: De Beers Canada,
24 Cathie. Maybe if I just clarified. When De Beers does
25 do site visits there are forms we require. And they

1 are usually a site waiver form and usually an
2 opportunity for us to take your picture and keep your
3 picture at site. So there are paperwork we require.
4 But it is our employees and our contractors working at
5 site that go through the criminal records check because
6 they are on site, and they're overnight, and they're
7 living in a remote community together.

8 So -- and -- and just to clarify the
9 process for a site visit, when De Beers extends an
10 invitation to communities to come on a site visit, De
11 Beers always leaves the choice of who comes on the
12 visit to the communities. And they provide us with the
13 names and we host them.

14 THE FACILITATOR HUBERT: Chuck Hubert
15 with the panel. Thanks very much. I'd like to try
16 once again for anybody who is on the teleconference.
17 Please speak.

18 MR. TODD SLACK: Hi, Chuck. Todd here.

19 THE FACILITATOR HUBERT: Hi, Todd. Go
20 ahead.

21 MR. TODD SLACK: I have a -- again a
22 follow-up after some of the things that we've heard in
23 subsequent questions. And I'm wondering what the
24 company's response in terms of mitigation for the
25 communities' ability, both in terms of funding and in

1 terms of capacity for monitoring of social, cultural,
2 and economic effects.

3 We heard -- Graeme was talking about how
4 it's difficult to tease some of this economic
5 information out to -- Stephanie was inquiring about the
6 -- the benefits to the community. And it was difficult
7 to have that because of the information collected from
8 GNWT stats, I assume, is his primary source. And the
9 GNW -- GNWT wasn't able to answer some of her questions
10 either.

11 And then the report that was submitted
12 and -- just a few weeks ago, sorry. Naturally I don't
13 have it here. The environmental impact benefits; well,
14 that only looked at the positive impact -- cost of --
15 provided by the development. It didn't consider any of
16 the negative impacts to social, infrastructure,
17 environmental.

18 So I think what we're hearing is for the
19 communities -- or the company and the government are
20 saying, Well we don't have this information. The
21 communities are saying, Well this is part of the
22 information that we need to adequately raise our
23 concerns. So there's a real disconnect there in terms
24 of the communities' ability to go out and get that
25 information because obviously the government isn't

1 doing it.

2 So I'm wondering what mitigation the
3 company is proposing. And this is directly out of
4 Section 4.17 in the terms of -- terms of reference,
5 bullet 2 there, that there -- the EIS was supposed to
6 address this. Now I -- I don't remember what the EIS
7 said about this, but I'd be real interested in hearing
8 what mitigations are available. Thanks.

9

10 (BRIEF PAUSE)

11

12 MS. CATHIE BOLSTAD: Hi, Todd. It's
13 Cathie. You asked about what are the mitigations. The
14 mitigations that De Beers has outlined throughout the
15 EIS are, you know, how we're going to employ, how we're
16 going to train to ensure that there are positive
17 benefits flowing through employment, how we're going to
18 contract, the training that we're going to do, the
19 mitiga -- and all of those things are things that we
20 have said we will report on. So those are our
21 mitigations. And -- and we will report those --

22 MR. TODD SLACK: Specifically, I'm
23 looking towards a lack of capacity within the
24 communities and the community governance. I don't see
25 how your -- the response provides mitigations to the

1 ability of the -- the Yellowknives, for instance, to be
2 able to go out and get information that's missing to
3 provide you with better monitoring information.

4 The resources aren't available
5 internally. And I don't see how either a contracting
6 or a hiring policy would necessarily provide that.
7 Now, maybe I'm missing the -- the drift that you're --
8 or the direction that you're going, but, yeah, those
9 are the kind of mitigations that I'm trying to
10 understand what's available for First Nations, such as
11 the Yellowknives, to go out and get that information,
12 open -- being open to working with the company, but
13 understanding that there's no ability to generate this
14 information internally with current level of resources
15 or the current staffing or however the project would be
16 completed. At this point, clearly it isn't there
17 because we're missing the information right now.

18 MS. CATHIE BOLSTAD: Todd, it's Cathie,
19 from De Beers Canada. Our commitment as a company is
20 to monitor that data that is in our control that is
21 project-specific. Community-based data and monitoring
22 is a government responsibility. So the company is
23 prepared to monitor and to report on those things that
24 are in our control, that are the mitigation measures
25 that we are taking. And that's where our obligation

1 stops. And so perhaps the government wants to respond
2 on the community-specific component of that.

3

4 (BRIEF PAUSE)

5

6 MS. JUANITA ROBINSON: Juanita
7 Robinson, GNWT. I'll just recap the ways that
8 monitoring is done under the socio-economic agreements
9 that we have. I me -- I mentioned, Communities and
10 Diamonds, and that's been mentioned in other places,
11 so. In -- under the socio-economic agreements, for the
12 government's part, it's -- it issues a report that
13 looks at trends for community indicators that are often
14 -- often affected by -- or thought to be affected by
15 mining. In the socio-economic agreements they also
16 provide for an on site survey of employees so that we
17 can understand if employees are -- if mining is
18 affecting employees or if they're reacting somehow
19 differently than people in communities are.

20 The Communities and Diamonds was always
21 meant to be triangulated also with community data. And
22 each socio-economic agreement deals with that part
23 differently. In the BHP agreement feedback is sought
24 from communities through regular community visits where
25 communities can bring forward the impacts that they're

1 seeing and have a discussion with the company and the
2 government.

3 The Diavik socio-economic agreement has
4 a board, a community board that's been struck. GNWT
5 and Diavik have funded the board for, I guess, eleven
6 (11) years now. And that board, through the funding it
7 gets, has the capacity to do surveys. They're working
8 on new surveys for the coming three (3) years, and they
9 have done them in the past as well. So through the
10 funding that board gets there's some capacity for the
11 community representatives on it to do research.

12 In the Snap Lake socio-economic
13 agreement it provides for a board, although the board
14 hasn't come into effect. And the Mackenzie Gas socio-
15 economic agreement provides, if I recall, for regional
16 groups as well as a board. And in Prairie Creek
17 there's a committee of affected communities. And if
18 the committee doesn't happen then the BHP model would
19 be followed where meetings are held throughout the
20 Dehcho Region.

21 So each of the agreements approaches it
22 differently. And depending on how they approach it, in
23 some cases communities have some capacity to do some of
24 -- some research on their own as well.

25 THE FACILITATOR HUBERT: Chuck Hubert,

1 with the panel. Thanks very much for that response.

2 Does De Beers have anything further to comment on on

3 that subject? No, I'm getting the nod.

4 We're nearing 4:15, so I'll give --

5 Todd, if you have one (1) more question, please go

6 ahead.

7 MR. TODD SLACK: No, Chuck. I think

8 that answers that line of inquiry pretty well.

9 THE FACILITATOR HUBERT: Thanks, Todd.

10 And we very much appreciate your participating and

11 taking the time. So we'll --

12 MR. TODD SLACK: Thanks a lot.

13 THE FACILITATOR HUBERT: And perhaps --

14 since actually it's not quite 4:15, we'll give one (1)

15 further question for a lucky person in the -- in the

16 audience here if -- if there is one.

17

18 (BRIEF PAUSE)

19

20 THE FACILITATOR HUBERT: If not, then

21 what we will do is go over some of the commitments from

22 today and a couple of the tasks just so that we have

23 some clarity and consistency on those.

24 Undertaking number 3 was actually

25 directed at Akaitcho IMA, that was for the Akaitcho IMA

1 office to provide the panel with a map with the Water
2 sur -- Survey of Canada stations on it, which has
3 already been done, as well as a letter with rationale
4 for sub -- submission of that document.

5 THE FACILITATOR HUBERT: A commitment
6 was made by De Beers to provide a flow mitigation plan.

7
8 --- COMMITMENT NO. 5: De Beers to provide a
9 conceptual flow mitigation
10 plan

11
12 THE FACILITATOR HUBERT: A second
13 commitment from De Beers was to work with the Akaitcho
14 IMA and Lutsel K'e on -- on a monitoring program for
15 flow in particular around the project site.

16 MS. CATHIE BOLSTAD: Chuck -- Cathie
17 Bolstad. Can you -- can you just go back to -- what
18 you called -- after Undertaking number 3, the first
19 task, and -- and clarify what specifically that was?

20 THE FACILITATOR HUBERT: Under -- after
21 Undertaking number 3? Sorry? There was a commitment.
22 And that was for the flow mitigation plan. You mean
23 the one after that?

24 MS. VERONICA CHISHOLM: Veronica
25 Chisholm, from De Beers. Just to clarify, maybe we'll

1 go one at a time and -- and do that, if that's okay,
2 just to make sure.

3 So it was a -- a conceptual downstream
4 flow mitigation plan that we would commit to providing
5 in September, correct? Okay.

6 THE FACILITATOR HUBERT: Yes, that's
7 correct.

8 THE FACILITATOR MERCREDI: Commitment
9 number 3, De Beers to outline apprenticeship training
10 positions for the life of mine for October. And I
11 believe that's a preliminary outline of a presim --
12 training positions for the life of mine. And that's
13 for October.

14 THE FACILITATOR HUBERT: A fourth
15 commitment was a list of job descriptions. Again, I
16 guess, to -- to be more -- to expand on that, a
17 preliminary outline of job descriptions for the project
18 prior to submission of the technical reports. Does
19 that make sense?

20 MS. CATHIE BOLSTAD: Cathie Bolstad.
21 Chuck, what we committed to do was a primar --
22 preliminary outline of the jobs that would be available
23 and by job category.

24 THE FACILITATOR HUBERT: I like it.
25 That's good. Thanks.

1 MS. CATHIE BOLSTAD: And it -- and,
2 Cathie Bolstad. And it was by October in advance of
3 the technical reports.

4 THE FACILITATOR HUBERT: Thank you.
5 That's much more specific.

6 Following that there were a couple tasks
7 that De Beers will complete for tomorrow. One (1) was
8 an update from De Beers on economic benefits flowing
9 from the Victor mine to the nearest community, or
10 communities. Yeah.

11 MS. VERONICA CHISHOLM: Yeah.

12 MS. CATHIE BOLSTAD: Cathie Bolstad.
13 It was to Attawapiskat.

14 THE FACILITATOR HUBERT: To that
15 Attawapiskat specifically, okay.

16 And another task was for De Beers to
17 describe how they handle medicals in the communities.

18

19 (BRIEF PAUSE)

20

21 MS. VERONICA CHISHOLM: Go ahead.

22 THE FACILITATOR HUBERT: And that's all
23 I have for -- for -- to sum up today. If there's
24 anything else that I may have -- we may have missed.

25 MS. VERONICA CHISHOLM: Veronica

1 Chisholm, from De Beers. I think one (1) of the tasks
2 was -- Stephanie Poole was going to provide a copy of
3 the Parlee report that she was referencing in some of
4 her questions. The peer reviewed report.

5 THE FACILITATOR HUBERT: Thanks very
6 much. Yes, that was a task as well, for the Akaitcho
7 IMA is -- is to provide -- provide that report which we
8 have, and Stephanie says, yes, that will be done. And
9 so we've got that on the registry. We got it, yeah,
10 thanks.

11 MS. VERONICA CHISHOLM: Veronica
12 Chisholm, from De Beers. Just to clarify, there were
13 three (3) commitments, you have three (3) commitments
14 for today?

15 THE FACILITATOR HUBERT: I have one (1)
16 undertaking and four (4) commitments.

17

18 (BRIEF PAUSE)

19

20 THE FACILITATOR HUBERT: The first
21 undertaking was -- or first commitment was the flow
22 mitigation plan; the second commitment was a flow
23 monitoring program, yeah?

24 MS. VERONICA CHISHOLM: Veronica
25 Chisholm, from De Beers. The commitment, this is one

1 (1), is for a conceptual flow mitigation plan to be
2 delivered by the end of September.

3

4 (BRIEF PAUSE)

5

6 MS. VERONICA CHISHOLM: Veronica
7 Chisholm from De Beers. I believe the commitment was
8 that we would work with the communities to look at
9 monitoring areas that were recommended by Lutsel K'e
10 First Nations, and that we would meet with the
11 communities to discuss those monitoring locations. I
12 think that was the commitment.

13 THE FACILITATOR HUBERT: That wording
14 is -- is okay with me. Does Steve have anything to say
15 maybe on that?

16 MR. MIKE TOLLIS: Can you repeat it?

17 MS. VERONICA CHISHOLM: Veronica
18 Chisholm, from De Beers. The commitment was to meet
19 with Lutsel K'e Dene First Nations to review monitoring
20 locations, and discuss potentially new monitoring
21 locations as part of the AEMP process.

22 Is that correct?

23 MR. MIKE TOLLIS: No.

24 THE FACILITATOR HUBERT: Thanks. Let's
25 go with that one as the official commitment. No,

1 that's -- that's good. It's worth doing.

2

3 --- COMMITMENT NO. 6: De Beers to meet with
4 Lutsel K'e Dene First
5 Nations to review
6 monitoring locations, and
7 discuss potentially new
8 monitoring locations as
9 part of the AEMP process

10

11 THE FACILITATOR HUBERT: Is that it
12 then?

13 Okay. Thanks everybody for attending,
14 and thanks for your patience and tolerance, and really
15 it's -- it's valuable to have every -- everybody out.
16 Everybody makes a contribution. Thanks again.
17 Tomorrow at 9:00 we will start on caribou. We'll
18 continue with more socio-economic tomorrow afternoon.
19 So that's it for today. See you guys tomorrow.

20

21 --- Upon recessing at 4:18 p.m.

22 Certified correct,

23

24 _____

25 Lorraine Douglas, Ms.

267				
<hr/> \$	120:22	11:40 91:16	29:20 38:2	184:21
\$17 102:15	128:1	111 99:13	39:17	2011 48:22
\$8 102:9	130:23	11-13 12:22	42:24	54:20
<hr/>	131:14	12 105:12	56:20 59:5	80:14,18
<hr/> <	133:6,23	106:9	66:11	116:14,16
<S> 57:23	137:10	126:11	73:21	135:13,22
<hr/>	138:13	127:2	76:12	178:11
<hr/> 0	139:2	130:19	78:17 79:3	2012 1:20
0.01 13:14	140:10,14	131:19	99:22	54:18
0.05 38:1	152:2	133:17	100:25	80:16
0.23 16:4	156:8	121 8:5	131:22	167:5,8
0.4 37:18	159:16,21	13.6 29:12	138:18	2013 181:21
005 21:11	162:23	137 104:17	143:24	2021 137:18
07SC002	170:17,24	14 7:8	155:14	2022 137:19
22:25	179:8,14	15 11:9	156:12	206 8:7
07SC004	181:14	101:25	160:8,11	211 7:13
18:15 21:8	182:12	162:13,16	164:23	8:12
07SC005	183:21	15th 34:17	176:5,7	23 15:8
18:15	184:20	75:21	181:5	24 1:20
<hr/>	185:20	166:20	194:3	25 49:13
<hr/> 1	193:12	17 42:22	201:5	102:1
1 15:3,18	194:17	17,000 102:6	2:30 146:13	267 104:13
16:3,17	197:15	18 172:1,15	2:50 162:18	27 104:13
22:22 23:3	205:5,14	19 9:11	20 35:25	
24:3,16	208:7	1930s 22:2	69:24	<hr/> 3
26:14 35:4	209:1,15	1940s 22:3	78:15	3 1:21 9:7
37:25	210:1	1944 35:15	2003 23:22	11:12
38:18	1)time 161:2	1949 35:15	2004 21:23	19:5,10
39:5,14,22	1,450 13:11	1962 35:15	23:4	48:24
49:5	1:00 68:14	1978 23:7,10	2004/2005	49:21 50:9
56:5,9	1:05 91:17	1995 23:21	21:21	51:5 52:10
58:7,9	10 40:11,18	1996	2006 21:23	101:18
65:16	45:20	101:16,22,	23:8,11	102:4,9
69:15	78:15	25 102:3	86:8	125:22
73:18,19	134:15	170:10	2008	132:20,25
76:14 77:1	161:24		13:13,17	136:19
83:5,21	10.2.7 80:17		184:19	156:16
84:2,3,5,2	10.9 80:18		2009 104:20	164:24
0 87:24	10:10 49:16		159:13	179:16
88:13	10:24 49:17		184:19	204:8
89:25	100 46:6		2010 12:21	205:24
108:25	11 9:6 52:25		13:19	206:18,21
109:22	164:17	<hr/> 2	21:10,13,2	207:9
110:1,10,1	180:23	2 9:3 10:5	4 22:3	209:13
4	204:6	11:3,12,19	23:8 29:12	
111:15,22	11.13-7	12:5	80:16	3.10-2 11:1
118:1,6	12:23 13:9	18:14,16	90:15	
		27:14	102:3	

267				
3:00 161:25	51 102:4	8.2.10 80:17	193:17	accommodated
3:05 162:19	55 105:9	800 38:8	200:9	24:15
3:30 164:10	59 16:14		202:2	accommodatio
30 69:24	5's 99:13	<hr/>	Abor 159:5	ns
117:15		<hr/> 9	aboriginal	90:11,12,1
300 37:13	<hr/>	9 7:6	79:18 90:2	5
30s 22:2	<hr/> 6	9.14 80:15	104:3,15	accompanied
32 118:8	6 8:8	9:00 211:17	105:10	198:4
34,000 102:8	58:15,17	9:04 10:1	107:1,8	accordance
36.8 104:17	138:18	94 21:23	108:13	158:2
37.6 139:17	192:2	96 7:10,11	115:7	according
39 117:22	211:3	96.5 105:10	116:1,18,2	40:17
180:13	60 129:2		3 117:19	account
<hr/>	63 103:1	<hr/>	118:13,22	181:8
<hr/> 4	65 76:22	<hr/> A	119:7	accrue
4 1:21 8:3	78:16	a.m 10:1	145:7	105:14
61:10	<hr/>	49:16,17	154:12	accumulating
121:15	<hr/> 7	91:16	155:20,24	62:1
149:15	7 7:3 13:9	A1 58:14	158:20,23	accumulation
153:18	55:1,2,6,1	AANDC 3:19	159:6	61:23
156:22	0,20,22	92:21,23	185:1	accurate
163:15,19	56:4,19	165:20	absence	61:21,22
169:5	57:2,3,9,1	ability	129:2	accurately
209:16	0,16 58:15	64:22	absolutely	115:15
4,847 105:7	59:1,14	84:18	14:19 26:7	achieve
4.17 201:4	7.9 80:16	118:24	81:22	144:13
4:15	73 102:5	160:10	82:17 89:2	157:14,17
205:4,14	734,000	199:25	90:21	159:7
4:18 211:21	13:15	200:24	114:8,22	achieved
40s 22:2	74 103:2	202:1,13	119:20	103:1
410	75 143:12	able 14:17	157:23	achieves
29:2,3,17,	78 15:9	55:8 58:5	158:3	157:21
18 39:3	21:22	62:21,25	185:15	achieving
40:7 60:23		63:22	189:5	108:3
<hr/>	<hr/>	66:9,10,12	190:18	117:12
<hr/> 5	<hr/> 8	,14 67:4,7	ac 150:2	acquire
5 8:6 69:7	8 4:8 7:4	82:8 84:4	academic	155:10
101:15	39:1	86:9	156:5	across
122:21	40:9,10,21	106:15	161:3,9	135:23
206:8	41:12,17	110:14	163:16	150:23
50 80:25	56:19	116:5	accept	act 34:9
143:12	58:15	117:3	166:25	68:20 69:5
500 38:7	59:10	150:21,24,	196:11	78:2,19
	147:21	25	acceptable	99:14
	156:4	153:4,18,2	82:4,12,13	100:13
	177:10	2 155:9	173:22	
	8.15 80:15	165:8	access 75:14	
		169:20	113:23	

267				
171:19	195:2	150:18	159:11	31:11,12
acting 92:9	205:14,24	160:15	180:18,21	44:2 129:7
action 64:25	adapt 62:21	167:1	181:17	affected
65:10	63:6	194:7	adults	129:15
active 29:24	adapting	201:6	127:14	203:14
35:11,13	169:9	addressed	156:16	204:17
activities	170:2	27:23,24	advance 90:2	affecting
118:18	adaptive	48:23	108:1	127:20
160:12	100:4	addresses	122:4	203:18
activity	169:17	59:10	208:2	affects
18:7 55:6	add 27:19	addressing	advanced	43:14
152:16	31:25 35:5	149:2	97:7	affiliated
actual 80:24	48:19	adequa	103:14,19,	92:2
122:12	113:8	141:20	21	affiliation
150:5	131:10	adequacy	advantage	96:7
actually	133:14	141:19,20,	144:9	afforded
11:7 14:7	141:16	21	advantageous	33:18
18:24	151:10	adequate	144:16	affords
21:4,10,20	159:11	46:16	adverse	160:10
,21	addiction	114:9	45:14	afternoon
23:1,14,16	193:22	adequately	84:19 85:7	74:13
,19 24:22	196:8,9	200:22	173:21	91:20,21
25:9	addictions	adhering	advice 71:15	95:4,8,23
26:21,25	193:21	155:21	100:8	103:11
38:24	195:25	157:13	advisable	141:15
39:23 51:3	addition	158:20	100:17	162:22
61:21,22	86:12 98:9	adjacent	174:12	163:4
62:9 66:12	102:17	21:11	advised	187:20
68:19	121:22	22:20	110:22	189:2
77:4,25	additional	40:6,22	advisement	197:12
78:20 84:6	27:11 34:8	administer	175:5	211:18
91:25	48:24	124:13	advisor 92:9	afterwards
114:13	51:13,16,2	administrati	advocate	59:9
117:3	1 52:2	ve 151:12	97:25	against 58:5
124:18	71:15	165:12	advocates	100:22
147:14	131:20	admit 77:25	97:20	141:13
150:6	139:20	ado 10:19	AEMP 8:12	agencies
155:21	address	adopted	26:1 27:2	107:24
157:11	14:18	87:16	210:21	122:3
158:20	26:12	adult	211:9	agenda 14:6
160:14	27:22,25	106:11,14	aerial 41:8	51:6 53:24
177:16	35:2 46:23	112:4,6,16	Affairs	67:11,14
178:22	63:24 79:9	,25 113:10	97:12	68:11
184:21,24	107:25	114:6,24	154:12	167:10
185:2	116:25	135:13	affect	ago 90:12
186:13	122:4	156:12,22		133:4
188:14	129:9,17			
189:18	136:2			
193:21	145:22			

267				
200:12	159:7	ALBE 180:21	55:12,23	180:5
agreement	aimed 108:2	181:1	57:13,17	angle 42:19
74:10	142:2	alcohol	59:21	Anne 5:21
99:7,10	air 11:1,2	176:21	always 34:15	54:2,6,22
100:9,20	71:13	alive 89:8	am 96:24	55:17
101:10	72:21,22	90:9	112:15	57:7,21
134:7	73:5 75:13	allocate	124:20	58:1,20,21
171:17,19	aircraft	169:17	128:19	74:22
172:20,24	11:2	allow 16:11	134:3	Anne's 58:25
173:14,19	airport	55:10 57:9	158:18	Annex 39:11
174:8,25	35:20	58:18	176:7	annual
186:7,21	Aka 150:10	96:17	177:21	12:14,23,2
189:6	Akaitch	98:11	193:7	5 37:18
190:13,16	149:13	157:1	197:25	110:20
203:22,23	Akaitcho 4:7	allowance	amend 58:17	124:17
204:3,13,15	9:7 17:5	149:11	amended	135:23
agreements	19:10	150:3	18:12	189:9
97:3,5	38:14	152:25	ammonia	190:14
98:10	40:21	allowances	63:21	annually
101:1,15,2	41:12 42:7	145:19,22,	amongst 24:6	189:11
0,21	43:13	23,24	amount 55:24	answer 11:6
102:11,18	50:20 52:2	147:9	118:20	14:16
125:16	83:20,24	160:2,3	127:4	48:16
126:1,3,6,	118:7	allowed	Amy 3:5 4:22	51:11
14,20	125:14	128:3	94:15	140:15
127:21,25	128:7	197:19	95:17	146:23
128:1,22	130:7	allowing	97:11	152:2
129:16,22	146:20	66:7 74:11	153:20	153:18
130:14	148:2,7,8,	allows	154:11,12	154:4,13
131:3,9	10,11	140:11	164:3,4	164:5,6
133:7,13,2	149:17,21	already 44:3	analysis	167:11
2 134:1,4	150:7,9,12	50:21	12:17	170:9
136:11	,20 151:21	57:3,5	55:12	171:6
171:6	152:1	111:9	57:18	187:14,19,
186:14	153:11	125:17,22	59:22	23 200:9
187:3	154:4,5,6,	126:3	79:11	answered
188:19	16,19	128:1	101:11	146:21
203:8,11,1	158:12	133:13	137:17	answering
5 204:21	161:1	146:21	139:13	112:24
ahead 15:1	162:2	164:14	140:12	answers 84:6
54:24	163:6,9,14	190:6	analyze	109:6
143:15	197:15	206:3	143:23	132:9
149:7	205:25	alter	and/or	162:14
163:12	206:13	138:2,3	178:17	196:19
185:25	209:6	altering	Andrew 94:7	205:8
199:20	Akaitcho's	43:24	anecdotal	anticipate
205:6	149:22	alternatives		16:18
208:21	Alan 2:2			
aim 120:15				

267				
anticipated 29:13,15 31:12	183:19	y 60:19	59:1,2,10, 14	15:18 83:5 85:8
anticipating 60:20	applied 62:10	approval 99:19 111:17	60:3,7,12, 14,15,18,2 5 71:17	130:22
anticipation 173:14	apply 143:16 153:1	approvals 101:24	72:13 77:18 78:8 79:2 86:17	assertion 168:13
anybody 67:18 152:18 199:16	applying 194:18	approved 111:4 138:21	125:2 151:6 181:14	assess 21:4 34:6 139:6 149:12
anybody's 146:14	appreciate 36:21 46:25 52:19 71:10,17 75:5 79:8 85:24 120:22 142:13 196:19 205:10	aquatic 7:8 14:3 29:11 30:22	areas 18:12 20:14 27:8 80:4 104:5 161:8 164:22 181:5,11 210:9	assessed 29:22 32:2 100:22
anything 27:18 36:4 56:7 59:13 68:13 69:11 70:15,22,2 3 73:1,3,6 131:15 143:24 146:7 157:21 205:2 208:24 210:14	appreciated 109:18	aquatics 28:5,11 60:12 80:19	aren't 16:9 88:1 153:22 190:2 198:13 202:4	assessment 10:13 15:12 28:6,8,11 29:10 32:12,13 34:4,5,9,1 2,25 39:11 47:2 54:21 60:15,18 61:1 78:2,19 79:15,24 80:5,11 82:18,19 93:11 98:20,21 99:16,23 100:12,13, 15 101:23 104:5 106:1,18 123:3 139:11,21 151:7 164:18
anyway 36:8 71:4	apprentice 8:4 120:25 121:12,16	aquifers 18:21	arm 17:12,15 18:2,14 20:12 33:2 50:13,14	assessments 33:22 46:11 80:19 98:17,23
anywhere 69:18	apprenticesh ip 107:11,12 119:23,25 120:20 121:22 185:5 207:9	arctic 70:19,20,2 1,22 71:1	arrangement 151:21,24	assigning 143:19
apparently 49:6	apprenticesh ips 120:9	area 17:25 18:2 20:10,19,2 2 22:5 25:10,11,1 3,19 28:7,12,21 29:6,8,9,1 6,25 30:5 31:10,18 32:4,6,20 37:20 38:16 39:1 40:8,9,10, 21,22 41:12,13,1 5,17,18,21 42:2,6,11, 16 43:6,21,25 44:5,18 46:15 55:1,2,6,1 0,20,22,23 ,25 56:4,19 57:2,3,10, 16	article 165:25	assistance 103:20 134:23
APPEARANCES 2:1 3:1 4:1 5:1 6:1	approach 97:20,21,2 5 167:9,12 192:7 204:22	artificial 143:6	articulates 172:19	assistant 97:7
appears 57:8	approaches 204:21	Artillery 17:14 18:3 22:8 35:8	Ash 3:9	
application 79:23 184:12 194:13	appropriate 50:24 83:10 161:11	aspects	aside 87:11 88:14	
applications 134:22	appropriatel		aspect 85:19 107:4 165:18	

267				
103:13	assure 46:25	117:3,20	176:7	39:25
assisting	75:12	135:12	187:25	41:1,15
106:8	assured 25:5	139:21	Bain 5:4	81:19
114:10	attaining	141:25	95:25	113:9
135:12	195:18	145:8	103:17	basics
associated	Attawapiskat	153:24	ball 64:20	178:21,24
30:1 34:7	167:17	164:20	bank 181:7	basin 47:24
35:1 47:5	168:16	165:24	bar 60:9	66:7,17
141:4	208:13,15	166:9	Barnston	basis 13:1
153:6	attempt	175:17	21:12	20:14 87:8
Associates	143:20	190:9	barrier 15:9	110:20
2:25	attendance	195:15	16:5,8	111:15
3:2,3,4,5,	127:5	196:14	147:13	124:17
6,7,8,9,10	129:1	201:8	155:8	129:3
,11,12,13	attending	202:4,10	193:20	152:21
12:10	211:13	207:22	195:19,24	190:15
15:11	attention	avenues		198:1
19:21 20:8	77:24	116:10	barriers	beat 25:20
23:16 28:4	78:24	average	15:23 16:8	Beaufort
31:17	162:15	131:4	181:24	181:15
35:13 37:2	attract	avoid	193:13,25	Beaulieu
38:23 39:9	119:5	167:15,24	194:3	21:25
40:19	attracting	179:21	base 114:17	Beck 4:23
41:15	142:9	aware 20:9	based 55:13	93:1
48:21 49:5	attractive	105:15	88:23	become 58:18
53:12	145:18	124:6	104:20	81:19
54:18	160:2,4	128:19	105:25	155:5,8
60:11	attributed	134:3	106:23	becomes
62:16 80:7	151:2	167:18	127:5	118:18
92:8 93:5	audience	177:21	128:25	becoming
94:4,10,12	205:16	197:25	129:1	182:11
,14,16,20,	audit 187:12	198:10	142:19	bedrock 41:3
22 95:3,9	Aurora 113:1	awareness	152:14	Beers 1:6
117:7	181:18	193:18	156:14	2:15
association	authorities	away 57:25	158:25	8:3,6,8
48:25	100:16	58:12	169:9	9:3 10:22
assume 182:1	authority	122:14	170:2	11:24 12:5
200:8	83:2 100:6	127:11	188:14	13:25
assumption	availability	awesome 32:9	195:6	14:15
137:11	146:1	49:11	baseline	16:20
140:8	available		21:14,20	17:13
143:8,9,11	16:2 23:10	background	23:3,10	18:5,15,22
assumptions	104:25	60:8	39:10	21:21
80:12	105:20	101:14	60:22 64:7	22:23 23:1
138:24	106:13	113:4	basic 113:11	25:9,18
139:6,9,22		backup 59:5	180:22	26:14
142:17,19		bad 88:1	basically	27:3,21
assurances			22:10	
33:4,12				

267				
34:2,13,22	148:6,13,1	209:1,12,2	151:14	194:3
36:12,19,2	9 149:1	5 210:7,18	benefits	195:24
2 46:16,22	153:21	211:3	82:5 104:2	Bill 2:24
48:24 51:9	154:1	bees 27:17	105:13,25	42:8 44:15
52:18 53:1	155:18,23	beginning	107:1	47:10,12,1
55:14	157:3,9	69:8	142:21	3 48:15,22
71:9,12,14	158:15,18,	70:7,8	143:25	billion
75:2,9,13	22	79:6 82:20	144:14,17	102:9,15
79:8 81:21	159:13,24	83:7	148:4	Billiton
86:14,24	161:20	181:21	167:21	101:19
87:23	163:20	behalf 79:15	168:5,13,1	Biscaye
88:20	164:15,16,	97:15,17	5 200:6,13	74:22
89:1,2,9,1	17,20	103:7	201:17	90:18
2 93:3	165:6	behind 28:18	208:8	bit 11:5
94:6,8,18,	166:2,4,16	Bele 23:2	best 124:9	20:24
24 95:5,7	,22 167:4	believe 17:1	130:16	21:22
101:16,19	168:4,6,8,	21:20	154:13	23:13
102:21,23	14,15	23:2,21	155:1	24:22
106:13,15,	171:12,16,	27:18 42:8	165:8	33:24
25	22	43:18	190:10	51:12
107:10,18	172:18,23	48:19 52:2	bet 52:21	54:24
108:15	173:11,24	59:25 60:4	65:17	61:25
109:12,14,	174:4	68:15	better 24:22	65:23 69:6
17,19,23	175:19,24	71:23 76:6	62:24	76:17
110:7,19	176:10	126:2	63:20	78:10
111:6,17	177:1,3,9,	136:14	107:13	84:10
112:6,12	11,21	137:18	127:13	88:23
113:18	178:2,4,10	146:23	155:23	89:14
114:11,17	179:17	148:9	158:22	117:5
115:18,19	181:25	157:19	162:9	165:14
116:3,4	182:9,21	169:1	165:4,6	180:9
118:6,9	185:18	170:17	166:2	186:15,16,
119:8,17,1	187:2	172:1,13	167:25	23
9,23	188:24	175:19	170:24	Black 4:11
120:8,18	189:3,7	178:4	202:3	Blackie 2:21
121:10,11,	190:24	179:7	beyond 85:18	93:2
15,23	191:11	187:11	BHP 101:19	bless 90:14
122:9,16,2	192:6	197:12	177:1	Blow's
0,24	193:24	207:11	183:15,16,	184:12
123:10,11,	194:7,8,21	210:7	18,22	blue 25:15
21	,23 195:16	Ben 4:25	203:23	blurb 15:4
124:13,22	196:1,7,9,	5:12 95:21	204:18	board 1:3,11
125:1,8,16	23 197:18	103:19	BHP's 118:19	2:9 10:14
128:2	198:4,10,1	beneath	bigger	11:20
132:11,16,	1,23,24	37:12,13	113:24	12:19,20
18	199:9,11	benefit	biggest 56:4	17:21
134:3,4,5,	201:14	87:25 88:5	64:15	24:21 31:1
10 135:16	202:19	102:11	124:11	
141:16	205:2	104:5,24	193:20	
146:3,22	206:6,8,13			
147:2,10,1	,25 207:9			
1	208:7,8,16			

267				
33:20 64:3	201:12	36:16,25	155:1	78:10
69:13	202:18	38:11,20	Brigitte 2:9	building
81:10,21	206:16,17	44:11	92:7 124:5	58:4,8
82:3	207:20	45:17	bring 35:19	97:22
83:1,11,14	208:1,2,12	48:13	39:12 67:1	built 56:13
92:16	books 134:16	53:9,19	68:8 77:23	59:8 65:9
135:4	boom/bust	59:17	78:23	76:17
174:23	191:15	62:13	79:13,24,2	bullet 201:5
175:9	borders	65:12,20	5 80:3	Bureau
204:4,5,6,	23:17	67:20	83:7,17	159:14
10,13,16	bore 86:2	68:1,5	113:6	Bushee 93:24
Board's 81:6	bound 28:8	71:20	160:11	business
Bolstad 2:17	boundaries	92:11,18	203:25	97:23
88:19,20	36:22	93:18 94:1	bringing	149:20,24
95:4,5	boundary	95:13	90:2	152:19,25
110:18,19	23:17 28:7	96:18	113:13,14	businesses
112:11,12	35:24	103:23	132:14	102:5,10,2
113:17	Bouwa 183:7	108:21	Brittany	0,25 153:6
115:17,18	box 54:12	112:9	4:21 92:24	buy 70:22
116:2	Boyan 3:23	115:10	broad 150:23	156:25
118:5	92:22	120:5	broken 148:5	buyers
119:19,20	Brady 4:17	122:7	brother	152:11
120:7	95:10	124:3	69:15	Bye-bye
121:9	break 17:2	125:11	70:17	146:12
122:9,10	45:21	128:16	brought	
123:9	49:13	142:24	52:14	C
124:12	74:16	144:20	78:24	C002 23:6
132:17	149:23	146:17	79:22 80:5	C004 25:17
134:2	150:14	147:17	123:25	C005 25:17
141:14,15	156:9	148:15,22	134:17	C02 12:13,15
144:22,23	162:13	154:9	166:17	cables 44:17
147:1,2,19	breakdown	157:6	184:22,24	calculate
,25 157:8	148:7	162:25	194:24	151:1
159:3	154:5	164:1	197:1	Cam 3:11
161:19	breakdowns	166:13	Bruce 5:24	94:19
166:15	159:10	168:23	15:1,2	camps 71:2
168:3,12	Brenda 159:2	172:4,10	16:15	Canada 1:6
171:21	162:6	174:17	52:22,23	2:15 3:17
172:6,16,1	166:1	177:6	53:12,22	4:11 5:19
7 173:10	bridge	187:7	58:23,24	9:8 13:19
174:3,14	192:19	198:7	59:19	17:17,23
177:8	brief 10:8	201:10	budget	19:12
178:9,10	14:23	203:4	129:25	20:10
182:6,7	19:25 20:5	205:18	179:3	23:2,6,23
184:14	31:14	208:19	build 55:4	
188:24		209:18	56:7,23,24	
189:2,3		210:4	58:13	
191:24,25		briefly		
194:6		161:5		
196:22		brightest		
197:23				
198:23				

267				
24:3 25:14	179:1,2	Cathie 2:17	caucus 44:14	Certified
35:14		88:19,20		211:22
49:24	career 106:6	91:2,12	caucusing	cetera 28:2
50:12,19	107:6	95:4,5	45:21	64:21 82:2
51:20 54:7	180:24	110:18	caw 70:19,20	156:20
70:3 78:2	181:15	112:11,12	centre 28:18	182:3
93:3 98:17	182:25	113:17	113:22	
110:19	183:17,22	115:17	114:9,23	chains 39:3
119:19	184:8	116:2	135:18	Chair 12:10
120:8	careers	118:5	178:17,19	challenges
122:10	106:10	119:19,20	180:17	104:22
124:13	careful	120:7	centred	117:1,3
145:1	36:3,5	121:9	150:14	135:25
154:13	187:14	122:9,10	centres	136:2
166:16	caribou	123:9	135:14	137:10
177:9	87:21	124:12	178:13,15	189:13
198:23	211:17	132:17	180:3,7,24	190:2,21
202:19	carpenter	134:2	181:20	chance
206:2	69:10	141:14,15	ceremony	143:12,13
Canadian	carries	142:12	87:3	change 64:22
100:13	66:18	144:22,23	certain	82:4 83:23
candidates	carry 102:21	147:1,2,19	127:5	101:8
124:24,25	carryover	,25 157:8	certainly	130:10
capability	54:24	158:15	36:20	140:8
120:13	carry-	159:3	51:11	143:8
capacities	through	161:19	71:14	changed 37:7
108:5	100:2	166:15	109:11	changes
capacity	case 91:8	167:13	110:3,13	68:19,20
59:4 64:21	135:8	168:3,12	111:6	100:22
66:10	141:1	171:21	113:20	139:25
97:22	152:15	172:6,16,1	116:13,21	169:10,17
200:1	185:21	7 173:10	117:8,12	170:3,10
201:23	cases	174:3,14	119:4	changing
204:7,10,2	124:17,20	177:8	122:10,18	62:21
3	176:17	178:9,10	134:3	channels
capital	204:23	181:6	141:22	41:4
149:11	catch 36:20	182:6,7	142:1	Chapman 3:13
150:3	catchment	184:14	155:22	94:3
152:24	37:19	187:1	158:21	characterist
165:17	category	188:24	172:23	ic 117:7
capture	123:13	189:2,3	173:24	characterist
50:16	207:23	191:24	180:6	ics 20:20
captured	catering	193:4	189:24	characterize
51:4	182:3,22	194:6	192:7	d 64:17
129:17	183:7	196:22	certainty	characterizi
carbon 12:25	184:6	197:23	97:21	ng 22:9
13:12,16		198:23,24	98:19	
cards		201:12,13	Certificate	
		202:18	7:13	
		206:16		
		207:20		
		208:1,2,12		

267				
cheaper	85:23	161:23	191:25	Clipperton
144:12,14	95:6,7	163:2	194:11	3:10
check 132:19	109:16,17	164:7,12	199:8	15:10,11
193:10,15	110:6,7	168:7,17	206:19,25	close 90:13
194:16	148:25	169:4,18,1	209:12	116:19
195:10	149:1	9 173:8	clarifying	135:23
197:22	175:23,24	175:18	50:9	167:20
198:1,2	189:1	176:6	clarity	168:6
199:5	198:9,10	177:23	112:14	171:23
checks	206:24,25	185:16,24	168:10	closed 192:1
193:14	208:11,21,	187:17	172:6	closely
194:22	25	197:5	174:4	183:12
197:17	209:1,11,1	199:14,18	205:23	184:2
198:13	2,24,25	204:25	classificati	closer 111:3
chemical	210:6,7,17	205:7	on 30:12	120:12
66:13	,18	206:16	clean	160:12
chemistry	choice 117:4	207:21	69:13,14,1	182:10
54:12,15	199:11	cited 158:7	5,18,25	closest
63:19	choices	citing 158:9	70:5,14	128:6
Cheryl	135:12	citizen	71:13	closing
197:13	141:17	183:1	clear 22:16	136:23
chief 165:6	195:4	citizens	31:9 45:23	closure
166:1,23	196:11	155:2	46:1,12	11:11
167:2,9	choose 140:9	clarificatio	60:2	37:22 38:4
child 134:17	choosing	n 9:4	82:3,6,10,	66:19
children	147:13	11:14,16,2	15,16	70:7,8
127:16	Chorley 3:2	5 23:20	143:22	138:9,11
CHIPEWYAN	36:13 37:1	27:25	158:8,24	139:2
71:25	42:12 93:4	46:20	159:4	191:13,16
Chisholm	chose 127:11	51:10,23	161:20	192:22
2:19	145:16	52:19	192:3	193:8
10:21,22	146:2	108:14	clearly	CO 12:7
12:4,5	173:22	109:1	59:21	coaching
13:24,25	choses 116:4	173:11	165:7,16	156:19
14:14,15	Chuck 1:13	175:25	202:16	coalition
16:19,20	2:3 10:14	clarificatio	client 77:2	170:14
26:13,14	20:2 52:11	ns 13:22	clients	coffee 49:14
27:20,21	84:9 92:5	clarified	176:19	coffer 55:4
34:1,2	96:8	198:24	Clinton 3:14	57:14 59:8
36:11,12,1	108:19,23	clarify	94:25	cohesion
8,19	115:12	22:21	137:8	166:7
46:21,22	121:6	49:10,20,2	141:2	cold 33:10
51:8,9,18	123:14,22	2 115:20	143:1	collaboratio
52:17,18	125:6	151:11	144:2	n 136:8
65:16	128:11	158:6	148:24	colleagues
71:8,9	132:13	166:16	149:8	
75:1,2	136:12,18	168:14	151:17	
79:7,8	146:4,9	175:24	152:7	
	148:17	176:8		

267				
49:5	167:8	8,25 211:3	126:7	104:20
collect	193:1	commitments	128:7	106:22
151:23	204:8	7:3 8:1	129:14,18,	107:8
154:14	commencing	26:15	21 130:21	113:1,7
169:15	10:1	75:16,18	132:12	114:16,17
collected	comment	100:22	134:10,15	124:18
54:19	19:19	101:3,11	135:4,14,1	125:20,21,
200:7	27:22	109:6	5,25 136:7	22
collecting	40:24 41:1	129:17,20,	148:7,9,10	126:13,22
64:6	46:25 51:7	21 134:6	,11	127:9,12,1
collectively	55:15 75:6	149:4	150:6,20	5,20
119:7	77:8,9	168:1	151:11	128:5,6
187:24	80:2 191:9	190:5,7	154:6,7,17	130:4,13
College	205:2	196:6	,19,23	131:4,25
113:2	comments	205:21	155:9,16	132:2,8
181:18	14:13,15,1	209:13,16	159:12	133:5,17,2
com 150:15	8 36:21,23	commits	160:1,16,1	0 147:12
combination	58:25	102:21	7,20	148:5
102:13	71:10 75:3	committed	165:11,12	149:23,24,
113:25	76:5,10	89:3,17	166:17,18	25
147:8	79:3,8	90:21	168:6	150:15,25
combined	81:19 91:6	99:2,25	170:7	151:2,15,1
22:13	129:8	106:7	171:2,4	6 152:5,6
comes 39:22	commit	157:23	176:19	153:2
67:6	108:11	171:16	177:13	156:3,7,18
111:12	115:5,24	207:21	178:13	,21,24
113:4	116:7	committee	179:20	158:25
119:2	121:4	175:9	180:16	163:18
140:5	122:10	189:10	185:1	164:19
143:3	148:13	204:17,18	189:15,17,	165:1,5,7,
192:10	207:4	committees	23 190:20	18,19
199:11	commitment	124:15	191:7	166:3,5,7,
comfort	25:9 26:17	commodity	193:18	20,24
33:10	27:3,9	191:21,22	194:4,12,2	167:2,8,18
comfortable	34:22	common 77:7	4,25	,20,22,25
41:9	90:25	commun	195:16,23	177:2,12
coming 31:10	121:8,11,1	131:24	196:21,25	178:3,5,13
44:9 46:7	5 145:4	communicatio	199:10,12,	,17,18,20
50:19	147:6	n 107:5	25	180:3,6,23
61:20	171:15	communities	200:19,21,	181:20
68:15	172:1,15	34:16,19	24 201:24	182:25
71:23 76:6	190:13	88:25	203:9,19,2	183:9,17
126:23	196:2	89:7,19	0,24,25	184:9
135:23	202:19	90:8,13	204:17,23	198:18
137:3	206:5,8,13	101:6,7	208:10,17	199:7
143:17	,21	105:10	210:8,11	200:6
158:9	207:8,15	119:7	community	201:24
	209:21,22,	124:14	24:5,6	203:13,21,
	25		27:5 75:22	24
	210:7,12,1		76:1 79:18	204:4,11
			86:6 87:19	208:9
			90:19	community-

267				
based	comparison	150:16	46:13 72:2	53:7
162:5	21:18	182:15	144:7	conformity
202:21	comparisons	comprehensiv	165:18	48:23
community's	13:1	e 11:6	concerns	confusion
9:9 19:13	compensation	63:18,25	26:3,9	158:12
49:24	68:21	100:11,15	32:16 35:3	connected
50:14	compete	133:3	50:5 59:11	40:24
152:22	108:8	187:19	73:15,21	connection
community-	competencies	compromising	83:18	56:21
specific	107:20	57:15	133:1	cons 72:16
203:2	121:24	computer	138:23	consequence
companies	competitive	73:17	200:23	55:21 57:5
119:9	116:5	113:23	CONCLUDED	consider
174:22	145:23	computers	74:18	19:4 25:18
176:14	competitivel	178:14	concludes	73:8 81:15
181:9	y 145:19	comul 29:23	108:17	82:4 83:16
company	compety	con 72:16	conclusions	100:7
79:12,16	107:20	144:7	30:20	175:5,15
89:5,16	compiling	conc 32:16	concrete	191:16
111:2,22	27:11	conceivable	143:7	200:15
116:21	complete	23:9	condition	considerate
119:11	12:8 55:18	concentratio	99:7	72:17
134:25	84:5 114:7	n 76:24	100:19	consideratio
135:10,20	124:19	80:24	conditions	n 26:9
136:19	170:9	concentratio	37:22	34:6
138:1	208:7	ns 61:20	60:22	56:8,9
140:17,23	completed	concept	62:21 66:4	81:13
142:18	11:19 39:6	66:1,5,7,1	67:4 99:19	142:7
145:4,9,24	66:21	6,25 67:2	173:4	175:17
146:1	134:22	conceptual	conduct	185:15
147:7	181:16	8:6	164:18	consideratio
158:3	202:16	15:15,16	conducted	ns 98:9
160:17,22	completeness	16:21,23	100:12	considered
189:21	84:1	206:9	confident	17:20
190:6,14	completing	207:3	34:10,11,2	21:20
191:1	86:7	210:1	4 157:13	24:15
192:13,18	Compliance	concern	161:20	25:13
194:17,20	101:1	15:13	confined	26:4,19
195:5,15	component	17:24	29:15	29:10 30:9
196:12	28:6 42:13	24:5,22	confirm 53:4	32:17 33:8
200:19	191:13	45:23 46:6	54:13	46:17
201:3	203:2	52:13,16	98:12	47:1,10
202:12,19,	components	85:17	123:17	50:24 52:7
22 204:1	29:11	154:20	132:24	60:16 98:8
company's	98:11	198:18	134:5	125:21
144:25	149:15	concerned	confirmation	175:11
199:24				consistency
comparable				
102:25				

267				
205:23	99:12	160:5,17	Corporation	161:16
consistent	contingencie	contributes	4:9	168:20
12:17,20	s 67:3	98:5	correct 12:5	169:20,22
61:1 98:13	contingency	150:15	23:18	170:11
101:10	66:3	contributing	33:18	205:22
constraint	continue	152:22	41:25	208:6
117:13,18	27:2,9	153:8	54:18	course 83:25
construct	34:21 47:7	contribution	128:24	119:2
55:4	86:14	30:9 32:7	141:4	120:25
57:8,14	119:4	34:14	157:10	121:10
construction	121:20	43:10	207:5,7	137:24
11:9	123:18	148:8	210:22	139:24
56:5,10	134:11	149:13	211:22	152:9,21
103:2	139:13	211:16	correction	178:5,7
104:12	146:7,13	contribution	10:22 11:3	179:20
107:23	163:3,5,7	s 34:8	correctly	courses
122:2	168:19	160:19	123:8	191:6,10,1
consultant	176:8	control 66:9	140:16	3,21
2:9 96:25	190:7,9,10	137:14	Corso 2:23	cover
consultants	194:3	138:14	55:16	80:19,20
78:25	211:18	141:16,19	57:19,20,2	170:8
consultation	continued	142:5	3 59:19	covered
15:16	75:14	145:1	65:22	104:6
consuming	105:1	202:20,24	93:16	covers 14:1
72:16	continues	controlled	cost 56:8	181:5,7
consumption	194:2	66:6,17	58:8	Craig 2:21
149:11	continuing	controlling	200:14	93:2
150:3	16:9 75:25	42:24	costly	create
152:24	continuously	convinced	145:22	144:15
contacts	35:15	55:13	Cott 5:25	created
165:8	contract	cooperation	68:23	142:17
contain 66:6	183:5	107:8	couch 81:1	creates
contaminants	196:6	cooperative	council	117:3
61:23	201:18	99:3	133:5	creating
cont'd 3:1	contracting	coordinated	165:7	156:10
4:1 5:1	202:5	114:15	166:2,23	creation
6:1	contractors	coordinates	167:2,10	144:8
contemplated	181:25	101:5	count	creative
19:2	182:22	coordinating	138:10,11	188:6,21
125:17	183:4,10	90:1 114:1	counting	credit
content	184:5,7	coordination	40:14	179:1,2
134:1,3	185:11,12	97:2	119:10	creek 41:22
CONTENTS 7:1	199:4	coordinator	country	101:17
context	contracts	103:19	145:3	204:16
22:13 81:1	182:15	copy 209:2	couple 126:3	criminal
	contribute		133:3	193:14,15,
	32:21,25		157:10	

267				
16	124:8	202:20,21	87:22	163:20
194:12,16,	current	203:21	88:20	164:15,16,
22 195:5	54:15	database	89:1,2,9,1	17,20
197:16,20,	108:10	29:21	2 93:2	165:6
21	115:4	datas 88:14	94:5,8,17,	166:2,4,15
198:1,2,12	135:24	date 15:22	23 95:5,7	,22 167:4
199:5	151:24	35:15	101:16,19	168:3,5,8,
critical	202:14,15	106:3	102:21,23	14,15
48:1 58:10	currently	138:10	106:13,15,	171:12,16,
criticality	30:3	daughter	25	22
58:12	44:16,23	35:19	107:10,18	172:17,18,
crosses 30:7	105:8	Dave 2:10	108:15	22
crossing	110:19	day 1:21 7:6	109:12,14,	173:10,24
56:21	114:3	10:17	17,18,23	174:3
cu 29:23	117:23	27:16 58:9	110:7,19	175:19,24
cubic 16:3,4	124:7	90:2 96:24	111:6,17	176:10
cultural	125:5	123:17	112:5,12	177:1,3,8,
78:3	153:4	131:4	113:18	11,21
98:6,8	171:12	142:3	114:11,17	178:2,4,10
151:15	182:5,21	143:14	115:18,19	179:17
156:6,14	cut 69:13	177:25	116:3,4	181:25
160:12	<hr/>	183:21	118:6,8	182:9,21
163:18	dam 44:19	days 117:17	119:8,17,1	185:18
200:1	55:4 57:14	DCAB 188:18	9,23	187:2
culture	59:8	de 1:6 2:15	120:7,8,18	188:24
77:22	damage 73:24	8:3,6,8	121:9,11,1	189:3,7
87:14 90:9	damaged 74:7	9:3 10:22	5,23	190:24
97:9,17	Damian 94:21	11:24 12:5	122:9,16,2	191:11
103:7,15	Daniel 2:22	13:25	0,24	192:6
110:9	93:14	14:15	123:10,11,	193:24
134:19	darker 24:23	16:20	21	194:6,8,21
135:17	data	17:12	124:12,22	,23
164:23	17:16,22	18:5,15,22	125:1,8,15	195:16,25
178:12	20:25	21:20	128:2	196:7,9,23
179:18	21:17 22:2	22:23 23:1	132:11,16,	197:18
184:25	23:10,25	25:9,17	18	198:4,10,1
Cultured	25:14	26:14	134:2,4,5,	1,23,24
96:1	46:15	27:3,21	10 135:16	199:9,10
cumulative	50:19,20	34:2,13,21	141:16	201:14
18:5	54:13 64:7	36:12,19,2	146:3,21	202:19
27:13,23	76:20	2 46:16,22	147:2,10,1	205:2
29:10,23	104:20	48:23 51:9	1	206:6,8,13
30:19,21	143:4	52:18 53:1	148:6,13,1	,25 207:9
32:3,21	151:7	55:14	9 149:1	208:7,8,16
33:7	164:20	62:15	153:21	209:1,12,2
34:4,9,24	169:14	71:9,11,14	154:1	5 210:7,18
curious	189:12	75:2,9,13	155:18,23	211:3
		79:8 81:21	157:3,9	deactivated
		86:14,24	158:15,18,	21:24
			22	deal 63:10
			159:13,24	66:3
			161:20	74:8,9

267				
129:22	21:15	164:13	descriptions	129:4
140:23	55:24 56:1	210:19	107:21	196:7
191:22	83:10	211:4	121:25	determining
195:1,21,2	definition	denied	122:13	104:5
2	60:11 77:9	198:1,11	207:15,17	Dettah 128:8
dealing	definitions	Deninu 5:9	design 47:11	develop 47:7
176:25	142:21	76:8 82:1	65:25	73:25
183:3	Dehcho	93:9 128:8	66:16	83:22
191:15	204:20	146:23	100:5	120:12
deals 66:2	delay 138:16	147:24	designed	132:24
203:22	164:3	Denis 4:24	16:11	153:7
dealt 33:20	deliberating	department	desire	189:10
death 33:13	142:4	5:24 93:13	141:23	developed
46:3	delineated	96:25	detail 12:18	15:14 88:2
Deb 5:4	60:19	97:15,17	34:11	142:18
95:25	delineation	98:1	107:15	179:25
103:17	39:10	102:18	120:1	188:14
Debbie 4:19	40:17	103:7,15	123:3	191:10
93:20	delineations	177:14	177:16	developer
December	41:10	179:18	185:8	84:13 99:5
90:13	deliver	departments	192:5	101:10
decision	97:14	170:8,15	detailed	173:18
83:22	106:22	176:25	23:25	developers
84:4,18	181:18	184:7	122:13	129:19
173:13,16	delivered	depend 84:1	189:17	developing
decisions	114:2	depending	details 75:5	16:21
106:7	180:23,24	124:17	106:16	34:25
173:3	181:1	204:22	110:15,24	126:11
182:17	210:2	depends 84:4	120:10	142:11
decline	delivering	depth 43:10	121:2	179:19
129:6,7	181:19	depths 59:10	deter 105:16	180:15,20
deemed 30:18	demand	deputy 97:7	determinant	development
deep 37:11	104:21,24	103:13	105:16	30:1
42:14 43:2	138:4	derived	determinatio	37:6,16,21
deeper 59:10	demands	153:25	n 81:11	98:2,4,11
deep-rooted	107:15	describe	83:3,15	99:17
88:6	Dene 5:6 8:8	208:17	84:14 85:2	100:11
defensible	49:21,22	described	182:13	101:5,13
140:11	50:11	52:4	determine	102:20
define 20:13	68:18 72:7	129:24	15:9 55:24	103:18
25:19 78:7	82:2 83:24	description	120:24	105:23
defined 29:9	86:6	8:2 9:2	124:16	110:25
40:14 41:2	89:11,22	10:25 31:2	127:4	115:1
78:2	92:14	55:17	149:14	135:5
definitely	93:7,23	77:15	153:4	154:13
	142:22		determined	164:22
			60:14	173:19
			100:17	180:25
				181:15

267				
182:25	93:1	dike 47:10	55:11	133:5
183:17,22	Diavik 70:10	48:5	57:11 63:2	document
184:8	100:12,15	55:4,5	discharges	54:14 77:5
200:15	101:16,19	56:5,7,10	63:3	78:6
developments	118:18	57:8	disconnect	85:5,10
29:22,24	126:18	58:4,8,13,	200:23	162:11
98:12	129:12	14,16	discuss 8:10	175:21
126:8,14	133:24	70:14	27:3,7	176:2
130:23	136:23	dikes 45:6,9	34:15 70:6	206:4
133:18	137:25	46:24	109:5,15	documents
dewater 55:2	138:9,20	47:19,20,2	187:24	73:12
56:25	140:20	1,23	189:12	76:12
57:16 58:5	159:14	48:6,7,9,1	210:11,20	dog 88:9
dewatered	177:1	1	211:7	domain 98:18
55:3,23	204:3,5	dioxide	discussed	domestic
57:5	Diavik's	12:25	15:5 24:5	148:9
dewatering	138:11	13:12,16	25:8 57:3	149:15,19,
53:6 55:10	difference	diploma	68:22	22 150:1
56:15 58:3	161:4	117:13,23	167:11	152:21
Deze 32:19	differences	direct 39:25	discussion	Don 3:2
DFO 15:3,16	20:23,24	104:13	7:8,10	36:13 37:1
16:14	different	144:10	14:3 15:3	42:12 93:4
52:24,25	20:21 60:6	directed	16:21 50:5	done 15:22
58:25	64:18	205:25	65:24	16:1 18:23
68:19,24	77:22	direction	77:11	28:2 41:5
70:3	78:13	37:5,8,24	96:5,11,15	45:21 47:4
diagram	81:6,7	98:15	,20 163:3	56:11
27:19	88:11	202:8	175:22	59:7,14
diamond 1:6	111:21	directly	186:7	65:6 76:19
13:7	126:1	17:17 18:1	204:1	112:22
45:5,10	140:4,9	98:21	discussions	117:11
48:5 74:4	174:21,22	101:22	24:7 25:25	118:2,10
100:12	186:18	108:16	110:12,21	122:14
118:11,19	188:7,11,1	119:17	185:18	124:14
125:22	9 189:25	146:22	disparities	132:15
126:5	differently	149:3	166:6	156:4
127:9	186:15,16	201:3	distance	159:1
159:13,14	203:19,23	director	72:22	162:5
167:17,20	204:22	93:7	diversified	163:25
179:16	difficult	103:21	105:24	176:17,18,
diamonds	63:9 81:10	disagree	divide 22:17	21 178:6
85:16 88:8	133:12	117:9	divides	187:2,5
101:6,7	149:6	disagreement	41:10	188:25
102:16	151:14	83:4	division	195:10
170:7	192:5	disagreement	101:4	198:13
171:2,4	200:4,6	s 82:23	Divisional	203:8
203:10,20	difficulty	discharge		204:9
Diana 4:23	183:3			206:3
	196:5			209:8

267				
dot 23:12	179:21	ec 16:14	151:13	114:4
Douglas	during 11:6	52:25	165:13	educator
211:25	21:5 32:15	68:14	economist	112:16,25
downstream	37:3,5,16,	ECE 95:21,24	141:8	113:10
14:6,11	17,22 53:3	96:2	economy	educators
15:4,12,13	66:11	106:4,19	152:5,10,1	106:14
,24 16:22	82:9,24	108:2	4 153:9	112:6,22
17:7 29:16	83:9 103:2	112:21	156:6	181:18
30:17	104:12,15	115:24	163:17	effect 47:16
32:25 39:3	133:6	119:15,23	165:16	77:13,15
40:7 53:4	142:17	121:22	191:15	78:9,14,18
61:12,13	173:23	123:20	ecosystem	,22 101:18
207:3	175:3	128:19	43:24	204:14
Dr 24:19	dust 69:13	179:19,23,	Edmonton	effective
25:20	72:21	25 180:20	108:17	169:9
30:25 31:8	duties 10:15	193:4	119:18	170:1
60:1 61:5	dye 18:23	ECE's 122:17	144:12	effectively
64:2 81:24	28:1	ecological	educate	155:15
159:2		98:5,9	155:3	effectiveness
162:6	<hr/>	economic	educated	s 99:18
166:1	<hr/>	46:10 82:5	88:3 139:8	100:1
draft 18:11	EA 61:16,20	91:22	education	effects
drain 20:11	earlier	98:6,7	95:25	14:7,11
31:6	52:11 59:3	137:17	97:8,9,17	18:5 22:19
drainage	60:3 86:19	144:8	103:7,14,1	24:23
39:25 40:6	163:4	148:4	5,19,21	27:13,23
41:1,16	182:8	151:7,14	104:4,8,10	28:9,10
drained	early	153:24	105:17,23	29:10,16,2
77:19	56:11,13	164:22	106:1,9,11	3
draining	65:3	166:2	107:2	30:9,17,19
77:17	91:7,8,9	167:21	110:9	,21 31:19
drains 41:17	earning	168:1,5,13	112:5	32:1,3,7,2
draw 117:2	155:13	,15 170:3	113:10,14	1,25 33:7
drawing	easier 113:5	171:17	114:24	34:4,9,25
147:7	east	174:8	124:21	45:14
drawn	17:12,15	176:3	126:10	60:5,17,18
13:18,19	18:2,14	189:10	127:13,15	,21 61:12
drift 202:7	20:11 33:1	200:2,4	130:18	77:10
drug 176:21	42:21	204:15	132:3,7,22	80:23
dry 22:11	50:14	208:8	133:5,19	100:3
57:9,15	easy 147:9	economics	134:9,18,2	127:6
due 17:2	eat	3:14 95:1	3 135:17	154:17
101:8	72:9,10,13	137:9	164:22	157:4
197:20	88:10	141:3	178:11	161:8
duplication	EBA 2:24	143:2	179:18	163:21,24
	44:15	144:3	180:22	164:19
	47:13	149:2,9	184:25	177:4
		151:18,19	educational	200:2
		152:8	112:15	effluent
		economies		

267				
61:20,23	72:1	employed	118:12,14	105:2
effort 105:1	elders 24:3	113:1	126:12	190:20
efforts	70:17	139:17	134:19	engaged 86:5
97:2,22	90:13	150:24	135:17	165:6
130:16	element	153:5	137:2,12	engagement
Ehrlich 2:2	100:4	employee	145:13	166:21
eight 15:8	elements	114:10,14,	147:13	167:5,8
38:8 105:6	185:11	18	148:11	engaging
156:4	elevation	194:14,15	150:20	166:1
177:10	20:23 43:8	196:4,8,10	151:4	engineering
Eighteen	elevations	,23	155:10	2:24 44:16
172:15	42:23 43:7	employees	170:22	47:13
EIS 12:21	eleven	89:18	178:12	65:24
26:17	180:23	90:3,14	179:18	engineers
27:24 28:6	204:5	114:5,12	184:25	46:23
29:12	Elmar 5:9	146:22	185:1	ENGLISH
54:19	76:6,7	147:8	195:4	71:25
76:16,21,2	81:16,17	155:5	196:6	enhanced
2	93:8	160:7,16	201:17	130:20
77:4,15,25	else 63:15	161:2	enable	enjoy 113:24
79:10 80:8	91:7 113:7	178:3,17	114:24	enormous
86:2	146:7	185:4	126:16	141:8
101:11	176:10	192:14,16	encompass	ENR 5:12
116:8	208:24	194:20,21,	67:3	enrollment
145:10	elsewhere	22 195:12	encompasses	128:25
160:24	144:16	196:1,2,3	82:18	enrollments
161:6,22	email 12:19	199:4	encounter	128:20
201:5,6,15	50:22	203:16,17,	63:7	129:6,7
either 83:7	184:12	18	encounters	ensue 25:25
143:15,16	emailed	employer	196:5	ensure 100:2
151:15	52:11	161:1	encourage	104:2
159:21	emerging	employers	99:3 125:3	105:3,22
171:3	100:3	104:22	135:1	108:4,7
193:24	emissions	107:2	145:11,13,	124:24
200:10	12:12,13,2	employing	20	145:25
202:5	4 13:6	139:19	155:1,19	201:16
Ekati 69:7	emitted	140:23	157:16	ensured
70:7	12:15	employment	158:18	130:19
101:16	emphasize	96:1	159:18	ensuring
118:19	34:24 65:9	97:9,18,23	encouraged	76:1
136:23	emphasized	101:25	85:6	106:4,19
137:18,25	76:14	102:4,7	encourages	130:18
140:20	employ	103:8,15	160:14	enter 96:5
159:13	116:22	104:4,8,10	173:18,24	172:24
elaborate	201:15	,14	encouraging	entered
84:9		105:3,16,2	124:19,24	
elder 35:18		4 106:2	engage 76:1	
69:4 71:23		107:1,14		
		108:3,4,8		
		117:2		

267				
173:15	30:15,18	187:16	171:18	125:17
entering	equally 99:2	evaluative	example 24:9	existing
47:24	equipped	186:23	60:8 62:25	20:9 29:21
enters 41:17	113:23	188:9	66:20	101:12
entire 22:11	equivalent	eventually	79:19	133:7,13
30:16	13:9,13	22:6	89:20 90:1	exists 22:5
110:25	equivalents	26:23,24	114:6	35:6 64:8
entry 108:3	12:25	45:11	124:9	76:15
envir 97:8	13:16	everybody	131:14	expand 117:5
environment	Erin 3:22	10:17 15:1	134:10,14	171:11
5:19 7:8	especially	49:13 54:2	137:16	207:16
13:19 14:3	20:22	70:2,4	138:8	expansion
29:11	72:18	91:13,20	156:2,3	30:2 31:21
30:22 54:7	176:16	96:14	184:16	expect 33:24
61:13 65:4	essentially	97:18	188:18	65:6
82:18 83:6	164:4	162:14,22	examples	130:1,10
93:13	established	163:2	89:5 90:10	138:20
104:9,19	21:10,12	211:13,15,16	156:18,24	195:8
environmenta	estimate	everybody's	170:11,19	expectation
l 1:2	37:16,24	14:18	exceed 60:7	174:7
10:13 28:8	139:23	67:16	104:25	176:4
29:9	143:18	everyone	excellent	expected
32:11,13,15	153:8	10:4,11	31:2	28:9,10
33:16,19,22	estimated	33:16 69:9	108:19	98:25
2 34:3	12:13	75:8,9	109:8	137:18
78:2,19	13:10,14	167:18	145:23	expecting
79:15,20,22	38:7	everything	exchange	11:11
3 81:5	104:11	14:1 36:5	82:5,13	expects
82:19	estimates	64:6 66:24	excused	102:24
84:16	12:15 13:5	72:22 73:9	129:1	expense
85:25	estimations	88:16	excuses	132:7
86:18	138:24	119:1	131:7	expensive
93:11	et 28:2	143:6,19	executing	144:11
97:10,12	64:21 82:2	159:7	41:7	experience
98:17,20,22	156:19	183:18,20,21	execution	64:13
1,23	182:3	evidence	182:14	73:16
99:16,17,22	evaluate	81:13,15	exercise	89:13,14
3 100:3,13	21:6 79:25	exact 82:8	62:7 91:24	105:12
101:23	186:13	exactly	186:24	116:13
106:18	evaluating	64:12	188:9	140:20,21
154:1	29:22	81:12	exist 21:14	198:14
176:1	99:16	89:10	32:6 64:9	experiences
187:12	evaluation	120:24	existed	88:24
188:2,4	79:14	130:17	21:22	experiencing
200:13,17	103:18	133:21,25	existence	104:22
environmentally		146:8		expert
		151:14		

267				
112:15	47:20,21	46:19	208:4,14,2	159:12
expertise	141:17	48:17	2	178:18
33:9	extinct 33:5	49:11,19	209:5,15,2	192:17
144:9,17	extra 64:21	50:8,25	0	family 156:8
experts	131:10,20	51:16,24	210:13,24	159:10,22
79:13,16	eye 64:20	52:9,21	211:11	166:6
114:2,3		53:21	facility	170:12
explain	<hr/>	58:22	66:20	179:3
47:10	F	59:24 61:3	91:23	family's
149:4,5	fabric 156:6	65:14,17	facing	132:6
185:2	163:18	67:9,22	130:24	fashion
explained	fabulous	68:3,7,25	131:11	107:7
57:17	142:9	71:6,22	fact 25:5	fast 169:21
explaining	184:15	74:20 76:3	34:16	faster 61:24
52:13	face 57:24	81:4,22	71:11	62:1
195:23	117:1	82:17 84:8	86:22	fat 165:20
explor 18:7	147:14	91:1,19	111:8,10	February
exploration	183:11	92:15	157:12	34:17,18
18:7	184:10	96:4,12	factor 140:5	75:20
32:5,20	195:23	108:18,23	factors 98:8	166:20
explosives	faced 128:4	110:3	142:6	181:21
63:22	faces 91:22	121:6,19	144:25	federal
export	face-to	123:6,14,2	Faht 93:22	151:22
144:17	195:22	2 125:6	fair 80:21	feedback
exported	face-to-face	128:11	82:14	75:22
102:16	134:20	132:13	fairly 64:17	160:7
exposing	184:23	136:12	129:6	203:23
89:17	189:21	146:4,11	Faithful	feeding
express 89:2	facilitate	148:17	2:25	42:10
expressed	99:3	161:23	12:6,9	feel
76:16,21	facilitated	162:10,21	19:20	87:15,25
extend 20:17	146:1	163:1	27:22 28:3	88:12
extended	facilitating	164:7	31:7,16	113:18
131:18	10:16	168:7,17,2	48:19,20	feelings
extends	facilitator	173:8,17	53:11	188:17
199:9	1:12,13	175:18	60:10 80:3	female
extensive	10:3,10,15	176:6	95:8,9	124:24,25
33:11	11:21	177:23	fall 82:21	femoral
117:16	13:21	185:16,25	83:13	40:16
190:25	14:4,19,25	186:4	123:13	field 15:22
extent 28:10	16:15,24	187:17	falls 37:19	16:6
29:5 30:15	19:3,17	197:5,10	false 165:15	fif 116:17
60:5,16	20:1 26:7	199:14,19	families	fifteen 11:9
external	27:15 32:8	204:25	127:13,14	162:13,16
	36:9	205:9,13,2	135:15	
	44:13,25	0	156:11,12,	
	45:19	206:5,12,2	16,22	
		0		
		207:6,8,14		
		,24		

267				
fifty 80:25	first 5:9	5:25 68:20	210:1	190:4
figure 19:22	8:9 10:16	fishing	flowing	197:15
28:4,15,18	14:5,10,21	87:20	35:22,23	199:22
42:21,22	33:19	fit 109:15	37:4 40:18	food
43:7 52:11	42:25	fits 76:9	50:13	72:8,9,13,
figured	49:21,23	five 38:7	168:5,13,1	16
89:24	50:11	69:7	5 201:17	footprint
fill 58:19	58:15	101:14	208:8	20:15,16
filled	68:18	122:21	flows	22:18
104:14	77:12,13	flexibility	15:6,13,19	force
final 81:11	78:8,25	55:10	,20,21	105:3,8
83:2,15	79:18 82:2	63:10 66:2	16:1 17:14	115:7,25
84:24 85:9	83:20,24	67:4,7	18:18,21,2	136:25
156:1	85:24 86:6	flexible	5 21:6	137:3
finalized	89:11,12	62:20	22:5,10,19	138:4
84:24 86:9	91:25	flights	29:3 30:23	139:12,17
finally	92:14	10:24	38:15 39:2	forced 132:5
80:17	93:23,25	11:4,7,9,1	44:7 46:4	140:22,24
171:20	99:22	2 144:10	60:13	forcing
financial	109:1,23	floor	fly 82:9	155:15
85:18	128:7,13	14:9,21	108:15	fore 67:1
134:18,23	136:20	16:25	119:17	forecast
135:14	142:11	25:23	146:22,24	11:1 141:5
152:12	144:23	53:25	fly-in	foreseeable
180:20	164:9,13	68:12	101:25	30:1,4
193:5	169:6,20	69:2,14,18	fly-out	31:18,22
financially	177:10	70:15 76:5	101:25	forgive
192:20	181:12	123:23	focus 53:16	88:23
finding	202:10	flow 8:7	folks 75:23	forgot
113:5	206:18	15:4,15,17	follow-up	112:12
findings	209:20,21	16:3,4,11,	16:16	forgotten
61:1 98:19	210:10,19	22 17:17	26:10	87:11
fine 9:6	211:4	23:19 29:2	50:22	form 99:6
11:17 12:2	fiscal	31:24	53:22	100:9
66:20	151:20	37:3,4,11,	58:23 61:4	171:18
finer 22:15	fish	12,14,22	65:15	198:21
185:8	15:13,21,2	38:2,6	67:10,13	199:1
finish 23:23	5	40:16	99:6,14,15	209:25
55:19 70:4	16:2,5,8,1	42:12,25	,22	formal
135:23	0,12	43:3,10,14	100:5,7,8,	100:21
163:10	29:14,19	44:2,8	14,18	105:17
finished	30:13,23	45:24	126:18	forms 198:25
70:4	46:8	49:7,8	140:14	formulate
finite	53:17,24,2	144:9	163:25	82:8
192:25	5 54:4	188:12	170:20	formulating
Fisheries	67:12	206:6,9,15	172:22	
	68:12,21	,22 207:4	173:7	
	72:3,18	209:21,22	174:11,12	
	73:23		189:20	
	77:19			

267				
67:16	11:4,8,10	193:6	13:5	47:22
forth 182:23	Friday 84:11		101:17	George 4:3
forthcoming	front 73:17	<hr/> G <hr/>	204:14	27:6 35:18
57:18	172:2	Gahcho 1:6	gate 55:3	36:20 69:4
fortunate	189:10	10:12,20,2	gather 81:13	71:9
75:23	frontline	4 13:23	84:17,21	gets 26:5
forty-seven	182:25	14:12	85:1	204:7,10
105:6	183:9,17	16:17	gathered	getting
forward	frozen	19:18	88:15	27:17
63:17	43:17,23,2	26:10,11	gathering	74:13
71:15	5 44:5	35:25	89:11,23	117:14
75:25	45:4	36:3,10	Gaucha 44:14	131:16
79:24,25	full 105:20	45:20 51:6	Gavin 5:15	133:10
80:4,5,8	fully 57:17	54:1 68:22	93:10	147:11,14
82:12	105:1,19	69:21	GDP 148:8	159:10
86:15	113:23	90:16 92:6	149:6,10,1	160:6,7
96:15	126:15	104:6	4	161:24
140:11	127:25	108:12,16	150:8,13,1	193:13
162:11	133:25	110:24,25	6 152:22	194:4
175:21	134:5	111:7,11,2	ge 47:21	205:3
188:22	functioning	4 113:21	GED 106:10	Gibson 6:3
197:11	190:1	114:22	114:8,13,1	185:24
203:25	fund 165:18	115:6,25	9 115:1	186:1,6
foundations	funded 21:21	118:16,17	general	187:21
194:17	23:3 204:5	119:1,18	33:23	190:22,23
fourth	funding	123:12	40:14 80:2	193:11
125:24	126:23	130:1	125:4	196:18
169:16	127:4,7	134:12	generally	197:4,8
207:14	128:24	138:17	37:4 64:17	Ginger 6:3
framed 98:10	129:3,8	141:12	80:9	185:24
framework	130:9	152:15	133:17	186:1,6
86:19	131:1	158:5	generate	187:10,21
122:17	165:21	163:2	110:12	189:3
176:2	193:9	167:7	139:22	190:22,23
188:14	199:25	185:7,13	202:13	191:25
Francis 3:21	204:6,10	196:17	generations	193:11
free 134:16	funds 169:17	game 89:25	33:4 71:13	194:7
137:3	furiously	90:4	76:2 78:17	196:18
Freeman 5:6	132:19	games 89:22	geochemical	197:4,7,8,16
93:6	future 30:1	90:3	63:21	given 85:11
freeze 44:23	45:12	gap 12:17	geochemistry	103:25
45:5 48:4	71:13 76:2	15:7,20	63:19	115:3
freezing	98:22	18:14	geographic	124:10
43:25	107:14	25:13,16,1	30:15	139:7
freight	115:13	9 139:1	geomembrane	150:25
	126:12	gaps 23:24		164:20
	185:18	garage 69:9		192:22
		Gary 3:9		gives 22:12
		gas 12:24		

267				
33:10 58:7	172:18,19,	22 95:2,9	127:2	196:18
giving	23	117:6	130:19	greater
74:1,15	173:1,6,12	150:18	131:19	150:7
glad 55:19	,18,24	gone 61:15	134:17	greatest
122:22	174:5,6,10	69:24	grades	105:16
glean 55:8	175:2,13	178:22	124:10	147:13
Glenn 4:14	180:13	goods 102:9	127:1	greenhouse
global	187:10,23	governance	gradient	12:24 13:5
118:23	191:9,12	201:24	37:7,8	Greg 4:11,17
145:20	193:24	government	graduates	95:10
GNW 200:9	200:8,9	6:2 70:3	124:9	Grinsted 5:3
GNWT 4:14	203:7	96:17 99:4	127:3	95:23,24
7:11 92:25	204:4	101:24	graduation	97:7,16
93:1,11,13	GNWT-ECE	103:16	117:13,23	103:6,9,13
,21	4:25	106:23	126:10	,25 110:13
95:11,16,1	5:2,3,4	107:24	132:22	112:3,18
8,20,22,24	GNWT-ITI	118:7,10	140:2	113:9
96:1,3,22	4:20,21,22	119:8	graduations	115:2,23
97:2	,23,24	122:3	135:1	119:14,22
98:3,7	GNWT's 98:2	129:24	Graeme 3:14	121:21
99:5,12,23	106:1	136:8	94:25	123:19
101:12,13	174:7	151:22	137:8	128:18
104:2,9	goal 116:21	163:11	140:14	169:24
105:13,15,	119:4	164:10	141:2	gross 148:9
22 110:22	141:23	168:21	142:16	149:19,22,
121:20	142:8	169:2,5	143:1	25 152:21
123:18,25	159:5,6	171:8	144:2	153:7
125:8,15	goals 155:24	174:20	148:24	ground
126:4	158:23	175:7	149:5,7,8	41:5,8
127:24	Golder 2:25	176:12	151:4,17	43:17,19,2
128:13	3:2,3,4,5,	179:15	152:7	0,23
130:9	6,7,8,9,10	180:13	165:16	44:16,17,2
132:11	,11,12,13	185:19	200:3	3 45:3
133:21	12:10	186:2,20	grandfather	48:4
136:21	15:11	189:11,23	88:7	grounded
147:21	19:21 20:8	190:18,21,	grateful	98:1,2
148:3,6,12	23:16 28:4	23 193:12	186:8	groundwater
,19 151:22	31:17	200:19,25	191:2	27:13 28:1
153:17,21	35:12 37:2	202:22	great 19:8	36:13
154:12	38:23 39:9	203:1	20:12 51:4	37:3,4,11,
155:8	40:19	204:2	55:15 65:6	14 38:6,15
156:25	41:3,15,25	government's	82:23,25	42:9,12,25
159:14	48:21 49:5	203:12	87:8,15,24	43:3,10
163:22	53:12	grab 49:14	88:5 91:22	54:8,10,16
164:4	54:18	73:1	105:18	groups 82:1
169:6,7,16	60:11	grade 105:12	119:6	184:1
,19,25	62:16 80:7	106:9	138:13	189:24
170:6	93:4	124:18	140:23	204:16
171:9,14	94:4,10,11	126:11	185:10	
	,14,16,19,			

267				
grow 88:4	176:11	39:24	199:22	192:20,24
guess 25:24	hand 89:21	55:12	200:3	helps 170:24
34:2 56:17	90:3,4	89:24	hearing	Henry 6:2
57:12 60:2	91:7	170:23	18:22 82:7	169:1,4,25
61:7	132:15	Havers 3:12	83:8,10	171:7
62:3,6	handle	95:2 117:6	109:2,3,5	172:16
64:4 68:20	67:4,7	150:17	111:12	174:19
70:21 71:4	80:9	having 47:9	180:8	175:6
79:12 80:1	177:17,21	57:5,16	188:22	176:8,9
110:16	208:17	58:8 63:2	200:18	177:9
127:24	handy 179:5	64:21 66:2	201:7	178:1,9
137:6	Hanna 5:24	183:3	hearings	181:23
142:15	15:2 52:23	Hayden 2:5	83:18	182:6,18
144:24	58:24	head 32:24	85:10	184:14
146:7	happen 33:10	47:23	heart 90:17	191:5
148:12	37:6 53:2	130:17	heartfelt	Henry's
165:14	63:8 128:3	193:25	91:2	186:3
167:14	137:13	heading	heavy 41:3	Herrell 3:3
182:10	138:7	38:25	heck 89:24	54:17
183:3	139:9	heads 40:7	Heisler 4:15	herring
204:5	188:7,8	headwater	held 1:17	32:19
207:16	204:18	28:13 62:4	204:19	he's 74:15
guidance	happened	health 17:2	helicopter	Hey 96:8
120:16	61:18	46:10	11:5,8,11	hi 68:17
guide 134:21	64:10	87:19	help 51:2	136:18
Guidelines	129:5	164:23	77:8 87:13	142:12
98:3	161:2	170:18	106:25	144:22
guys 64:24	170:10	hear 26:9	129:21	147:1
65:6 70:4	184:11	27:8 71:10	134:21	150:18
73:17	186:13,17	83:12	147:3	189:3
81:25	happens	90:22	167:24	199:18,19
85:21	138:18	97:18	178:25	201:12
87:4,7,14	141:16	128:9	179:9	high 16:3
88:15,17	happier	132:10	183:1	30:14
140:24	90:17	134:9	192:16	56:17
211:19	happiness	137:6	195:2,15,1	104:21
	87:18	153:17	7,18,20	117:12,23
<hr/> H <hr/>	happy 69:19	186:8	196:3,12,1	124:9,19
ha 48:3	harbour	189:4	4	126:10
habitat	191:18	heard 51:19	helpful	127:3
15:14	hard 135:10	96:5	58:19 82:1	131:24
29:14	Harry 32:22	109:11	123:15	132:1,2
30:24	harvest	132:20,21	169:13	134:19
53:25 54:5	75:15	134:4	195:3	155:20
59:10	haven't	163:21	helping	158:19
67:12	10:18	177:10	10:14	higher 23:14
68:12		194:8,10	124:19	137:6
half 72:14		197:12		highest
116:19				

267				
33:17	134:6	121:6,19	c 30:2	107:18
35:16		123:6,14,2	31:20	121:23
highlight	hood 70:23	2 125:6	hydrologic	identifying
24:7,8	hope 83:12	128:11	66:13	108:11
64:4 80:21	86:11	132:13	hydrological	115:5,24
highlighted	158:24	136:12	20:20	idle 138:19
154:20	hoped 112:1	146:4,11	hydrology	I'll 10:4,16
highly 77:22	hopefully	148:17	53:24 54:4	11:3 13:3
78:4,8	171:6	161:23	60:25	14:25
79:1	hopes 138:21	162:10,21	62:25	26:11
hired 76:11	hoping 52:7	163:1,2	67:11	35:9,19,20
hires 108:15	133:24	164:7	68:11	36:8 47:9
119:16	horizon	168:7,17,2	hydrometric	50:21 69:1
155:20	122:21	5	21:1	79:9 80:14
158:20	Horne 2:24	169:18,19		91:5 92:6
hiring 108:9	44:15	173:8,17	<hr/>	109:14
115:3	47:12,13	175:18	I	112:18
145:5	48:15,22	176:6	IBAs 102:12	148:19
155:24	host 199:13	177:23	I'd 10:17	149:5
157:25	hosting	185:16,25	75:7 96:17	151:18
158:2,23	198:3	186:4	109:1	156:2
159:5	hour	187:17	117:5	163:8
202:6	114:15,18	197:5,6,10	118:7	170:10
historical	hours 160:19	204:25	123:23	184:15,16
20:10	house 69:8	205:9,13,2	137:6	188:21
hit 56:11,14	156:25	0	144:24	194:7
58:7	housekeeping	206:5,12,2	163:3,6,9,	197:9
hits 39:3	10:20	0	11 164:9	203:7
Hoarfrost	182:3,22	207:6,14,2	169:6	205:4
21:9	183:7	4	172:7	I'm 10:13,14
Hodgson 3:6	184:6	208:4,14,2	173:11	12:6 17:15
94:11	housing	2	188:21	18:4 19:17
Hodson 5:20	155:11	209:5,15,2	199:15	27:21
hold 31:21	HR 176:25	0	201:7	33:2,18
71:14 88:4	177:13	210:13,24	idea 18:17	36:12
90:4 128:1	183:5,10,1	211:11	113:12	41:20
holding 59:4	6,22 184:7	huge 89:22	187:25	45:25
holds 188:9	185:9,12	human 46:10	ideas 70:16	46:22
home 114:17	Hu 169:18	110:25	identified	48:15 49:2
homelessness	Hubert 1:13	hunching	15:23	52:6 54:7
170:13,14	2:3 84:8,9	113:18	108:10	55:1,18
hometowns	91:19 92:5	hundred	195:25	59:2 60:6
155:16	96:4,12	38:7,8	identifies	61:7,14
honouring	108:18,19,	104:16	99:21	62:3,5,6
	23 110:3	105:6	identify	72:11
	115:12	hunting	15:12	73:6,16
		69:23	16:7,10	74:2,5,6,8
		87:20	96:6	,9,12
		hydroelectri		81:24
				89:25 91:3
				92:1,5,7,1

267				
3 97:1	158:13	45:13	75:9,12	include
103:13	161:1	46:10 47:5	85:15	11:4,7
109:12,21	162:2	53:5 84:19	86:23	18:12
110:7	163:6,9,14	85:7	88:14	20:18
112:24	197:15	91:11,22	89:19,23	44:21,24
113:7,18	205:25	96:11,16	99:2	53:4 100:4
120:15	206:14	99:24	106:21	104:7
124:6	209:7	104:1	107:4	176:2
130:11		118:14	116:24	
133:8,10,2	imagine 45:9	126:8,13	118:15	included
1,24	140:7	127:8,23	159:23	21:13 34:4
136:22	immediately	130:23,24	160:20	51:14,19
138:6	56:25 59:9	131:6,11	167:1	77:6 85:25
140:16	60:23	132:12	190:17	86:21
142:13,16	impact 1:3	133:18	192:9	149:22,25
144:7	3:14 30:11	150:13	194:17	178:14
146:9	32:15	156:5		
149:4	33:16,20	163:17	imposed	includes
154:18	34:4 39:11	166:8	99:19	30:22
157:12	47:8 68:21	170:6,25		123:25
161:2,20	79:20 81:5	173:22	impossible	including
165:23	82:18,19	200:16	63:9	11:10 27:5
171:8,23	84:16	203:25	116:3,12	53:5 55:22
178:23	85:25 95:1	impatient	149:7	56:4 86:6
179:24	98:20	27:17	150:16	90:22 97:3
180:11	101:3		153:12	104:3,15
181:3	102:11	implement	155:11	106:25
182:20	125:16	99:1	improve	135:1
183:14	127:17	141:21	140:3	170:17
186:7,11,2	131:9	implementati	189:13	173:20
4	137:9,23	on 97:4	190:3	inclusive
191:11,20	141:3	99:25	improvements	23:22
193:23	143:2	125:14	136:3,9	102:3
198:12,19	144:3	136:10	improving	income 97:8
199:23	149:9	142:20	117:24,25	103:14,20
201:2,22	150:8	implemented	131:16	148:10
202:7,9	151:7,18	111:18	190:11	149:10
205:3	152:8	126:15,21		150:19
IMA 4:7 9:7	154:1	127:22,25	inability	151:1,5
17:5 19:10	179:1	134:5	64:5	155:13
38:14	192:17	178:11	inactive	160:9
40:21	200:13,14	179:11	23:21	179:4
41:12 42:7	impacted	importance	in-between	192:10,12
43:13	125:21	64:5,23	16:7	incomes
50:20 52:2	131:3	65:10	incent	193:1
125:14	impacts 7:10	104:1	157:16	incorporate
130:7	18:9	134:12,13	incentives	26:15 27:5
146:20	20:15,16	important	161:15	75:19
148:2	21:7 29:13	26:2 33:13	incident	85:21 89:6
152:1	30:13	47:18 65:2	198:11	incorporated
153:11	34:6,7	70:1		21:2 24:10
154:4,16				

267				
54:20	108:6	119:24	90:7 136:1	201:7
86:20	industry	120:8	input/output	interesting
incorporatin	95:10,20	122:17	151:8	40:21
g 86:16	96:25	136:20	inputs 54:16	175:3
increase	97:12,15,1	139:7,25	62:5	interests
108:5	9,22 101:4	153:13,23,	63:18,21	98:13
increased	102:18	24,25	inquiring	104:9
105:22	103:3	158:9	200:5	internal
increasing	106:24	162:8	inquiry	189:1
62:1	118:11	164:17	205:8	internally
incur 150:6	126:4	165:4,9,10	installed	187:2
indeed	127:9,18	,24 166:10	22:22,25	202:5,14
161:10	154:25	170:21,23	23:1,6,7	INTERPRETATI
196:8	155:6	175:14,17	installing	ON 74:18
in-depth	176:13,24	180:9	25:18	INTERPRETED
191:2	183:2	187:4	instance	71:25
indicate	inequity	190:25	183:6	INTERPRETER
19:6	191:8	198:21	202:1	74:15
23:23,24	inexpensive	200:5,7,20	institutions	interrelated
101:24	56:23	,22,25	107:9	63:25
indicated	infection	202:2,3,11	instructor	interrupting
16:2 29:24	170:16	,14,17	114:16	24:20
30:12	inflows	informative	180:18	Intervenor
172:23	62:23 66:7	108:25	instructors	175:16
174:10	influence	83:22	114:8	interviewed
indicates	101:8	84:18	instrument	164:21
102:24	info 148:13	106:6	188:13	interviewees
174:13	inform 98:22	infrastructu	integrated	164:24
indication	171:19	re 131:20	66:24	interviewing
12:23	information	200:16	integrating	188:10
indicators	12:16,19,2	in-house	24:17	introduce
101:7	1 13:19	182:16	intended	169:2
203:13	16:14	initial	80:23	introduced
indirect	18:20 20:9	142:17,19	84:16	170:13
149:11	22:15 24:2	initially	100:3	introduction
150:4	26:18	41:6	102:13	s 91:24
153:1	27:6,12	initiated	interact	intuitions
individual	48:24 52:5	86:8	30:5 31:19	188:17
149:20	54:15,19	initiatives	interest	invest
individuals	58:1	96:25	106:19	114:18
112:23	65:7,8	101:4	139:19	investigate
industrial	83:21	inlet 40:23	179:2	166:6
96:24	84:17,21,2	41:13,21	interested	investigated
101:4,12	3 85:1	inlets 39:6	106:4	
industries	86:25	40:11,19	146:15	
	105:25	input 34:20		
	106:2,5,12	35:2 89:7		
	107:11			
	117:8			

267				
45:15	178:1	54:11,17,2	143:4	178:22
Investment	191:6,7	2 55:1,23	144:14,15,	
95:11,20	194:1	56:8,9,20,	22 145:18	<hr/> J <hr/>
97:1,13,16	195:1,21	22	146:13	Jackson 3:21
,19 101:5	196:8	58:16,20	147:2	James 5:20
102:19	issued	61:25 62:4	150:9,11,1	Janet 5:3
103:4	173:16	63:24	2,23	95:23,24
invitation	issues 57:2	64:9,14	151:13,19,	97:6
122:19	63:25	66:23	20,22	103:9,12,2
199:10	72:17	67:1,2	153:20	5 110:13
invite 136:1	76:12	68:23	154:20	112:3,11,1
163:6,9	82:21	69:23,25	158:12,14	8 113:9
197:24	83:13	70:22	161:10,15,	115:2,13,2
invited	96:16	71:1,3	24 163:2,5	3 116:3
75:24	117:4	73:25	164:12,18	118:6
89:13	128:4	75:9,12	171:17,25	119:14,22
90:13	161:13	76:12,15,2	172:1	121:21
166:25	167:1	1 77:1,18	173:2	123:19
inviting	174:1	78:3,4,11,	176:7	128:18
167:6	191:8	13,14,17,2	177:15,17	129:24
198:3	193:22	1	178:10,21	169:24
involved	196:3	80:6,11,12	179:6,7,10	January
113:25	203:12	,13,15,17	180:9,10,1	181:21
involving	it'd 88:17	81:7,17,25	2,21	jargon 109:4
185:12	item 14:5,11	82:1,24	181:14,16	JDS 2:22,23
IR 52:25	51:6 53:24	83:9,25	182:1,7,9	55:16
147:3,4,21	67:11,13,1	84:1,9	185:10	57:20
171:15,24	4 68:11	85:15 86:8	186:1,18	65:22
179:8	ITI 95:18	87:3,8,21,	187:12,13	93:15,16
irony 142:13	110:8	25	189:22	Jerry 80:6
IRs 179:8	it'll 161:21	88:13,15,2	191:24	job 47:4
isn't 38:24	183:8	0,23 89:22	192:5,23	65:6 70:15
64:19 65:9	it's 10:25	91:22	193:4,17,2	76:19
139:16	12:16,25	108:25	5 195:20	105:12
140:19	17:12	109:4	196:7,24	107:20,21
141:1	18:19	110:18	197:5	113:11,15,
152:15	21:22	112:20	198:17	16
200:25	28:13,17	114:21	200:4	114:1,25
202:16	25:21 26:2	115:17	201:12	115:1
isolated	32:14	116:3,11,1	202:18	121:25
125:20	33:13	6,17,19,24	203:12	122:13,16
128:5	35:16	117:24	205:14	123:12
issue 16:9	37:12,14	122:9	211:1,15	138:19
24:4 48:23	38:7	126:15	I've 28:4	143:16
130:5	41:2,3	127:19	50:21 55:8	155:12,23
160:15	44:6 45:24	128:21	57:13 72:1	158:22
177:18,22	47:18	131:8	73:19 74:2	160:4
	52:10,12,1	132:4	86:12,13	192:11
	5 53:16	135:6	88:24	194:9,13,1
		138:17	132:23	
		139:20	176:12,25	
		141:7,14	177:10	

267				
4,19 195:6 196:5 207:15,17, 23	175:1,12 186:25 187:9,21 203:6	146:22 147:24 149:13,17 152:10,16, 19 153:5,7,8 154:18 156:3,4 163:7,9 164:9,13 165:15 166:5,20 167:14 168:2,19 206:14 210:9,19 211:4	kilometre 39:17 kilometres 29:20 kilotonnes 12:24 13:12 Kim 4:15 kindergarten 127:1 kinds 160:22 184:24 188:3 King 3:16 kinks 183:24 Kirk 22:6 29:4 30:8 40:7 60:24 Kitikmeot 162:6 Kitikmeot/ Slave 159:1 knew 79:4 88:7 knowledge 24:8,9,17 26:16 27:5 34:15 71:16 75:18 79:13 85:14,15,1 6,18,21 86:1,7,15, 16,20,23 87:2,7,10, 16,20 88:13,16 156:14 196:19 197:24 198:2 knowledgeabl e 197:2 known	125:19,20 Kris 4:16 Kristine 3:7 94:9 Kruger 2:16 Kue 1:6 5:9 10:12,20,2 4 13:23 14:12 16:17 19:18 26:10,11 35:25 36:3,10 44:14 45:20 51:6 54:1 68:22 69:21 76:8 82:1 90:16 92:6 93:9 104:6 108:12,16 110:24,25 111:7,11,2 4 113:21 114:22 115:6,25 118:16,17 119:1,18 123:12 128:8 130:1 134:12 138:17 141:12 146:23 147:24 152:15 158:5 163:2 167:7 185:7,13 196:17 Kyle 3:6 94:11 L labelling 86:3
jobs 116:9 120:11 122:20 123:12 138:22 140:22 145:6,8 183:1 185:3 193:14 207:22	judge 79:17 judgement 79:17 judgment 79:24 judgments 79:21 80:1			
Joe 184:11	K Kasey 3:10 15:10 16:20	Kelsi 3:8 94:13		
John 2:25 3:16 12:6,9 19:20 27:21 28:3 31:1,7,16 32:9 39:12 48:19,20 53:11 60:3,10 80:3 95:8,9	Kate 5:17 Kathy 2:13 24:19 25:20,21 30:25 31:8,17 59:24 60:1,11 61:5 62:16 64:2 76:15 81:23,24	Ken 62:15 Kennady 7:8 14:3,7,11 15:24 20:22 28:13,20 29:1,17,18 30:7,13,16 38:16,17,2 3 39:2,4,7,1 4,25 40:4,9,12, 17 42:4 49:7,9 53:6 59:12 61:11,12		
John's 39:12	Kathy's 83:19	K'e's 164:17		
Johnson 2:22 4:16 93:14	K'e 4:2 8:8 34:18 49:21,22 50:11 68:18 69:5,16 70:18,24 75:20 82:2 85:13 86:6 87:2 88:25 89:11 92:14 93:23,25 125:20 127:1 128:5,20 129:5,23 135:1 144:6	key 22:4 48:10 62:18 85:10 104:4 107:2 keyed 47:22 Khoury 5:14 93:12 killed 77:20 kilo 13:15		
joint 56:18 87:14				
Jones 4:12				
journal 165:25				
journeyman 121:1				
Juanita 4:20 95:19 96:23,24 103:10,12 129:10,11 170:5 171:13,22, 25 172:12,25 174:9				

267				
labour	56:22	156:14,15	leadership	199:11
104:9,19,2	59:11,12	159:11	156:19	leaving
1	60:23,24	160:6,8,10	leading	127:14,17
105:2,5,8,	61:11,15,1	lands 93:7	182:19	159:12
9,11	7,24	land's 74:7	Leah 2:20	legislation
108:10	62:4,18	Langhorne	94:17	99:21
115:4	70:10	3:5 94:15	learn 140:1	170:12
117:7,21	76:23,24	language	192:8	legislative
122:17	77:17,19	70:20	learned	99:12
123:3	89:15,16	large	62:7,18	lend 181:9
136:24	90:1,5,12	43:6,15	63:16 87:4	LeRossignol
137:3,23	101:17,20	45:8 48:6	137:19	3:8
138:4,12,1	102:22	63:24	159:21	94:13,14
9,25	103:1	largely	183:23	less 29:20
139:3,12,1	111:16,17	150:22	learning	56:20
7,20	113:20,22	larger 39:22	62:8,19	102:1
140:24	114:4	40:6,15	87:4,8	105:11
148:10	116:13,16	150:3	113:22	118:1
149:10	128:2	last 16:6	114:8,9,16	156:13,15,
150:19	135:8	46:24 61:6	,23	17
151:1,5	147:6	89:12,20	135:13,18	lessons
lack 201:23	157:24	122:18	178:15,17,	62:6,19
laid 140:18	158:5	137:20	19	lest 183:10
lake 7:8	180:17	146:23	180:3,7,17	let's 70:8,9
14:3,7,12	182:21	176:11	,18,22,24	71:3
15:24	183:6	179:18	181:20	125:19
17:14 18:3	184:18	lastly 100:2	188:15	136:16
20:12,22	191:25	late 54:7	learnings	162:15
22:6,8	204:12	84:11	111:16	210:24
26:21,25	lakes	later 46:9	learnt	letter
27:2	25:10,11,1	71:3	183:20	51:3,19
28:13,20	2 29:2	111:25	least 129:2	167:5
29:1,2,3,4	37:19,20	143:24	152:1	206:3
,17,18	38:2,8	198:21	181:4	level 33:17
30:8,13,16	39:18 40:1	Laura 4:12	184:8	76:25
31:5,24	42:20 43:6	Laurie 5:2	194:10	82:4,13
32:24 35:8	53:2,4,13,	96:2	leave 55:3	103:3
38:3,16,17	15	103:20	72:14	108:3
,23	land 24:20	112:18,20	129:16	149:15,16,
39:2,3,5,7	41:4,23	180:19	132:5	23 151:5
,14,25	64:3	193:3	139:3	173:22
40:4,7,9,1	70:14,18	lawyer 69:6	140:22	177:3
2,17	71:12 72:3	lay 87:23	154:22	178:3,5
41:17,20,2	73:1,6,23	layer 131:10	155:15,16	183:9
1	74:1	lead 87:18	156:24	184:9
42:4,5,6,1	75:13,16,1		159:22	202:14
1,13,19,20	7 76:2		185:17	levels 42:17
,25 43:4,5	77:14 78:9		leaves	
48:6,7	87:22 88:7			
49:7,9	90:19			
53:6,15	97:11			
	111:14,19			

267				
64:25	150:17	65:23	60:3,12,14	95:15
65:10	line 30:7	69:6,9	,25 105:3	97:9,10
102:25	67:17	76:17	137:11	Lorraine
105:17,22	135:23	78:10 79:1	138:25	211:25
113:15	138:7	88:22	139:12,20	lose 131:22
leveraging	146:6	89:14 91:3	164:21	losing
111:8	172:14	105:12	located	126:23,24
LGL 76:8	205:8	117:5	28:22 35:7	lot 18:7
81:17 93:8	liner 47:22	131:20	38:18	23:22 41:5
liaison	lines 2:15	143:18	150:14	62:5,17
176:12	58:25	152:9	152:15	63:5
licence	94:23	164:14	location	72:12,23
18:22	link 102:13	165:14	23:13	75:3
life 8:4	111:10	186:15,16,23	150:5	76:15,18,2
33:13 46:2	linked 98:21	live 72:14	locations	0 77:3
107:13	101:22	73:4 78:5	8:10,11	80:8
108:5	Lionel 3:19	125:19	44:20	87:3,11
120:1,10,2	92:20	132:2	210:11,20,	88:3
1	Lisa 5:22	144:12,13,	21 211:6,8	109:20
121:12,17	list 7:3,4	14,16	Lockhart	137:22
134:11	8:1 9:1	145:1,2,11	22:7	143:3
137:13,18,	80:14	,17,21,22	28:14,23	170:8
21	122:12,15	146:2,24	33:1 35:7	176:15
207:10,12	133:3	155:19,22	49:8,9	181:25
light 25:15	139:22	157:16,25	logic 140:16	188:16
light's	153:5	158:16,19,	long 22:7	195:21
57:21	177:24	21 160:2,5	33:14 35:6	205:12
likely 15:24	207:15	189:6	44:4,5	lots
20:15,21	listed 80:12	lived 159:16	61:16	70:20,25
30:4 33:1	163:18	lives 193:1	64:19	71:2 188:6
84:22 85:4	listen 34:14	living 199:7	69:16	love 89:23
138:1	75:10	Lizotte 4:22	72:22	low 30:14
141:1	listening	95:17	74:12	37:15
156:9,13,2	198:15	97:11	77:11,21	42:14
3	literacy	153:20	78:17	47:23 60:8
likewise	134:13	154:11,12	138:20	137:2
32:2	180:20	164:3,4	longer	lower 16:4
limitations	literally	lo 29:7	21:3,22	28:16
80:13	63:14	loans 181:8	78:15	53:17
limited 32:7	152:9	local	165:1	Lowman 5:22
93:9	165:14	20:13,22,2	longest	LSA 29:20
Linaker 5:12	little	5 28:7,21	35:16	30:8
Linda 3:12	23:12,13	29:5,8,9,1	long-term	165:11
95:2	24:22 31:3	5,25	47:3	lucky 205:15
116:24	33:24	30:5,14	78:14,18	lunch 68:8
117:5,6	54:7,23	31:18 32:6	105:24	91:7,8,9,1
		40:16	166:7	4
		41:16 42:2	Loretta 4:18	

267				
Luts 152:16	main 15:18	38:24	98:25	110:9
Lutsel 4:2	17:13	39:12	Math 117:15	113:19
8:8 34:18	39:19 55:9	40:23		118:6
49:21,22	maintain	49:24	Matheson	152:8
50:11	55:6 68:8	50:12	4:19	153:14
68:18		206:1	93:20,21	161:17
69:5,15	major 39:16	mapping 41:6	matter	163:8
70:18,24	80:10		142:18	186:25
75:20 82:2	97:20	maps 17:8	151:20	187:23
85:13 86:6	100:10	March 34:19	matters	198:21,24
87:2 88:25	117:13	Marcinkoski	114:2	202:7
89:11	176:23	3:19	matured	206:25
92:14	majority	92:20,21	188:19	210:15
93:23,25	16:12	market	maximize	McMillan
125:20	105:11	104:9,19	106:25	5:19
127:1	150:13	117:7	142:21	mean 26:1
128:5,20	manage 21:6	118:23	maximized	40:15 44:7
129:5,23	179:4	marketplace	104:3	62:23
135:1	management	145:20	105:4	63:7,12
144:6	55:14,21	marks 29:5	maximizing	65:6 81:6
146:22	56:1	Marlowe	143:25	82:11 89:6
147:24	59:4,6	4:3,4	maximum 28:9	112:16
149:13,17	86:18	35:18	60:4,7,16	133:11,21,
152:10,16,	89:17	36:10	105:13	24 143:4
19	99:14	69:3,4	may 1:20	153:3
153:5,7,8	129:20	71:7 72:1	17:17	154:23
154:18	135:14	74:21	19:23 25:3	162:8
156:3,4	164:25	75:10	35:5 40:15	165:17
163:7,9	176:1	Marlowe's	46:16	190:1
164:9,13,1	178:5	76:10	48:22 63:6	191:16
6 165:15	180:14	Mary-Anne	67:5 101:8	194:1
166:5,20	181:6	92:3	106:10	206:22
167:14	191:6,7,14	Masella 2:9	113:5	meaningful
168:2,19	,21	92:7,8	123:24	84:6
206:14	manager	124:5,6	141:14	131:24
210:9,19	93:10	Mason 3:7	153:14	173:25
211:4	198:4	94:9	170:8	meaningfully
	managing	match 145:6	179:8	165:22
<hr/> M <hr/>	192:9	160:18	185:20	meanings
machines	mandate	matched	191:15	81:7
75:3	172:19	194:14	208:24	means 43:8
Mackenzie	man-made	matching	maybe 31:3	46:3 59:1
1:2,11	44:1	147:14	35:25 46:9	99:15,24
24:20 31:1	manner 64:1	material	55:3 57:13	127:10,14
64:3 81:5	81:1 98:13	102:23	67:12	149:20
99:14	map 9:9	materialize	70:23 71:4	173:21
101:17	18:13		72:6,9	meant 60:6
204:14	19:12		73:7	126:7,12
magnitude			82:7,15	203:21
30:14				

267				
meantime	70:2 84:20	11:21	130:13	15
180:2	109:3	13:21	144:6	167:17,20
measure	110:22	14:4,19,25	Mike 3:3	168:6,14,1
44:17	132:4	16:15,24	54:17	6 180:17
160:14	133:4	19:3,17	68:15,17	195:13
173:20	177:12	20:1 26:7	92:13	207:10,12
measured	196:5	27:15 32:8	164:12,13	208:9
194:19	meetings	36:9	167:13	mineral
measurements	82:24	44:13,25	210:16,23	135:7
87:5	84:11	45:19	miles 35:25	mines 13:2,7
measures	106:17	46:19	milestones	45:6,11
99:19	110:17	48:17	182:11,13	48:5 87:5
116:8	177:13	49:11,19	mind 28:17	101:25
174:1	204:19	50:8,25	38:5 44:9	102:4,9
202:24	meets 40:6	51:16,24	68:14	112:21
mechanic	98:4	52:9,21	86:13	119:10
69:11	melt 42:1	53:21	minds 24:13	125:23
mechanism	members 24:6	58:22	mine 8:5	126:2,5
172:22	89:17	59:24 61:3	18:6 36:2	127:9,10
176:3	135:4	65:14,17	37:21	137:3
mechanisms	165:19	67:9,22	55:11	154:25
86:20	178:18	68:3,7,25	61:21	158:5
Mediator	198:18	71:6,22	62:23	170:22,25
99:9	memories	74:20 76:3	64:15 65:9	179:16
medical	75:4	81:4,22	69:7 90:4	194:5
176:16,17,	memory 133:9	82:17 91:1	100:12	minimum
20	mention 35:5	92:15,16	101:16,17,	55:24
medicals	51:19 75:7	207:8	18 102:22	mining
177:17	112:13	mercury 46:8	106:8	37:6,7,18
208:17	134:9	met 185:1	107:13	55:6 101:8
medicine	180:16	method	111:8,16,1	105:20
72:25	mentioned	34:5,6	7,22	118:16,18
73:2,7,23	16:20	metre 16:3	113:20,22	119:9,12
medicines	26:14	metres 16:4	118:19	140:21
75:15	48:18	37:13	120:1,10,1	141:6
meet 8:8	57:13	56:20	2,21,23	143:5
50:4 88:21	103:12	mic 10:19	121:3,13,1	156:5
101:2	106:17	14:21	7 122:25	163:17
105:20	110:16	16:25	123:12	174:22
134:20	161:16	25:21	129:12	176:13,14,
152:11	164:24	27:16	135:3,6,9	24 183:2
162:15	203:9,10	68:16 76:4	136:25	191:23
183:10	mentioning	109:14	137:18,20	203:15,17
210:10,18	24:4	113:18	139:18	minister
211:3	Menzies 2:7	164:10	142:11	97:7
meeting 15:6	Mercredi	Michael 4:2	150:4,5,9,	103:13
	1:12 2:8	microphone	14	minute 10:5
	10:3,10,13	103:6	156:9,13,2	45:21
		migration	3 157:24	49:13
			159:13,14,	148:20

267				
157:19	70:22	8:9,11	116:15	
162:13,23	mod 178:24	9:10	mortgages	<hr/> N <hr/>
minutes	model 80:12	17:10,25	181:8	narrow
162:16	100:10	18:10,13,1		15:7,20
163:8,10	121:3	6 19:6,15	Morton 5:2	Nathan 3:4
misplaced	151:8	20:19 21:3	96:2	20:7 22:24
87:11	175:20	22:14	103:21	23:15
missed 36:19	178:25	25:2,18,25	112:19,20	26:23
208:24	204:18	26:4,16,19	180:19,20	28:23
missing	modelling	27:4,8	193:3	35:5,9,11,
98:16,24	54:14 61:9	33:3,11	Mountain	12 38:22
202:2,7,17	80:11	34:25	32:22	39:8
mitiga	120:23	35:6,7,12,	mouth 27:18	40:13,19,2
201:19	139:15	13 41:7	141:20	5
mitigate	models 66:15	47:3,7	move 27:16	41:2,14,24
157:3	122:19	49:25	37:20 51:5	49:2,4
160:22	moderately	50:15 53:1	53:23 92:6	60:24
161:14,21	16:3	64:7	127:11	Nation 5:10
163:20,24	module	75:17,19,2	132:5	49:22,23
177:3	178:20,21,	2,25 76:1	140:11,25	50:11
mitigation	23 179:24	86:16,18	142:7	68:18
8:7	181:3,4,12	101:9,12	143:5	79:18 82:2
15:5,15,17	192:15	159:1	145:14	89:12
16:11,22	modules	162:5	153:16	92:14
100:5	180:21,23	169:11	176:9	93:25
141:12	181:16	170:4	movement	128:7
160:14	192:4,6,21	172:22	16:5 29:19	164:9,13
199:24	193:6	174:25	47:16	national
201:2	moment 44:14	175:20	movements	13:15 90:2
202:24	136:14	176:1	15:25	97:10
206:6,9,22	money 127:11	188:2,4	moves 111:3	149:16
207:4	129:20	189:20	moving 63:17	153:7
209:22	144:9,17	200:1	Mukluks	Nations 8:9
210:1	157:2	202:3,21	70:23	77:12,13
mitigations	160:10	203:8	multiple	78:8,25
99:1,25	178:4	206:14	148:19	83:20,24
100:1	180:14	209:23	170:15	86:6 93:23
130:3	181:6,9	210:9,11,1	museum	202:10
201:8,13,1	191:5,7,14	9,20	166:19	210:10,19
4,21,25	,21 192:9	211:6,8	MVEIRB 2:2	211:5
202:9	monitor	month 129:3	MVLWB 2:13	natives
mitigative	66:12	months	MVRMA 100:6	87:13,23
99:18	202:20,23	137:20	myself 69:8	88:3
mitts 70:23	monitored	138:18	73:13 91:4	natural 3:16
mixing	18:9 35:9	Moore 93:10	163:9	15:23
176:4,7	136:6	morning	178:23	41:21 44:6
moccasin	monitoring	52:5 54:11		56:17,22
		88:19		66:6 93:13
				97:11

267				
naturally	172:17	105:14	72:5	184:4
45:4 57:10	183:8	106:23	NWT 4:7	occurred
200:12	189:3	111:9	97:24	62:9
naturally-	Nicole 2:6	114:11	102:20	occurring
occurring	nin 157:24	116:10,15,	104:3,8,14	128:7
15:25	nitrates	20,22	,23	150:12
nature 52:13	63:21	118:10,12,	105:3,5,18	occurs
164:19,20	nod 205:3	21,25	106:19	150:11
N'Dilo 128:8	non 63:20	119:8	108:7,10	Oceans 5:25
nearest	non-	139:18	115:4	o'clock
208:9	significan	142:10	122:20	68:10
nearly	t 78:21	145:6,7,14	137:12	91:10,12,1
165:21	nor 165:23	,16	144:1,18	3
necessarily	north	146:2,25	158:4	October
64:8 65:5	17:11,18	147:5,12	179:20	121:4
80:23	18:2 20:11	153:9		166:17
190:16	22:6 23:19	158:1	<hr/>	181:17
202:6	33:18 39:1	159:5,19,2	objectives	207:10,13
necessary	50:12,13	5 172:21	98:6	208:2
59:6	150:12	179:15	obligation	offer 127:1
100:17	155:19	189:11	202:25	145:13
negative	158:19	note 84:12	observation	165:4
30:14	169:13,15	102:20	40:24	166:25
126:8,13	northeast	176:13	61:19	180:16
127:20	37:5	noted 117:7	obtaining	187:15
130:22,24	northern	155:17	106:10	offering
131:5,10	101:25	169:10	obvious	131:6
132:11	102:1,3,5,	170:3	77:18	132:8
133:18	7,10,25	183:25	obviously	office 9:7
154:17	107:1	nothing	21:13	17:5 19:10
161:7	137:2	68:10	76:19	38:14
200:16	140:20,24	90:17	200:25	50:20
negatively	142:21	November	occasions	125:14
129:15	154:13	12:18 85:4	34:17	148:2
negligible	155:20,24	166:19	occupation	152:1
30:20	158:19,23	nowadays	107:17,19,	154:16
negotiated	northerners	117:15	22 121:23	163:14
101:15,22	116:11	np	122:1	193:10
negotiation	157:18	2:2,4,5,16	occupations	206:1
97:4	185:10	,18 3:21	107:16	officer
neither	Northwest	4:15,16	120:2,3	10:13
165:23	12:15	5:13,19,20	occur 28:11	officers
news	13:2,8,11	NPMO 5:17	29:17 33:1	134:18
177:14,15	78:3 96:18	NSMA 197:13	53:13	135:8
nice 88:21	102:16	NT 1:19	60:17	180:25
137:4	103:16	nursing	149:15	181:15
	104:19	176:19	150:4	183:1,18,2
		nutrient		2 184:9,25

267				
194:25	online	118:18	199:2	outlet 22:8
official	183:18,19	120:13	opposed 55:3	35:8
109:5	onset 60:15	182:8	149:16	38:18,24
210:25	onsite 44:18	operations	opposite	39:5 40:3
oh 56:19	106:11,14	11:6	195:11	58:14
93:20	on-site	66:11,21	optima	outline 8:3
180:16	112:4,6,7,	103:3	143:20	52:3,6
okay 10:10	22 113:6	104:16	optimal	121:12,15
17:1 20:3	114:8	114:12	143:21	123:11
31:8 38:9	onto 81:19	118:20,23	optimum	207:9,11,1
42:18,19	88:4	119:12	142:19	7,22
49:19	open	138:9	option	outlined
53:23 54:2	53:3,14,25	operators	173:20	86:17
57:20 61:6	58:10	135:7	193:19	116:8
64:3 67:9	68:10,12	opinion	options	160:24
68:7 69:1	69:1 107:7	79:21	55:14	161:21
71:22	118:16,22	82:14 85:6	orchestrate	201:14
80:15	123:23	161:7,11	143:20	outlines
81:16	136:23	163:21	order 35:2	50:22
91:13	138:9,12	opinions	55:6 57:15	outlining
96:14	140:21	84:12	83:22 85:1	9:9 19:13
97:18	172:2	opportunities	107:13	49:24
115:20	184:23	104:14	118:2	50:14
118:4	198:14	105:4	127:12	out-
128:23	202:12	106:6,21	139:12	migration
131:19	opened 90:11	107:6,22	186:11	129:15,18,
146:13	opening	111:15,20	organization	22 130:4
164:8	139:2	114:4	s 107:9	141:7
169:25	openess	135:11	originally	outside
176:9	186:9	136:4,9	23:7	25:10 32:6
186:3	operated	145:25	ought 57:12	51:13 66:8
197:10	23:1,7	168:2	ourselves	69:18
207:1,5	35:13	196:10	90:7	130:13
208:15	operating	opportunity	145:19	137:14
210:14	100:6	27:4 36:19	190:9	144:25
211:13	111:8	55:19	outcomes	149:21
old 73:9	125:22	75:10,21	97:21	overall 97:2
74:13	153:6	84:20,25	98:25	104:5
117:17	operation	85:11	outfall	105:19
179:7	21:5	96:18	60:23	138:4
older 133:10	107:23	103:10	outflow	152:22
one-on-one	111:10,19	108:8	40:22	overnight
114:14	118:17	109:13,24	41:12	199:6
ones 32:23	122:2	111:14	outflows	overview
46:8 74:5	182:21	118:25	66:9	104:7
one's 146:21	operational	160:9		over-winter
ongoing 24:7	111:1,2	163:23		59:9
99:4 191:6		186:8		

267				
<hr/>	199:15	participate	partners	PAUSE 10:8
<hr/> P <hr/>	205:1	32:13	107:2	14:23
p.m 91:17	206:1	89:13	123:2	19:25 20:5
162:18,19	panel's 26:8	116:11	159:17	31:14
211:21	81:13	118:3	partnership	36:16,25
package	84:14	122:22	106:24	38:11,20
180:25	paper 73:13	156:17	124:14	44:11
packages	papers 75:4	165:22	135:3,16	45:17
145:12	120:18	185:23	178:11	48:13
Page 7:2 8:2	122:11	197:19	partnerships	53:9,19
9:2	123:11	participated	106:22	59:17
Panayi 94:21	paperwork	33:21,22	107:5	62:13
panel 9:8	134:21	159:13	party 101:2	65:12,20
16:18	199:3	179:6	pas 73:15	67:20
19:4,11	paragraph	participates	pass 49:2	68:1,5
49:23	13:3	124:23	passage	71:20
50:12 52:7	parameter	152:18,20	15:21,25	74:24
79:22 81:9	80:24	participatin	16:2,8,12	92:11,18
83:11,15	parameters	g 205:10	passenger	93:18 94:1
84:9,24	124:7,23	participatio	11:10	95:13
85:5,6	pardon	n 97:23	passionate	103:23
92:6,9	193:16	138:25	88:22	108:21
100:6	194:9,23	146:12	past	112:9
108:19,24	195:3	165:21	72:11,23,2	115:10
115:13	pardons	170:14	5 73:5,16	120:5
120:16	193:19	particular	106:17	122:7
121:5,7	194:8	29:25	110:16	124:3
123:15,23	195:18	31:20,24	126:25	125:11
124:6	parent	67:13	128:20	128:16
125:7	156:10	106:13	129:6	142:24
128:12	park	112:5	184:17	144:20
132:14	35:22,24	114:2	188:15	146:17
136:13	36:3,7,22	137:15	196:23	147:17
146:5	Parlee 159:2	173:15	198:19	148:15,22
148:18	162:6	194:14	204:9	154:9
161:24	166:1	195:7	patchy 22:2	157:6
163:3	209:3	206:15	paths 40:16	162:25
164:8	partial	particularly	patience	164:1
166:19	171:6	36:21	211:14	166:13
168:8	partially	98:17	patiently	168:23
169:19	23:3 55:9	102:14	136:15	172:4,10
173:2,6,9,	57:16	parties	Paul 1:12	174:17
12,13,17,2	participant	83:17	2:8 10:12	177:6
3 174:5	124:1	84:12,17,2	19:21	187:7
175:15,19	165:20	5	25:21	198:7
177:24		85:4,5,10	92:8,15	201:10
185:17		123:24		203:4
187:18		125:9		205:18
190:18				208:19
197:6				209:18
				210:4
				pay 73:25

267				
87:22,23	156:20	195:2,21	permitted	l 76:13
90:19	157:16,25	performance	141:23	phone 184:11
155:11	158:16,18,21	100:21	permitting	phonetic
payments	159:18,21	performing	126:2	70:17 74:1
179:4	160:1,12	190:8	129:13	92:3
pe 149:17	167:6	perhaps	persistence	93:22,24
peak 11:13	176:16	18:15 24:1	59:11	physical 9:5
peaks 11:13	178:25	45:12	person 73:1	11:17 12:1
peer 156:4	179:5,12,2	46:14	89:13,15	physically
161:3,8	1 180:5	84:25 86:2	102:7,8	56:6
163:16	183:10,16	109:22	104:13	physicians
165:25	185:12	110:8	134:21	72:24
209:4	186:12	116:24	148:12	pick 147:23
pen 188:9	188:16	120:14	150:20	184:10
people	189:21	128:21	151:1,4	picking
46:3,11	191:14,17	129:9,14	176:12	145:15
69:22 70:8	192:8,24	130:2	185:21	pickup
72:7,12,24	193:13,15,22	151:11	196:20	147:2,4,5,8,20
,25 73:4	194:4,9,18	153:17	205:15	picture
76:11 78:5	195:2,8,15	162:2,12	personally	102:12
79:25 81:7	,18 196:24	172:1	192:18	165:4
82:15	197:1,2,21	174:4	persons	167:25
88:22,25	,24 198:3	180:13	104:4,15	199:2,3
89:11,18,2	203:19	187:20	perspective	Pierre 4:4
2 105:14	per 11:7,12	203:1	77:23	72:1 74:21
111:13,14,20	16:3,5	205:13	79:18 81:6	75:10
113:6,13,1	perceived	perimeter	129:9	76:10
4 118:3	196:24	48:9	135:20	pilot 180:10
119:2,5	percent	period 35:14	136:5	piloted
124:19	13:10,14	44:6 53:3	189:25	181:13
125:3	37:18,25	77:21	190:15	pit 44:18
127:10	38:1 46:6	102:15	194:8	118:16,22
129:15	102:1,2,5,6 103:2	127:5	Pete 5:25	138:9,12
130:13	104:13,17	perm 48:3	53:21	140:21
133:20	105:9,10	permafrost	68:23 69:1	pits 58:10
135:6,15	117:22	37:13	Peter 3:13	136:23
141:7,18	118:1	42:15	94:3	PK 9:6 11:17
144:16	129:2	43:2,11,14	phase 11:1	12:2 66:20
145:1,7,11	139:17	44:4 46:23	66:21	placed 88:16
,15,21	143:12,13	47:10,22	107:23	placement
146:1	percentage	48:3,8,10,11,25	108:13	30:6
147:15,23	108:12	permeabiliti	115:7	places
149:17	115:6,25	es 37:15	116:1	127:12
150:24	116:17	permeability	122:2	154:24
153:4	137:1	42:14	173:23	
154:22	153:1	permission	phases 84:15	
155:3,4,8,15,19,22	perception	166:24	philosophica	

267				
203:10	Plate 5:9	175:13	146:19	possible
placing 48:7	76:7	182:14	147:22	42:10
plainer 31:3	81:16,17	186:24	148:1,2	45:13
	93:8	202:16	151:25	56:6,8
plan 8:7	play 89:25	pointed	152:1	59:21
15:5,15,17		28:23 49:6	153:10,11	109:7
,18	played	180:11	154:3,4,15	110:2
16:11,22,2	186:14,16	pointer	158:11,12	121:25
3 17:25	plays 159:22	23:12	160:25	153:14
18:10 56:1	186:9	points 77:11	162:4	164:18
57:8 62:19	ple 177:19	147:2,4,5,	163:13,14	179:23
106:13	please	8,20	197:14	198:17
108:15	96:7,20	policies	198:16	possibly
110:25	123:6,17	108:2	209:2	131:22
111:1,2	136:17	131:6	poor 74:6	197:7
112:6	158:6	145:10	population	post 38:3
119:17	162:23	155:8,11	117:19,22	191:22
120:13	163:12	157:15	populations	post-closure
122:23	164:11	185:2	59:12	37:22
135:5	168:11	policy	portion	post-
149:1,2	169:3	98:2,3,7,1	28:16,22	secondary
166:21	177:19	1,14	32:12 68:9	124:21
167:5,8	185:22	101:13	91:20	134:23
176:10,14	186:4	114:11,14,	pose 109:22	potential
179:3	199:17	20 127:3	110:9	15:13
180:15	205:5	130:9	169:6	20:16 21:6
182:9	pleased	131:1	posed 36:14	29:23 34:7
185:13	168:4	202:6	109:20	35:3 44:1
192:19,25	plots 54:12	pond 59:4	position	62:23
206:6,10,2	plus 105:7	pool 117:21	17:13	104:1
2 207:4	point 15:8	154:16	24:25	196:9
209:22	16:7 26:20	Poole 4:7	111:21	potentially
210:1	49:6 56:9	10:23	141:24	8:10 30:5
planned	65:24,25	17:4,5	145:19	31:19
12:12	75:24	22:21 23:5	196:20	210:20
planning	77:12 82:9	24:1 25:7	positions	211:7
122:17	83:9 99:10	32:10	8:4 63:2	power 25:22
123:1	111:6	38:13,14	107:12,16	pract 57:1
182:4	118:7	39:4	119:25	practical
192:7	122:12,25	40:10,20	120:2,20,2	56:3 57:2
193:6	123:5	41:11,19	5	practice
plans	138:6	42:5,7	121:12,17	100:4
24:10,18	139:14	43:12,13	207:10,12	practices
108:2	144:24	45:2,22	positive	107:11
142:1	152:13,23	50:6,17	200:14	108:15
166:22	166:23	52:1 83:19	201:16	119:16,24
176:16	167:6	125:13,14	possibility	155:25
185:15	171:22,23	130:6,7		
plant 44:19	172:7	133:2		
135:7				

267				
158:24	preferred	8,21,24	158:2	51:14 53:6
Prairie	9:10 19:14	presented	priority	79:21
101:17	49:25	28:21 52:4	104:2	82:10,21,2
204:16	50:14	105:25	pro 22:13	4 83:6,10
pray 87:24	preliminary	136:21	30:1 53:12	86:11
90:14	14:13,15	166:19	99:11	98:22
prayer	122:12,15	175:21	116:12	100:16,21
87:3,21	123:5,11	preserve	177:19	101:23
pre 59:1	207:11,17,22	57:16	probabilitie	102:14
preamble	preparation	59:1,14	s 143:19	122:23
157:9	111:18	presim	probability	125:4
precedes	185:8	207:11	143:11	129:13,25
60:24	prepare	presumptuous	probably	135:7
precipitatio	192:20	79:16	43:5 55:18	159:17
n 37:18	prepared	pretty 32:18	56:5,14	165:22
predict 60:7	106:20	39:9 61:21	76:9	171:19
63:9,10	164:5	63:13	77:10,12	173:15
64:6 65:5	202:23	117:16	78:11,12,1	175:3
80:24	preparing	141:1	6 85:3	182:10
116:4,6	185:7	198:12	88:23	190:4
117:4	preschool	205:8	111:25	197:2
150:24	134:17	previous 7:6	118:15	199:9
151:14	presence	28:15	128:22	210:21
predicted	141:12	29:21	165:6	211:9
47:5 61:25	present 37:3	112:13,22	178:22	processes
62:2 64:18	80:9 83:11	previously	problem	197:3
99:24	97:16	106:17	64:19 77:2	procurement
104:16	103:6,11	110:16	176:23	102:1,21,2
151:5	168:9	primar	problems	4 170:22
predicting	189:16	207:21	176:15	produce 9:7
150:19	presentation	primarily	182:24	19:11 43:6
prediction	7:11	20:23	183:25	49:23
116:12	96:19,22	118:19	193:21	50:11
151:9	97:14	primary	proc 135:7	64:16
predictions	104:7	193:12	procedures	produced
47:8	108:17	200:8	157:15	171:16
61:14,17	109:2,12	Prince 70:17	proceed	Producing
62:8,10	118:11	166:18	96:20	157:21
66:13,14	120:17	prior 29:24	98:12	product
80:8,9,22	125:15	111:16	143:13	148:9
81:2	126:17	115:14	186:5	149:20,22
101:11	148:4	120:17	proceeding	150:1
preference	166:25	123:10	140:17	152:21
115:3	174:10,13	207:18	procent	153:7
preferences	presentation	priorities	135:7	195:12
108:9	s 108:25	145:5	process 8:12	production
	109:8,10,1		15:14	138:2
				149:12
				184:21

267				
productive	111:18	65:25	4,15 184:4	107:5
105:23	117:14,15	66:1,16,21	185:7	142:1
profile	122:3	68:22	196:17	properties
137:23	135:5	71:16	202:15	9:5 11:17
profiles	141:21	77:14,16	206:15	12:2
107:21	157:1	78:22	207:17	proponent
121:25	169:9	79:14 82:5	projected	99:1
profits	170:2,20	85:8 86:8	19:22	106:2,7
149:10	172:22	90:17	29:17	108:11
150:4	185:5	97:21	53:13	115:5
program	190:4	99:8,20	137:1,23	171:9
25:25 26:4	196:1,13	100:3,19	projection	proponents
27:3,7	progress	101:17	141:5	104:11
35:1,2	105:18	104:1,6,7,24	projector	105:1
47:3	124:11	105:14,21	28:22	proportion
53:2,13	194:1	106:5,20	projects	12:14
99:6,11,15	progressing	107:6	31:10,23	proposal
,22	40:4	108:1,5,8,12,13	32:6 47:15	17:7 32:14
100:5,7,8,18 101:12	progressive	109:6	64:14	43:15 46:5
103:18	66:19	110:24	97:20	99:17
106:16	project 1:6	111:3	101:13	125:23
110:16	10:12,24,2	113:21	134:11	128:6
111:5,23,2	5 11:1	114:23	140:2	propose
4 124:7	12:11,12,1	115:6,8,25	141:17	157:3
126:18	3 13:6	116:1,24	172:21	161:14
131:24	15:20	117:21	project's	163:20,23
160:13,18	17:18 18:1	118:16,17	164:19	164:15
173:7	20:14,16	119:1,5,20	Projects	proposed
174:12	21:18	122:5,13	32:22	12:12
178:14,16	22:5,6,18	125:3	project-specific	33:25
179:6,7,19	23:13,16	129:25	202:21	38:16
,22	24:10	130:2	promote	68:20
180:10,14,21,22	25:1,10,11	132:15	116:9	86:19
181:1	28:9,10	134:12	133:19	166:8
206:14	29:16	135:24	134:12	167:7
209:23	30:3,9,12,17,22	137:14,15,17,21,24	155:6	proposing
programs	31:6,11,18	138:8,10,13,21	promoted	45:8
21:1,3	,20,21,22	139:2,16	130:19,20	174:23
22:14 23:3	32:2,3,4	141:12,23	promotes	201:3
26:16,19	34:7,16,19	142:20	108:2	protect
27:4 41:7	,20 35:3	143:14	promoting	75:13 76:2
47:7 75:19	38:9,16	152:15,20	124:21	126:7
86:17	39:6 43:21	166:8	126:9,10	127:22
87:9,12	44:21,24	167:1	132:22	133:17
88:2	47:6,8	171:10,11	134:9	protecting
100:14	48:10,11	173:5	promotion	130:22
106:23	49:1 56:12	174:11		131:5
107:25	60:5,16	182:2,11,1		protection
	61:16,17			
	62:11			

267				
131:10	57:11	170:24	quantify	197:15
protective	100:23	171:1	152:23	205:5,15
194:25	106:2	175:2	quantity	questions
196:25	108:7	publication	29:14 46:4	7:6
provide 8:6	135:13	101:6	47:1,2,6	14:8,16,18
9:3	148:3	pull 63:22	queen 61:8	,21
11:5,14,16	154:2	purchased	question	17:1,3,6
,24 16:13	195:17,20	102:10	12:7,11,17	20:3 27:12
17:21	200:15	purchases	36:14 41:1	28:1 44:8
21:16	provides	102:5	43:13	45:1 46:8
27:25 32:3	12:23 63:5	purple 24:24	46:23	47:15
33:12	114:17	25:16	48:16	50:23
50:18,20	119:1	26:22,23	52:25	51:11,13,1
51:22	122:24	purpose 55:9	54:8,23	7,21
79:17 85:6	196:9	purposes	59:25 61:6	52:3,4,15
89:21	201:25	15:3	68:19	54:1,4
97:20	204:13,15	pursue	83:20	67:10,14,1
98:19	providing	124:25	85:20,24	7,18,23,24
110:20	28:25 47:5	136:9	110:1,14	68:13,15
115:20	120:8	pursuing	112:4,25	69:2
122:14,16	121:4	114:25	113:4	76:5,13
123:4,5,7	122:11	putting	115:3,18,2	84:7
124:25	134:16	114:15	1,24 118:8	109:6,11,2
127:13	135:11,17,	157:15	119:15	0
134:14	18 145:25	<hr/>	126:20	110:5,8,21
135:22	148:13	qualificatio	128:20	123:20,24
148:6	154:5	ns 107:19	129:12,14	125:8,15
149:3	189:12	121:24	130:2	128:12
153:13,22	191:12	<hr/>	136:16	132:10
160:1,3	207:4	qualify	137:9	136:19
165:8	Province	106:20	142:16	146:14,15,
175:25	32:22	quality	143:2	20 152:2
178:16	provinces	29:14,16	144:5,23	153:16,18
179:17	144:18	30:13,23	148:3,18	162:14
180:2,4	provision	35:16	149:3,9	163:10,15,
187:19,22	112:4	45:25	150:19	16,25
190:7,10	113:14	46:5,14	151:19	164:11
199:12	provisions	47:1,2,6	154:5,14	168:20
202:3,6	100:14	53:16,17,2	156:2	169:3,6
203:16	126:7	4	163:15	186:3
206:1,6,8	proximity	54:4,9,20	164:6,15	197:7,11
209:2,7	159:22	57:11	166:4	199:23
provided	prudent	60:8,13,20	167:19	200:9
12:16,18,2	140:10	67:12	169:12,16	209:4
0,21,25	public 82:7	68:11	174:20	quick 52:25
17:16 27:6	99:4	quani 29:14	175:10	104:18
29:12 32:1	102:23		182:19	133:6
34:11	133:14		185:22	140:14
46:16	162:3,7		186:19	quickly
48:22 49:1			187:10,13	18:25
50:21			191:5	141:24

267				
181:10	95:15	191:22,23	75:22 84:3	26:3,6,8
quite 20:24	97:10	realize	106:5	35:14
33:1 34:24	rates 140:2	37:10	132:3,7	45:23
41:9 61:25	rather	192:24	193:16	46:13,17
76:8,9,10	47:24,25	really	receives	48:18
78:20	56:21	33:11,14	41:25	67:23
112:2,24	113:11,15	36:5	receiving	76:18
121:3	rationale	38:6,17	65:4	79:22
186:17,18	51:1	53:14 59:6	162:11	81:9,14,18
190:25	52:12,16	63:16 65:1	recent	,20 82:6
205:14	206:3	67:2	105:12	86:10
quotas	re 7:8,10	82:3,10	110:22	115:15
155:20	14:3 52:5	85:8,14,15	recently	120:19
157:13	54:4 58:9	87:15 88:6	34:17	155:17
158:19	87:9 96:11	139:20	recessing	193:14,15,
	172:14	151:20	49:16	16 194:22
<hr/> R <hr/>	183:23	166:11	91:16	195:5,7
Ra 97:9	190:3	167:15	162:18	197:16,20,
rabbit	react 64:12	178:25	211:21	22
70:19,20,2	reacting	183:16	reclamation	records
1,23 71:1	203:18	186:8	66:19	23:23
Racher 2:13	reactivated	188:5,12	recognition	101:24
24:19	21:23,24	191:2	108:10	194:13,16
25:20,21	22:3 23:8	193:17,18	115:4	198:1,2
30:25 31:8	reacts 46:5	196:19	recognize	199:5
60:1 61:5	64:15,18	211:14	47:19	recruit
64:2 81:24	readily	reason 20:18	recommendati	141:22
radio-marked	104:25	63:23	on 184:15	185:9
29:19	readiness	143:7	185:10	recruiters
rainfall	111:1,2	150:21	187:11	183:23
42:1	182:9	159:21	recommendati	recruiting
raise 91:7	ready 10:18	176:18	ons 100:24	104:23
200:22	111:5,23,2	182:20	173:4	157:17
raised 159:9	5 116:8	183:14	175:8,16	159:25
ramp 118:2	117:20	reasonings	190:11	176:10,15
ramped	172:24	55:22	recommended	181:24
184:21	190:19	reasons 56:4	100:23	recruitment
ramping	ready-made	87:12	210:9	142:1
185:3	105:19	153:21	recommending	150:22
ramp-up	real 69:14	recall 28:14	174:13	176:14
185:13	167:21	171:9	recommends	recurring
Randy 5:6	200:23	183:6	99:5,12	177:2
93:6	201:7	184:18	reconvene	red 18:23
range 186:13	reality	204:15	91:10	23:12
Ransom 4:18	145:2	recap 7:6	record 21:22	32:18
	182:11	203:7	23:25	57:22
		receive 53:5		redrawn
				17:19
				reduced

267				
15:12,19	191:21	204:15	137:2	63:3
reducing	reflective	registry	relatively	report 39:10
173:21	188:5,20	102:24	105:18	54:10
reduction	regard 44:9	133:15	relevant	85:3,9
37:17	48:25	162:3,8	106:22	101:6
reestablished 38:3	50:5,23	209:9	165:3	135:22,23,
	84:7 98:19	regular	reliance	24 153:25
refer 12:22	119:15	203:24	20:25	158:4,8
73:18	regarding	regularly	relies 58:4	170:7
reference	12:11	131:16	relocation	173:16,21
9:10 13:18	15:16 17:6	regulators	145:12	189:6,9
19:14	24:7	63:3	160:3	190:14,19
25:10,12	27:13,22	regulatory	rely 47:20	200:11
26:21,25	35:6 43:14	100:16	48:11	201:20,21
27:1 47:14	52:14 59:1	101:23	relying 48:8	202:23
49:25	75:17 79:9	102:14	remain 39:5	203:12
50:14	83:19,22	165:22	remains	209:3,4,7
133:12	84:19	reiterate	104:21	reported
172:14	108:14	86:24	remedial	81:18
201:4	125:15	relate 54:8	99:18	reporting
referenced	130:9	related	remember	100:25
107:10	155:24	36:14 46:8	69:16 75:4	101:1,3
119:23	158:23	52:25 97:2	87:10 88:7	136:6
165:25	163:14,16	106:17,21	89:10	157:24
referencing	164:16	107:22	130:17	158:4
10:25	197:16	108:8	178:23	171:2,3
209:3	regardless	113:12	181:4,14	189:8
referred	159:15	121:25	192:5	reports
39:1 40:8	regards 17:7	123:24	201:6	101:2
referring	45:24	128:22	remind 10:17	207:18
28:24	125:16	144:5	33:15	208:3
32:11	126:4	170:25	35:19,20	representati
112:17	161:8	relates	36:5	ve 169:7
171:24	174:20	104:8	remote 199:7	170:18
refill 57:10	178:2	112:4	remove 72:19	representati
refilled	182:19	136:20	renewal	ves 169:8
41:22 59:8	regime	191:7	61:15	204:11
reflect	33:3,11	relation	rent 155:12	represented
54:15	43:3	55:1	repeat 50:7	38:2
186:25	region 22:11	relations	161:18,25	representing
reflected	30:21	87:17	163:8	92:14
189:5	35:17	90:19	169:21,24	represents
reflection	148:5	relationship	210:16	28:12,15
187:4	150:7,10,1	99:4	repeatedly	request
189:1,7,19	3 178:6	195:12		16:14
190:3	204:20	relative		24:11
	regional			28:25 63:3
	20:13			162:1
	22:9,12			

267				
164:17	198:20	30:19	205:1	104:23
165:10	204:11,24	51:10	responses	159:25
166:10	reside	60:22,24	81:21	retired
198:21	139:18	61:17 88:6	100:23	165:2
requested	165:1	118:15	110:4	retraining
83:21	residence	120:9	123:21	142:8
106:12	145:15	134:8	164:16	157:17
107:12,15,	resident	174:7	171:15	rev 33:17
18 108:14	137:12	188:2	191:3	revenue
requesting	residential	191:5	responsibili	148:11
24:14	151:12	respects	ty 102:17	154:6
119:24	165:12	87:22,23	202:22	192:8
requests	residents	88:17	responsible	revenues
84:23	97:24	respo 191:3	97:1	192:24
190:25	98:14	respond	102:19	reversible
requi 92:2	104:3,15,2	36:13	rest 27:16	30:15
require 24:2	3 106:20	109:13,14	173:6	78:11,14
45:4 83:20	107:2	110:11	restate	review
100:17	108:7	112:19	168:10	1:3,11 8:9
117:14,15	116:22,23	132:16	restored	10:14
172:20	118:13,21,	148:20	77:21	17:20,21
173:1	22 159:6	151:18	restrict	32:12,15
181:20	160:1	203:1	15:24	33:16,17,2
194:23	resides	responded	result	0,24 76:11
198:25	105:9	155:18	30:19,21	79:20
199:3	residual	responding	144:17	81:5,10
required	30:11	190:10	resultant	82:20
15:21	resolution	response	100:21	84:16
107:23	82:22	16:13	resulted	86:11
113:15	83:4,13	45:20	97:22	92:16
114:25	174:1	48:21 49:1	results	98:20
122:1	resource	53:1 84:2	30:11	99:17
173:7	98:4 99:14	110:21	34:10	165:25
194:16	100:11	112:13	136:6	210:19
195:6	110:25	118:7	139:9	211:5
requirement	151:23	125:7	189:16,18	reviewed
92:2 174:5	resources	128:14	resuming	34:19
requirements	3:16 93:13	136:13,21	49:17	156:5
107:6,14	97:11	137:7	91:17	161:4,9
117:16	104:25	144:24	162:19	163:16
res 137:11	131:21	146:5	retain 58:9	209:4
174:1	166:9	147:20	118:24	revised
research	173:5	158:16,17	141:22	106:16
117:11	191:18	161:22	185:9	110:15
156:5,7	202:4,14	165:10	retaining	richer 74:5
158:25	respect 11:8	168:12	47:25	rid 195:19
161:3,9	12:24	171:14		risk
163:16,19	28:11	180:12		
		199:24		
		201:25		

267				
140:15,19	151:19,24	scale 22:15	131:15,18,	206:12
141:4,9	royalty	38:25	24 132:1,2	209:22
195:7	148:10	138:2	134:13	seconds
risks 194:19	154:6,14	150:3	schools	27:14
River	rudely 24:20	scales 87:6	107:24	section
21:9,12,19	ruin 73:23	scared 73:6	128:25	12:22
,25	run 33:14	scary 89:15	130:9	29:12
22:7,25	131:23	scenario	134:19,25	80:10,11,1
23:21	180:3	141:1	school's	2,15,16,18
28:14,23	running 21:2	142:19	129:9	99:13
33:1 35:7	111:19,22	144:8,15	scienti	161:6
Robinson	119:6	scenarios	24:12	201:4
4:20	run-off	143:24	scientific	sections
95:19,20	41:22 42:1	schedule	31:2 34:5	80:21
96:23,24	Russell 2:20	56:12,14	scientists	86:1,3
129:11	94:17	57:2,15	25:3	sectors
170:5,6	Ryan 2:18	58:4,7	scoop 149:1	104:22
171:13,14,	94:5	91:12	Scott 4:25	security
25		138:3,17	95:21	97:8
172:12,13,		140:17	103:19	103:14,20
25 173:1		scheduled	screen 19:23	135:8
174:9,10	<hr/> S <hr/>	85:4	109:10	196:24
175:1,2,12	Sabet 90:18	Schmidt 3:4	screening	sediment
,13	safe 56:23	20:7 22:24	80:23	53:16
187:9,10	safeguard	23:15	scrutiny	seeing 55:12
203:6,7	126:12	35:11,12	33:25	111:10
Rodier 2:18	safeguards	38:22 39:8	se 175:14	182:24
94:5	132:21	40:13,19,2	SEA 100:20	204:1
role 97:1	safety 56:9	5	101:3	seek 173:11
159:23	sake 157:20	41:2,14,24	102:4,9,13	seem 59:6
164:25	sale 137:20	49:3,4	175:15	137:4
roll 111:24	Sam 93:24	scholarship	SEAs 101:18	seems 45:3
rolling	Sarah 5:13	106:16	season 53:14	57:12
178:12	Sarah-Lacey	110:15,23	58:6	61:24 67:2
179:22	5:19	111:5,23	seat 106:8	102:14
Ron 93:22	Saskatchewan	124:7	seats 10:5	176:23
room 46:14	140:25	scholarships	162:22	188:3
91:24	satisfied	110:20	second	seen 102:6
rope 43:20	166:11	111:7,11	16:4,5,17	170:7
ropes 43:20	satisfy	124:13,20	84:22	segments
rotation	121:5	125:5	99:25	105:2
160:8	saving 193:6	school 106:5	142:16	segue 137:5
round 84:23	saw 69:13	117:12,23	169:12	142:15
route 182:5	191:16	124:9,19	193:20	seize 141:24
184:5		126:10,22,	195:24	seizing
royalties		25		
		127:3,4,6,		
		17 128:20		

267				
136:3	79:11	short 21:10	significant	199:1,3,5,
sellers	91:21	69:5 97:14	30:16,18	6,9,10
152:11	sessions 1:5	123:7	65:1	203:16
SEMA 169:13	81:7,12	138:16	77:13,15,2	206:15
171:10	83:16	167:11	2 78:4,7,9	sites 9:11
174:21	sets 100:20	187:15,16	79:1 129:7	19:15
175:14	125:1	shorter	137:23	32:20 48:2
SEMA s 169:8	setting 20:2	137:22	141:7	49:25
170:1	124:23	short-term	173:21	50:15
send 11:19	155:20,23	20:25	significant tl	135:6
sense	157:13,20	108:4	y 137:5	sitting
24:12,13	158:19,22	showed	signing	73:11,12
139:16	159:4	124:10	171:10	74:2,6
143:21	seven 15:8	showing	similar 13:6	189:9
150:8	57:9	23:12	25:11 42:2	situation
191:14	seventeen	shown 28:15	100:14	46:3 166:3
207:19	102:6	105:5	112:23,25	167:16,18,
sent 184:12	several	156:7	118:8	23
sentence	34:17	163:19	187:11	situations
123:7	75:16 83:5	shows 18:24	Similarly	63:6
separate	sexually	28:6	122:24	six 11:7
61:6 176:3	170:16	104:18	137:25	58:15
separately	Shafic 5:14	161:9	Simon 2:4	138:17
181:2	93:12	shutdown	simple 67:2	192:2
separating	Shannon 2:5	184:18	single 38:24	sixty-five
55:5	shape	192:2,14,2	105:15	76:22
September	171:18,20	0	138:1	78:16
16:23	share 71:16	Shuwera 4:21	139:22,23	sixty-seven
129:3	72:8 86:22	92:24,25	143:18	104:12
207:5	87:6,25	sick 72:6	156:10	size 42:6
210:2	88:12	73:1,8	sit 189:18	skill 69:13
series 79:12	106:15	sidebar	site 21:1,5	107:6,14,2
services	110:15	82:24	22:13 38:9	5 108:4
102:10	168:4	sides 91:3	44:19 48:6	125:1
169:9	189:16	sig 139:24	63:7,14,20	141:22
170:2,19	198:14	sign 10:18	71:17 90:4	147:14
182:3,23	shares 71:12	197:13	106:8	skilled
184:6	Sheldon 4:5	significance	108:16	104:24
194:25	85:12,23	77:10	114:7	105:23
196:25	87:1 88:20	78:1,19	119:18	skills
servicing	91:2	79:9,17	150:4,5	107:25
149:24	shop 69:17	81:6,11	167:6	113:11
session	shore	82:13	182:2,22	118:21,24
10:12	17:12,18	83:3,5	184:6	119:6,11
12:18	18:2	84:13,19	197:20,21,	122:4
32:16 68:9		85:2,7	24,25	126:11
			198:4,5,12	132:24
			,19,25	141:25

267				
142:9	90:1,4,12	171:5	144:14	50:13
145:5,8	101:16,20	socioeconomi	Sorenson	133:4
147:15	102:22	c 101:15	4:14	142:14
skinning	103:1	102:18	sorry 14:20	144:9,15
87:21	111:16,17	socio-	25:21	181:13
Slack 5:7	113:20,22	economic	40:13	southern
96:8,9	114:3	7:10	50:6,13	108:15,16
136:18	116:13,16	96:11,16	91:13	119:16,17,
140:13	128:1	97:3,4	112:12	21 140:24
142:12	135:8	98:9,10,18	115:17	southwest
143:22,23	147:6	99:6,7,10,	125:13	37:24
144:4	157:24	11	140:15	sparkly 88:9
146:9	158:5	100:8,9,18	143:22	spatial
199:18,21	180:17	,20	158:11	22:15
201:22	182:21	101:1,9,20	164:3	speak 12:6
205:7,12	183:6	,21 125:16	171:23	15:1 35:10
Slave 20:12	184:18	126:3	176:7	37:2 54:2
133:4	191:16,25	128:22	181:3	71:23
150:12	204:12	130:14	194:15	75:21
162:6	snapshot	131:9	200:12	115:14
181:13	104:18	133:7,13	206:21	116:25
sleep 74:13	snow 42:1	134:6	sort 21:17	126:9
slide 104:18	social	135:22	25:2 28:16	128:21
109:1	98:6,7	165:5	37:4 41:4	130:18,22
117:8	156:6	169:10	61:18	175:19
slopes 20:11	163:17	171:5	66:25 80:1	193:23,24
slow 37:14	166:6	172:20	109:25	196:16
38:6 44:5	170:18	174:11	118:2	199:17
slowdown	188:4	186:7,21	136:20	speaking
184:19	191:8	203:8,11,1	137:7	73:16
slower 44:7	200:1,16	5,22	139:10	115:15
slowly	social/	204:3,12	140:11	154:18
117:25	cultural	211:18	142:15,18	specialist
small 28:16	166:7	sold 137:21	143:4,5,6,	97:12
30:10 32:5	society	138:1	10,18	103:18
42:2,13	122:25	somebody	181:6	specific
43:5 105:9	135:3	96:5	sorts 139:5	11:13
125:20	160:5	136:14	sought	50:23
129:14,18	socio 46:9	143:15	203:23	107:19
130:4	68:14	188:9	sound 27:17	110:8
151:16	91:21	somehow	soundness	113:16
smaller 42:3	170:2	203:18	99:16	114:1
Snap 31:5,23	171:16	someone 90:3	sounds	121:2,8,10
32:24	174:7	198:11	153:11,13	,23,24
61:15,17,2	176:2	somewhat	source	153:2
4 62:18	204:14	78:13	192:11,25	170:15
70:10	socio-ec	somewhere	200:8	183:5
	68:9 91:11	11:11 26:6	south 41:18	189:18
	socio-econ			192:22

267				
208:5	112:6	190:6	36:14	161:21
specifically	113:25	statement	38:13,14	167:4
80:22	120:20	79:10	39:4	Sterenburg
112:17	164:25	82:6,9,16	40:10,20	3:20
113:20	staffed	85:25	41:11,19	Steve 210:14
124:16	113:24	154:1	42:5,7	Stevens 3:11
126:9	staffing	165:15	43:12,13	94:19
128:19	114:23	statements	44:25	stop 44:8
130:15	202:15	82:3 91:3	45:2,22	193:9
171:10	stage 30:4	states 13:4	46:20,24	stopped
191:9	stages	106:7	47:12,13	132:12
192:15	109:11	station	50:3,6,17	stopping
201:22	stakeholders	18:16	51:19,25	75:8
206:19	79:19	21:11,21	52:1,14,20	stops 203:1
208:15	stand 196:12	22:1,8,25	83:18,19	storage
speed 133:25	standard	23:8,11,21	125:13	55:25 57:4
spelled	34:5	25:18	129:12	64:21
59:21	standards	35:7,12,13	130:6,7	store 63:1
Spencer 2:6	98:5	stations	132:18	66:10
spend 142:3	standing	18:13 19:6	133:2	strategic
spent 41:5	189:10	20:10	144:5	123:1
spirit 87:24	start 19:2	22:22	146:19	strategies
spiritual	23:23	35:17	147:1,22,2	102:22
88:24	57:10	176:19	5 148:1,2	170:16
89:10	91:11,12	206:2	149:9	strategy
spoke 126:17	138:10	statistics	150:18	110:23
spoken 74:21	149:5	88:14	151:25	185:9
sponsored	166:22	159:14	152:1	stream 41:21
89:9	211:17	stats 200:8	153:10,11	56:21
sponsorship	started 10:6	status	154:3,4,15	192:8
89:21	92:1 127:1	179:25	,16	193:8
spouse 156:8	144:5	stay 106:5	158:6,11,1	streams
spread	162:23	138:20	2 159:4	15:24
120:11	163:4	155:9	160:25	40:1,15
spring 15:19	starting	159:18	161:19,25	66:8
16:10,12	23:4	staying	162:4	stress
112:1	166:23	134:13	163:13,14	64:10,22
square 39:17	184:1	step 177:19	165:24	71:11 98:1
St 4:24	starts 39:15	Steph 48:18	167:15	strive
170:15	state 44:6	Stephanie	169:14,23	107:25
Stacey 2:7	91:25 98:3	4:7 10:23	169:14,23	122:3
28:4	115:14	17:3,4,5	166:24	stronger
staff 1:11	165:5	19:4 20:8	167:15	77:5 78:6
106:14	185:22	22:21 23:5	167:15	struck 204:4
	stated	24:1,21	167:15	
	153:22	25:7 27:12	167:15	
		32:9,10	167:15	

267				
structure 58:11,16,1 8 59:3	40:18 success 190:21	121:1 supplement 54:19 80:17	171:8 175:22 179:24 191:13 192:3,19,2 4 193:7 198:12,19 207:2	64:8,12,14 ,18 88:18 183:13,20, 24
structures 47:23 48:1,2 186:15	successes 135:25 successful 178:7 188:17	supply 105:5,9,11 108:11 115:4 138:4	surface 18:19 22:19 30:23 43:6 60:12,13	systems 63:17 113:23 158:4 183:12
struggle 165:17	suffer 131:13	support 48:21 69:21 98:4 102:20 103:4 114:23,24 134:20,25		
struggling 125:2	sufficient 132:10	supported 83:23 180:18	surfaced 195:1	<hr/> T <hr/>
student 134:18	suggest 19:5,21 120:14	supporting 114:4	surprisingly 61:22	table 7:1 10:25 11:1 12:22 13:4,8 75:24 79:14 82:21 83:14 123:1,11 171:16 172:1,15 179:16 189:19
students 129:1 132:1,2 134:20 181:20	suggested 164:17 165:16 184:23	supports 106:12 179:23	survey 9:8 17:16,23 19:12 20:10 23:2,6,22 24:2 25:14 35:14 49:24 50:12,19 51:20 104:20 161:1 203:16 206:2	table 133:1
stuff 26:1 64:16 176:21 183:13	suggesting 110:7 167:16 175:7	supposed 127:22 131:5 132:8 133:8,16,1 7 201:5	surveyed 159:15	tackling 193:25
sub 206:4	suggestion 15:3 26:20 109:22 185:14 192:23 193:2,5,9	supposedly 127:21	surveys 41:8 204:7,8	tag 65:23
subject 67:24 79:5 126:1 205:3	suggestions 27:8 90:23 175:2 184:24	sure 26:5 39:11 41:20 46:1 48:15 50:8 56:2,7 57:25 59:15,20 60:6 81:15 109:12 112:24 115:19,21 120:18 130:11 133:21 135:11	surveyed 159:15	taking 28:17 72:3 189:20 202:25 205:11
submission 16:23 19:7 51:20 80:15,16,1 8 85:9 122:11 123:10 206:4 207:18	sum 208:23	sur 206:2	surveys 41:8 204:7,8	talk 18:18 36:4 46:9,10 70:8,13,18 ,25 71:3 73:18,19 74:11,12 75:24 84:10 88:22 113:19 136:1 163:23 186:12 188:1 193:5,6
submit 85:5 166:16	summarize 99:21	sure 26:5 39:11 41:20 46:1 48:15 50:8 56:2,7 57:25 59:15,20 60:6 81:15 109:12 112:24 115:19,21 120:18 130:11 133:21 135:11	suspect 185:20	
submitted 86:10 200:11	summary 32:9 54:11 77:17	sure 26:5 39:11 41:20 46:1 48:15 50:8 56:2,7 57:25 59:15,20 60:6 81:15 109:12 112:24 115:19,21 120:18 130:11 133:21 135:11	sustainable 98:2,11 101:13 108:3	
submitting 16:18	summation 149:10	sur 206:2	sweep 69:14 70:15	
subsequent 199:23	summer 64:25	sure 26:5 39:11 41:20 46:1 48:15 50:8 56:2,7 57:25 59:15,20 60:6 81:15 109:12 112:24 115:19,21 120:18 130:11 133:21 135:11	switch 52:24	
substantial	Superintende nt 90:18	supervising	system 28:14 37:11,12 49:8,9 63:13	

267				
talked 61:10	209:1	techniques	120:19	158:1
64:23,24	tax 149:11	87:4	129:25	159:5,19,2
159:9,10,1	taxes 150:4	technology	134:9	0,25
1 164:14	153:1	184:22	139:11	172:21
165:20	teach	tel 136:16	143:25	179:15
182:8	90:3,19	telecom	144:6	189:11
talking	teachers	67:17	145:4	territory
35:21,22	126:24	185:21	147:4,20	125:23
36:7 38:15	131:23	telecon	150:16	138:5,21
42:8 46:2	team 10:20	124:1	159:24	141:6
61:11	13:23	136:15,17	160:6	148:4
69:19	14:12,17	197:13	167:4,5	150:12
72:3,5	16:17	teleconferen	173:3,4	151:6,21
73:5,12	19:18	ce 67:18	177:16	Territory's
74:10 89:3	26:10,11	96:6	179:9	118:21
113:10,11	36:10	199:16	185:6	Terry 2:16
136:7	44:14	temperature	192:4,21	testing 28:2
144:5	45:21 51:6	44:16	194:19	43:22
160:23	54:1 63:24	temperatures	195:14,24,	176:21
161:1,3	65:15 69:2	44:17	25	tests 18:23
171:23	89:17	temporary	199:24,25	19:1
195:22	106:15	192:1,14	200:1,23	Tetra 2:10
200:3	112:7	ten 40:11,18	201:4	th 148:18
talks	147:3	45:20	terrestrial	thank
181:8,10	149:5	78:15	80:19	13:20,21
193:7	179:9	134:15	territorial	14:5 16:24
Taltson 30:2	teams 88:9	161:24	98:6,14	19:2,3,23
31:20	teary 88:23	tend 75:3	Territories	20:8 22:20
tancent 74:1	tease 200:4	143:3,10	12:15	27:10 32:8
tangible	tech 2:10	ter 177:20	13:2,8,11	33:25
89:4	27:17	term 21:3,11	78:3 96:18	36:8,9,22,
134:14	technical	22:8	102:16	23 38:13
target	1:5 10:11	35:6,16	103:16	41:10
139:16	14:17	78:18	104:19	43:12 44:9
targeted	32:16 68:9	100:18	105:15	46:18,19
53:1	70:2 79:16	130:12	106:24	49:12,19
targeting	84:11,20	152:6	111:9	51:2,9
16:22	85:3,9	terms 29:22	114:12	52:7,18,20
130:11	91:20	30:16	116:10,16,	54:11,23
task 12:8	103:20	34:23 47:4	20,22	58:2,20,22
81:11	109:2,3	61:22	118:10,12,	65:10 67:7
168:8,11	120:18	78:22	25 119:8	68:25
177:24	122:11	111:7	139:18	71:5,6,9,1
206:19	123:10	114:9,22	142:10	7
208:16	152:6	116:9	145:6,8,14	74:11,14,2
209:6	175:16	117:2	,16	0
tasks 205:22	207:18	118:12	146:2,25	75:2,7,11
208:6	208:3		147:5,12	76:2,3
			149:14	81:16,20
			150:23	
			153:9	

267				
84:7,8	90:25	19:4 20:17	148:9	68:10
88:18	96:12,13	22:1 23:17	149:6	70:20
91:1,2	108:18,24	24:14,25	151:7,8,9	76:20
96:4,23	109:7	25:6 27:23	158:24	77:19,20
103:8,9,10	115:16	28:5,21	161:3,6	78:21
,21 109:17	121:7,19	29:18 30:3	165:23	82:22
110:12,13	123:15	31:21	167:11,23	83:13
112:3	125:7	34:21	170:24	87:19
115:2	128:12	35:8,11	171:6	88:3,11
119:15	132:14,18	36:6 40:25	175:10	91:5 110:8
123:20	136:13,17	41:25	177:2,4,14	118:20
128:10	137:9	46:7,16	178:19	119:6
129:11	140:15	48:18	179:10,12	129:17
130:6	141:3	50:1,24	180:8	130:1,8
140:12	142:13	53:13	181:21	133:24
141:13	144:23	54:18 56:2	184:15	138:16
143:21	146:5,6,10	57:1,5,18,	185:21	139:1
148:1	,11	24 59:20	186:3	140:22
151:25	148:18,20	60:7,25	190:12,17	143:12,17,
152:2	149:9	63:15	192:3	18 144:8
153:10,19	159:4	64:10	194:10	152:12
154:3,15	161:19	65:1,2,8	195:11,18	161:4
161:18	162:10,13	68:24	197:1,8,12	170:14,15
163:13	164:8,12	69:22	198:20	171:15
166:11	167:13	70:20,24	202:2,25	174:21
168:2,18,2	168:9	71:5	203:10	176:15
5 169:17	169:4,19,2	73:4,8,16	204:4	186:8
171:12	3 172:16	74:1,2,9,1	207:1,6,11	188:6,11
174:15	173:9	2 76:20	,12,25	191:10
175:11	174:2	77:7,8,18,	208:5,22	193:17
177:4	177:9,25	19 78:1	211:1,19	194:1
178:8	178:9	80:1 81:20	themselves	198:13
181:23	182:6	82:14,23,2	87:13	200:23
182:18	184:14	5 83:1	155:4	202:13
184:13	185:17	85:8,14	192:4,21	204:10,17
185:14	187:18	86:10	there'll	208:23
186:6	194:7	87:24	37:8,17	thermosiphon
187:10	197:6,10,2	105:7	there's 16:5	s 44:22,24
190:22,24	3 198:5	109:4	17:10	47:14
191:23	199:15	113:1	18:6,14	48:4,8
194:5	201:8	123:15	25:2,16	thermosyphon
197:4	205:1,9,12	124:7	39:9	43:16
198:22	207:25	125:4	40:3,18	they'd 11:12
208:4	209:5,10	126:18	42:24	195:19
thanks	210:24	131:1,8	43:18,19	they'll
14:1,18	211:13,14,	133:3	46:14	37:23
27:14 28:4	16	136:10	56:3,19	they're
31:17	that'll	139:10	59:13	39:25
51:23 53:7	11:22	140:10	62:16	47:20 48:1
55:17 57:7	198:21	141:11	63:23	61:25
59:19,23	that's 12:5	142:15	64:9,11	
60:11	15:22 16:1	145:2,24		

267				
72:6,15	threw 32:19	65:7,8	211:17,18,	toward 115:1
81:3		70:1	19	
109:18	throughout	73:5,7		towards
123:1	34:18	97:6	tonne 194:1	17:11
126:12	44:19	103:17	tonnes 13:16	37:21
131:7	82:20	125:18	Toogood 2:4	83:14
132:5	124:22	130:10,24		106:9
133:17	201:14	134:15	tool	114:13
149:21	204:19	145:10	135:13,16	126:11
154:24	through-	187:14	178:16	177:25
176:18	talik	205:22	179:17	201:23
179:13	43:1,7,9	208:23	top 32:24	town 152:16
180:7	throw 162:7	209:14	43:19	181:9
183:2,13		211:19	130:17	
184:1	tific 24:13	today's 14:6	topic 17:1,2	tracking
194:18	timely	Todd 5:7	91:21	183:20
195:6	106:22	96:8	96:15	tracks 101:7
199:6	107:7	136:18	146:14	Tracy 4:24
203:18,25	111:15	137:9	163:5	Tracz 3:23
204:7	tip 65:3	140:13	topics 52:24	92:22
they've		141:3,15	104:6	
82:12	titles	142:12	123:25	trades
126:16	107:19	143:22	166:6	117:15
160:19	121:24	144:4,22		traditional
195:11	Tlicho 6:2	146:6,9	topographic	24:7,9,17
197:3	150:11	154:20	56:17	26:15
third 144:4	163:11	199:18,19,	topography	34:14 72:9
165:1	164:10	21	41:2 66:6	75:18
169:14	168:20	201:12,22	total 12:23	85:13,14,1
172:13,14	169:1,5	202:18	13:10,15	6,18,20
thirty 69:24	170:17	205:5,7,9,	38:1 102:7	86:1,7,15,
thirty-four	171:8,14,1	12		16,19,23
102:8	5 174:19	tolerance	touch 87:13	87:2,16,19
thirty-seven	175:6	211:14	touched	88:12,18
104:17	176:12	Tollis 4:2	165:13	traditionall
thoroughly	178:6,13	68:15,17	touches	y 170:23
45:15	180:12	92:13	181:11	traffic 11:1
thoughtful	183:1	164:12,13	touchstone	train 111:13
191:2	185:18	210:16,23	179:12	113:6
thoughts	186:2,19	Tolls	tough 193:18	201:16
73:14	190:23	167:13,14		trained
188:22,25	193:12,13	tomorrow	Tourism	118:22
thousand	194:4	168:4,9	95:11,20	119:9
102:6,8	tobacco	170:19	97:1,12,15	147:15
105:6	87:23	175:20,25	,19 101:5	trainees
thresholds	90:20	177:20	102:19	120:19
65:1	today 26:18	187:19	103:4	training 8:3
	50:21	188:1,23	tournament	104:4,8,10
	51:12	197:9,11,1	90:4	105:17
	55:19 58:1	2 208:7		
	64:8			

267				
106:1,15,2	transparent	67:3 80:25	107:15	136:22
1,25	107:7	122:4	120:1	137:1,12,1
107:3,24	157:22	132:4	126:1	3 151:23
111:15,18,	195:8	138:7	173:25	159:17
20	Transport	139:6	174:21	161:6
112:7,23	4:11	142:6	typical	166:2
113:12,16	transportati	143:4,5	87:20	170:25
114:1,25	on 108:14	149:12	typically	178:25
117:14	119:16	153:14	64:14	192:8,16
121:12,16	185:4	169:20	Tyson 2:10	195:2,16
122:2,25	trappers	199:15		202:10
126:11	72:12	trying 15:19		203:17
132:24	travel 72:24	55:4 64:25	<hr/> U <hr/>	understandin
133:20	travels	74:8 114:7	ultimate	g 32:14
135:3,5,9	72:22	136:22	84:14	50:1,10
142:11	Treaty 4:8	138:23	ultimately	62:24
155:5	tremendous	158:15	81:9 83:14	63:17,18,2
164:22	118:20	159:17	140:9	0 64:7
181:17	trends 101:7	165:18	un 105:2	86:9 88:11
201:18	171:3	167:15,24	unable 123:4	131:8
207:9,12	203:13	178:23	uncertaintie	172:18
trans 92:3	triangulated	190:2	s 77:6	202:13
transaction	203:21	202:9	uncertainty	understandin
152:12	Tribal 4:8	Tuesday	61:7,8	gs 88:6
transactions	tributaries	175:21	76:15,18,2	understood
152:12,13	39:16,20	turn 10:19	0 77:3	115:19,21
Transcript	40:16 42:3	14:20	80:4,10,13	undertake
7:13	triggered	25:22	,20	180:6
transcriptio	78:20	73:10 76:4	underground	undertaken
n 92:4	171:4	103:5	18:21	178:4
transferrabl	triggers	109:14	42:9,10	undertaking
e 108:6	78:18	164:10	44:2	11:18,22,2
transition	trophics	turnaround	45:7,11	4 19:5,10
30:7	53:17	180:8	118:20	49:21
translate	trout 59:11	twenty 69:24	135:9	50:2,4,9,1
75:8	true 5:13	78:15	under-	8
translator	141:11	twenty-five	represente	51:5,10,15
74:21	trust 76:17	49:12	d 105:2	52:10
transmission	78:10	two-hundred	understand	83:21
30:7	194:18	104:12	17:12	84:2,3,5
transmit	195:13	type 11:2	24:21	205:24
156:13	truthing	72:17	45:13	206:18,21
transmitted	41:6	83:23	52:10	209:16,21
170:16	try 16:7	170:23	63:12	Undertakings
transparency		183:13	78:20 89:5	7:4 9:1
190:7		184:3	107:14	undertook
		types 83:17	112:21	16:6 34:3
		100:25	130:8	unemployed

267				
105:7	199:1	verify 66:14	violence	55:13
unforeseen		verifying	170:12	wasn't 22:25
66:3	V	99:23,24	visit	51:12
unfortunate	vacation	100:1	197:20,21,	200:9
114:21	146:8	verklemt	25	water 9:8
units 13:13	vague 133:9	91:4	198:12,19	17:7,13,16
151:12	validate	Veronica	199:9,10,1	,17,23
unknown	47:7	2:19 10:21	2	18:6,13,18
64:15	Valley	12:4 13:24	visited	,19,21,22,
unless 91:6	1:2,11	14:14	75:20	24,25
163:24	24:20 31:1	16:19	visits 90:16	19:12
unlike	64:3 81:5	26:13	167:6	20:10,24
117:17	99:14	27:20 34:1	198:25	21:5 22:19
unprecedented	valuable	36:11,18	203:24	23:2,6,22
d 97:24	77:5 91:23	46:21	voice 189:4	24:2,21
unsure 51:12	211:15	51:8,18	volume 56:2	25:13
52:19	value 21:17	52:17	volunteer	29:13,16
update 55:9	71:14	65:16 71:8	156:17	30:13,23
66:15	86:24	75:1 76:4	160:13,15,	35:14,22,2
110:23	88:18	79:7 81:8	16	3 40:19
122:19	118:11	82:11	volunteers	41:13
158:3	143:18	85:23 95:6	159:12	42:10,16,1
168:5	150:9	109:16	Vos 62:15	7 43:15
180:13	valued 29:10	110:6		44:2,7,8
208:8	values 71:12	148:25		45:24,25
updated	86:14 88:4	175:23		46:4,14
54:13	Vandenberg	189:1		47:1,2,6,1
Upon 10:1	80:6,7	198:9		6,24,25
49:16,17	variability	206:24		49:24
91:16,17	60:22	208:11,21,		50:18
162:18,19	62:24	25		51:20
211:21	variety	209:11,24		53:3,5,14,
upset 66:3	59:12	210:6,17		16,24
upstream	various	via 12:19		54:4,8,20
14:6,11	84:15 85:7	viable		55:7,11,14
17:6 58:9	109:11	119:21		,21,25
useful 83:17	183:3	vicinity		56:20 57:4
96:19	vast 150:13	31:23		58:9
109:9	vehicle	Victor		59:3,5
186:12,23	72:20	167:17		60:8,13,20
188:5	Velma 3:20	168:6,14,1		62:23 63:1
usually	venture	5 208:9		64:3
18:19	87:14	view 65:25		66:8,10
124:16	verbatim	123:2		67:11
132:5	130:15	176:24		68:11
		179:22		70:14
		182:14		71:12 72:4
		189:13		73:23
		190:12		75:14
				206:1
				water-
				warranted

267				
retaining	11:4,7,10,	we're	192:24	144:10
58:16,18	12 181:5	11:11,17	198:14	Whee 183:7
59:2	weeks 11:19	14:16 16:9	200:18	whenever
watersh	133:4	22:15	201:15,17,	194:12
28:20	160:11	24:14	18 202:17	wherever
watershed	192:2	34:10,24	205:4	87:17
17:11,19	200:12	35:21,22	west 42:21	140:25
18:5,6,17	weigh 142:6	36:2,7	159:1	145:2
22:17	weighed	41:9 48:7	162:5	146:24
23:17	79:22 98:8	50:9 58:25	wet 22:11	149:17,18
24:24	weights 87:6	60:20	56:7,13	155:22
26:23,24	welcome	61:11	we've	158:17,21
27:1	10:11	62:19 63:1	15:5,14,15	whether
28:13,23	91:19	69:19 70:4	21:1,2	22:10
29:2,4,8,1	96:13,14	78:16 81:2	26:17	26:22 28:1
9 30:17	122:19	87:17	39:15 40:8	33:8 48:15
31:6,11,25	163:1	89:3,6	44:16,18	51:12
34:8 35:21	welding	90:1 92:9	51:4 59:3	76:25
39:2,10,12	69:11	96:14	61:14	82:23 84:4
,21,24	we'll	109:5	63:13,15	100:7
40:5	10:5,19	111:9,21,2	64:19	135:6
41:9,16	11:18	3 112:1,5	75:17	138:17
45:14	14:10	113:10,11	86:17	150:11
50:12,13	16:25 19:2	116:5	87:4,5	151:22
53:2	20:3	117:1,22,2	109:23	153:17
watersheds	27:9,25	5	116:8	173:7
17:8,16	44:13	119:10,24	117:11,12	178:7
18:8	45:20	121:3	125:25	179:10
20:17,21	53:23,25	122:22	134:16,17	186:12
22:20	59:20	123:4	135:2	187:24
24:25 29:1	67:6,17	124:24	137:19	189:22
30:8 42:3	68:8,10,12	130:24	145:9	190:12
53:15	84:3,10	131:11,22	167:7	196:11
Wayne 2:23	91:8 116:9	136:1,6,7,	179:10	whisker
55:16	123:5,16	9 138:23	181:12	54:12
57:19,23	140:1	150:21,23,	186:13	whisper
59:19	162:23	25 152:23	190:8	26:23
65:22	168:8	157:22,23	192:13,22	white 72:12
93:16	169:19,22	158:2	195:20	whoever
ways 24:16	173:6	161:12	197:1	136:16
122:14	175:4	164:5	199:22	whole 43:21
169:8	185:14,17	167:3,14,2	209:9	66:1,5
170:1	188:1	4 175:25	whatever	77:4
188:7,11	190:9,18	176:4	55:5 59:8	139:21,22
203:7	205:11,14	180:4	62:19	142:3
we'd 16:22	206:25	181:17,22	69:17	148:5
87:6 136:2	211:17	182:24	70:14	183:23
wee 180:9	wellness	184:23	87:12	Wilkinson
week	164:23	185:11,12	188:13,14	
		188:6	whatnot	
		190:8,10,1		
		8,19 191:2		

267				
92:8	184:3	183:12	179:2	12:7,11
Williams	186:11,24	184:2	workshop	14:9 25:8
94:7	191:11,20	189:14,19	183:15,21	54:24
willing	193:23	194:21,23	184:8	55:17
34:14,15	199:23	195:21	188:8	61:10
128:13	201:2	206:13	world 113:24	64:23
146:15	worded 50:2	210:8	190:12	78:12
166:5	wording	worked 87:5	worry 138:15	88:21
172:24	49:22	183:15,25	worse 131:17	yet 55:12
190:19	50:10 77:2	184:17	worth 56:20	65:9 89:25
Wilson 5:21	210:13	192:14,16,	211:1	105:20
54:6,22	work 15:22	18 197:3	Wow 176:7	112:2
57:7,21	16:1,6,9	workers	wrestling	121:3
58:20,21	43:22	104:23,25	55:2	122:14
winding	46:15	108:16	write 123:7	127:20
119:13	69:6,8,12,	119:17,21	169:21	175:11
Winston	15,17,18	140:19,21	writing	182:17
32:22	85:22	159:15	132:19,23	yield 38:1
wish 71:16	89:1,18	164:21	written 26:5	yields 20:24
wit 41:7	90:8,24	182:25	51:2	21:5
Witherly	92:8	183:9,17	wrong 33:19	YKDFN 96:9
5:17	102:14	workforce	written 26:5	143:23
wom 70:24	105:8	105:19,24	wrong 33:19	you'll 39:17
women	106:9	108:12		146:24
70:21,24	115:7,25	116:5,16,1		184:18
wonder 17:10	116:4	9,20		young
18:10,20	119:4,12	working	X	127:14,16
19:1 25:12	121:2	63:13 93:9	X4 37:9,20	179:10
126:19	124:15	106:8	X6 37:9,20	180:10
wondered	125:2,5	110:23		yours 77:23
18:8 51:22	127:10	111:23	Y	yourself
152:4	134:25	114:7,13	Yamkovy 4:5	96:6 169:2
163:22	135:3,5,16	124:18	85:12 87:1	yourselves
197:18	141:20	133:9	Yaxley 3:22	109:15
wonderful	145:1,2,12	135:10	Yellowknife	youth 90:19
88:24	,17,21	149:21	1:19	106:4
89:14	146:2,24	176:13	127:12	156:15
160:9	147:10,11	177:11	132:6	you've 25:22
187:22	149:18	178:8	144:7,12	43:22 59:9
188:20	155:2,22	179:10,12	154:24	76:19
wondering	156:23	182:1	176:20	161:16
18:4 19:18	157:16	189:22	Yellowknives	184:23
59:2 62:6	158:1,17,2	199:4	5:6 93:7	187:2
81:25	1	202:12	142:22	
109:21	159:18,20	204:7	154:21	Z
142:16	167:9	works 56:1	202:1,11	Zoe 6:2
	173:18,25	66:15 89:5	yesterday	169:1,4,5,
	174:6	106:24	10:20,23	
	175:10	129:25		
	178:20	156:8,12		
	179:2			

267				
25 171:7				
174:19				
175:6				
176:9				
178:1				
181:23				
182:18				
191:5				