

THE ALBERTA TEACHERS' ASSOCIATION
DECISION OF THE HEARING COMMITTEE
OF THE PROFESSIONAL CONDUCT COMMITTEE

IN THE MATTER OF CHARGES OF UNPROFESSIONAL
CONDUCT AGAINST JENTRY JACK SALMON

The hearing committee of the Professional Conduct Committee of the Alberta Teachers' Association reports that charges of unprofessional conduct laid against Jentry Salmon of [Location Redacted] were duly investigated in accordance with the *Teaching Profession Act* (TPA). The hearing was held online, via video conference, on Friday, October 1, 2021.

The participants were

1. Professional Conduct Committee members appointed as the hearing committee [Name Redacted] (chair), [Name Redacted] and [Name Redacted];
2. Counsel to the hearing committee [Name Redacted];
3. Secretary to the hearing committee [Name Redacted];
4. Administrative secretary to the hearing committee [Name Redacted];
5. Presenting officer, [Name Redacted]; and
6. Investigated member, Jentry Salmon, was present and was represented by [Name Redacted] of [Name Redacted].

COMPOSITION/JURISDICTION

There were no objections to the composition of the hearing committee or its jurisdiction to hear the case.

PRELIMINARY MATTERS

1. A request for an adjournment was presented to the hearing committee by way of a Zoom meeting on March 16, 2021. The committee granted the adjournment due to the inability of the investigated member's counsel to take part in the hearing because of injuries sustained in an automobile accident. In the spirit of procedural fairness, the adjournment was granted.
2. At the commencement of the hearing on October 1, 2021, counsel to the investigated member, [Name Redacted] made an application to the committee that the hearing be closed to the public. This application was supported by the presenting officer, [Name Redacted]. [Name Redacted] further made application that the submissions regarding this application by both parties also be conducted in closed session. The committee agreed to hear arguments in closed session. After deliberating and considering section 33 of the TPA, the committee agreed that the hearing would be closed to the public. Both parties agreed that an open hearing could cause further duress to parties other than Salmon, could further divide the community and put

parties at risk for physical and emotional harm. Further, the committee acknowledged that the interests of transparency would be upheld by the publication of the written decision of the hearing committee.

CHARGES AND PLEA

The following charge was read aloud by the secretary to the hearing committee:

1. Jentry Jack Salmon is charged with unprofessional conduct pursuant to the *Teaching Profession Act* in that he, while a member of the Alberta Teachers' Association, in or about the spring of the 2014/15 school year, and in the 2015/16 and 2016/17 school years, engaged in an inappropriate relationship with a student, [Student A], contrary to section 23(1) of the *Teaching Profession Act*.

The investigated member, by written submission, entered a plea of guilty to the one charge. (Exhibit 3)

WITNESSES

There were no witnesses called.

EXHIBITS FILED

Exhibit 1—Notices of hearing and related documents including:

- a) Initial notice of hearing and Canada Post confirmation of delivery, on January 7, 2021
- b) Salmon adjournment request received via e-mail, on March 15, 2021
- c) 120-day waiver signed by Salmon, dated March 16, 2021
- d) Letter granting adjournment and Canada Post confirmation of delivery, on March 23, 2021
- e) Multiple notices to reconvene hearing and Canada Post confirmation of deliveries, on July 2, 2021; August 13, 2021; and September 7, 2021, respectively

Exhibit 2—Proof of Salmon's membership in the Alberta Teachers' Association from September 1, 2012 to August 31, 2019

Exhibit 3—Submission on plea, signed by [Name Redacted], dated September 21, 2021

Exhibit 4—Agreed statement of facts, signed by [Name Redacted] and [Name Redacted], dated September 21, 2021 and September 28, 2021 respectively

Exhibit 5—Joint submission on penalty, signed by [Name Redacted] and [Name Redacted], dated September 28, 2021

EVIDENCE ADDUCED AND EXHIBITS FILED INDICATED

1. Salmon was confirmed to be a member of the Alberta Teachers' Association during the period of September 1, 2012 and August 31, 2019. (Exhibit 2)
2. Salmon began his teaching career at [School Redacted] in the [School Division Redacted] in the fall of 2012. (Exhibit 4)
3. Salmon graduated from [Name Redacted] and was hired in Alberta on a letter of authority issued by Alberta Education. (Exhibit 4)
4. Salmon taught [Subjects Redacted]. He also coached the [Teams Redacted] team. (Exhibit 4)
5. Salmon's letter of authority was renewed for the 2013/14 school year, as he had not yet completed his required course work to qualify for an Alberta teaching certificate. (Exhibit 4)
6. Salmon was evaluated by [Name Redacted] personnel and he was offered a continuing teaching contract, effective fall of 2016. (Exhibit 4)
7. [School Redacted] is located in the town of [Location Redacted], approximately 35 kilometers southeast of [Location Redacted]. [School Redacted] serves approximately 270 students. (Exhibit 4)
8. As a result of conduct concerns on the part of Salmon, he was suspended from employment on October 11, 2016. (Exhibit 4)
9. On February 17, 2017, Salmon was criminally charged with two counts of sexual exploitation. (Exhibit 4)
10. The charges were subsequently revised and, in a trial that began March 18, 2019, Salmon was tried on the following charges:
 - a) between the 22nd day of May, 2016, and the 8th day of October, 2016, both dates inclusive, at or near [Location Redacted], did, for a sexual purpose, being a person in a position of trust or authority towards Student A, a young person, touch directly a part of the body of Student A with his body, to wit, hands and mouth, contrary to Section 153(1)(a) of the Criminal Code of Canada; and
 - b) between the 22nd day of May, 2016, and the 8th day of October, 2016, at or near the town of [Location Redacted], he did, using a telecommunication device, communicate with Student A, a person under the age of 18 years, for the purpose of facilitating the commission of an offence of sexual exploitation, contrary to Section 172.1(1)(a) of the Criminal Code of Canada. (Exhibit 4)
11. On March 28, 2019, Salmon was acquitted of both charges. (Exhibit 4)

12. Following the completion of Salmon's criminal trial, the Association proceeded with its investigation of unprofessional conduct. (Exhibit 4)
13. Salmon did not return to work after his suspension from employment and he resigned his position in August 2019. (Exhibit 4)
14. Salmon taught [Subjects Redacted] to Student A in the 2014/15 school year when Student A was a [Grade Redacted] Student At [School Redacted]. (Exhibit 4)
15. Salmon coached Student A [Team Redacted] from approximately the beginning of November 2014 to March 2016 when Student A was a [Grade Redacted] student respectively. (Exhibit 4)
16. In the spring of the 2014/15 school year, Student A suffered [Injury Redacted] while playing [Sport Redacted]. Student A's [Injury Redacted] came to the attention of Salmon, who booked Student A an appointment with a doctor in [Location Redacted]. (Exhibit 4)
17. Another student, Student B, who was in [Grade Redacted] at the time, drove Student A to doctor's appointment. (Exhibit 4)
18. The doctor was one that Student A had never visited before, nor had Student A ever suffered a [Injury Redacted] before. (Exhibit 4)
19. Salmon did not ask Student A's parents or inform them of the fact that he had booked a doctor's appointment for Student A. (Exhibit 4)
20. As a result of Student A having suffered a [injury Redacted], [gender redacted] had to sit out of some of Salmon's [subject redacted] classes and experienced bullying from students who believed [gender redacted] to be faking the [injury redacted]. (Exhibit 4)
21. In December 2015, Student A suffered a second [injury redacted]. Salmon provided Student A with nonprescription pain relief as needed, which he stored in his office. Student A and other students were permitted to help themselves to nonprescription medication as needed. (Exhibit 4)
22. Salmon used text messaging as a way to communicate with Student A when [gender redacted] was in [Grade Redacted]. The messages centered largely on the subject of school sports and were communicated through a group chat. (Exhibit 4)
23. Salmon also used Snapchat as a way to communicate with Student A when [gender redacted] was a [Grade redacted] student. The messages centered largely on the subject of school sports and were initially communicated through a group chat. (Exhibit 4)
24. Soon after adding Student A to his Snapchat account, Salmon and the students began exchanging messages and pictures. (Exhibit 4)

25. In the spring and summer of 2016, Student A's [Grade redacted]-year, Salmon and Student A exchanged two-way Snapchat messages as well as two-way text messages. (Exhibit 4)
26. Salmon was aware that Snapchat messages are not retained on the user's or the recipient's cellular telephone after use. (Exhibit 4)
27. Salmon and Student A texted and exchanged Snapchats throughout spring, summer and early fall of 2016. (Exhibit 4)
28. Students, including Student A, visited Salmon regularly in his office, sometimes alone, which was located in a corner of [location redacted]. (Exhibit 4)
29. In the spring and summer of 2016, Salmon and Student A also had telephone conversations, first initiated by Salmon. The telephone conversations were held, on average, weekly and were at times lengthy and occurred at various times of the day. (Exhibit 4)
30. The following is a partial record of text messaging and telephone calls that were made between Salmon and Student A:
 - a) Friday, June 24, 2016, Student A received a phone call from Salmon at 9:44 PM, which lasted 21 minutes;
 - b) Monday, June 27, 2016, Student A received a phone call from Salmon at 12:37 PM, which lasted 5 minutes;
 - c) Monday, June 27, 2016, at 12:42 PM, Student A made a phone call to Salmon, which lasted 7 minutes;
 - d) Tuesday June 28, 2016, at 10:24 PM, Student A received a phone call from Salmon, which lasted 3 minutes;
 - e) Tuesday, July 5, 2016 at 9:01 PM, a text message sent from Salmon to Student A;
 - f) Sunday, July 10, 2016 at 9:58 PM, a text message from Salmon to Student A, containing the message, "Could be adventurous I guess."
 - g) Tuesday, July 12, 2016, at 1:38 PM, a text message from Salmon to Student A, containing the message, "If you want to. Sounds like the rain stopped."
 - h) Wednesday, July 13, 2016 at 12:45 AM, a text message from Salmon to Student A;
 - i) Wednesday, July 14, 2016, at 4:13 PM, a text message from Salmon to Student A, a message comprised of a heart emoji;
 - j) Wednesday, July 20, 2016, at 8:02 PM, Student A received a phone call from Salmon, which lasted 12 minutes;
 - k) Thursday July 21, 2016, at 1:17 PM, Student A made a phone call to Salmon, which lasted 1 minute;
 - l) Thursday, July 28, 2016, at 4:18 PM, Student A received a phone call from Salmon, which lasted 22 minutes;
 - m) Thursday, July 28, 2016, at 8:19 PM, Student A received a phone call from Salmon, which lasted 4 minutes;
 - n) Thursday, July 28, 2016, at 8:28 PM, Student A made a phone call to Salmon, which lasted 21 minutes;

- o) Thursday, July 28, 2016, at 9:01 PM, Student A made a phone call to Salmon, which lasted 12 minutes;
- p) Friday, August 5, 2016, at 5:57 PM, Student A received a phone call from Salmon, which lasted 9 minutes;
- q) Saturday, August 6, 2016, at 6:41 AM, Student A made a phone call to Salmon, which lasted 2 minutes;
- r) Sunday, August 7, 2016 at 9:29 and 9:32 PM, text messages from Salmon to Student A, containing the messages, "Pulling up" and "Thanks man. They look spectacular;"
- s) Monday, August 8, 2016, at 4:57 PM, Student A made a phone call to Salmon, which lasted 7 minutes;
- t) Thursday, August 11, 2016, at 10:47 PM, Student A received a phone call from Salmon, which lasted 27 minutes;
- u) Wednesday, August 17, 2016, at 12:40 PM, Student A received a phone call from Salmon, which lasted 7 minutes;
- v) Thursday, August 18, 2016, at 6:00 PM, a text message from Salmon to Student A;
- w) Saturday, August 20, 2016, at 1:12 AM, Student A received a phone call from Salmon, which lasted 21 minutes;
- x) Monday, August 22, 2016, at 9:15 PM, a text message sent from Salmon to Student A;
- y) Tuesday, August 23, 2016, at 5:05 PM, Student A received a phone call from Salmon, which lasted 4 minutes;
- z) Tuesday, August 23, 2016, at 5:45 PM, Student A received a phone call from Salmon, which lasted 4 minutes;
- aa) August 24, 2016, at 1 :30 AM, a text message from Salmon to Student A; containing the message, "Keep waiting. Sorry;"
- bb) Thursday, August 25, 2016 at 9:59 PM, a text message from Salmon to Student A;
- cc) Thursday, August 25, 2016, at 10:59 PM, Student A made a phone call to Salmon, which lasted 3 minutes;
- dd) Monday, August 29, 2016 at 9:14 AM, Salmon sent Student A a Snapchat, containing the message, "I did too man don't worry;"
- ee) Monday, August 29, 2016, at 10:59 PM, Student A made a phone call to Salmon, which lasted 1 minute;
- ff) Tuesday, August 30, 2016, at 1:56 PM, a text message from Salmon to Student A;
- gg) Thursday, September 1, 2016, at 9:28 PM, Student A received a phone call from Salmon, which lasted 1 minute;
- hh) Saturday, September 3, 2016, at 12:53 AM, Student A made a phone call to Salmon, which lasted 8 minutes;
- ii) Wednesday, September 7, 2016, at 10:55 PM, Student A received a phone call from Salmon, which lasted 23 minutes;
- jj) Friday, September 9, 2016 at 7:00 PM and 7:10 PM, text messages from Salmon to Student A;
- kk) Wednesday, September 14, 2016, at 8:46 PM m, Student A received a phone call from Salmon, which lasted 2 minutes;

- ll) Friday, September 16, 2016, at 6:55 PM, a text message from Salmon to Student A, containing the message, "Take a sweet action picture of the game for me to put on my sweet Twitter thing, man. Please."
 - mm) Monday, September 19, 2016 at 1 :24 PM, a text message from Salmon to Student A, containing the message, "You're welcome;"
 - nn) Wednesday, September 21, 2016, at 3:59 PM, Student A received a phone call from Salmon, which lasted 25 minutes;
 - oo) Wednesday, September 21, 2016, at 4:28 PM, Student A made a phone call to Salmon, which lasted 1 minutes;
 - pp) Wednesday, September 21, 2016, at 4:29 PM, Student A received a phone call from Salmon, which lasted 8 minutes;
 - qq) Tuesday, August 30, 2016 to Thursday, October 13, 2016 at 6:35 AM, several group chat messages (group of four, including Salmon and Student A). (Exhibit 4)
31. Majority of the calls, texts and snapchats occurred out of school hours, during holidays and summer break. (Exhibit 4)
32. During the summer of 2016, prior to Student A's [Grade Redacted] school year, Salmon, Student A and a number of Student A's teammates travelled to [Location Redacted] to play at a [sport redacted] tournament. (Exhibit 4)
33. Salmon and Student A continued to Snapchat throughout early September 2016.
34. Student A snuck out of [gender redacted] house late at night on several occasions in the 2015/16 school year, summer 2016 and fall 2016. Salmon was aware of the fact, but denied meeting Student A on these occasions. (Exhibit 4)
35. On or about September 26, 2016, Student A's parents, booked a meeting with [Name Redacted], school principal, for September 28, 2016. Student A's parents intended to raise concerns about Salmon and Student A's relationship at this meeting. Salmon was aware that the meeting was scheduled. (Exhibit 4)
36. On September 27, 2016, Salmon met with Student A after a [sport redacted] game. They each drove their own vehicle and met at a location outside of [location redacted]. (Exhibit 4)
37. While at [location redacted], Salmon asked Student A why [gender redacted] had been more distant with him recently. (Exhibit 4)
38. While at [location redacted], Salmon informed Student A of the meeting that would occur the next day on September 28, 2016 between Student A's parents and the school; in particular, regarding their concerns of Salmon's interactions with Student A. (Exhibit 4)
39. As they departed from [location redacted], Salmon gave Student A a hug. (Exhibit 4)

40. Driving home from [Location Redacted], Student A rolled [gender redacted] vehicle. This necessitated a postponement of the meeting that had been scheduled for the next day between Student A's parents and [Name redacted]. (Exhibit 4)
41. On the day prior to Thanksgiving Day, October 9, 2016, Student A's mother sent a text message to [Name redacted], in which she requested a meeting with him for the day following Thanksgiving Day. Student A's mother again wished to raise concerns regarding Salmon and Student A's relationship. (Exhibit 4)
42. On Thanksgiving Day, October 10, 2016, Salmon and Student A had a Snapchat conversation, in which Salmon and Student A discussed how much detail Student A's parents knew about Salmon and Student A's meetings. (Exhibit 4)
43. On Thanksgiving Day, October 10, 2016, Salmon contacted [Name redacted] and asked to meet with him that day. (Exhibit 4)
44. Salmon and [name redacted] met at [school redacted] at approximately 9:00 PM. (Exhibit 4)
45. At their meeting, Salmon told [name redacted] that Salmon had not been previously forthcoming with [name redacted]; that Salmon and Student A had met privately outside of school hours. Further, Salmon stated he met with Student A off school property on five occasions. (Exhibit 4)
46. One of the occasions on which Salmon and Student A met occurred after [name redacted] had previously told Salmon to avoid contact with Student A. (Exhibit 4)
47. [name redacted] and Student A's parents met at the school the day after Thanksgiving, October 11, 2016. (Exhibit 4)
48. At the meeting, [name redacted] told Student A's parents that Salmon had met with [name redacted] on Thanksgiving Day and that Salmon had told [name redacted] that Salmon and Student A had met five times off school property. (Exhibit 4)
49. The five occasions identified by Salmon were as follows:
 - a) September 27, 2016 at [location redacted], the night of Student A's car accident
 - b) Around mid-April 2016 following Student A's [sport redacted] practice, Salmon and Student A met on a baseball diamond at about 6:30 or 7:00 PM. Both Student A and Salmon remained in their vehicles and discussed some hurtful texts Student A had received from other students.
 - c) Near the end of May 2016 at the [location redacted] — at 8:30 to 9:00 PM with slurpees. Salmon and Student A discussed an event that took place at a grad with details of a date that was distressing to Student A.
 - d) At the end of May or beginning of June 2016 at 8:30 or 9:00 PM, both Salmon and Student A sat and discussed issues for 30 to 45 minutes on the patio situated at the back of the [location redacted]. Each drove their own vehicles there. The issues discussed at this meeting

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included the same difficulties and personal struggles as before, the future of[sport redacted] things and the upcoming [sport redacted] season.

e) September long weekend meeting in 2016 also at the [location redacted], also around 9:00 PM.

Salmon and Student A walked there together and discussed a possible shift by Salmon to the [gender redacted] team. Student A was distraught by this conversation and the meeting ended with a hug. (Exhibit 4)

50. Salmon never raised any concerns he had about Student A to Student A's parents. (Exhibit 4)
51. As a result of the disclosures that Salmon had made to [name redacted], [name redacted] called the Superintendent of Schools, [name redacted] , on October 11, 2016. (Exhibit 4)
52. [name redacted] advised [name redacted] to send Salmon home from school that day. (Exhibit 4)
53. Later the same day, [name redacted] delivered a suspension letter to Salmon at Salmon's home. (Exhibit 4)
54. [name redacted] stated that Salmon admitted to having an inappropriate relationship with Student A, but did not admit to admission of any physical contact. [name redacted] went on to say that [gender redacted] did not want to minimize this, but it was important to note that the relationship was not sexual in nature.
55. [name redacted] responded by reminding the committee there are two incidents of physical contact documented in the agreed statement of facts: "As they departed from [location redacted], Salmon gave Student A a hug" and "September long weekend meeting 2016 also at the [location redacted], also around 9:00 PM. Salmon and Student A walked there together and discussed a possible shift by Salmon to the [gender redacted] Team. Student A was distraught by this conversation and the meeting ended with a hug."

DECISION OF THE HEARING COMMITTEE

Charge 1—Guilty

REASONS FOR DECISION

1. Salmon admitted to an inappropriate relationship with Student A. In the agreed statement of facts, Salmon admitted to details regarding the relationship which contravenes section 23(1) of the TPA.
2. Salmon breached the expectation that a teacher will establish clear boundaries with students. Salmon allowed the relationship to become overly familiar and unprofessional which was detrimental to the best interests of the student.

3. There was a pattern of repetitive inappropriate contacts initiated by Salmon via texts, Snapchat, phone calls and in-person meetings outside of the school day and year and off school property.
4. The committee was not able to see the content of all the communications, however, there was sufficient evidence that these communications were not appropriate.
5. Salmon made no attempt to communicate with Student A's parents regarding a potential [injury redacted]. Salmon went so far as to make an appointment for Student A to see a doctor without informing [gender redacted] parents, which constitutes a breach of trust.
6. Salmon provided students with unsupervised access to non-prescription medication, which is beyond the scope of a teacher's responsibility.
7. Although there was no evidence provided that the relationship was sexual in nature, the relationship was highly inappropriate and violated the TPA.
8. Teachers hold a position of authority over, and trust with, students. It is essential that teachers live up to the high expectations and limit their relationships by being clear about the boundaries so there can be no misunderstandings by impressionable young people.
9. The nature of the charge is significant due to the breach of trust accorded to teachers by students, parents, teachers and the public. Teachers are expected to act as positive role models and create a safe environment for all of their students.

SUBMISSION ON PENALTY

1. The hearing committee received a written joint submission on penalty from [name redacted] and Salmon recommending the following penalty:
 - a) A declaration that Salmon is declared ineligible for membership in the Alberta Teachers' Association for a period of two years
 - b) A recommendation to the minister of education to suspend Salmon's teaching certificate for a period of two years. (Exhibit 5)

[Name Redacted] submission

1. In presenting the submission, [name redacted] noted that Salmon and his counsel had participated in the development of the submission to the committee and had pleaded guilty to the charge.
2. [name redacted] submitted that the penalty was appropriate given the circumstances.

3. In [gender redacted] presentation on penalty [name redacted] noted that:
- a) Salmon's conduct of meeting one-on-one with Student A after school hours and off school property placed Student A in a difficult situation. His use of social media, including the use of a platform that he knew automatically deleted messages and his use of the telephone in communicating with Student A created confusion and interfered with Student A's relationships with others.
 - b) Salmon's misconduct exhibited a pattern over an extended period of time; it was not an isolated event.
 - c) It is not the individual member, the community or the church that decides what the profession holds as standards of acceptable conduct. It is the Professional Conduct Committee that determines what constitutes professional conduct and what falls below the standard expected of the profession.
 - d) Salmon had a continuing teaching contract at the time of his conduct and had sufficient training and experience, as such he should have understood that his actions were inappropriate and contrary to the best interests of students and the profession.
 - e) A teaching certificate presupposes that a teacher has sufficient judgment to avoid the type of relationship that Salmon developed with Student A.
 - f) Salmon has no prior professional conduct convictions.
 - g) The student was [age redacted] at the time of Salmon's misconduct. The result on Student A were significant, impacting [gender redacted] relationships with [gender redacted] peers and parents. Student A did not have a typical high school experience.
 - h) Salmon failed to engage appropriate resources or the student's parents during a time in which Student A was dealing with difficult personal circumstances.
 - i) Salmon's failure to notify the Student A's parents of concerns regarding [gender redacted] well-being placed Student A in a precarious position.
 - j) Student A was left feeling confused, isolated and having strained relationships with peers.
 - k) Student A was required to testify in criminal court; the criminal proceedings were difficult on [gender redacted] and [gender redacted] family.
 - l) Salmon's guilty plea spared witnesses from having to appear before a hearing committee.
 - m) A penalty that communicates general deterrence is important. Teachers need to understand the nature of their role and the dangers of breaching appropriate student-teacher boundaries.
 - n) A penalty that sends a message to Salmon and to the profession in general, as well as to the public, is required, so that there is a clear understanding of the high standards that are expected of teachers.
4. [name redacted] referred to three precedent cases with similar facts to support the joint submission on penalty.

Salmon's submission

1. Salmon acknowledged that the relationship with Student A was inappropriate and admitted he should have made different choices.
2. Salmon specifically commented on the timing of some of the texts which occurred while the team was in [location redacted] and were therefore in [Time zone redacted]. Some of these texts were regarding team meals and were not personal in nature.
3. Salmon stated that he and his wife were friends with Student A's family and Student A [personal information redacted]. Student A had almost daily conversations with his wife and told them both that nobody listens.
4. Salmon said that he asked administration for guidance.
5. Salmon admitted that his actions had altered the course of many lives and regretted not involving Student A's parents.
6. Salmon said this has been a five-year strain on his family and has affected his and his family's reputation and relationships in the community.
7. Salmon told the committee that he was a young teacher and has now been out of the profession longer than he was in it.
8. Salmon appreciated that the hearing was closed to the public and that he had the opportunity to speak to the committee.
9. Salmon told the committee that he regretted his actions.
10. Salmon advised the committee that he is no longer teaching and does not intend to teach again.

[name redacted]'s submission

1. [name redacted] began [gender redacted] presentation by stating the governing principal is deterrence and that the goal for this penalty is the protection of the larger public interest and the profession. [name redacted] went on to describe specific and general deterrence, indicating that specific deterrence is to make sure that Salmon does not do this again, however this is not so much of a factor in this case as Salmon has moved on to another profession. [gender redacted] then described general deterrence as the impact on the profession and making sure younger teachers don't make the same mistake as Salmon. [gender redacted] suggested to the committee that general deterrence should be the committee's prime consideration.

2. [name redacted] went on to say that the town of [location redacted] as a small church-based community with many relationships that crossed professional and personal boundaries. In small communities the line between teacher-student relationship gets blurred more easily.
3. [gender redacted] described the nature and gravity of the charge as being on the low end because it was a social relationship and involved no inappropriate physical contact.
4. [name redacted] stated that Salmon was a relatively inexperienced teacher trying to help Student A but his actions were inappropriate.
5. [name redacted] indicated that Salmon reported to administration that he and Student A were having issues and that he tried to defer Student A to a [gender redacted] teacher and to his wife.
6. Student A was young and was unable or unwilling to confide in [gender redacted] parents and Salmon did not want to breach Student A's trust. Student A confided to Salmon that [gender redacted] was being bullied.
7. [name redacted] reiterated to the committee the numerous consequences that Salmon has already faced outside of this hearing. These included: he retrained for a new career, he lost friendships in the community, he faced a criminal trial, his wife was not allowed to coach in the community, and his children were impacted by adverse community reaction.
8. [name redacted] reminded the committee that Salmon's agreed statement of facts resulted in a shorter hearing and spared witnesses from having to testify again.
9. [name redacted] stated that the precedent cases were not germane as the behaviour in those cases were far more severe.
10. Lastly, [name redacted] stated Salmon's goal is to promote healing for all involved and therefore he committed to an agreed statement of facts and a joint submission on penalty.
11. [name redacted] replied to the previous presentations by reminding the committee that the statement in front of the committee is the agreed statement of facts.

[name redacted] 's response

1. [name redacted] and Salmon presented context, but these were not agreed upon facts.
2. Child-parent dynamics presented by [name redacted] are not accepted facts. Although [name redacted] did not dispute the comments made by defence counsel, [gender redacted] reminded the committee that Student A was a vulnerable Student And therefore Salmon had a responsibility to keep the relationship professional.
3. Comments made by Salmon were also not under oath and were not agreed on as facts.

4. [name redacted] made comment that the argument from [name redacted] that smaller church-based communities allowed a blurring of the personal and professional relationships in actuality places a higher onus on the teacher to maintain professional boundaries.
5. Contrary to comments made by [name redacted] in regards to general and specific deterrence and that a specific deterrence in this case is not required; [name redacted] stated that the penalty must include both a specific and general deterrence. Although Salmon stated that he is not intending to teach in the future, [name redacted] reminded the committee that he may go back to teaching at some point, which makes specific deterrence very relevant in this case.
6. Although [name redacted] specified that the communications between Salmon and the Student were not sexual in nature, we do not know what types of communications took place as they were on Snapchat and therefore not available to the committee and therefore were not included in the agreed statement of facts.

PENALTY

The hearing committee imposed the following penalty:

1. A declaration that Salmon is declared ineligible for membership in the Alberta Teachers' Association for a period of two years and
2. A recommendation to the minister of education to suspend Salmon's teaching certificate for a period of two years upon receipt of the report of the hearing committee.

REASONS FOR PENALTY

1. The hearing committee considered the joint submission on penalty. It recognized the requirement to provide a high level of deference to the joint submission and should only vary the recommendation if the recommended penalty would result in the breakdown of the proper function of the discipline process. The committee accepted the recommendation contained within the joint submission because, given the circumstances and relevant factors, it was reasonable, fit and within the public interest.
2. The hearing committee considered the following to be factors in its decision:
 - a) The nature and gravity of the charges were of a severe nature.
 - b) Salmon has no previous convictions of unprofessional conduct.
 - c) Salmon was suspended from his employment with the school division.
 - d) Salmon resigned his position from the school division
 - e) Salmon acknowledged his unprofessional behaviour and was remorseful.
3. The public and the profession expect that teachers will behave in a manner that treats students with dignity and respect. The penalty reflects the profession's condemnation of Salmon's unprofessional conduct.

4. The committee believes that Salmon's actions had an impact on Student A and may negatively impact [gender redacted] into the future.
5. The committee recognized the need for both a specific and a general deterrence due to the nature and gravity of the inappropriate relationship and thus the penalty was deemed appropriate.
6. Society has the right to expect teachers will act in a manner that protects the best interests of students. Salmon, through his actions, failed to do so.
7. The public must be assured that teachers who do not uphold the values outlined in the Code of Professional Conduct and the TPA will not go unpunished

Dated at the City of Edmonton in the Province of Alberta, Monday, November 22, 2021.