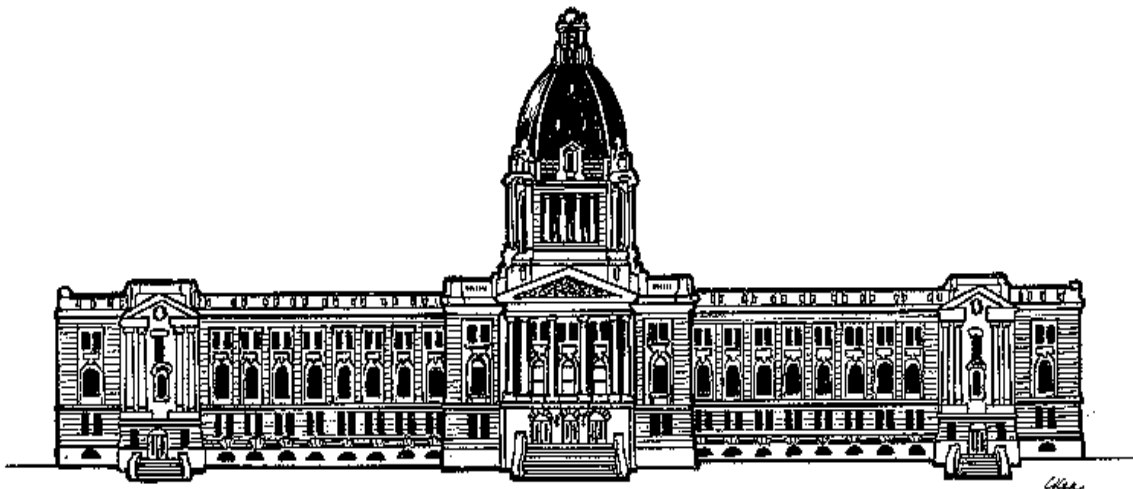




STANDING COMMITTEE ON HUMAN SERVICES

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STANDING COMMITTEE ON HUMAN SERVICES

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Mr. Glen Hart
Last Mountain-Touchwood

Ms. Judy Junor
Saskatoon Eastview

Hon. Jim Reiter
Rosetown-Elrose

Ms. Joceline Schriemer
Saskatoon Sutherland

[The committee met at 15:00.]

**General Revenue Fund
Education
Vote 5**

Subvote (ED01)

The Chair: — Welcome, ladies and gentlemen. Seeing as it's 3:00, the chosen hour for the committee to begin, I'll call this committee to order.

Good afternoon and welcome to those at home as well. I would like to welcome you to the deliberations of the Standing Committee on Human Services this afternoon. We have a busy agenda this afternoon, considering the main estimates for vote 5, Education, outlined on page 45 of the estimate booklet, and then moving on to Bill 128, *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009* in the second half of this afternoon.

Before we begin I would like to introduce the members of the committee. They include, to my left, Mr. Broten and Ms. Atkinson. And on my right . . . Oh, a substitute for Ms. Judy Junor is Ms. Atkinson. And on my right, Mr. Glen Hart; Ms. Doreen Eagles; Mr. Jim Reiter, the Minister of Highways; Ms. Joceline Schriemer. And I'm the Chair, Greg Ottenbreit.

It is now time to consider vote 5, Education. Before we turn our attention to the ministers and officials, could I please ask the officials, other than the minister, addressing the committee today to introduce themselves the first time they speak. This would greatly aid Hansard. That said, Mr. Minister, would you like to introduce your officials and make an opening statement please.

Hon. Mr. Krawetz: — Thank you very much, Mr. Chair. And good afternoon to everyone, both government and opposition members of committee or their replacements. I want to begin, Mr. Chair, by introducing a number of people behind me and seated with me. There are a number of people that are present today because of course there are many different responsibilities within Education, so we have representation here from a number.

Seated to my right of course is Audrey Roadhouse, who is my deputy minister. On my immediate left is Darren McKee, assistant deputy minister; and Helen Horsman, also assistant deputy minister. Dawn Court, director of finance, is immediately behind me. And I don't see Clint. Clint Repski is back there. Okay. Rather than trying to find out where they are seated, Mr. Chair, I'll just introduce them.

We have Darryl Richter, manager of capital projects. Jane Thurgood Sagal is the executive director of curriculum and e-learning. Sue Amundrud who's the associate executive director, also with curriculum and e-learning. Lois Zelmer who is executive director of early learning and child care. Rosanne Glass is executive director of policy, evaluation, and legislative services. Shirley Robertson is the director of the Teachers' Superannuation Commission. Joylene Campbell is the Provincial Librarian responsible for the Provincial Library and

literacy office. Darryl Hunter is the executive director of accountability, assessment, and records. Greg Tuer, executive director with Public Service Commission. Sonya Leib who is the senior financial manager with financial planning.

And we have . . . I think I missed one person, a couple of people with the education finance and facilities. That's Darryl Richter, manager of capital projects facilities and geomatics unit; and Rhonda Smysniuk who's the executive director of education finance and facilities.

So those are the people. And as you indicated, when these people will be commenting, they'll introduce themselves as well for the record.

Mr. Chair, a brief comment. I hope it's not going to be seen as being too long. I'll indicate these words for the record. The ministry's budget is of course set in the context of the provincial budget and the province's current fiscal circumstances. The 2010-11 provincial budget is *Balanced, Forward-looking, Responsible*.

I would like to take a few minutes to talk about a few highlights in the ministry's budget. The overall funding for school divisions will increase by 33 million or 2.1 per cent in 2010-11, and this is in the context of the government's fiscal year. In terms of the school divisions' fiscal year, funding will increase by 18.6 million or 1.16 per cent. The education property tax mill rates will remain at the 2009-10 level, as we have had to delay the phase-in of property tax relief, given the fiscal situation.

The 2010-11 Ministry of Education budget also includes \$17.2 million for K to 12 [kindergarten to grade 12] school capital, and this will bring our three-year total to a record \$328 million investment in the province's K to 12 education infrastructure. In the past two and a half years, our government has advanced 28 major school capital projects, including six recently announced school projects to address the most critical space issues in our province. We have also advanced another 400 projects for block funding in schools across the province to replace boilers, roofs, and fix structural issues, to give just a few examples.

The budget also contains investment for early learning and child care — \$2 million for 235 additional child care spaces and 18 new pre-kindergarten programs. By the end of 2010-11, this will bring the total number of licensed child care spaces to approximately 11,650 and the total number of pre-kindergarten programs to 230. Since being elected, my government has allotted 2,935 licensed child care spaces and has funded an additional 75 pre-K programs.

Equitable access to high-quality learning opportunities throughout the province is also key to moving forward. This is why the Ministry of Education's new video streaming service called recommended online video education resources — and of course the acronym for that is ROVER. ROVER will, after a two-year pilot, will be fully implemented in all provincially funded schools.

And our ministry will continue its focus on career development by continuing funding to help students become self-reliant,

self-motivated career managers as they transition between learning and work. In 2010-11 the ministry will continue to work with local school boards, the business community, and CBOs [community-based organization] to enhance business literacy, entrepreneurship, and career education for students.

Moving forward, we also remain committed to highly literate citizens with equal access to information. This budget also includes a commitment to the continued implementation of a single integrated library system, also acronym known as SILS. To date the one province, one library card initiative has been implemented in four of the public library systems with six more to come. By the end of this year, all of Saskatchewan's public libraries will be up and running on SILS.

These are the highlights, Mr. Chair, of this year's budget. And I also want to indicate that the 2010-11 budget is not about any short-term resource revenue cycles. It is about the long term and our ability as a province to afford our growth agenda moving forward. We remain committed to developing a funding model that will provide more predictability and withstand market fluctuations while still being responsive to the changes that come our way. I assure you that our government's commitment to pre-K to 12 education has not changed. Our ministry priorities remain focused on student achievement, development of a new funding model, First Nations and Métis education, early learning and child care, and continued development of infrastructure.

We understand the essential role of education in our province's future and the importance of preparing our young people for success. That success must extend to First Nations and Métis students in our province. Building on our new policy, Inspiring Success, we want to continue to work collaboratively and build on the leadership of boards and school divisions in improving outcomes for these students.

Because of this commitment to education, our government has worked very hard to provide adequate funding in this budget. We will continue to work together with ministry officials, going out again after budget in April and May to consult with boards of education to listen to their ideas about how our new funding model can be most effective.

We believe that our government is making the right choices to ensure our economy is even stronger moving forward for the benefit of our young people who are the future of this province.

Mr. Chair, we look forward to the discussion with committee members.

The Chair: — Thank you, Minister Krawetz, for your comments. I want to open the floor to committee members for questions. Ms. Atkinson.

Ms. Atkinson: — Thank you very much. Well, Minister, welcome to you and your officials. I guess I should have told you I didn't need all of you here because it's only one hour and what I want to focus on this afternoon is school financing. So if some of you need to go elsewhere, I guess I could have relayed that to you, Minister, but I thought, only because we have one hour, I don't need everyone.

What I'm interested in knowing is the operating grant by school division, and if you can provide that to the committee this afternoon.

Hon. Mr. Krawetz: — Thank you very much for the question, Ms. Atkinson, and I appreciate your comment about the officials. I was going to ask you, and I know there are a number of hours that we'll be together over the course of the remaining days of sitting. And, you know, I appreciate your willingness because if there are certain areas that you wish to ask questions, whether they're going to be superannuation and the like, if you would let us know beforehand, that would be really terrific because then we'll be able to . . .

Ms. Atkinson: — And you could have asked, Minister. I would have been able to tell you. I'm just going to talk about operating grants this afternoon.

Hon. Mr. Krawetz: — I appreciate that, great. So I can, Mr. Chair, through you, I can provide the listing of each of the school divisions in the province. I will do that on a school division fiscal year because I think that's most important to the boards of education.

The government fiscal year is a different number because of course as people in the province may not know, the government's fiscal year is April 1st to March 31st, whereas the school division fiscal year is September 1st to August 31st. So what we're actually talking about, when we say the next budget for school divisions is the budget that's going to start on September 1st of 2010 and run till August the 31st of 2011, there are 29 school divisions in the province and . . .

Ms. Atkinson: — Sorry, Mr. Chair, just before the minister begins. Minister, then, could you tell me what the grant was for the last school year, and what the grant will be for this school year since you're going through that that way? Because the latest information I have is on the government's fiscal year.

Hon. Mr. Krawetz: — Thank you. No, definitely we will provide you the school division fiscal year. And if you miss any of these numbers, we'll give you a copy of the page so that you'll be able to see them exactly. I'll begin in alphabetical order, Mr. Chair, and I'll go through these quickly.

And I'm going to round off a bit so that it makes it easier for Hansard to record the numbers. And what I'll do is, my first number is going to be the budget day submission to the board of education last year for '09-10. And the second number that I will indicate is the budget day submission here back on March the 24th for the school division year '10-11.

For CÉF [Conseil des écoles fransaskoises], 20.163 million, 20.587 million. Chinook, 77.566 million, 78.715 million. Christ the Teacher Separate, 15.635 million, 15.679 million. Creighton, 5.478, 5.540. Engelfeld Separate, Protestant Separate, 1.083, 1.095. Good Spirit, 61.819, 62.382. Holy Family Separate, 9.855, 9.812. Holy Trinity Separate, 19.337, 19.733. Horizon School Division, 67.736, 68.255. Ile-a-la-Crosse, 5.076, 5.134. Light of Christ Separate, 17.483, 17.675. Living Sky, 63.553, 64.621. Lloydminster Separate, 5.548, 5.612. Lloydminster Public, 11.822, 12.506. North East, 52.545, 52.529. Northern Lights, 49.822, 50.421. Northwest,

50.166, 50.646. Prairie South, 80.655, 80.930. Prairie Spirit, 90.432, 92.341. Prairie Valley, 86.709, 87.559. Prince Albert Separate, 26.017, 26.326. Regina Separate, 82.083, 83.087. Regina Public, 178.041, 179.873. Saskatchewan Rivers, 81.454, 80.991. Saskatoon Public, 181.506, 185.081. South East Cornerstone, 83.957, 85.150. St. Augustine Separate, 563,000 and 569,000. St. Paul's Separate, 128.244, 130.113. And the last school division, Mr. Chair, Sun West at 53.310 and 53.327.

[15:15]

So those are the numbers for each of the school divisions. Last year's budget day number, school division fiscal year, to this year's school division fiscal year.

Ms. Atkinson: — Thank you, Minister. We'll get a copy of that made right away because my list that I got off of the ministry's website had the public system in alphabetical order and then the Catholic system and then the three northern — Creighton and Ile-a-la-Crosse and Northern Lights — at the end. So I couldn't keep up with your fast pace. So maybe we'll just wait for a minute, so I can have that information if you wouldn't mind, and then I can carry on with my questions.

I could ask you this. Is it your intention — and I looked at your website, the ministry's website and I couldn't find this information — is it the intention of the ministry to have this information available on the website? Because my staff and I had several people looking for it, and we just didn't see it.

Hon. Mr. Krawetz: — The answer is yes, Ms. Atkinson. You know, we believe . . . I'm not sure why it's not on, but we will have both the government's fiscal year and the school division fiscal year on the website, yes.

Ms. Atkinson: — Do you intend on putting last year's information on as well? Thank you. Because I couldn't find it either.

Hon. Mr. Krawetz: — My officials tell me that last year's is up there.

Ms. Atkinson: — Okay.

Hon. Mr. Krawetz: — Okay. So therefore then if you . . . And they may not be in the chart that you have now that we've just given you a copy of.

Ms. Atkinson: — This is the only chart we could find, and it was for '07-08 and '08-09. And then we did not find anything for last year or this year. But if it's there, I'd be interested in having you indicate to the public where it is because I've had other people indicate to me that this information isn't posted. So if it is, I'd be interested in knowing where it's posted on the Education website.

Hon. Mr. Krawetz: — Thank you for that concern, Ms. Atkinson, because my officials are indicating to me right now it's supposed to be on the website. And we'll have that checked out, and we can report to you the next time we get together as to where it in fact can be located. And if it indeed isn't on today, we'll make sure it's on.

Ms. Atkinson: — Perfect. Thank you. Well thank you for the information and that is certainly helpful.

Now I'm curious to know if you could describe for the committee and for the public how you arrived at these particular numbers. I'm interested in, for instance, the francophones, the Fransaskois school division; their funding went up 2.11 per cent. I'd be interested in knowing what factors were used by the ministry to determine that the Fransaskois would get a 2.11 per cent increase for their operating year?

Hon. Mr. Krawetz: — Thank you, Ms. Atkinson, for the question. We have each, every school division with us, so we can try to explain each and every one of them. For all school divisions there were things that came into play, and I'll give that broad answer first because it might help you understand why some school divisions went, well, most went up. Three, in fact, school divisions, as you can see there is a negative number. They are less.

What we needed to do in taking last year's audited financial statement, last year's board's budget and adjusting it for this year, there were a number of things that came into play. First one was the teacher increments. Every board of education will have teachers that are either going to be in year . . . I'm not sure about our smallest board, which would be probably St. Augustine or else Englefeld, whether indeed there are teachers between year 1 and year 10 or year 14 and year 15 because those are the incremental levels.

For every teacher, then, what we did was we took the January listing of teachers in every school division and we said, for teacher increment purposes, if these teachers will remain with this school division next fall, they need X dollars to move up from year four to year five or year seven to year eight. And that produced a teacher increment adjustment.

For inflation adjustment, what we did is we needed to recognize other costs outside of teacher costs, whether they're transportation expenses, bus fuel; whether they're local — you know, people that are at the local level, non-professionals. And we call that an inflation adjustment.

And then there were other adjustments which came into play. They could have been things like capital, where there was an expense for capital that may have fallen off because it was paid last year.

There could've been in other categories . . . [inaudible interjection] . . . Right, and the biggest one is enrolment. Because the year before, if you recall, all we did is we took the budget. We never adjusted for enrolments. And there were boards of education, Prairie Spirit being one of the examples, that said, you know what, our enrolments are growing; you're not recognizing that.

So what we did is, and we never just took a blanket number because in many school divisions where there is a uniform — let's suppose that there is an increase of 20 students, but it's occurred in 15 different schools where there's one student extra in that school and one student extra in that school and so on — well that doesn't necessarily necessitate an increase. But when there's 30, 40, 50 students that are either added to the enrolment

or subtracted from the enrolment, then there needed to be an adjustment. So there were adjustments for that.

So for getting to the answer of the specific school division you asked for, the budget for '09-10 was the 20 million, 1.63. To that was added teacher increment value of \$82,570. The inflation adjustment was \$183,646. And the other adjustment category was 158,400, which means that their approved budget for 2010-11 is 20,587,634.

Ms. Atkinson: — And what did you allocate for inflation? Was it less than 1 per cent?

Hon. Mr. Krawetz: — No, it's just over 1 — 1.24.

Ms. Atkinson: — And what was the other category? Do you have a little more information? You talked about teacher salary and then inflation and then another category.

Hon. Mr. Krawetz: — In others, in others there could have been an enrolment increase. There could have been a capital change. I'm just trying to find out for CEF. CEF, I'm told by my officials, was just an enrolment change.

Ms. Atkinson: — And I'm interested in knowing whether you've got an indication from CEF how much money they're going to take from reserves because they did that last year. I'd be interested in knowing whether you have the information as to what CEF used from the reserves in order to deal with your last budget, and how much they anticipate they're going to have to take from reserves this year or cut in order to deal with this budget number.

Hon. Mr. Krawetz: — Actually the answer will be the same for all school divisions. None of the school divisions have submitted their budgets. They're in the planning stages. So we've submitted to them their revenue that they will have, and now they're going to develop their own budgets depending upon their own personal circumstances.

Ms. Atkinson: — So you don't know what CEF is dealing with as a result of your budget number on budget day? There have been no discussions between CEF and your officials?

Hon. Mr. Krawetz: — I could ask my assistant deputy minister to tell you. There have been many discussions with CEF. The request of CEF for us to consider for budget was much different than the number that you're seeing here. The request by CEF was about \$37 million, to move from last year's budget of 20 million to 37 million. So what we have done is provided them with a number that we believe is workable for revenue.

There needs to be ongoing discussion with CEF, and there is, regarding two critical situations. One is the policy that should be in place regarding what does Education pay for for CEF. We have, since the formation of CEF a long time ago, where Education has paid for cultural organizations, it has paid for community organizations. It has paid for the costs of having those organizations included within the education framework of CEF.

The request to continually enhance that number is that there is a strong belief by CEF that the government is required to fund all

of that. And that is where the discussion is taking place right now. We need to determine if there are other parts of government, if Saskatchewan as a province is obligated to pay for certain things. And you've heard that, I'm sure, from CEF that the province is obligated to pay. Who pays for it? Does Education pay for it? Does the Provincial Secretary? Does someone else pay for some of the things that they feel are within the confines of the Charter? And that is where the discussion is taking place right now.

As you would know, you know, with the enrolment in CEF right across the entire province of just over 1,200 students, this amount of dollars per student puts that number extremely high per student — higher than any other school division in the province of Saskatchewan. So that is why we need to, we need to work with them to try to determine where we are obligated to fund, what kinds of costs we need to build in. My deputy minister, Mr. McKee, has been meeting with them on an ongoing basis — in fact just met, just came from meetings with them.

The second part . . . I mentioned two issues. The other part is all around capital and the requirement of capital for CEF, not just here in Regina but capital right across the piece, whether or not we're talking about block projects or whether we're talking about a major capital project like Laval.

So those are the kinds of things that we're working on right now with CEF. There are many obstacles. I've said this in a report, or in an interview that I gave after my deputy minister, Ms. Roadhouse, and I met with the Chair of the CEF board and Bernard Roy. Yvan Lebel is the Chair. And we raised the concerns and they feel very strongly, of course, about their position that the monies that we have provided are going to be insufficient, and that is where the discussion is.

Ms. Atkinson: — Yes. Those Charter of Rights and Freedoms and court cases and judicial decisions sometimes cost money and governments are sometimes forced by court cases to do things they don't want to do. But that is the reality of living in a country where minority rights are honoured, I guess.

But I'm not going to go . . . I'm going to have a discussion with you, Minister, about the francophones later because I want to delve into this because I've been asked by a number of francophones that live in my constituency. The francophone school in Saskatoon is in my constituency and I have been asked by a number of people to delve into this whole issue. But we'll do that, we'll save that for another day.

I was just curious to know what factors . . .

Hon. Mr. Krawetz: — Might I clarify? Is it around operating or is it around capital?

Ms. Atkinson: — It's operating and capital because of the . . .

Hon. Mr. Krawetz: — Both? Even in Saskatoon?

[15:30]

Ms. Atkinson: — No, no. Laval here in Regina. So I have a whole series of questions, but we'll get to that. But I was

interested in the factors that you used, your ministry used.

Chinook School Division went up 1.48 per cent. Can you describe once again the factors. And I'm interested in this for every school division. What factors did you take into consideration and what did it represent for each of the divisions?

Hon. Mr. Krawetz: — The same factors as I indicated for CEF. And in the case of Chinook, the school division, as you can see the first number that we would start with is the number in the '09-10 column, which is \$77,566,488. For teacher increments, we added \$316,265. For inflation adjustment, we added \$608,624. And for other category 224,448, which makes the new number 78,715,825.

Ms. Atkinson: — I gather you don't have any descriptors to describe other, other than other.

Hon. Mr. Krawetz: — The other category was 224,448. That came from two numbers — one positive, one negative. The positive number was the enrolment factor. It was an even number of 288, zero, zero, zero — 288,000. And then they had a negative adjustment for a debt adjustment, which means debt had fallen off, of 63,552. So those two numbers taken together create the number of 224,448.

Ms. Atkinson: — So Chinook experienced an enrolment decline, do I understand that? Did you say an enrolment increase or decline?

Hon. Mr. Krawetz: — No, an enrolment factor increase of 288,000.

Ms. Atkinson: — Christ the Teacher?

Hon. Mr. Krawetz: — I'm going to go back to Chinook, Ms. Atkinson, if I could. Because not in all cases is there . . . If there's an enrolment factor that's positive, it doesn't mean that there was necessarily extra students; it's just where they were located. And in Chinook's case, for instance, the actual '09 enrolment is 20 less than the '08 enrolment, but they still, because of student movements, we added in a factor of 288,000.

Now I'll move to the next one, which was Christ the Teacher, and I'll begin by telling you that the enrolment at Christ the Teacher is 36 students less. Starting budget of 15,635,386 and I'm going to repeat that number just to make sure that we're corresponding with the number in the column. Teacher increment, 80,336; inflation adjustment, 93,571; and other adjustments of negative number, 129,600. And I'll tell you a little bit about those. So that means that if you've added up those four numbers you would have a number of 15,679,693. For the category of other, it's strictly an enrolment factor.

Ms. Atkinson: — And Creighton?

Hon. Mr. Krawetz: — Creighton, 5,478,976; teacher increment, \$22,833; inflation adjustment, 39,120; no adjustments for other. Therefore their budget is \$5,540,929.

Ms. Atkinson: — Englefeld?

Hon. Mr. Krawetz: — Englefeld Protestant School Division, small school division, is \$1,083,492; teacher increment, 5,785; inflation adjustment, 6,231; no adjustments for other, meaning now a budget of \$1,095,508.

Good Spirit School Division, 61,819,436; teacher increment, 286,647; inflation adjustment, 406,397; other adjustments, a negative number of 130,216; and a total then, 62,382,264. In other, the negative number of 130,000: enrolment factor, a positive of 72,000; a debt adjustment, a positive number of 1,624; and then a negative number for other funded programs of 203,840.

I'll give you an idea of the other funded programs. These will come back in . . . Dollars will be provided to the school division from other sources. It could be through literacy initiatives and I can indicate that the other \$203,840 are WiCiTiZon, Regina hospitals, Wascana Rehab Centre, Calder Centre, Kinsmen Children's Centre, Saskatoon District Health and Saskatoon hospitals. Those numbers all created dollars for Good Spirit School Division. So if they continue with those services, they may still get those dollars but they're not really funded through the Ministry of Education, so we adjust their last year's budget which included revenue.

Holy Family Separate, 9,855,971; teacher increment, 46,991; inflation adjustment, \$61,088; other adjustments, a negative number of 151,200 meaning that we approve the budget for '10-11 of \$9,812,850. The other adjustments of a negative number of 151 is strictly an enrolment factor.

Holy Trinity Separate . . . I should keep looking at these numbers. I keep forgetting. Okay. Holy Trinity's enrolment is up 38 students so their budget began with 19,337,689; teacher increment of 93,746; inflation adjustment of 121,934; and other adjustments, a flat number of 180,000, meaning their budget now is 19,733,369. And the 180,000 in other is strictly enrolment.

Horizon School Division enrolment is 95 down, \$67,736,097; teacher increment, 338,756; inflation adjustment of 448,350; other adjustments of negative 267,902, meaning their budget is 68,255,301. In the other category, the number is enrolment factor, a negative number of \$100,800, and a debt adjustment number, debt being paid off of 167,102.

Ile-a-la-Crosse, 5,076,218; teacher increment of 21,831; inflation adjustment, 36,893, for a budget of 5,134,942. There were no other adjustments. Sorry. I should have said that first. Category 3, no other adjustments. Sorry to the people from Hansard for bumping my microphone.

Light of Christ Separate, 15 students less this year. Total budget approved was 17,483,110 from last year; teacher increment, 105,577; and inflation adjustment of 87,271. No other adjustments for a third category so the budget was \$17,675,958.

Living Sky School Division, \$63,553,504. To that we added teacher increment dollars of 277,892; inflation adjustment of 516,763; and other category of positive number 273,600 for a final budget of 64,621,759. And in other, the entire amount was enrolment factor. Oh sorry, Living Sky also, by the way, had gone up 59 students and that's why the significant enrolment

factor adjustment in that third category.

For Lloydminster Separate, they have an enrolment decline, a small one, of 17. Budget, 5,548,761. To that we added teacher increment of 26,386; an inflation adjustment of 37,718; and no adjustments in other. So their budget is 5,612,865. And there's an example where a loss of 17 students spread out over a number of schools didn't do anything positively or negatively. No adjustment for enrolment.

Lloydminster Public is up 125 students; \$11,822,739. To that we added teacher increment, \$59,989; inflation adjustment, 91,233; and other adjustments, \$532,800 for a budget of \$12,506,761. And the other enrolment factor is the entire amount of 532,800.

North East, North East School Division is down 74 students. 52,545,939 was their opener from last year. To that teacher increment, we added \$241,149; inflation adjustment of \$410,621, but an other adjustment is a negative number of \$668,186. Meaning then that the number for all three categories — 1, 2, and 3 — is in fact negative because the approved budget is 52,529,523, which is a smaller number than it was last year. In the category 3, the enrolment factor contributes 194,400, but their debt adjustment contributes 473,786. On the surface, that seems like a bad thing to have that much, to have a smaller budget. But their expenses will have dropped because they have lost \$473,000 worth of debt.

Northern Lights School Division. Northern Lights is up 20 students overall. Budget for '09-10 was \$49,822,545. To that we added teacher increment, \$206,398; inflation adjustment of \$349,393; and other adjustments of \$43,200. Meaning their budget is 50 million, four hundred and twenty-one dollars, five hundred and thirty-six — sorry I read that incorrect — 50,421,536. The other category, it's a small . . . 43,000 was all enrolment.

Northwest School Division has a loss of 97 students. The '09-10 budget was 50,166,875; teacher increment, we added \$234,438; inflation adjustment, we added \$360,544; other adjustments, a negative number of \$115,200. Meaning then their budget for this year is 50,646,657. And for schedule 3 or for the third part, other, the \$115,200 negative number was all enrolment factor.

[15:45]

Prairie South. Prairie South has a negative number of 178 students, loss of 178. Budget for '09-10, \$80,655,930; teacher increment, add \$358,854; inflation adjustment, add \$556,224; other category, subtract \$640,800. Therefore their number, new number for '10-11 is \$80,930,208. And in, as expected because of that large enrolment drop, all of that \$640,800 is an enrolment factor.

Prairie Spirit, 90 million, 400 . . . Sorry. Prairie Spirit is up 218 students. Budget '09-10, 90,432,134; add teacher increment, 421,178; inflation, add 552,136; other adjustments, add 936,000. New budget, 92,341,448. And all of the enrolment factor contributes to all of the 936,000.

Prairie Valley. Prairie Valley is down 88 students. The '09-10

budget was 86,709,775. Add teacher increment, \$379, 622; inflation, add \$599,629; other, subtract \$129,600. Budget then is \$87,559,426. All of the negative number is due to enrolment.

Prince Albert Separate. Prince Albert Separate is up, but up a small amount of four students, an enrolment increase of four. Budget, \$26,017,146. Add teacher increment of \$130,625; add inflation, \$164,295; and in the other category, add \$14,400. '10-11 budget, 26,326,466. And all of the 14,000 is enrolment.

Regina Separate. Regina Separate is up in enrolment, 23-student increase in Regina Separate. The '09-10 budget was \$82,083,530. Teacher increment, add \$409,805; inflation, add 508,227; for other, add \$86,400. New budget, \$83,087,962. And for other it was all enrolment.

Regina Public. Regina Public has an enrolment increase of 29 students. The '09-10 budget was 178,041,822. Add teacher increment, \$893,946; for inflation add \$1,881,485; and for other, subtract 143,779. New budget, 179,873,474. In other, the negative number comes from these two — one positive, one negative. For enrolment the number is positive, \$122,400, and in the other funded programs — again which are similar programs to what I had identified for Good Spirit — they have \$266,179 of a negative number which will be other programs that we'll see happening with Regina hospitals and Wascana Rehab Centre.

Saskatchewan Rivers, 162 students less, enrolment decline, \$81,454,259. Add teacher increment, 399,847; inflation, add 525,504; in other, subtract \$1,388,532. New budget, \$80,991,078 — a smaller budget. And in the other category, two contributing factors. One which is felt across the piece is the enrolment factor and they have a negative number there of 554,400. The one that won't hurt as much, of course, is the debt adjustment. They have had \$834,132 of debt that is no longer an expense, so that number is a total negative number of 1,388,532.

Saskatoon Public. I'll try to speed it up here so I can . . . Mr. Chair, I hope you will allow me to get in all of the school divisions since there are 29 of them. For Saskatoon Public the former budget was . . . Oh, sorry. Yes, they have increased by 511 students; 181,506,448. Add teacher increment, \$878,869; inflation, add \$1,168,939; other, add \$1,527,704. New budget, \$185,081,960. And the third category of other, enrolment factor was a positive one, 2,167,200. And other funded programs which come from the Calder Centre, Kinsmen Centre, Saskatoon District Health, and Saskatoon hospitals is 639,496, which was a negative number. And that's where you have the positive of 1.5 million, approximately.

For South East Cornerstone, South East Cornerstone is up 37 students. 83; other, add 129,600, for a new budget of 85,150,394. And all of the third category was enrolment.

St. Augustine Separate. A small school division budget of \$563,145. Teacher increment, add \$1,890; inflation, add 4,192. New budget, 569,227. No adjustment for other. And they had a student loss of six students in one school, of course. Their enrolment is now 46 students where they were 52.

St. Paul's Separate, St. Paul's being in Saskatoon. In St. Paul's

we began with 128,244,772. Add teacher increment of 677,695; inflation, add 744,290; and for other, add 446,400. New budget, 130,113,157. St. Paul's enrolment had increased by 106 students. And all of the other category is for enrolment increase.

In the school division Sun West, Sun West School Division is down 92 students. Their enrolment declined. Began with the budget of 53,310,494. Teacher increment, add 231,249; inflation, add 372,501; other, subtract 586,800. New budget, 53,327,444. And the other category, two things — one, enrolment, 316,800 negative; debt adjustment, 270,000. So their total number there was a negative number of 586,800. The debt of course won't affect it.

And that is the 29th school division.

Ms. Atkinson: — Thank you, Minister. You could be an auctioneer at the end. And I appreciate that, and I think school boards will appreciate knowing what other school boards receive in terms of grants and how, you know, in rough terms how those grants are determined.

My question, because we're coming close to the end of our hour, was there any recognition for ESL [English as a second language] programs? Because I know that when I met with several school divisions across the province where they have seen some enrolment in terms of immigrant children, they were hoping that there would be some allocation in terms of English as a second language. And I'm wondering if there was any provisions for that in your . . . I won't call it the funding formula, but however you allocate dollars these days.

Hon. Mr. Krawetz: — Thank you for that question. The largest recipient of additional dollars . . . And I guess the simple answer to your question is no, there wasn't a specific reference to English as an additional language. But if you look at the Saskatoon Public and Saskatoon St. Paul's, for that matter, the enrolment numbers there have shown an enrolment increase. And some pretty significant dollars were added into the program for enrolment in Saskatoon Public's case — \$2,167,000. So that will help address some of the concerns expressed by the Saskatoon Public Board through their Chair, Ray Morrison, who's been lobbying for an enhancement to recognize that teachers are needed.

We know that as the enrolment across Saskatoon has changed to a positive number, we're very glad to see that. If I compare that number, as I said to Mr. Morrison a number of months ago, when I compare that to three years ago, that number is up, but it's not up a huge amount. And therefore I know within the allocation of teachers across Saskatoon Public, they've been able to move teachers around to ensure that they're able to provide for English as an additional language.

I think as the immigration program continues to grow, as we see more students both in Saskatoon and Regina — about 60 to 70 per cent of the students come to these two cities — those four boards are going to describe that as a pressure on them. And we're going to have to look at the model as we develop it, the funding model that will be developed over the next short while. The committees have discussed that very thing and I think that we're going to have to pay very serious attention to whether or not that's a factor in the new funding model.

Ms. Atkinson: — So, Minister, would you acknowledge that if you're at Prairie Spirit . . . And they have seen a significant growth as well. But the children, I think the majority of the children are not English-as-a-second-language speakers. They have English as their first language. Would you acknowledge that there would be a difference in capacity of school divisions when you're getting enrolment increases where a number of children are coming and they're needing to learn English as an additional language, and then an enrolment increase where children aren't needing to learn English as an additional language? They may have other difficulties but there is a difference. Would you acknowledge that?

Hon. Mr. Krawetz: — There definitely is a difference in how students who arrive in Saskatchewan . . . the needs of those students. We had some discussions with the Saskatoon public board of education and George Rathwell. Mr. Rathwell indicated to us, you know, when a student arrives needing English as an additional language and they are 13, 14, 15 years of age, it will probably take them the entire days of their K to 12 program to learn English well.

[16:00]

When those students arrive as three-year-olds or four-year-olds or five-year-olds, the amount of time that's needed to bring that student up to a level that allows them to flourish and to do well in a regular classroom without additional support is much shorter. And that's something that we have to pay attention to. Because working with the Minister of Advanced Education, Employment and responsible for the Immigration file, we know then that we need to have a continuous breakdown of the number of students that are arriving in our province, the demographics of those students, whether they're younger, older, where they're locating. Because it will — as I use that word, pressures — it will put pressure on our school divisions to deliver the services that we need.

So yes, I recognize that there is a difference, and I would suggest that the difference is between Prairie Spirit where there are younger children and a lot of younger families in Prairie Spirit, and Saskatoon Public, Saskatoon St. Paul's, probably have older children that are arriving. Yes. Thank you.

The Chair: — Thank you, Mr. Minister.

Ms. Atkinson: — Just so the minister knows — I'm not sure how many hours we'll have next time; it may be an hour — but I'm interested in pursuing the physical makeup of your ministry. I understand that a number of positions have changed and I'm interested in knowing, particularly curricula, what's happened? I'm interested in knowing that. Ukrainian and heritage languages, there's been a shift there. There've been a number of shifts and so I want some detail on that, Minister, if that's possible.

Hon. Mr. Krawetz: — Absolutely.

Ms. Atkinson: — And then I'll have other questions. But that will be my line of questioning next time. And this has happened not only this year but last year as well. So I'm interested in knowing about the structure of your department and what actual program services are you providing nowadays.

The Chair: — Thank you, Mr. Minister, for your time, and I thank your officials. It's always very informational when Minister Krawetz is here. He's a very detail-oriented man. And I thank you very much for that. With that we'll take a short five-minute recess to facilitate the change to our next part of the committee. And the next item on the agenda will be consideration of Bill 128, the miscellaneous statutes (labour mobility) Act of 2009. Ms. Atkinson.

Ms. Atkinson: — I want to thank the minister and his officials for being here this afternoon. And I realize the officials are busy and the minister spent a lot of time reading this information into the record, but I've heard from school divisions across the province that this information isn't necessarily available to them. And so I just wanted to get it on the record. And I know next time we meet that this information will be on the website and we'll appreciate that. Thank you very much.

The Chair: — Minister, would you like to respond?

Hon. Mr. Krawetz: — My officials have just indicated to me that it was not on the website. It was supposed to be. And we have been informed that it will be on the ministry ASAP [as soon as possible].

The Chair: — Thank you. We'll now recess for five minutes.

[The committee recessed for a period of time.]

Bill No. 128 — *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009*

Clause 1

The Chair: — Welcome back, committee members. On April 12th, 2010 the Assembly referred Bill No. 128, *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009* to our committee. This is what we will now be considering. By practice the committee normally holds a general debate during consideration of clause 1. Before we begin, Mr. Minister, would you please introduce your officials to the committee?

Hon. Mr. Norris: — Thank you very much, Mr. Chair and committee members. I'm pleased to discuss *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009* with the membership of the committee. And I certainly appreciate the opportunity to discuss and help address a broad range of issues on this pan-Canadian initiative from the Ministry of Advanced Education, Employment and Labour.

I'd like to introduce some of our hard-working officials. Clare Isman, many of you will have met previously, our deputy minister. Back in behind me, Linda Smith, our executive director, policy and planning; Mary Didowycz, the director, policy and intergovernmental relations; Pat Parenteau, the director of legislative services. Beside me, Arla Cameron, senior policy analyst, policy and intergovernmental relations. And Rhiannon Stromberg, the senior executive assistant to the deputy minister.

If I may, Mr. Chair, I just have a few brief remarks that I wouldn't mind opening with, if and as appropriate.

The Chair: — By all means, Mr. Minister. We will now consider clause 1, short title of *The Miscellaneous Statutes (Labour Mobility) Amendment Act* and I would invite you to make your remarks now.

Hon. Mr. Norris: — Great. Thank you, sir. Mr. Chair, committee members, the purpose of this Act is quite clear. This Act enables regulatory agencies and bodies in Saskatchewan to facilitate full labour mobility compliances directed by the Council of the Federation in August 2007. This is a common sense measure that will be helpful for Canadians, and especially for the people of this province. It's a measure that aims to ensure that a person who is certified to work in a regulated occupation in any Canadian province or territory will be recognized as qualified.

That being said, we're also mindful — and this work reflects that — there are exceptions which will be recognized as legitimate also existing through this pan-Canadian framework. So it will allow individuals to be recognized as qualified, mindful of these exceptions to work in that same occupation throughout Canada, without the need for additional training, work experience, or examinations.

This Act is a step in a journey to an important end and that is full labour mobility, a journey that began in the mid 1990s with the signing of the Agreement on Internal Trade. Of course labour mobility will have a specific and long-lasting benefit for the peoples of this province, for our communities, and for our economy.

I thought what I would do is include in these preliminary remarks three core principles of chapter 7 of the AIT [Agreement on Internal Trade]. And I think these principles will be helpful for the deliberations ahead. First, that regulatory bodies must ensure that the public interest is protected. Provinces and territories want to reach full mobility where possible, while ensuring the protection of the public.

Second, governments and regulatory bodies continue to maintain the ability to set standards necessary to protect the public interest and the authority to impose additional certification as long as it serves a legitimate objective. And finally, governments agree that there can be different pathways for a worker to acquire the necessary skills, knowledge, and abilities required for certification in a regulated occupation.

I wanted to just ensure that those core fundamental principles were highlighted in the course of these opening remarks. If we think about ensuring that the people of this province are enabled to meet their full potential, we can come up with a range of examples of work that is under way, investments that are being made. In this instance, we're focusing on labour mobility.

While we haven't been immune from what has gone on around us, certainly Saskatchewan has maintained a very robust economic profile over the course of the last 18 or so months. In fact Saskatchewan has maintained one of the lowest unemployment rates in the country — indeed over the last 10 months, the lowest. We have seen record employment this past month in March and based on our analysis and that of others, that is external and independent analysts, demand for skilled and educated workers continues to increase, not just within

Saskatchewan but in fact will continue to expand right across the country. That is both over immediate and longer term trend lines.

A snapshot, if I may. Between January 1st and March 31st, more than 27,000 jobs were posted on the SaskJobs.ca website, with an estimated 20 per cent of those vacancies in regulated occupations. It's worth noting that today's numbers there are more than 6,600 jobs available on that website alone. This is just but one indicator again of an economy that, while not immune from what's going on around us, continues to help lead the Canadian recovery.

Again these amendments reflect a pan-Canadian approach by both orders of government, in concert with regulatory bodies in Saskatchewan and across the country, to enhance and ensure full labour mobility for all Canadians. And again, this is about ensuring that people within our province, and in fact right across the country, are able to meet their full potential. It is a process that has been under way for more than 15 years through this internal agreement. In that time we've seen and continue to see regulatory bodies in each province and territory develop higher levels of commonality, mutual recognition of standards and certification that have paved the way for greater labour mobility.

[16:15]

Our government has also consulted widely and closely with a wide variety of regulatory bodies to ensure the best interests of Saskatchewan people are both promoted and safeguarded. Those consultations were meant to ensure that we are protecting the health and safety of Saskatchewan residents, in fact that our people will continue to see work done at the same professional standards they have come to expect within contemporary Saskatchewan.

Again, over the course of the last 15 years, regulated occupations across Canada have increased in commonalities regarding professional standards. Now it is our turn, that is, it is Saskatchewan's turn to ensure that the bodies overseeing these professions have the legislative authority to meet labour mobility requirements.

With that, Mr. Chair, I look forward to our deliberations this afternoon and as required on other days. Thank you.

The Chair: — Thank you. Mr. Minister. I'll open the floor up to questions. Mr. Broten.

Mr. Broten: — Thank you, Mr. Chair, and thank you to the minister and all the officials for once again attending the committee. In going through Bill 128, I think I counted about 37 professions or so — I might be off there by one or two — that are included in this Bill. Can the minister please state what type of consultation has occurred with each of the professional associations that are listed in Bill 128, please.

Hon. Mr. Norris: — Sure. We have, Mr. Chair, two versions. I'll offer an opening with a concise time frame, and if and as required, then we're happy to go through in far greater detail.

On the 27th of September, 2007, the Council of the Federation

directed the Forum of Labour Market Ministers to ensure full labour mobility and that it would exist in regulated occupations by April 2009. And certainly there was an agreement by the province of Saskatchewan that legislative changes would be made wherever necessary to ensure compliance with chapter 7 of the Agreement on Internal Trade.

And I'll just get a quote, if I may. I'll read from the *Leader-Post*, August 11th, 2007. This is the title: "Calvert optimistic on trade, carbon emissions." James Wood is the author. And it appeared in the *Leader-Post* on A.9. This specific copy was taken off-line. And I'll just quote from former Premier Calvert. "There was a commitment today from all premiers that we are going to see real progress not over a course of years but now over a course of months ahead." And so I just wanted to ensure that I wasn't misrepresenting that commitment.

In March 2008 the Ministry of Advanced Education, Employment and Labour, that I have the honour of representing, conducted an internal consultation with other ministries regarding the Council of the Federation's direction to achieve full labour mobility by April 2009 including the possibility of amending chapter 7. That was March.

By May 2008 Saskatchewan sent correspondence to the 30 regulated professions and 27 trades identified as non-compliant within the AIT — at least one barrier to labour mobility existed in at least one province or territory — informing them that the Council of Federation directive to remove all further barriers to labour mobility by April 2009. All regulators were invited to contact the ministry to schedule a meeting to further discuss and the requirements . . . to further discuss requirements and the removal of existing barriers. That was in May 2008.

By July all regulatory bodies were sent a copy of the proposed language to amend chapter 7 of the AIT and to provide feedback. Presentations and meetings were made upon request, including a presentation by a consortium of Saskatchewan's health regulatory bodies.

By December 2008, all regulatory bodies were sent a letter informing them that the changes to chapter 7 received preliminary approval from the minister, and in fact these were communicated more broadly than that. And these amendments were to be ratified by August 11th, 2009.

And by July 2009, external consultation through correspondence with regulatory bodies on proposed omnibus legislation had in fact occurred and meetings, while still under way, allowed us to proceed and meet the April deadline . . . or sorry, the 2009 deadline, so that by the end of summer that was wrapped up. I'm happy to go into more detail.

Mr. Broten: — Thank you for that interview . . . interview. Thank you for that overview. You're mixing up payroll and I'm mixing up interview here.

With that interview . . . With that overview I will ask, out of the professions that are listed in this legislation, are all in full agreement with the legislation as it's presented here in Bill 128?

Hon. Mr. Norris: — Arla has just highlighted a key distinction

here. That is, there are outstanding questions regarding labour mobility as a concept. Regarding the legislation itself, while certainly there is dialogue, there is general agreement here.

Mr. Broten: — So while the larger issue of labour mobility presents concerns, perhaps, or discussion would be warranted in . . . More discussion would be warranted. But in your view, as it stands right here in Bill 128, what's put forward and how it will affect each profession, in your view, each profession is fully comfortable and satisfied with the legislation that is being put forward here in 128?

Hon. Mr. Norris: — Well I think I'll preface my comments just by saying — and, Arla, if I'm not mistaken — there are six exceptions that are already in place, and we can go through what those look like. There's a mechanism in place for regulatory bodies and associated actors to apply for exceptions, and we've been able to act on those. That's not a closed off process. That's an ongoing process.

And so if and as there are circumstances that come forward, there are mechanisms provided for within chapter 7 to allow provinces to address these as they come up. So I'll simply say, general agreement on the legislation, but mechanisms afforded within chapter 7 to ensure that a review can be undertaken if and as those questions arise.

Mr. Broten: — Thank you. The six areas where an exception currently exists in the legislation, could you please state those six instances? And then, and could you also please state if there are any professions right now or any instances right now where discussions are under way where exceptions are pending or likely going to be coming forward at a later date please?

Hon. Mr. Norris: — Certainly. We've got three with emergency medical technicians. These mostly have to do with some medical training that will be required within the province of Saskatchewan that may not be or may not have been required within other jurisdictions. So we have three emergency medical technicians and emergency medical responders. We can group three of those, and we can drill down if you'd like on those.

Obviously, within the context of contemporary Canada, we know that Quebec has its own distinct legal framework and so, not surprisingly, there's provision regarding lawyers, and again we can get into that.

Dental hygienists from all jurisdictions except for Alberta and British Columbia, and again we can drill down. Those are some specific areas of training.

And then chiropractors from all jurisdictions, and here the requirement relates to basic life support to level C. So that's your initial question, if I've got that correct. We're happy to pause here and drill down a little bit further if you need more detail.

Mr. Broten: — That's enough for those six, so just any others in the works.

Hon. Mr. Norris: — Mr. Chair, if I may, the one that continues through deliberation is the LPNs, licensed practical nurses.

Mr. Broten: — Sorry. You said just LPNs?

Hon. Mr. Norris: — Yes.

Mr. Broten: — Okay. I think my colleague — I have more questions, but — my colleague from Fairview has one at this time.

Hon. Mr. Norris: — If I may, Mr. Chair, I just want to reiterate, this doesn't in any way close off avenues for others to follow through with similar requests.

The Chair: — Thank you, Mr. Minister. Mr. Iwanchuk.

Mr. Iwanchuk: — Just maybe a clarification because you talked . . . the processes to allow the exemptions. Would that come under the legitimate objective that you spoke of earlier in terms of different groupings that we would be talking about here with the province, where you spoke about the regulatory bodies and the government could exempt through legitimate objective? Is that the intent there?

Hon. Mr. Norris: — That's part of chapter 7. Yes.

Mr. Iwanchuk: — Okay. Now just to clarify in the LPNs, was it a difficulty here that there is a requirement for extra training? Or was it that we needed to do something on the LPNs?

Hon. Mr. Norris: — That process is still under way, and that's under review.

The Chair: — Mr. Broten.

Mr. Broten: — The six exceptions that are currently in place, the number six, the number of instances where exceptions exist, when looking at other Canadian provinces, the number of exceptions in different jurisdictions, is it around the same level? Is it far greater? Is it far less?

Hon. Mr. Norris: — [Inaudible] . . . sure of the relative ranking.

Because this is an ongoing process, and I'm happy to provide an update, but I can offer a bit of a snapshot. And we'll just start. We have four provinces on offer. And importantly, not all provinces have put forward their exceptions yet. So again it's a work in progress.

So within Alberta we would have one, two, three, four, five . . . There'd be eight as we have it here. Again these aren't conclusive but it gives you a snapshot. Manitoba would have two. Ontario would have three. And Quebec, as listed, would have one.

So it's a bit of a range, perhaps not surprisingly, as people across the province are seeing this roll out, carried forward by the various jurisdictions.

Mr. Broten: — Perhaps this detail isn't provided on your page. But out of the exceptions that are in those provinces, is there overlap with the six that currently exist in Saskatchewan? Is it a similar issue across provinces?

[16:30]

Hon. Mr. Norris: — Sure. And I'll just . . . Well I'll walk through what we have here, and it'll give you a snapshot. Again, not surprisingly, in Quebec it relates to lawyers and the civil code, and that one is pretty well documented. Within Ontario, drinking water operators, public accountants, and social workers. Within Manitoba, LPNs and midwives. In Alberta, podiatrists, safety code officers. There are three broad range . . . a broad range of three regarding emergency medical technicians or responders — so again, there'd be a high degree of overlap there — licensed practical nurses, and then dental hygienists.

Mr. Broten: — Thank you very much. Was I correct? I said off the bat I counted about 37. Was I correct in that count or am I off? How many professions are being affected in this Bill?

Hon. Mr. Norris: — It's actually more than that. We'll just walk you through. The legislation as it's being presented amends 36 Acts which regulate 43 occupations. We can walk through in greater detail if and as required.

Mr. Broten: — No, that's not needed right now, thank you. So the 43 occupations that are being affected, was that the original . . . When the process began to amend this legislation, was 43 the original number, or were there other occupations that were being considered and through the course of consultation the number has been lowered? And if that is the case, could you please state what occupations started in the original goal or view or plan, discussions, and which ones have come off that list at this time, please?

Hon. Mr. Norris: — I'll start with some general statements. Then we'll actually, we'll be able to walk through it. Labour mobility provisions of the AIT apply only to occupations where a provincial licence or certificate is required to work. Approximately 15 per cent of workers in Canada work in occupations that are regulated.

The legislation amends 36 Acts which regulate 43 occupations. To date approximately 110 regulated occupations have been identified in Saskatchewan, including approximately 40 occupations in the trades. Prior to amending chapter 7, efforts were focused on reconciling standards to achieve labour mobility in 43 priority occupations in the trades. Obviously we're still working on . . . and that would include this process, to help achieve full labour mobility. Arla, from there do we have a list? And I'll just read it into the record. Or would you like to do that?

Well I think the question as you have it, we have 36 Acts regulating 43. And this 110, can you just walk us through the process?

Ms. Cameron: — So in terms of the occupations that are covered in the Act itself, agrologists and architects, municipal and rural assessment appraisers, certified general accountants, chiropractors, community urban planners, dental assistants, dental hygienists, dental specialists, dentists, dental technicians and technologists, denturists, dieticians and nutritionists, engineers and geoscientists, forestry professionals and technologists, embalmers and funeral directors, interior

designers, land surveyors, lawyers, licensed practical nurses, medical laboratory technologists, physicians, psychiatrists, medical radiation technologists, midwives, naturopathic physicians, occupational therapists, opticians, optometrists, paramedics, pharmacists, physical therapists, podiatrists and chiropractors, psychologists, registered musical teachers, registered nurses, registered psychiatrist nurses, respiratory therapists, rural municipal administrators, applied science technologists and technicians, social workers, and urban municipal administrators are affected by the legislation.

However there was a complete review of all occupational regulatory Acts that were reviewed, and so there are a number of professions who do not have changes to their Acts. And those include management accountants, chartered accountants, certified management consultants, armoured vehicle service specialists, audiologists and speech pathologists, boiler operators, building officials, dental therapists, driving instructors, early childhood educators, supervisors and directors, electricians, gasfitters, information system professionals, lifeguards, log scalers, podiatric surgeons, pressure equipment inspectors, private investigators, psychiatrists, real estate agents, security guards, special constables, water treatment operators, teachers, all of the trades, as well as the veterinarians do not require any changes to their legislation.

Hon. Mr. Norris: — Essentially that is . . . labour mobility already has been built in to that final list.

Mr. Broten: — So thank you for that description of those two categories. However when the process began on Bill 128 and the list of the 43 occupations was created and made its way into this format here in the Bill, my question is: were there other occupations that were on we'll call it the wish list, other occupations that at the beginning of the discussions it was the hope to have in Bill 128, but negotiations either haven't begun or they're under way or they've hit roadblocks or whatever the case may be.

Hon. Mr. Norris: — Through the forum of labour market ministers, 51 occupations were established. Not all of those have a place within Saskatchewan, and that wouldn't be unique. Different provinces and jurisdictions would have, out of that global number, then each jurisdiction then would have some relevant occupations and professions. And so from there out of that global 51, we then went to our direct list of relevance, if that addresses the question of where the number came from — 51 globally through the labour market ministers. Then from there the responsibility rested with each jurisdiction to go through and see the relevance of that broader list, and that's where we are today. Arla can you elaborate maybe on that a little bit?

Ms. Cameron: — Sure. So that list of 51 occupations was an agreed upon list by all provinces and territories, and that's part of some of the historical work that's gone on with labour mobility under the Agreement on Internal Trade. As a directive moved to ensure that labour mobility existed for all occupations, then our scope of work has expanded, and we were able to identify all occupations. So there is no particular occupations that have more or less priority at this point.

Hon. Mr. Norris: — Thank you.

Mr. Broten: — So the first ministers or the ministers got together and identified 51. Then this piece of legislation has 43 out of the 51 identified occupations. So the difference of eight, are those occupations that are active in Saskatchewan? I don't think teachers are in the listing of occupations, so I'm curious. What are the eight occupations that are not listed in this legislation but were part of the larger discussion by the ministers?

Hon. Mr. Norris: — A couple of parts to your question; I'll take the last one first. The number continues to evolve, obviously. There's an evolution that continues, regarding specifically teachers. Teachers have labour mobility already and so, as a result, like others . . . And I think Arla was able to identify that list of those that already have labour mobility. The second last category that she offered related to teachers. And so teachers have labour mobility and therefore these amendments don't actually need to be focused on. It would be *The Education Act, 1995* because it's already been built in.

This legislation, the amendments being offered, reflect those Acts that in fact needed to have these amendments to help facilitate labour mobility. So I think that's the second part of your question.

Regarding the pieces or the categories, we'll just provide those as they come. Accountants — and there would be some sub-categories there — acupuncturists, hearing aid practitioners, home economists, hunting guides, landscape architects, massage therapists, and translators would give you that initial piece. Now the . . .

[16:45]

Mr. Broten: — Of the eight?

Hon. Mr. Norris: — Yes. I guess the broader element here is the numbers have continued to change. And that's not surprising because we see an evolution within the labour market.

Mr. Broten: — Thank you for that answer. Out of the 43 occupations that are listed in this legislation, would a good number of them already have national standards in place so that this type of legislation would be more easily achieved by the professional associations in each province?

Hon. Mr. Norris: — Certainly over the course of the last 15 years . . . And, you know, the initial work was completed in the mid-1990s. Certainly over the course of the last 15 years we've seen, as a general statement, increasing attention to commonalities and cross-jurisdictional references.

Mr. Broten: — So out of the eight categories that are not yet included in the legislation — the accountants, acupuncturists, hearing aid individuals, home economists, hunting guides, and so on — is there a timeline that the ministry has put together in terms of when those groups might be, where additional amendments might be made in the future and those groups would be incorporated into a labour mobility piece of legislation?

Hon. Mr. Norris: — The characteristics of this list of eight, these are unregulated within Saskatchewan. And so I would anticipate, if and as requests were made for a regulatory body to be put in place, that dialogue would begin with the ministry. At this instance what we have is quite simply unregulated occupations.

Mr. Broten: — So if these eight unregulated occupations were making a move to become regulated, would it be the desire of the ministry to include them in a piece of legislation like Bill 128? Or would you pursue the approach as in the other pieces of legislation where it's built into the self-regulatory piece of legislation? Which is preferable?

Hon. Mr. Norris: — Yes. Most likely right in through the legislation.

Mr. Broten: — I'm getting towards the end of my questions. I thank you for these answers. But Mr. Iwanchuk has a question, I believe.

The Chair: — Mr. Iwanchuk.

Mr. Iwanchuk: — Just speaking of teachers, where you said that there's mobility now for teachers in existence, are there concerns? Or perhaps you've alleviated those concerns in terms of teachers from the Maritimes — I understand they have a different qualification — being able to come to Saskatchewan? Or have teachers raised any other concerns regarding having teachers just simply apply?

Hon. Mr. Norris: — Sure. We can check on that. So specifically the Atlantic provinces?

Mr. Iwanchuk: — Yes. You know, I know that you were working on some, but I was just wondering about that.

Hon. Mr. Norris: — Sure.

Thanks very much for that question. There have been questions raised. We don't have a record of concerns that have been registered regarding Atlantic provinces. There have been questions raised. And that's not to say they don't exist. It's just to say we don't have a record of that. What we do have, we have had some questions as they pertain to some teachers from Ontario. Not at all about the teachers; about the scope of practice. And so this is to highlight: (a) it's already built in; and (b) these issues are often addressed through that ministry and I guess a variety of steps could be taken. I won't elaborate too much on that other than to say they've been dealt with on a systematic basis.

The Chair: — Mr. Broten.

Mr. Broten: — Thank you. One last area of questioning. On the section on page 7 of the Bill that deals with *The Medical Profession Act*, it's my understanding that when a physician comes to the province they are required to complete the CAPE [clinicians' assessment and professional enhancement] assessment process. I guess at least international medical graduates are. So is there any . . . Have the necessary discussions taken place with the College of Physicians and Surgeons and the Saskatchewan Medical Association to

incorporate, if there is a necessity for the CAPE in any way within this legislation?

I understand that this is from a physician from one province moving to another so that, you know, if it was someone who required the CAPE, they would have a certificate or they would have a licence to practise medicine from another jurisdiction. But if the individual coming from another province did not have a full licence, but was a provisional licence in some way, is there any concern about incorporating the need for the CAPE assessment into this piece?

Hon. Mr. Norris: — Thank you for that. There are a couple of elements as I understand the question. If we don't quite get it, just feel free to jump in.

I think the essence of the question related to interprovincial mobility. And that exists, that is, those physicians within Canada, I'll use an example, perhaps someone practising in Newfoundland would move to Saskatchewan. And those national standards exist and there would be nothing within this legislation that would interfere or detract from those existing standards.

The second part of the question, as I understood it, related to issues relating to entry to practice. And there is a national dialogue going on across the Federation of Medical Regulatory Authorities of Canada regarding national standards for those who have been trained internationally.

I don't know if I've captured your question. The first part, that labour mobility already exists from within across the country. Nothing within the proposed amendments and proposed legislation would detract from that. The second piece relating to internationally trained doctors, that entry to practice piece has not changed. There is however a national dialogue going on about setting national standards for those internationally trained doctors.

Mr. Broten: — So while the discussion . . . I understand how, I think I understand how a Canadian-trained medical graduate who has a full licence to practise, I mean, it makes sense that the national standards are in place. They write the same national exam. So that mobility is built in and good.

I guess the question is on an international medical graduate coming into Canada if they have . . . Within the provinces there are different requirements for international medical graduates to receive a temporary and a provisional licence to practise.

So I assume the College of Physicians and Surgeons is on this issue better than I am. But the explanation notes state that a new subsection is added to provide for the registration of applicants who are already certified in other jurisdictions in Canada without a requirement upon the regulatory body to reassess the applicant against the initial entry to practice requirement in the Act.

So if there was an instance where for an international medical graduate to come into Canada and practise, if the threshold was lower in another province — whatever that province may be — where they no longer required that additional exam or whatever conditions were placed on their licence to practise, that doesn't

necessarily mean that that threshold that's been applied in whatever province is the same as what would be in Saskatchewan. So I just want to make sure that if the College of Physicians and Surgeons believes that a CAPE assessment is still necessary for an international medical graduate, that that is indeed able for them to require that exam.

Hon. Mr. Norris: — On your example, internationally trained and then certified in another province, then moving to Saskatchewan?

Mr. Broten: — Yes, that's right.

Hon. Mr. Norris: — As of right now, and this is where it's important, if there are concerns in the future, certainly application for exception can be considered. As of now, while deliberations are under way, that has not come to the fore. Certainly the issue hasn't been overlooked, but it's not an outstanding issue again that's come forward.

[17:00]

Again part of the, I think, reassurance that comes with this piece of legislation is that it has a twofold purpose: to help foster and facilitate labour and mobility across the country, but also ensures that exceptions can be put in place to help ensure the health and safety of the people of any given province. Obviously, first and foremost in our minds relates to the people of Saskatchewan.

And so to the question directly, internationally trained physicians that have been recognized in another province coming to Saskatchewan at this time hasn't raised substantive flags if and as those concerns would come to the fore. And there was a request for exceptions built within the provisions, would be a review of that application.

Mr. Broten: — And so just to confirm, it's your understanding that the College of Physicians and Surgeons of Saskatchewan and the Saskatchewan Medical Association are fine with this section of the legislation.

Hon. Mr. Norris: — Again, there are a couple of other pieces. There is this national dialogue under way through the federation. Then there would be as well convergence coming in on the pan-Canadian framework of the recognition of foreign credentials. Those are two different processes, but I mean obviously there's a confluence here and that is helping to ensure standards are established and maintained and sustained and, at the same time, within the context of Canada, helping to facilitate and foster labour mobility.

Mr. Broten: — Thank you, Mr. Minister, and all the officials. That concludes my questions. Thank you for the answers. Mr. Iwanchuk, anything else?

Mr. Iwanchuk: — No. Just thank you, Mr. Minister, and to the officials as well.

The Chair: — Committee members, do we have any further questions? Seeing none, we'll move to the clause-by-clause consideration of the Bill.

Committee members, clause 1, short title *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009*. Is that agreed?

Some Hon. Members: — Agreed.

The Chair: — Carried.

[Clause 1 agreed to.]

[Clauses 2 to 41 inclusive agreed to.]

The Chair: — Her Majesty, by and with the advice and consent of the Legislative Assembly of Saskatchewan, enacts as follows: Bill No. 128, *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009*. Is that agreed?

Some Hon. Members: — Agreed.

The Chair: — Carried. I would ask that a member move that we report Bill No. 128, *The Miscellaneous Statutes (Labour Mobility) Amendment Act, 2009* without amendment. Mr. Hart moves. Is that agreed?

Some Hon. Members: — Agreed.

The Chair: — Carried. Thank you all, committee members and officials who have come out today, and thank you for your co-operation. And thank you to those tuning in at home. I would invite the minister to have any closing comments if he does.

Hon. Mr. Norris: — Mr. Chair, to you and to all members of the committee, I just want to say how much we appreciate the opportunity to address the important questions asked today, and how much we appreciate the bipartisan support of enhancing labour mobility within Saskatchewan. I think this is going to help ensure that Saskatchewan continues to play a leadership role in the economic development and growth of our country, thereby enhancing community development and allowing individuals to meet their full potential right here in Saskatchewan. Thank you again, Mr. Chair.

The Chair: — Thank you, Mr. Minister. And again thank you all committee members and the minister and officials. I will now entertain a motion for adjournment. Ms. Eagles. With that, we are adjourned to the next sitting of the committee. Thank you very much.

[The committee adjourned at 17:08.]