

# 2018/2019 Annual Report

*SPTRB serves the public interest by ensuring Registered Teachers meet professional standards for certification, conduct and competence.*



**SPTRB**

Saskatchewan Professional  
Teachers Regulatory Board

## Land Acknowledgement

We acknowledge that we are on Treaty 4 Territory and that our work occurs on Treaty 2, 4, 5, 6, 8 and 10 Territory and the Homeland of the Métis.

We are dedicated to ensuring that the spirit of Reconciliation and these Treaties are honored and respected.

We pay our respect to First Nations and Métis ancestors and reaffirm our relationship with one another.



## Letter to the Minister

November 21, 2019

Honourable Gordon Wyant, Q.C.  
Minister of Education  
Room 361, Legislative Building  
2405 Legislative Drive  
REGINA SK S4S 0B3

To the Honourable Minister Wyant:

The Saskatchewan Professional Teachers Regulatory Board (SPTRB) is pleased to share, in accordance with *The Registered Teachers Act*, its 2019 Annual Report.

The report is an accounting of the SPTRB's activities for the fiscal year September 1, 2018, through August 31, 2019 and includes audited financial statements for the period.

Respectfully Submitted,



Robin Bellamy  
Chair  
Saskatchewan Professional  
Teachers Regulatory Board



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## OVERVIEW

### Chairperson's Message

It has been my privilege to serve as the Saskatchewan Professional Teachers Regulatory Board (SPTRB) Chair over the past year. I am looking forward to continuing in this position throughout 2020. The SPTRB's Board of Directors is comprised of nine members. Eight of those members have Bachelor of Education degrees and have taught in Saskatchewan. The majority of those who are part of the Professional Conduct Committee and Discipline Committees are also Registered Teachers.

I have appreciated following Tom Schonhoffer as Chair as he laid down a lot of the groundwork for the chair position.

We have a very effective board and appreciate the hard work of each board member. During this past year we have had a few changes to the board. We want to thank Kimberlee Schlageter for her time on the board and her laser-like focus on detail at board meetings as well as the various committees she was on. Thank you as well to Tom Schonhoffer who has put in a lot of time and energy throughout the past few years while chairing the transitional board and the first official year of the SPTRB's Board of Directors. Tom's knowledge of the legal system and regulatory practices have helped the board, committees and staff gain insight into the legal matters and various statutes that pertain to the SPTRB. We welcome Wanda Clare and Murray Guest, our newest board members, and will be receiving one more board member in the near future.

We have been pleased with the low number of complaints we receive from parents and the public at large. We acknowledge the great work and professionalism that the teachers of Saskatchewan display to their students each day and believe that in part the low number of complaints is due to their efforts in connecting with the parents and public; these relationships are so very important. Last year the SPTRB received only seventeen complaints. Eleven of those were either dismissed at intake or after investigation. To date, the six remaining complaints are still being investigated. Eight complaints received in the preceding year were referred to the consensual complaint resolution process; four were concluded and four are in progress. There was one discipline hearing held this past year. Our committees and staff continue to work at completing all complaints as quickly as possible.

This past year we retained new in-house council, Marcus Davies, after our former council, the Honourable Brenda Hildebrandt was appointed a judge to Court of Queen's Bench in Battleford.

The Board of Directors held a retreat, facilitated by Irene Seiferling of Board Dynamics at which we discussed and developed a set of group norms for directors.



Robin Bellamy  
Chair, SPTRB Board of Directors



## Registrar & Chief Operating Officer's Message

This annual report presents the progress we have made on our 2016 to 2021 Strategic Priorities during the fiscal year ending August 31, 2019.

This has been a productive year for the SPTRB. In April a new set of bylaw revisions and amendments were approved by the Minister of Education. The new bylaws include a set of Standards of Professional Conduct for Saskatchewan's Registered Teachers. The standards set out five expected and achievable behaviours that inform Registered Teachers, parents, guardians, learners and the general public about the manner in which Registered Teachers are expected to conduct themselves. The [standards](#) appear at the end of this report.



A significant achievement in our communication strategy involved the implementation of a new mass email tool that enhances our ability to communicate with our more than 18,000 registrants.

Considerable progress was also made in the area of stakeholder relationship building. Assistant Registrar, Jason Vogelsang and I were able to meet with the senior administrative teams from 12 school divisions throughout the year. We look forward to meeting with the remaining school divisions and other partner organizations in the coming year.

This past year preparations were made to implement an annual registration fee as the SPTRB's primary source of revenue. In the upcoming fiscal year, the SPTRB will no longer receive operational funding in the form of a grant from the provincial government. This is a significant milestone in the growth of the SPTRB as an independent regulatory body. Financial independence is a basic and necessary measure that must be taken in order to maintain the capacity of the SPTRB to act independently.

The SPTRB's core functions involve the administration of the standards for certification, conduct and competence of Saskatchewan's teachers. Since the prevalence of misconduct and incompetence amongst Saskatchewan's teachers is extremely low, the vast majority of the SPTRB's work involves the certification of teachers either new to the profession or new to the province. This past year 852 teachers were newly certified to teach in Saskatchewan and I would like to take this opportunity to acknowledge publicly the efforts of the SPTRB's staff for making that and all of the SPTRB's achievements possible. Anabelle, Cortney, Crystal, Brenda, Janice, Jason, Laura and Michelle, thank you for your hard work and dedication!

For further detail of progress made towards the realization of the Strategic Priorities, please see [page 10](#) of this report.

Trevor Smith  
Registrar & COO



## Who We Are

The Saskatchewan Professional Teachers Regulatory Board is the professional regulator for teachers in Saskatchewan.

We serve the public and the public interest by ensuring Registered Teachers in Saskatchewan:

- meet requirements for certification for entry into the teaching profession; and
- meet standards of conduct and competence.

In practice, the SPTRB receives and reviews applications for certification to teach in Saskatchewan, registers teachers annually, and administers the complaint management process related to professional conduct and competency.

## Mission, Vision & Values

### Mission of the SPTRB:

The SPTRB serves the public interest by ensuring Registered Teachers meet professional standards for certification, conduct and competence.

### Vision of the SPTRB:

In Saskatchewan:

- Registered Teachers are qualified, competent and trustworthy;
- The public has confidence in the teaching profession;
- Students achieve their highest learning potential.

### Values of the SPTRB:

- Integrity
- Transparency
- Accountability
- Fairness
- Timeliness





## GOVERNANCE

The SPTRB is governed by a nine-person Board of Directors:

- Seven Registered Teachers:
  - three appointed by the Saskatchewan Teachers' Federation;
  - three appointed by the Minister of Education; and
  - one appointed by the League of Educational Administrators, Directors and Superintendents of Saskatchewan.
- Two public members appointed by the Lieutenant Governor in Council.

### Board of Directors as of August 2019



Robin Bellamy  
Public Member  
Saskatoon



Linda Blaser-Fiddler  
Registered Teacher  
Carry the Kettle First Nation



Ryan Boughen  
Registered Teacher  
Prairie South School Division



Vacant \*



Christopher Garner  
Registered Teacher  
Chinook School Division



Markus Rubrecht  
Registered Teacher  
Regina Catholic School Division



Kimberlee Schlageter  
Registered Teacher  
Chinook School Division



Tom Schonhoffer  
Public Member  
Regina



Jill Tressel  
Registered Teacher  
Prairie South School Division

\*Subsequently filled by Wanda Clare in September 2019.

*The SPTRB would like to extend our thanks to Kimberlee Schlageter for her service this year.*



## 2016–2021 Strategic Priorities

### Enhance Board and committee effectiveness and accountability through:

- Professional development and good governance.
- Identification, review and improvement of Board and committee practices.
- Implementation of formal accountability measures.
- Effective policy development and implementation.

### 2018-2019 Progress:

- ✓ The Board participated in a retreat, following the annual meeting, at which they enhanced their learning about effective board governance and elected a new chairperson.
- ✓ The Board collaborated to identify a set of group norms.
- ✓ SPTRB committees continued to demonstrate accountability by reporting to the board at each of its meetings and to the public in the annual report.



### Develop a comprehensive, long-term communication plan that:

- Informs teachers and the public about the objectives and processes of self-regulation.
- Develops among teachers and the public an appreciation of the value of self-regulation.
- Improves the transparency of the SPTRB's functions.
- Assures clear, consistent and timely information is provided to stakeholders.
- Teachers and employers of teachers understand their obligations under *The Registered Teachers Act*.

### 2018-2019 Progress:

- ✓ This year we continued to actualize the SPTRB's comprehensive, long-term communication plan. A major enhancement to our communication strategy this year was the procurement and utilization of Higher Logic – a robust mass email deployment application. Other measures taken to support communications include: a complete website refresh, radio advertisements, media interviews, a webinar, information booths at the Regina Open Door Society's Career Fair, the University of Regina and other community events, presentations at the University of Saskatchewan College of Education's Next Steps conference and to the University of Regina Faculty of Education Student's Union, continued development of print and online informational materials, quarterly update emails to school division senior leadership and semi-annual newsletters to all registrants.



## 2016–2021 Strategic Priorities continued

### Run an efficient and cost-effective organization by:

- Managing resources effectively and achieve maximum impact and cost effectiveness through careful financial planning, monitoring and control.
- Supporting staff to ensure they have the skills necessary to support our strategic aims.
- Supporting Board and committee members in fulfilling their roles.

### 2018-2019 Progress:

- ✓ This year, the SPTRB continued to be in a stable financial position.
- ✓ Operating under budget for the 2018-2019 fiscal year permitted the SPTRB to continue to develop its operating reserve.
- ✓ Four staff members attended professional development sessions provided by the University of Regina Centre for Continuing Education; University of Fredericton; Saskatchewan Self-regulated Professions Working Group; Council for Licensure, Enforcement and Regulation (CLEAR); Canadian Network of Agencies for Regulation (CNAR); and Workplace Institute. Topics included: Investigations; Truth, Reconciliation and Regulators; Benefits and Challenges of Regulatory Collaboration.



### Administer the *Registered Teachers Act* such that:

- Business systems and processes are customer focused.
- The certification and registration processes are sound.
- Applications for certification are processed in a timely and efficient manner.
- Complaints against teachers are investigated in a timely and thorough manner.
- Only fit and proper persons are registered with the SPTRB.

### 2018-2019 Progress:

- ✓ 891 certification applications were received and 852 certificates issued.
- ✓ 18,526 teachers registered.
- ✓ 17 complaints received, ten investigated, four concluded.
- ✓ 75% of complaints were concluded within 90 days.
- ✓ 66% of investigations were concluded within 90 days.



### 2016–2021 Strategic Priorities continued

#### Develop a stakeholder relationship building plan that:

- Fosters communication, understanding and trust between Saskatchewan's education sector organizations and the SPTRB.
- Clearly delineates the responsibilities of the SPTRB from those of the other sector organizations.
- Leads to support of the SPTRB's work by the other sector organizations and by the SPTRB to the other organizations.
- Encourages the participation of First Nations in the teacher regulatory system.

#### 2018-2019 Progress:

- ✓ A highlight of this year's progress on this strategic priority was the participation of six school divisions in consultations that informed the development of the process by which school divisions will remit registration fees on behalf of their Registered Teachers.
- ✓ The Registrar and Assistant Registrar met with the senior leadership teams from 12 school divisions. The purpose of these meetings was to discuss matters of mutual interest and answer questions concerning the SPTRB's processes.
- ✓ Relationships continue to be strengthened by meetings with and presentations to stakeholders: Ministry of Education, First Nation organizations, Saskatchewan Teachers' Federation, Saskatchewan School Boards Association, Saskatchewan Educational Leadership Unit, School Division Senior Administration, University of Saskatchewan, League of Educational Administrators, Directors and Superintendents of Saskatchewan, Saskatchewan Self-Regulated Professionals Working Group, University of Regina, Registrars for Teacher Certification Canada and the Saskatchewan Principal's Short Course.



#### Practice strategic risk management so as to:

- Identify potential events that may affect the SPTRB.
- Manage risk.
- Provide assurance that the SPTRB is able to fulfill its mandate.

#### 2018-2019 Progress:

- ✓ Ongoing review and revision of the SPTRB's risk register occurred in each quarter.
- ✓ The SPTRB's operating reserve provided cashflow for the equivalent of three months.
- ✓ Preparations were made to implement the collection of an annual registration fee in order to provide a consistent source of revenue for the SPTRB's operations.



2016–2021 Strategic Priorities continued

**Set standards and promote high-quality professional learning for all registrants at all stages in their careers by:**

- Developing a continuing education strategy for registrants.
- Developing a currency of practice strategy for registrants.

**2018-2019 Progress:**

- ✓ The Minister of Education approved a Bylaw Amendment that included the Standards of Professional Conduct.
- ✓ The Teacher Education and Certification Committee struck the Continual Professional Learning and Currency of Practice working group and tasked this group with making recommendations concerning a continuing education strategy and a currency of practice strategy for Saskatchewan’s Registered Teachers.

**NEW PROJECT!**

**Continual Professional Learning and Currency of Practice**

This year the SPTRB’s Teacher Education and Certification Committee (TECC) struck a Working Group. The working group is tasked with researching the current state and best practices of continual professional learning and currency of practice for Registered Teachers and other professions in Saskatchewan, Canada and around the world. The working group will be seeking answers to questions such as:

- What does it mean for a teacher to remain current in their practice?
- For how many years should a teacher be permitted to not practice or engage in professional learning before they are considered not current in their practice?
- If a teacher is considered to be “not current” in their practice, how do they become current?
- Do all Registered Teachers participate in sufficient professional learning as part of their regular duties to meet a minimum standard of continual professional learning?
- How much professional learning is needed and what “counts” as professional learning?

The Working Group’s work will culminate in recommendations to the TECC and ultimately the Board of Directors concerning Continual Professional Learning and Currency of Practice strategies for Registered Teachers in Saskatchewan.



## Governance Committee

### Mandate:

The SPTRB's Governance Committee is responsible for ensuring that the Board of Directors fulfils its responsibilities through effective governance of the SPTRB.

### Members as of August 2019:

Robin Bellamy

Linda Blaser-Fiddler

Kimberlee Schlageter

*Thank you to outgoing member Kimberlee Schlageter for her work on this Committee.*

### Accomplishments:

The Governance Committee met twice during the 2018-2019 fiscal year and:

- Planned a retreat for the Board of Directors around the theme of effective boards;
- Facilitated the election of a new Chair and Vice-Chair;
- Developed a set of norms for recommendation to the SPTRB's Board of Directors.

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## Human Resources Committee

### Mandate:

The SPTRB Human Resources Committee is responsible for monitoring the implementation of the SPTRB salary schedule, advising and supporting the Board in the recruitment of the Chief Operating Officer (COO), coordinating a regular performance evaluation of the COO and advising on the SPTRB's Human Resource policies.

### Members as of August 2019:

Ryan Boughen (Chair)

Tom Schonhoffer

Jill Tressel

### Accomplishments:

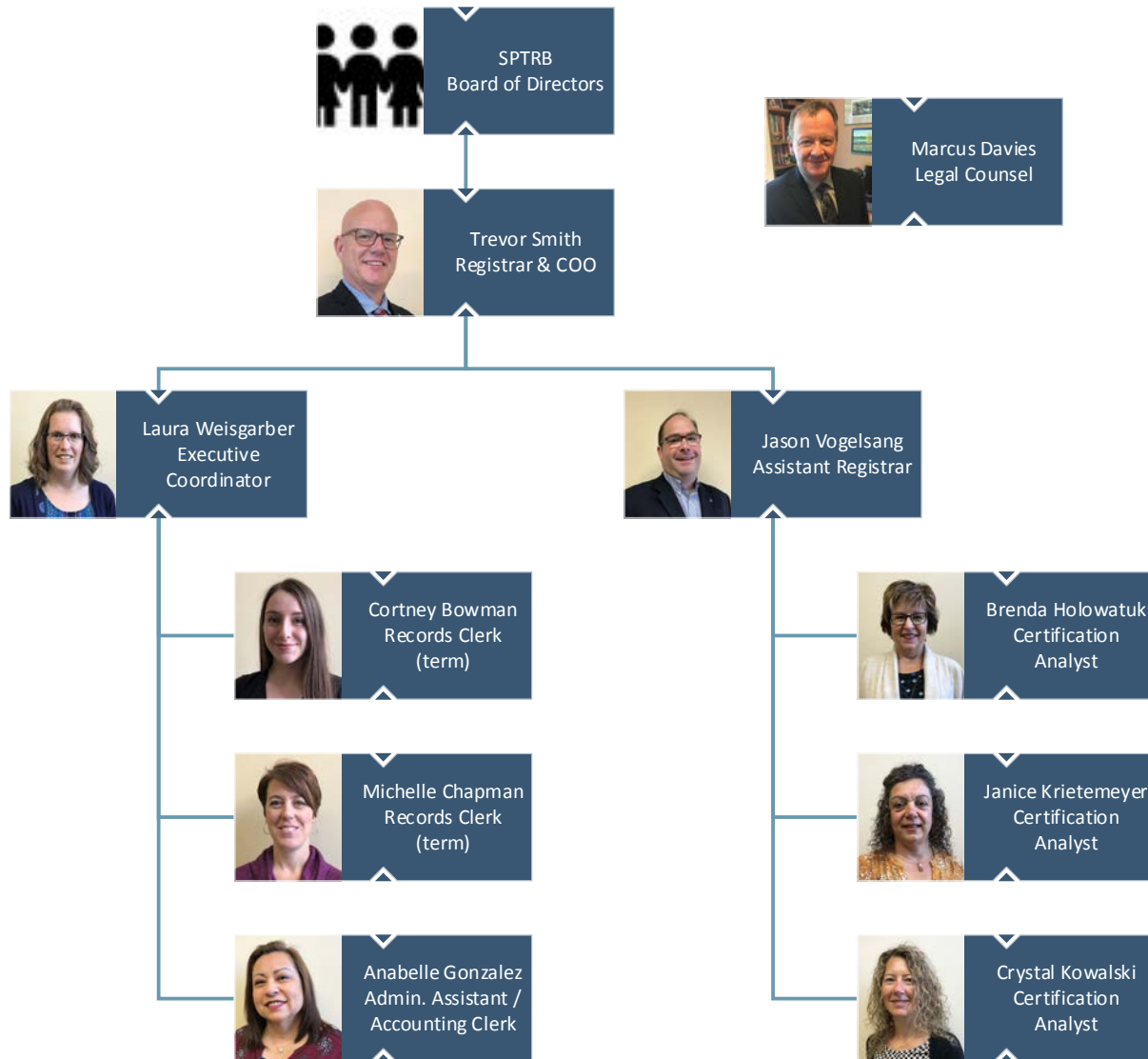
The committee worked with the COO to refine the COO's job description, work plan and evaluation for the 2018-2019 fiscal year. The COO's work plan was presented to and approved by the Board of Directors at the Board's regular meeting in September. The committee recommended to the Board of Directors that the COO participate in a 360 degree review process for the 2019-2020 fiscal year.



## SPTRB Staff

The SPTRB has nine full-time staff members and one contracted lawyer:

- Registrar & Chief Operating Officer
- Assistant Registrar
- Executive Coordinator
- Certification Analyst (three)
- Records Clerk (two)
- Administrative Assistant & Accounting Clerk



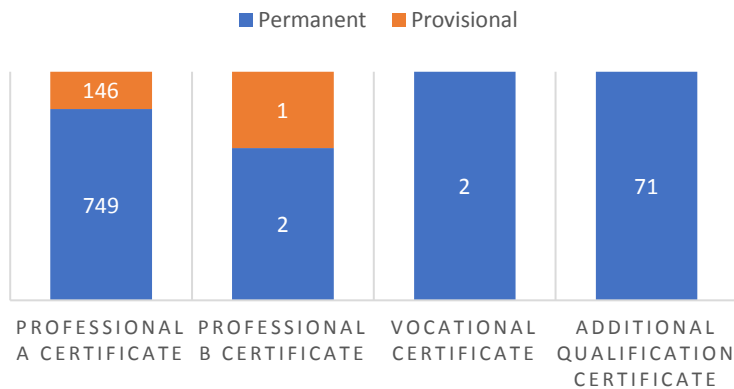
# CERTIFICATION & REGISTRATION

## Statistics (as of August 31, 2019)

### Certification

**971** CERTIFICATES ISSUED\*

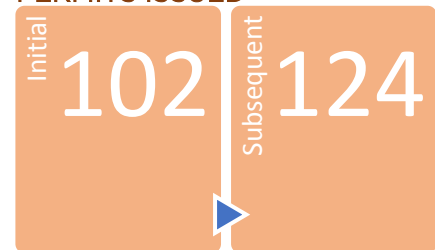
#### CERTIFICATES ISSUED BY TYPE



#### Certificates by Teacher Education Program Location

University of Regina:	270
University of Saskatchewan:	316
Canadian Provinces:	146
USA:	41
Outside North America:	79

#### TEMPORARY TEACHING PERMITS ISSUED



\*Provisional and Permanent certificates issued in same year are counted twice.

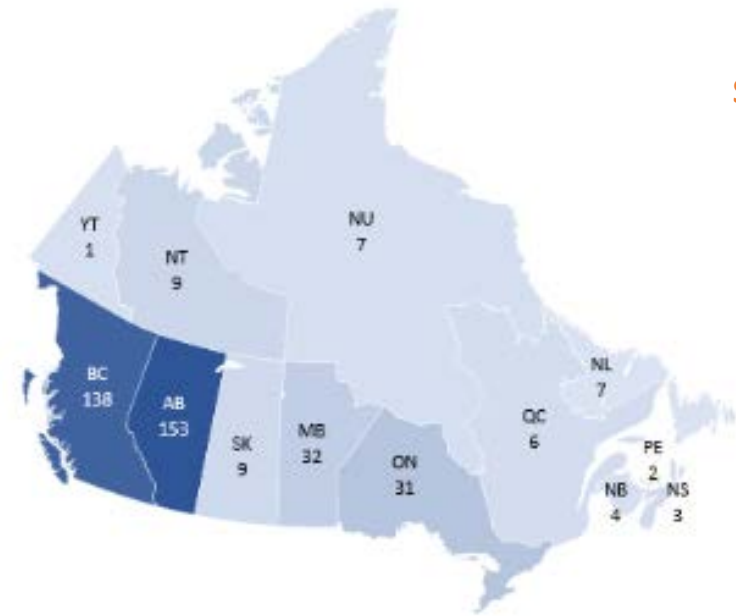
### Applications

**1,698** APPLICATIONS RECEIVED

- 14% Temporary Teaching Permits
- 24% Statement of Professional Standing letters
- 9% Replacement Certificates
- 53% Certificates (incl. Additional Qualification Certs)



Statistics continued



Statement of Professional Standing:

**402** Statements of Professional Standing sent **within Canada**

**9** Statements of Professional Standing sent **outside of Canada**  
 (United Kingdom, Cambodia, Switzerland, Ireland, New Zealand, United States)

Registration

**18,526**

REGISTERED TEACHERS

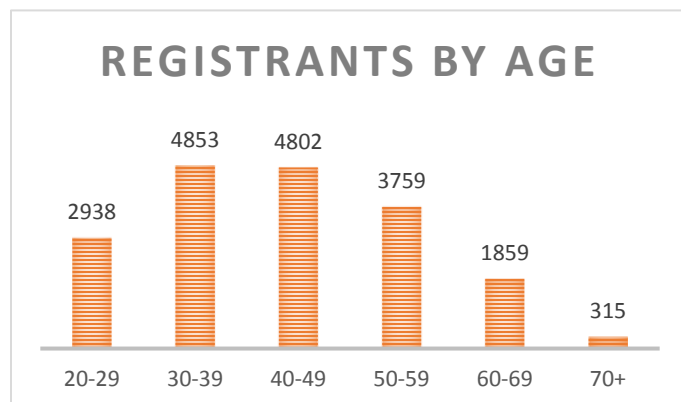


MALE: 4,807



FEMALE: 13,719

NUMBER OF YEARS CERTIFICATE(S) HELD BY ACTIVE REGISTRANTS\*



0-5	4,374
6-11	2,875
11-15	2,305
16-20	2,181
21-25	2,025
26-30	1,816
31-35	1,580
36-40	1,187
41+	1,227

\*More than one type of certificate may be held at a time (i.e. Professional A and AQC)



## Teacher Education and Certification Committee

### Mandate:

The SPTRB's Teacher Education and Certification Committee (TECC) is responsible for setting the criteria for teacher education program endorsement, reviewing teacher education programs, and determining the qualifications, standards and procedures for the issuing of teacher's certificates. The TECC makes recommendations to the Board of Directors concerning matters related to teacher education and teacher certification.

### Members:

The Teacher Education and Certification Committee is comprised of representatives appointed by members of Saskatchewan's education sector partner organizations.

Jill Tressel (Chair)	SPTRB Board of Directors
Angelina Weenie	First Nations University of Canada
Michael Relland	Gabriel Dumont Institute
Laurie Gatzke	LEADS
Gerry Craswell	Ministry of Education
Bob Simpson	Saskatchewan School Boards Association
Fay Humbert	Saskatchewan Teachers' Federation
Val Mulholland	University of Regina
Dawn Wallin	University of Saskatchewan

*The TECC would like to recognize and thank outgoing members Laurie Gatzke, Fay Humbert and Val Mulholland for their service on this committee.*

### Accomplishments:

The TECC met twice during the 2018-2019 fiscal year and:

- Recommended to the Board of Directors revisions to the Teacher Certification Competencies. Consequently, amendments to Schedule G of the Regulatory Bylaws were approved by the Board and the Minister of Education;
- Conducted a review of teacher certification and education processes in Saskatchewan in light of the Truth and Reconciliation Commission Calls to Action;
- Struck a working group for the purpose of preparing a set of recommendations concerning currency of practice and continual professional learning for Saskatchewan's Registered Teachers;
- Directed the Registrar to conduct a review and prepare recommendations concerning the current list of certificates and diplomas approved as Additional Qualification Certificate - Vocational and Technical Programs;
- Endorsed the University of Regina's Certificate of Extended Studies in Early Childhood Education as an Additional Qualification Certificate Program.



## Certification Decision Review Committee

### Mandate:

The Certification Decision Review Committee (CDRC) is a subcommittee of the Teacher Education and Certification Committee which hears and decides appeals of teacher certification decisions made by the Registrar on behalf of the SPTRB's Board of Directors.

### Members:

Jill Tressel (Chair)

Fay Humbert

Gerry Craswell

### Decisions:

The CDRC met five times during the 2018-2019 fiscal year and considered:

- One request to review a teacher certification decision and upheld the Registrar's decision;
- Four requests to review denied Additional Qualification Certificates. The Registrar's decision was upheld in three of the four cases;
- Two program approval requests for the purpose of an AQC, and recommended to the TECC that both programs be approved.



## COMPLAINT MANAGEMENT

### Appointments Committee

#### Mandate:

The Appointments Committee is established for the purposes of:

- reviewing applications for and making recommendation to the Board of Directors for appointments to the Professional Conduct Committee Panel and Discipline Committee Panel;
- appointing members of the Professional Conduct Committee Panel to a Professional Conduct Committee and appointing members of the Discipline Committee Panel to a Discipline Committee.

#### Members:

Ryan Boughen

Chris Garner

Markus Rubrecht

#### Accomplishments:

The Appointments Committee met once during the 2018-2019 fiscal year and:

- Appointed five members of the Discipline Committee Panel to a Discipline Committee for the purpose of a hearing in June;
- Recommended the re-appointment of ten members of the Professional Conduct Committee Panel, seven members of the Discipline Committee Panel and one new public member to the Professional Conduct Committee Panel.



## Professional Conduct Committee

### Purpose/Mandate:

The Professional Conduct Committee (PCC) reviews and investigates complaints of alleged professional misconduct and/or professional incompetence made about Registered Teachers. The PCC determines the disposition of complaints and any further action to be taken.

### Panel Members:

Natasha Cochran	Kimberly Marshall	Len Thomas
Neil Doell (Aug 1, 2019)	Jacqueline Messer-LePage	Kenneth (Dale) West
Nora Findlay	Dan Mielke	Neil Wylie (Aug 1, 2019)
Rory Griffith	Shawn Morris	
Len Lorenz	Arlene Syrota	

There were three Professional Conduct Committees (each consisting of five panel members) that met a total of 14 times to receive and/or manage complaints during the 2018-2019 fiscal year.

### 2017-2018 Update:

As of September 1, 2018, 12 ongoing matters remained from previous years. Of these 12 matters, nine were concluded in the 2018-2019 year. Four resulted in a successful consent resolution, four were concluded with no further action, and one was referred to the Discipline Committee. Three matters from 2017-2018 remain ongoing; one investigation is on hold pending medical matters and two are currently in ongoing consensual complaint resolution processes.

### 2018-2019:

Between September 1, 2018 and August 31, 2019, the Professional Conduct Committee of the Saskatchewan Professional Teachers Regulatory Board received 17 complaints; ten from members of the public, six employer notices and one matter referred to the PCC by the SPTRB Board of Directors.

### Decision Points:

Of the 17 complaints received, the PCC ordered investigations into ten matters and did not initiate investigations in seven.

Of the ten matters investigated, four were completed prior to August 31, 2019. No further action was taken in each of the four matters.

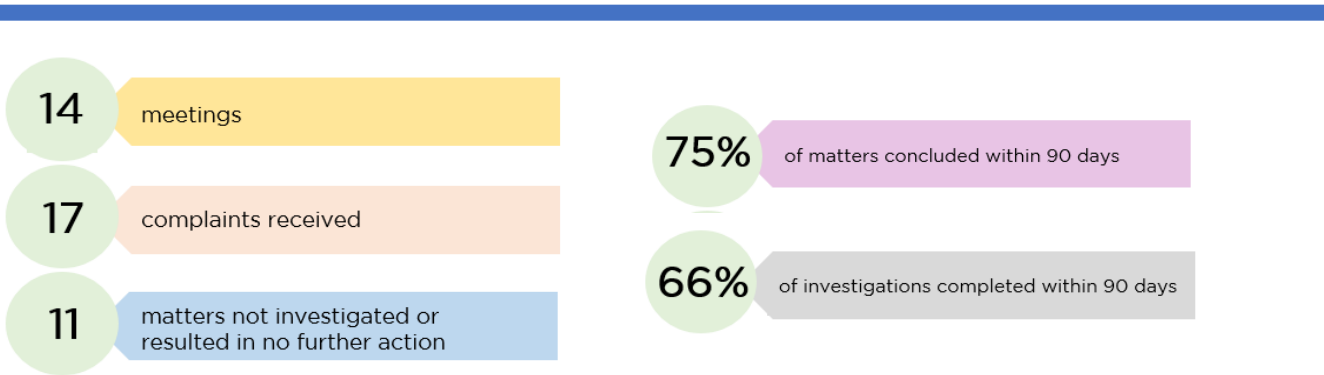
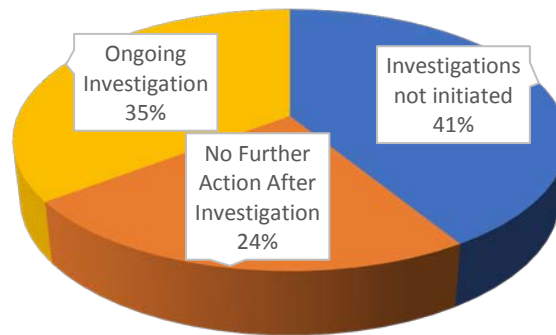


## Professional Conduct Committee continued

### Summary

Total Complaints	<u>17</u>	<u>Percentage</u>
Investigations not initiated	7	41%
No Further Action After Investigation	4	24%
Refer to the Discipline Committee	0	0%
Successful Consent Resolution	0	0%
In Progress Consent Resolution	0	0%
Ongoing Investigation	6	35%

Status as of August 31, 2019



### Timelines

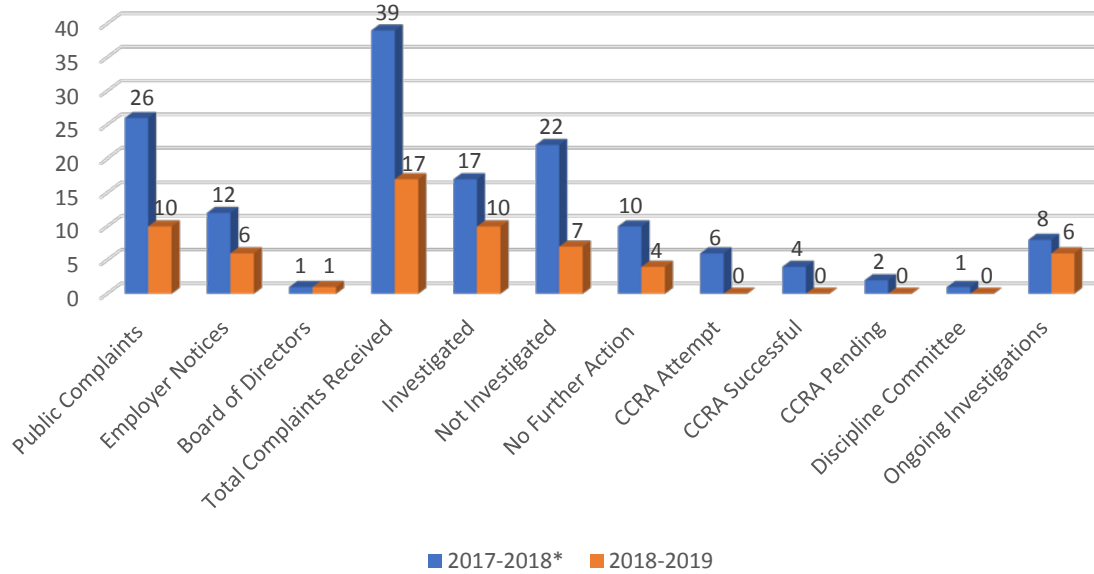
The average time between receipt of a complaint to the initial review by the PCC is 19 working days. The time on average between receipt of a complaint and the final decision by the PCC – no investigation, consent resolution, no further action, or hearing – is 80 working days. The average length of an investigation is 75 working days. Please note these timelines include five ongoing 2017-2018 investigations but do not include six ongoing 2018-2019 investigations.



# Complaint Management

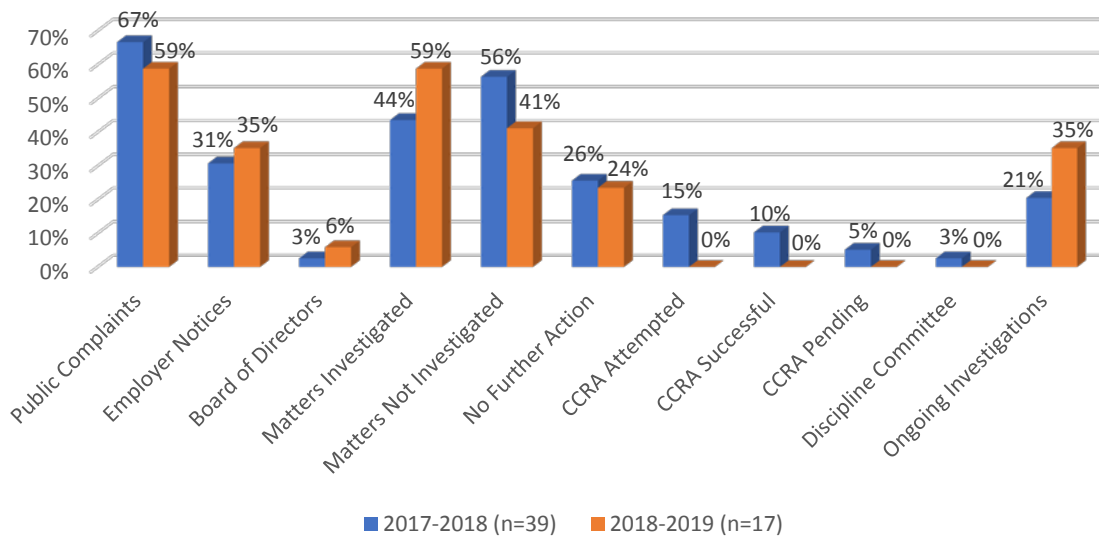
## Professional Conduct Committee continued

### Year to Year Comparison



\*includes 2016-2018 ongoing matters concluded in 2018-2019

### Year to Year Comparison as a percent of year's total



## Discipline Committee

### Mandate:

The SPTRB administers the standards of competence and conduct for the teaching profession. It is the responsibility of the Professional Conduct Committee to investigate complaints and the Discipline Committee (DC) to adjudicate complaints that are well-founded.

Each Discipline Committee consist of five persons. The majority of the Committee must be Registered Teachers and one person on the Committee must be a public representative who is also a member of the Board of Directors.

### Panel Members:

Thomas Schonhoffer Q.C. (Chair)	Public/SPTRB Board of Directors
Sandy Antonini	Public
Robin Bellamy	Public/SPTRB Board of Directors
John Bumbac	Registered Teacher
Trevor Forrest	Public
Don Lee	Registered Teacher
Yasmina Lemieux	Registered Teacher
Dean Miezianko	Registered Teacher
Darcy Sander	Registered Teacher

*Thank you to Gene Aulinger, Jacqueline Bouck, David DePape and Mark Hastings for serving on the DC panel.*

### Accomplishments:

The Discipline Committee received one formal complaint from the Professional Conduct Committee during the 2018-2019 fiscal year. The Discipline Committee heard the formal complaint in a public forum on June 20, 2019. The decision for this matter was pending as of August 31, 2019.

Decisions of the Discipline Committee are posted on the SPTRB's website at [www.sptrb.ca](http://www.sptrb.ca).



# FINANCES

## Audit Committee

### Mandate

The SPTRB's Audit Committee is responsible for overseeing the accounting process of the Board and reviewing the effectiveness of the internal control, risk management, and both internal and independent audit systems.

### Members as of August 31, 2019:

Markus Rubrecht (Chair)      Tom Schonhoffer      Vacant

*Thank you to outgoing member Kimberlee Schlageter for her work on this Committee.*

### Accomplishments:

The Audit Committee met twice during the 2018-2019 fiscal year and:

- Recommended the approval of the Audited Financial Statements for the fiscal year ended August 31, 2018;
- Engaged Virtus Group LLP as auditor of the SPTRB's accounts for the 2018-2019 fiscal year.
- Approved the Audit Engagement Agreement between the SPTRB and Virtus Group and the Audit Involvement Plan of the Provincial Auditor of Saskatchewan for the fiscal year ending August 31, 2019.

The audited financial statement for the 12 months ending August 31, 2019 can be found on [page 26](#) in the report.



**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**

**FINANCIAL STATEMENTS**

**AUGUST 31, 2019**

## MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

The accompanying financial statements of **Saskatchewan Professional Teachers Regulatory Board** have been prepared by the Organization's management in accordance with Canadian public sector accounting standards for government not-for-profit organizations and necessarily include some amounts based on informed judgement and management estimates.

To assist management in fulfilling its responsibilities, a system of internal controls has been established to provide reasonable assurance that the financial statements are accurate and reliable and that assets are safeguarded.

The board of directors have reviewed and approved these financial statements.

These financial statements have been examined by the independent auditors, **Virtus Group LLP**, and their report is presented separately.



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**Markus Rubrecht**  
Chair, Audit Committee



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**Trevor Smith**  
Chief Operating Officer & Registrar



## INDEPENDENT AUDITORS' REPORT

**To the Members,  
Saskatchewan Professional Teachers Regulatory Board**

### *Opinion*

We have audited the financial statements of **Saskatchewan Professional Teachers Regulatory Board**, which comprise the statement of financial position as at August 31, 2019, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at August 31, 2019, and its results of operations, changes in net assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards for government not-for-profit organizations.

### *Basis for Opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Saskatchewan, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### *Information Other than the Financial Statements and Auditors' Report Thereon*

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditors' report thereon. The annual report is expected to be made available to us after the date of this auditors' report.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above when it becomes available and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance.

### *Responsibilities of Management and Those Charged with Governance for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards for government not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

## INDEPENDENT AUDITORS' REPORT *continued*

### *Auditor's Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We communicate with those charged with governance regarding, among other matters, the planned scope and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

November 21, 2019  
Regina, Saskatchewan

**VIRTUS GROUP LLP**  
Chartered Professional Accountants

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**STATEMENT OF FINANCIAL POSITION**  
**AS AT AUGUST 31, 2019**  
**(with comparative figures for 2018)**

	<b>ASSETS</b>	
	<u>2019</u>	<u>2018</u>
<b>Current assets</b>		
Cash	\$ 612,841	\$ 1,551,710
Accounts receivable	426,843	6,894
Prepaid expenses	31,104	43,575
	1,070,788	1,602,179
<b>Investment (Note 3)</b>	31,824	31,249
<b>Tangible capital assets (Note 4)</b>	477,856	505,565
	\$ 1,580,468	\$ 2,138,993
	<b>LIABILITIES</b>	
<b>Current liabilities</b>		
Accounts payable and accrued liabilities	\$ 16,903	\$ 22,724
Deferred revenue	9,425	9,050
	26,328	31,774
	<b>NET ASSETS</b>	
<b>Invested in tangible capital assets</b>	477,856	505,565
<b>Accumulated surplus</b>	1,076,284	1,601,654
	1,554,140	2,107,219
	\$ 1,580,468	\$ 2,138,993
<b>Contractual rights (Note 6)</b>		
<b>Commitments (Note 7)</b>		

See accompanying notes to the financial statements.

APPROVED BY

  
 \_\_\_\_\_ Director

  
 \_\_\_\_\_ Director

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**STATEMENT OF CHANGES IN NET ASSETS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
(with comparative figures for the year ended August 31, 2018)

	<b>Invested in tangible capital assets</b>	<b>Accumulated surplus</b>	<b>Total 2019</b>	<b>Total 2018</b>
<b>Beginning balance</b>	\$ 505,565	\$ 1,601,654	\$ 2,107,219	\$ 1,770,259
<b>(Deficiency) excess of revenue over expenses</b>	-	(553,079)	(553,079)	336,960
<b>Additions to tangible capital assets</b>	53,727	(53,727)	-	-
<b>Amortization</b>	(81,272)	81,272	-	-
<b>Loss on disposal of tangible capital assets</b>	(164)	164	-	-
<b>Ending balance</b>	<u>\$ 477,856</u>	<u>\$ 1,076,284</u>	<u>\$ 1,554,140</u>	<u>\$ 2,107,219</u>

See accompanying notes to the financial statements.

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**STATEMENT OF OPERATIONS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
(with comparative figures for the year ended August 31, 2018)

	<u>2019</u>	<u>2018</u>
<b>Revenue</b>		
Grants - Province of Saskatchewan	\$ 703,500	\$ 1,690,000
Interest	10,875	6,744
Rental revenue	92,818	55,459
Services	171,506	179,036
	<u>978,699</u>	<u>1,931,239</u>
<b>Expenses</b>		
Advertising and promotion	7,276	18,670
Amortization	81,272	80,231
Bad debts	-	10,000
Board and committee meetings	22,027	24,599
Computer technology	113,601	89,425
Dues and memberships	1,469	1,891
Insurance	27,544	27,481
Interest and bank charges	6,492	6,790
Loss on disposal of tangible capital assets	164	3,409
Office and general	13,055	13,046
Professional fees	117,152	157,646
Rent	282,038	281,306
Telephone	7,100	7,551
Training	10,455	9,470
Travel	23,184	30,318
Wages and benefits	818,949	832,446
	<u>1,531,778</u>	<u>1,594,279</u>
<b>Excess (deficiency) of revenue over expenses</b>	<u>\$ (553,079)</u>	<u>\$ 336,960</u>

See accompanying notes to the financial statements.

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
(with comparative figures for the year ended August 31, 2018)

	<u>2019</u>	<u>2018</u>
<b>Cash provided by (used in) operating activities:</b>		
Excess (deficiency) of revenue over expenses	\$ (553,079)	\$ 336,960
Items not involving cash:		
- Amortization	81,272	80,231
- Loss on disposal of tangible capital assets	164	3,409
	(471,643)	420,600
Non-cash operating working capital (Note 5)	(412,924)	19,134
	(884,567)	439,734
<b>Cash provided by (used in) investing activities:</b>		
Additions to investments	(575)	(462)
Additions to tangible capital assets	(53,727)	(22,753)
	(54,302)	(23,215)
<b>(Decrease) increase in cash</b>	(938,869)	416,519
<b>Cash position - beginning of year</b>	1,551,710	1,135,191
<b>Cash position - end of year</b>	\$ 612,841	\$ 1,551,710

See accompanying notes to the financial statements.

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
**(with comparative figures for the year ended August 31, 2018)**

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**1. Nature of operations**

Saskatchewan Professional Teachers Regulatory Board (the "Organization") was incorporated under *The Registered Teachers Act* in the province of Saskatchewan on July 6, 2015. The Organization serves the public interest by ensuring registered teachers meet professional standards for certification, conduct and competence. The Organization is a not-for-profit organization and is exempt from income tax under Section 149(1)(l) of the *Income Tax Act*.

**2. Summary of significant accounting policies**

The financial statements Canadian public sector accounting standards for government not-for-profit organizations which required management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in earnings in the period in which they become known. The financial statements reflect the following policies:

**Financial instruments**

Financial assets and financial liabilities are recorded on the statement of financial position when the Organization becomes party to the contractual provisions of the financial instrument. The Organization initially measures its financial assets and financial liabilities at fair value, except for certain related party transactions that are measured at the carrying amount or exchange amount, as appropriate.

The Organization subsequently measures all its financial assets and financial liabilities at cost or amortized cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value of these financial instruments are recognized in net income. Fair value is the amount at which a financial instrument could be exchanged at arm's length between willing, unrelated parties in an open market.

**Tangible capital assets**

Tangible capital assets are recorded at cost less accumulated amortization. Amortization is provided on the diminishing balance basis over the estimated useful life of the assets at the following annual rates:

Computer equipment	55 %
Furniture and fixtures	20 %

Leasehold improvements and computer software are amortized on the straight-line basis over 10 years.

**Revenue recognition**

Service revenue consists of fees related to certificates, statements of professional standing, permits and other miscellaneous services to members. Service revenue is recognized at the time the related applications are received. Provincial grants are government transfers recognized in the financial statements in the period in which the events giving rise to the transfer occur, eligibility criteria are met, the transfer is authorized and reasonable estimates of the amount can be made. Rental revenue is recognized in the period to which the service is provided. Other revenues are recognized as the services are provided.

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
(with comparative figures for the year ended August 31, 2018)

**3. Investment**

The investment consists of one non-redeemable Guaranteed Investment Certificate that earns interest at 1.92% (2018 - 1.84%) and matures on August 31, 2024 (2018 - August 31, 2019).

**4. Tangible capital assets**

	<b>2019</b>		<b>2018</b>	
	<b>Cost</b>	<b>Accumulated Amortization</b>	<b>Net Book Value</b>	<b>Net Book Value</b>
Computer equipment	\$ 60,113	\$ 45,971	\$ 14,142	\$ 13,027
Computer software	598,669	194,173	404,496	421,278
Furniture and fixtures	91,983	52,159	39,824	48,647
Leasehold improvements	32,190	12,796	19,394	22,613
	<u>\$ 782,955</u>	<u>\$ 305,099</u>	<u>\$ 477,856</u>	<u>\$ 505,565</u>

**5. Non-cash operating working capital**

Details of net change in each element of working capital relating to operations excluding cash are as follows:

	<b>2019</b>	<b>2018</b>
<b>(Increase) decrease in current assets:</b>		
Accounts receivable	\$ (419,949)	\$ 18,054
Prepaid expenses	12,471	22,222
	<u>(407,478)</u>	<u>40,276</u>
<b>Increase (decrease) in current liabilities:</b>		
Accounts payable and accrued liabilities	(5,821)	(30,192)
Deferred revenue	375	9,050
	<u>(5,446)</u>	<u>(21,142)</u>
	<u>\$ (412,924)</u>	<u>\$ 19,134</u>

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
**(with comparative figures for the year ended August 31, 2018)**

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**6. Contractual rights**

The Organization has an agreement to lease a portion of its premises to a third party through July 31, 2025 for \$94,200 per year.

**7. Commitments**

The Organization leases premises under agreements requiring aggregate minimum payments over the next five years as follows:

2020	\$	278,507
2021		278,507
2022		278,507
2023		278,507
2024		278,507

The Organization is also committed to pay service contracts through May 31, 2021 totaling \$136,120.

**8. Financial risk management**

The Organization has a risk management framework to monitor, evaluate and manage the principal risks assumed with financial instruments. The significant financial risks to which the Organization is exposed are:

**Liquidity risk**

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Organization's exposure to liquidity risk is dependent on the receipt of funds from its operations, external borrowings and other related sources. Funds from these sources are primarily used to finance working capital and capital expenditure requirements, and are considered adequate to meet the Organization's financial obligations.

**9. Related party transactions**

These financial statements include transactions with related parties. The Organization is related to all Saskatchewan Crown agencies such as ministries, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the Organization is related to non-Crown enterprises that the Government jointly controls or significantly influences. Related parties of the Organization also include its key management personnel, close family members of its key management personnel, and entities controlled by, or under shared control of any of these individuals. Transactions with related parties have occurred and are settled on normal trade terms.

During the year, the Organization paid \$92,400 (2018 - \$96,000) to certain government related parties including school divisions for reimbursement of costs related to the activities of the Organization, as well as to Crown agencies for services such as telephone and group benefits. At August 31, 2019, there was \$96 (2018 - \$100) owing to these related parties.

**SASKATCHEWAN PROFESSIONAL TEACHERS REGULATORY BOARD**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED AUGUST 31, 2019**  
**(with comparative figures for the year ended August 31, 2018)**

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**10. Pension plan**

Substantially all of the Saskatchewan Professional Teachers Regulatory Board's employees participate in the Public Employees Pension Plan which is a defined contribution plan. The Saskatchewan Professional Teachers Regulatory Board's financial obligation to the plan is limited to making required payments to match amounts contributed by employees for current services. Included in salaries and benefits is pension expense of \$85,800 (2018 - \$91,700) for the year.

**11. Comparative figures**

Certain comparative figures have been reclassified to conform with the presentation in the current year.

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## STANDARDS OF PROFESSIONAL CONDUCT

Registered Teachers have a duty to uphold the professional standards and reputation of the teaching profession and to assist in the advancement of its goals, organizations and institutions.

Integrity is the fundamental quality of Registered Teachers. Integrity is the foundation of the commitment made by Registered Teachers to learners and to the reputation of the profession.

Public confidence in the teaching profession may be bolstered by professional conduct on the part of Registered Teachers. Accordingly, the conduct of Registered Teachers should reflect favorably on the profession and inspire the respect and trust of learners and the community.

Conduct on the part of a Registered Teacher in either public life or professional practice will reflect upon the integrity of the profession. Teacher conduct can directly impact public trust. Registered Teachers ensure public trust is upheld by adhering to these standards. Registered Teachers are also expected to adhere to all applicable policies and procedures set by their employing school division, the Ministry of Education, the STF, LEADS, or any other professional organization that relates to their work as a Registered Teacher.

### 1. Registered Teachers base their relationships with learners on mutual trust and respect.

Registered Teachers demonstrate this standard when they:

- ✓ maintain healthy professional expectations that place learners' interests first, both in school and in the community.
- ✓ ensure that all forms of communication with learners are thoughtful, honest and appropriate.
- ✓ honour individual identity and circumstance without prejudice.

### 2. Registered Teachers have regard for the safety and academic, physical, emotional and spiritual well-being of learners.

Registered Teachers demonstrate this standard when they:

- ✓ take measures to provide and model a safe, inclusive, and respectful environment at school.
- ✓ implement appropriate, consistent, and clearly articulated rules and expectations.
- ✓ provide effective supervision.
- ✓ follow emergency procedures.
- ✓ act as prudent educators who place learners at the forefront of decisions.
- ✓ implement classroom management practices that encourage mutual respect and cooperation.

### 3. Registered Teachers act with honesty and integrity.

Registered Teachers demonstrate this standard when they:

- ✓ communicate openly, truthfully and respectfully with all relevant parties while maintaining necessary confidentiality.
- ✓ are responsible for their assessment, evaluation, record keeping, and classroom practices.
- ✓ maintain an accepting classroom that promotes learning for all students.



**4. Registered Teachers take responsibility for maintaining the quality of their practice.**

Registered Teachers demonstrate this standard when they:

- ✓ participate in continual self-reflection and professional learning.
- ✓ seek, accept, and provide feedback to improve professional practice.
- ✓ work in a collaborative manner with other members of the learner's support network.

**5. Registered Teachers uphold public trust and confidence in the education profession.**

Registered Teachers demonstrate this standard when they:

- ✓ are mindful of their responsibility as a role model in school, in the community, and online.
- ✓ maintain appropriate communication and professional relationships with learners, parents, guardians, colleagues, and other stakeholders.
- ✓ act in a manner that reflects positively on the teaching profession.





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