

THE ALBERTA TEACHERS' ASSOCIATION  
REPORT OF THE HEARING COMMITTEE  
OF THE PROFESSIONAL CONDUCT COMMITTEE  
IN THE MATTER OF CHARGES OF UNPROFESSIONAL  
CONDUCT AGAINST DAVID STAWN  
ERRATA

The following typographical and grammatical errors within this document are noted below with corrections:

Page 1, section VII, title

Witness Testimony During Guilt/~~Innocence~~ Innocence Phase

Page 2

**Charge 4**—David Gordon Stawn was found guilty of unprofessional conduct pursuant to the *Teaching Profession Act* in that he, while a member of the Alberta Teachers' Association, between 2016 and 2018, engaged in physical contact with students when neither the child nor others were in immediate danger, thus failing to treat students with dignity and respect and be considerate of their circumstances.....104

Page 3, item 6

Co-presenting Copresenting officer, [REDACTED] and

Page 4, item 2, line 2

Lim also noted that it **be** would prejudicial to Stawn if he could not see his accusers.

Page 4, item 3, line 1

Akgungor advised the committee to consider whether granting the petition would:

Page 6, line preceding section VI

Exhibit **exhibits** 5 to 7

Page 8, item 2, line 1

[REDACTED] does not supervise [REDACTED] and has no input into [REDACTED] professional role.

Page 8, item 5, line 1

The committee decided to allow [REDACTED] as an expert witness as she was not [REDACTED]

Page 8, item 11, line 4

in the years shortly prior to the hearing, as well **as** having reviewed

Page 8, item 11, line 7

strategies, having worked in the area for 17 years

Page 9, item 3, line 4-5

Zones included using a colour system of blue, green, yellow, **and** red, so a child can use a colour to identify an emotion that they ~~ean't~~ **cannot** name or adequately express.

Page 10, item 6, line 2

█████ stated Stawn's classroom door was **opened** and closed

Page 10, item 8, line 1

█████ explained that there were three Grade █████ classes in **the** █████ school year.

Page 11, item 12, line 1

█████ was directed to a document, which was entered as Exhibit 5, tab 79.

Page 11, item 13, line 1

█████ clarified that the notes contained in Exhibit 5, tab 79, were not made

Page 11, item 16, line 1

█████ was certain that Stawn carried Student A from the middle of his ~~classroom~~ **classroom** to

Page 13, item 40, line 3

described Stawn would be happy, light-hearted and charming at the end of **the** school

Page 14, item 44, line 3

frequently visited the storage room during her instructional time, which she felt was

Page 16, item 9, line 3

individual, which would lead to a process of moving forward

Page 16, item 11, line 1

█████ testified that the criteria for being assigned an EA includes students

Page 17, item 13, line 1

When █████ opened, only 3 **three** EAs were available to the school.

Page 17, item 15

█████ identified that in **the** 2016/17 school year there was a student, Student A, who was flagged from █████ as having behavioural issues. █████ noted that Student A was placed in Stawn's class. At the beginning of the school year, Stawn had █████ students, which grew to █████

Page 17, item 17

used rarely and that someone who was not certified in NVCI should ~~be~~ not be

Page 17, item 19, line 1

█████ testified that she had been told that █████ had reported to another

Stawn, p 3

Page 18, item 18, line 3

shared a resource with [REDACTED] the [REDACTED] in Stawn's classroom, without going to Stawn

Page 20, item 54, line 4

in Stawn's classroom. [REDACTED] met with [REDACTED] to speak to her about the Code.

Page 21, item 64, line 3

in her testimony; that she now regrets not initiating a discipline process with Stawn

Page 21, item 65, line 1

[REDACTED] further expounded that the e-mail offered supports to Stawn, which took

Page 23, paragraph 1 after item 80

Jarisz objected to [REDACTED] referring to Exhibit 5, tab 35, on the basis the document was hearsay and was someone else's account of an incident. Further, the document was not made contemporaneously.

Page 23, paragraph 2 after item 80

[REDACTED] explained that the document was prepared the day following day on

Page 23, paragraph preceding item 81, line 1

The committee determined that the document would be entered as Exhibit 5, tab 35, and that

Page 23, item 81, line 3

[REDACTED] to assist [REDACTED] in preparing for the school division and the Association

Page 24, paragraph preceding item 86

agreed that the committee could not rely on the findings of the school board division and

Page 24, item 86, line 2

was developed with the involvement of the school division's staff relations

Page 25, paragraph preceding item 94

Jarisz objected to a submitted document, tab 57 of Exhibit 5, on the same basis as earlier

Page 25, item 100, line 1

Exhibit 5, tab 40, was a letter from [REDACTED] deputy superintendent

Page 26, item 103, line 1

[REDACTED] was directed to e-mails in Exhibit 5, tabs 65 and 66.

Page 26, item 107, line 1

[REDACTED] was directed to Exhibit 6, tab 7, which was an e-mail containing the text

Page 27, item 8, line 2

confirmed that deGoeij had told [REDACTED] them some of the questions in advance

Page 27, item , 8, line 4

hard time remembering if they hadn't **had not** gone over the answers beforehand because it

Page 28, item 5, line 3

the Grade [redacted] classroom. [redacted] had not been in other classrooms.

Page 28, item 10, line 1

[redacted] said [redacted] observed Stawn sometimes lifts kids by their waist when ~~he was~~ angry.

Page 29, item 24, line 2

that [redacted] had never reported Stawn's actions towards Student A.

Page 30, item 5, line 3

the follow-up meeting began to compare expertise, thus Stawn's disclosure.

Page 31, item 6, line 3

that the Zones were used in [redacted] or Stawn's classrooms.

Page 32, item 12

[redacted] was not aware of the circumstances that ~~lead~~ **led** to the incident.

Page 32, item 13, line 2

The Grade [redacted] and Grade [redacted] classes were paired to read in

Page 32, item 15, line 5

was towards the middle of the room

Page 34, item 14

[redacted] explained the acronym; BLA referred to Behaviour Learning Assistance

Page 35, item 2

[redacted] was a colleague of Stawn at [redacted] for the [redacted] and the [redacted] school years.

Page 36, item 7, line 1

[redacted] testified that [redacted] sometimes heard loud yelling of colours from Stawn's classroom, which sometimes made [redacted] students nervous. One student told [redacted] that [redacted] didn't **did not** walk the hallway alone because of the loud yelling. [redacted] testified that it was a [redacted] objective for students to learn to walk the hallways alone.

Page 37, item 1, line 2

part-time assignment at [redacted] during the [redacted] school year to teach Grade [redacted] and Grade [redacted]

Page 38, item 16, line 4 and item 17, line 1 respectively

Teachers ~~don't~~ **do not** put their hands on students

[redacted] recalled [redacted] telling Stawn that you ~~don't~~ **do not** put hands on students

Stawn, p 5

Page 39, item 28

██████████ identified Exhibit 5, tab 81, as ██████ notes about Student A.

Page 40, item 5

██████████ recalled having a professional relationship with Stawn. ██████ testified that ██████ believed there was some tension between Stawn and other members of the staff.

Page 40, item 7, line 2

because they liked the hair, which resulted in Student E's suspension

Page 41, item 14

██████████ went on to relate how Student B brought ██████ cute posters, which ██████ has kept.

Page 41, item 15

Student B and Student E would, in subsequent years, to stop by to visit and get snacks from ██████

Page 41, item 18, line 2

being mean and that they ~~couldn't~~ **could not** go to him for help.

Page 41, item 25

██████████ also clarified that she used a reward system, which was a jar at the front of the class.

Page 42, item 6

After each incident, ██████ followed up with the parents so they were ~~appraised~~ **apprised** of what had occurred.

Page 43, item 15, line 2

During a supervision requiring, "all hands-on deck," Stawn told ██████

Page 43, item 21, line 1

The school had a scheduled ~~activity called~~ Books After Breakfast

Page 45, item 53, line 1

██████████ and Stawn kept ~~distant~~ **distance** for the remainder of the year.

Page 46, item 58, line 2

██████████ was told to submit documents to central office, which ██████ did.

Page 46, item 64, line 1

██████████ reviewed Exhibit 5, tab 91 and tab 92, which were e-mails between Stawn

Page 46, paragraph preceding item 64, line 1

Jarisz objected to the introduction of the document ~~whole sale~~ **wholesale** and wanted it verified

Page 47, item 66, line 1

██████ was directed to document intended to be entered as Exhibit 5, tab 88, which

Page 47, item 68

██████ clarified that Exhibit 5, tab 88, came from Exhibit 5, tab 86.

Page 47, item 72, line 2

come to accept that her feelings that ██████ had not believed ██████, which led to

Page 48, item 73, line 1

██████ explained that her reference to, "hundreds of conversations" was not about

Page 48, item 76, line 1

██████ identified Exhibit 5, tab 87, as the documents ██████ provided to legal counsel

Page 48, item 78, line 1

██████ was certain the contents of Exhibit 5, tab 87, were not influenced by ██████

Page 50, item 14, line 1

██████ reviewed Stawn's class list form **the** ██████ school year

Page 51, item 23, line 3

██████ recounted him telling ██████ he was so frustrated that he ~~didn't~~ **did not**

Page 52, item 39, line 3

██████ was aware that ██████, after some time, had asked

Page 53, item 7, line 2

held door closed as ~~Student A~~ while Student A screamed and kicked the door.

Page 55, item 5, line 2

by one arm, where they had to be on their "tippy toes."

Page 56, item 6, line 2-3

Student A described Stawn ~~pushed~~ **pushing** them really hard/~~shoved~~ **shoved** them

Page 57, item 7

██████ characterized Stawn's actions as, "manhandling," ██████ child and was emotional when ██████ stated that ██████ child had been abused by someone whom they should have been able to trust.

Page 57, item 3, line 1

Stawn outlined the efforts he made to complete his masters of education **degree**

Page 59, item 20, line 2

**that** they both tracked Student A's behaviour

Stawn, p 7

Page 59, item 21, line 2

inconsistent, which he attributed to [REDACTED] being busy

Page 59, item 23, line 1

established relationships (**for** maybe

Page 59, item 28, line 4

he ~~couldn't~~ **could not** handle

Page 60, item 33, line 3

the school that day and he ~~wasn't~~ **was not** responsible for the lunch supervisors

Page 61, item 44, line 1

Stawn recalled that Student C was not his student in **the** [REDACTED] school year

Page 62, item 47, line 3, line 5 and line 7

Stawn yelled at Student C to stop; however,

~~didn't~~ **did not** explain

~~couldn't~~ **could not** talk with Student C

Page 62, item 51, line 2

to meet with [REDACTED] **the** next morning.

Page 62, item 52, line 2

He testified that the gym incident **was** in the top five

Page 63, item 61, line 3

of ODD because of **a** presentation

Page 63, item 62, line 4

**on** which Student A made progress ~~on~~ during the 2016/17

Page 64, top of page, line 3

Student A in the boot room, which resulted ~~with~~ **in**

Page 64, item 64, line 4

Student A's hand, which would

Page 64, item 65

Stawn denied taking Student A to the office but stated he only **took** Student A to the little room. Stawn reiterated that the little room was not for time out but **for** calming as it had toys and games in it.

Page 68, item 85, line 2

He ~~couldn't~~ **could not** do anything

Stawn, p 8

Page 68, item 88, line 1 and line 3  
Stawn reviewed Exhibit 5, tab 81,  
system ~~which~~ that he

Page 68, item 89, line 4  
material, which was sometimes redacted

Page 68, item 90, line 1  
Stawn reviewed Exhibit 5, tab 29,

Page 68, item 91, line 1  
Stawn reviewed Exhibit 5, tab 30,

Page 69, top of page, line 1  
clarified that none **of** the students

Page 69, line 1 of items 93–100  
Exhibit 5, tab 43,  
Exhibit 5, tab 44,  
Exhibit 7, tab 67,  
Exhibit 6, tab 65,  
Exhibit 5, tab 72,  
Exhibits 7, tabs 37 to 51,  
Exhibit 7, tab 31,  
eExhibit 7, tab 32,

Page 70, line of items 101–104  
Exhibit 7, tab 33,  
Exhibit 5, tab 76,  
Exhibit 5, tab 37,  
Exhibit 5, tab 77,

Page 70, item 106, line 1  
practitioner and **stated** he used his drive

Page 72, item 7  
classroom FM system, as did [REDACTED]

Page 74, item 23, line 1  
not in Stawn's class **but** would pass by

Page 74, item 29, line 1  
[REDACTED] stated that [REDACTED] ~~couldn't~~ **could not** recall

Page 75, item 3, line 1  
dry sense of humour, which

Stawn, p 9

Page 75, item 8, line 2

He ~~didn't~~ **did not** return to school after teacher's' convention.

Page 77, item 23, line 1

[REDACTED]

Page 77, item 24, line 1

and if you ~~weren't~~ **were not**

Page 78, item 36, line 2

afterwards to fill

Page 81, item 25, line 2

being punitive towards

Page 83, top of page, line 1

probabilities that ~~which~~ a practical

Page 83, item 5, line 1

is if ~~it's~~ **it is** probable

Page 84, first paragraph for Alyssa Mayer, line 1

when [REDACTED] ~~couldn't~~ **could not** recall

Page 84, second paragraph for Alyssa Mayer, line 3

teaching career, which is

Page 86, item H, line 1

[REDACTED] s calm ~~demeaner~~ **demeanour**

Page 87, item L, line 2

time of the events,

Page 87, item N, line 3

EA, which suggests

Page 87, item P, line 1

they ~~couldn't~~ **could not**

Page 89, item T, line 3

first-year teacher who was focussed on [REDACTED] own class

Page 90, item 3, line 1

Manitoba, which he characterized

Stawn, p 10

Page 90, item 6, line 2

certification ~~wasn't~~ **was not** current

Page 91, item 11, line 1

classroom, which ~~wasn't~~ **was not** immediately

Page 92, item 17, line 17

~~can't~~ **cannot** be fully

Page 92, item 18, line 2

Student C ~~wouldn't~~ **would not** stop

Page 93, item 24, line 1

Student C ~~hadn't~~ **had not** stopped riding

Page 93, item 26, line 2

a Post-It, which

Page 93, item 32, line 1

Stawn walked towards Student B

Page 94, item 7, line 1

they ~~wouldn't~~ **would not**

Page 96, item 5, line 1

"middle space" ~~which~~ **that**

Page 96, item 11, line 2

off the ground. It's **is**

Page 99, item 18, line 1

This rationale by Stawn ~~doesn't~~ **does not** fully

Page 100, item 7, line 1 and line 3

they ~~wouldn't~~ **would not** get  
towards ~~them~~ **them** until he was

Page 100, item 9, line 1

Witnesses ~~didn't~~ **did not** corroborate

Page 101, item 7, line 1

master's degree focussed on learning

Page 102, item 8, line 1

certification ~~wasn't~~ **was not**

Stawn, p 11

Page 102, item 1, line 1

Although they ~~didn't~~ **did not** have a social

Page 105, item 1 a)

█'s treatment towards him

Page 106, item c), line 1

Stawn's complaint

Page 106, item 2, line 1

Although it's **is** inappropriate

Page 107, item 12, line 1

Stawn's conduct towards his colleagues ~~didn't~~ **did not** demonstrate

Page 107, item 10, line 4 and line 8

that this is conduct ~~which is~~

Page 111, item 2, line 2

cross-examination

Page 111, item 3, line 2

2-4-week

Page 111, item 6, line 1

█ purpose was **to** observe

Page 112, item 7, line 2

tended towards consensus

Page 112, item 9, line 2

with Stawn, which occurred

Page 113, item 8, line 2

colours: red, yellow, **and** green

Page 115, item 2, line 3

~~isn't~~ **is not** consistent

Page 116, item 1, line 3

with behavioural issues, which required

Page 116, item 3, line 1, line 3 and line 4

committee ~~didn't~~ **did not** hear

that they ~~didn't~~ **did not** tell

~~couldn't~~ **could not** explain things

Page 117, item 2, line 1  
~~didn't~~ **did not** hear

Page 117, item 3, line 5 and line 7  
it's **is** clear that Stawn  
[REDACTED] ~~didn't~~ **did not** pursue

Page 117, item 5, line 4  
~~didn't~~ **did not** give these documents

Page 118, item 6, line 2  
~~doesn't~~ not dispute

Page 118, item 1, line 3  
if this ~~isn't~~ **is not** possible

Page 118, item 2, line 1  
~~aren't~~ **are not** quick to yell

Page 119, item 1, line 1 and line 2  
Stawn ~~den't~~ **do not** relate  
behaviour towards his students

Page 119, item 3, line 1-2  
After Stawn accessed leave, and [REDACTED] was hired to teach his students. Although [REDACTED]  
testified that behavioural incidents still occurred, [REDACTED] ~~didn't~~ **did not** recall a need to hold

Page 119, item 4, line 4 and line 6  
it's **is** confounding  
students, which, ultimately

January 18, 2022

